# Regular Board Meeting

Wednesday, October 15, 2025 at 5:30 PM
John F. Barron Administration Building - Board Room
240 N. Crockett Street
San Benito, Texas 78586

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This shall provide general notice that, during the course of the meeting, the Board may elect to discuss any item on the agenda in closed session in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E.

Please note that members of the Board may participate remotely, pursuant to Texas Government Code 551.127 by video conference at this meeting. However, a physical quorum of the Board shall be present at the meeting location.

This shall also provide notice that any item listed as a closed session agenda item may be moved to open session.

1. **Opening of Meeting**

    1.1. Roll Call, Establish Quorum
    _____ Dr. Ariel Cruz-Vela, Board President
    _____ Crystal Hernandez, Board Vice-President
    _____ Israel Villarreal, III, Board Secretary
    _____ Rudy Corona, Board Trustee
    _____ Frutoso M. Gomez, Jr., Board Trustee
    _____ Orlando López, Board Trustee
    _____ Alex Reyna, Board Trustee
    _____ Alfredo Perez, Superintendent of Schools
    _____ Tony Torres, Board Attorney

    1.2. Pledge of Allegiance to the United States and the Texas Flags

    1.3. Invocation

2. **Special Recognition**

2.1. San Benito High School – National Association for Pupil Transportation Poster Contest | 3rd Place in Division 4 of the National School Bus Safety Poster Contest

2.2. San Benito High School – College Board Advanced Placement Scholar Award Honorees

2.3. San Benito High School – College Board National Recognition Program

2.4. Special Services Department – Dyslexia Awareness Month | Teacher Recognition

2.5. San Benito High School – T-Mobile $5K Fridays Weekly Sweepstakes Winner

2.6. San Benito Schools - National Principals Month

3. **Public Comment**

4. **Board Report**

5. **Superintendent's Report**

6. **Consent Agenda: Academics Services**

*In order to promote efficient meetings, the Board may act upon more than one item by a single vote through the use of consent agenda. Consent items placed on the agenda shall be marked with an asterisk (*). Consent items are items for which no Board discussion is anticipated and for which the Superintendent recommends approval. Prior to the time which approval of consent agenda is had, at the request of any member of the Board of Trustees, any item on the consent agenda shall be removed and given individual consideration.*

6.1. *Request for Approval of the Texas Senate Bill 13 Library Book Requirement List

6.2. *Request for Approval of the Destiny Solutions Agreement between San Benito CISD and Follet Software, LLC for Library Services

6.3. *Request for Approval of the Class Size Exemption for the 2025-2026 School Year

6.4. *Request for Approval of the District Improvement Plan for the 2025-2026 School Year

6.5. *Request for Approval of the Campus Improvement Plans for the 2025-2026 School Year

6.6. *Request for Approval of the Amendment to the Secondary Course Catalog for the 2025-2026 School Year

6.7. *Request for Approval to Apply for the Learning Acceleration Support Opportunities (LASO) Grant Cycle 4 for the 2025-2026 School Year

7. **Consent Agenda: Business and Finance**

7.1. *Request for Approval of Cash Account for September 2025

7.2. *Request for Approval of Comparison of Revenue and Expenditures to Budget for September 2025

7.3. *Request for Approval of Tax Collection Report for September 2025

7.4. *Request for Approval of Check Disbursement Report for September 2025

7.5. *Request for Approval of Quarterly Investments

7.6. *Request for Approval of Quarterly Federal Funds

7.7. *Request for Approval of Gifts/Bequests for the 2025-2026 School Year

7.8. *Request for Approval of Budget Amendments

7.9. *Request for Approval of Purchases over $50,000

7.10. *Request for Approval to Award Bid Proposals for RFP-0925-PCS, Pest Control Services as recommended by Administration

7.11. *Request for Approval to Add Assistant Superintendent of Finance & Operations as a Signer of All Financial Institutions and removal of Previous Chief Financial Officer

8. **Consent Agenda: Administration**

8.1. *Request for Approval of Revisions to the 2025-2026 Compensation Plan

8.2. *Request for Approval of the 2025-2026 Organizational Chart

8.3. *Request for Approval of Compliance with RAY BAUM'S Act, Section 506-Dispatchable Location for 911

8.4. *Request for Approval of Board Minutes

- August 27, 2025 - Special Board Meeting
- September 17, 2025 - Public Hearing
- September 17, 2025 - Regular Board Meeting

9. **Action Agenda**

9.1. Discussion and Possible Approval to Award Bid Proposals for RFQ #0925-GSCMTIS, Geotechnical Services, Construction Materials Testing, and Inspection Services for the Performing Arts Center at San Benito Veterans Memorial Academy

10. **Closed Meeting**

*In accordance with Texas Government Code (Open Meetings Act) the Board may move into closed session for the following reasons:*

*Section 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law.*

*Section 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee.*

10.1. Employment, Resignation(s), Retirement(s), and Termination(s)

11. **Reconvene into Open Session**

*Reconvene Into Open Session, and Possible Action on Matters Considered in Closed Session, if necessary*

11.1. Employment, Resignation(s), Retirement(s), and Termination(s)

12. **Closing of Meeting**

12.1. Adjournment

*This notice for this meeting was posted in compliance with the Texas Open Meeting Act.*

San Benito Consolidated Independent School District

# PLEDGE OF ALLEGIANCE

For the Regular Meeting of the Board of Trustees

(PLEASE TYPE)

Meeting Date: October 15th 2025

Campus: Berta Cabaza Middle School

Student's Name: Siniya Quesada

Please include the following information in the student's biography:

- ❑ Student's name
- ❑ Grade
- ❑ Age
- ❑ Favorite Subject
- ❑ Hobbies
- ❑ Accomplishments
- ❑ Parents' Names
- ❑ Other pertinent information

**STUDENT BIOGRAPHY:**

Siniya Quesada, daughter of Patricia and Kristopher Quesada, is an 8th grader at Berta Middle School and an exemplary scholar who especially enjoys mathematics. A BCMS Silver Star, she has earned honors such as Outstanding Performer, Miss High Kick and All-American She maintains straight A's perfect attendance, and is highly involved in school life. Siniya Dances at school and STAR Dance Academy, competes in soccer, basketball, volleyball, and track, and contributes as a member of Student Council, Yearbook staff and the BCMS Band as a percussionist. Her academic excellence, leadership and dedication to the arts and Athletics embody the spirt and pride of Berta Cabaza Middle School.

RETURN COMPLETED FORM TO: Luis D. Gonzales, Jr., Director of Public Relations
San Benito CISD Communications Department / KSBG TV
(956) 276-6030 • lgonzales@sbcisd.net

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San Benito Consolidated Independent School District

# INVOCATION

For the Regular Meeting of the Board of Trustees

(PLEASE TYPE)

Meeting Date: October 15, 2025

Campus: Berta Cabaza Middle School | Daniel Garcia, Principal

Student's Name: Kayden Zuniga

Please include the following information in the student's biography:

- ❑ Student's name
- ❑ Grade
- ❑ Age
- ❑ Favorite Subject
- ❑ Hobbies
- ❑ Accomplishments
- ❑ Parents' Names
- ❑ Other pertinent information

**STUDENT BIOGRAPHY:**

Kayden Zuniga, son of Jesse Zuniga and Perla Gonzalez, is an 8th grade student at Berta Cabaza Middle School. His favorite subject is science, where he especially enjoys learning About space and physics. Kayden has earned distinction as an All-A's student, serves as a Gear Up Ambassador and is a proud member of the National Junior Honor Society. He also Represents BCMS as a member of the Chess Team. Outside of school, Kayden enjoys playing Chess, helping his family and spending time with his dog Bruno named after Bruno Mars. He Also likes playing video games, going to the park, and watching football, especially cheering For the Miami Dolphins. Kayden's curiosity, academic excellence and leadership reflect the Dedication and spirit of the BCMS community.

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San Benito Consolidated Independent School District

# SPECIAL RECOGNITION

For the Regular Meeting of the Board of Trustees

(PLEASE TYPE)

Campus: Transportation Department

Activity/Event(s): National Association for Pupil Transportation (NAPT) poster contest

Achievement(s): 3rd place in Division 4 of the National School Bus Safety Poster Contest!

***NOTE:*** *Teacher/sponsor(s) will be responsible for notifying the students' parents/guardians regarding the date/time of the relevant board meeting.*

| | NAME | GRADE | CAMPUS |
|---|---|---|---|
| 1. | Lluvia Silva | 11 | San Benito High School |
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Teacher/Sponsors(s): Ruth Reyes (High School)- Mr. Manriquez(special needs) Fernando Rosa(Transportation)

What? • When? • Where?

National Association for Pupil Transportation (NAPT) proudly announces Lluvia silva Third place in Division 4 of the National School Bus Safety Poster Contest! (see attachment)

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San Benito Consolidated Independent School District

# SPECIAL RECOGNITION

For the Regular Meeting of the Board of Trustees

(PLEASE TYPE)

Campus: San Benito High School

Activity/Event(s): College Board Advanced Placement Scholar Award

Achievement(s): College Board Advanced Placement Scholar Award Honorees

***NOTE:*** *Teacher/sponsor(s) will be responsible for notifying the students' parents/guardians regarding the date/time of the relevant board meeting.*

| | NAME | GRADE | CAMPUS |
|---|---|---|---|
| 1. | Naen Aguilera | 12 | San Benito High School |
| 2. | Devanta Alaniz | 12 | San Benito High School |
| 3. | Nirel Arraita | 12 | San Benito High School |
| 4. | Anthony Gamboa | 12 | San Benito High School |
| 5. | Alicia Garcia | 11 | San Benito High School |
| 6. | Derek Moreno | 12 | San Benito High School |
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Teacher/Sponsors(s):
Sandra Romeros, Advanced Academics Director
Manuela Lopez, San Benito High School Principal

What? • When? • Where?

The College Board AP Scholar Award is presented to students who demonstrate exceptional college-level achievement earning scores of 3 or higher on three or more AP exams. This recognition highlights their dedication to rigorous coursework, andtheir persistence in advanced academic study, and their preparation for future success in higher education.

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San Benito Consolidated Independent School District

# SPECIAL RECOGNITION

For the Regular Meeting of the Board of Trustees

(PLEASE TYPE)

Campus: San Benito High School

Activity/Event(s): College Board National Recognition Program

Achievement(s): College Board National Recognition Program Scholar Honorees

***NOTE:*** *Teacher/sponsor(s) will be responsible for notifying the students' parents/guardians regarding the date/time of the relevant board meeting.*

| | NAME | GRADE | CAMPUS |
|---|---|---|---|
| 1. | Aries Aguilar | 12 | San Benito High School |
| 2. | Violeta Aguilar | 12 | San Benito High School |
| 3. | Naen Aguilera | 12 | San Benito High School |
| 4. | Devanta Alaniz | 12 | San Benito High School |
| 5. | Cristofer Andrade | 12 | San Benito High School |
| 6. | Aldair Arguelles Abreu | 12 | San Benito High School |
| 7. | Nirel Arratia | 12 | San Benito High School |
| 8. | Melody Cardoza | 12 | San Benito High School |
| 9. | Celina Carreon | 11 | San Benito High School |
| 10. | Briana Castillo | 12 | San Benito High School |
| 11. | Ava Corona | 12 | San Benito High School |
| 12. | Peyton Cortez | 12 | San Benito High School |

Teacher/Sponsors(s):

Sandra Romeros, Advanced Academics Director

Manuela Lopez, San Benito High School Principal

What? • When? • Where?

The College Board National Recognition Program honors the academic achievements of high-performing students from underrepresented communities. To earn this distinction, students must have an outstanding GPA of 3.5 or higher and strong performance on the PSAT or AP Exams. Being named a National Recognition Program Scholar is a prestigious academic honor that highlights students' hard work, resilience, and excellence in advanced coursework. It also provides them with national visibility among colleges and universities, opening opportunities for scholarships and admissions consideration.

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San Benito Consolidated Independent School District

# SPECIAL RECOGNITION

For the Regular Meeting of the Board of Trustees

(PLEASE TYPE)

Campus: San Benito High School

Activity/Event(s): College Board National Recognition Program

Achievement(s): College Board National Recognition Program Scholar Honorees

***NOTE:*** *Teacher/sponsor(s) will be responsible for notifying the students' parents/guardians regarding the date/time of the relevant board meeting.*

| | NAME | GRADE | CAMPUS |
|---|---|---|---|
| 1. | Joanna Davila | 12 | San Benito High School |
| 2. | Jonathan Davila | 12 | San Benito High School |
| 3. | Esteban Delgado | 12 | San Benito High School |
| 4. | Briana Galvan | 11 | San Benito High School |
| 5. | Anthony Gamba | 12 | San Benito High School |
| 6. | Alicia Garcia | 11 | San Benito High School |
| 7. | Giselle Garza | 11 | San Benito High School |
| 8. | Maky Garza | 11 | San Benito High School |
| 9. | Maria Garza | 11 | San Benito High School |
| 10. | Christian Gomez | 11 | San Benito High School |
| 11. | Luis Guerrero | 12 | San Benito High School |
| 12. | Arielle Hernandez | 11 | San Benito High School |

Teacher/Sponsors(s):

Sandra Romeros, Advanced Academics Director

Manuela Lopez, San Benito High School Principal

What? • When? • Where?

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For the Regular Meeting of the Board of Trustees

(PLEASE TYPE)

Campus: San Benito High School

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Achievement(s): College Board National Recognition Program Scholar Honorees

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| | NAME | GRADE | CAMPUS |
|---|---|---|---|
| 1. | Joe Hernandez | 11 | San Benito High School |
| 2. | Madeline Hernandez | 12 | San Benito High School |
| 3. | Joe Ibarra | 12 | San Benito High School |
| 4. | Michael Kuhns | 12 | San Benito High School |
| 5. | Alan Larralde | 12 | San Benito High School |
| 6. | Crystal Leal | 12 | San Benito High School |
| 7. | Jose Limon Martinez | 11 | San Benito High School |
| 8. | Crystal Linan | 12 | San Benito High School |
| 9. | Gabriel Lopez | 12 | San Benito High School |
| 10. | Rayden Lopez | 11 | San Benito High School |
| 11. | Norely Lugo | 12 | San Benito High School |
| 12. | Mariela Mancillas | 12 | San Benito High School |

Teacher/Sponsors(s):

Sandra Romeros, Advanced Academics Director

Manuela Lopez, San Benito High School Principal

What? • When? • Where?

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San Benito Consolidated Independent School District

# SPECIAL RECOGNITION

For the Regular Meeting of the Board of Trustees

(PLEASE TYPE)

Campus: San Benito High School

Activity/Event(s): College Board National Recognition Program

Achievement(s): College Board National Recognition Program Scholar Honorees

***NOTE:*** *Teacher/sponsor(s) will be responsible for notifying the students' parents/guardians regarding the date/time of the relevant board meeting.*

| | NAME | GRADE | CAMPUS |
|---|---|---|---|
| 1. | Kevin Martinez | 12 | San Benito High School |
| 2. | Miranda Mata | 11 | San Benito High School |
| 3. | Joshua Mendez | 11 | San Benito High School |
| 4. | Sonia Mendoza | 12 | San Benito High School |
| 5. | Katalina Morales | 12 | San Benito High School |
| 6. | Derek Moreno | 12 | San Benito High School |
| 7. | Jose Munoz | 12 | San Benito High School |
| 8. | Josue Nunez | 12 | San Benito High School |
| 9. | Alison Ortega | 12 | San Benito High School |
| 10. | Rhyan Pastrana | 12 | San Benito High School |
| 11. | Madelyn Puebla | 11 | San Benito High School |
| 12. | Mathew Puente | 12 | San Benito High School |

Teacher/Sponsors(s):

Sandra Romeros, Advanced Academics Director

Manuela Lopez, San Benito High School Principal

What? • When? • Where?

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San Benito Consolidated Independent School District

# SPECIAL RECOGNITION

For the Regular Meeting of the Board of Trustees

(PLEASE TYPE)

Campus: San Benito High School

Activity/Event(s): College Board National Recognition Program

Achievement(s): College Board National Recognition Program Scholar Honorees

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| | NAME | GRADE | CAMPUS |
|---|---|---|---|
| 1. | Hilari Quintero | 12 | San Benito High School |
| 2. | Miguel Rivera Maldonado | 12 | San Benito High School |
| 3. | Aaron Rostro | 12 | San Benito High School |
| 4. | Nadia Rostro | 11 | San Benito High School |
| 5. | Sergio Sanchez | 11 | San Benito High School |
| 6. | Santos Santana | 12 | San Benito High School |
| 7. | Analucia Solis | 12 | San Benito High School |
| 8. | Valeria Soto | 12 | San Benito High School |
| 9. | Andrea Trevino | 12 | San Benito High School |
| 10. | Benjamin Villarreal | 11 | San Benito High School |
| 11. | Jayden Yzaguirre | 12 | San Benito High School |
| 12. | Angel Zavala | 12 | San Benito High School |

Teacher/Sponsors(s):

Sandra Romeros, Advanced Academics Director

Manuela Lopez, San Benito High School Principal

What? • When? • Where?

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San Benito Consolidated Independent School District

# SPECIAL RECOGNITION

For the Regular Meeting of the Board of Trustees

(PLEASE TYPE)

Campus: Special Services Department

Activity/Event(s): Dyslexia Awareness month

Achievement(s): Special Services dyslexia teachers recognition

***NOTE:*** *Teacher/sponsor(s) will be responsible for notifying the students' parents/guardians regarding the date/time of the relevant board meeting.*

| | NAME | GRADE | CAMPUS |
|---|---|---|---|
| 1. | Debra Corona | | Dr. Garza & JODLF |
| 2. | Vivian Garza | | Dr. Cash |
| 3. | Cynthia Gonzalez | | AGL & Rangerville |
| 4. | Martha Mena | | La Encantada & La Paloma |
| 5. | Meagan Pena | | Frank Roberts & Sullivan |
| 6. | Joanna Pierson | | Ed Downs |
| 7. | Jo Ann Rendon | | Fred Booth & JODLF |
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Teacher/Sponsors(s): Special Services Director- Mr. Manriquez

What? • When? • Where? In recognition of Dyslexia Awareness Month, we proudly honor our dyslexia teachers who have earned certification as Academic Language Therapists. This accomplishment reflects their deep commitment to professional excellence and their student-centered focus on supporting learners with dyslexia. Through hard work, dedication, and a relentless pursuit of growth, they empower students to reach their full potential. We commend them for this outstanding achievement and their lasting impact on student success.

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San Benito Consolidated Independent School District

# SPECIAL RECOGNITION

For the Regular Meeting of the Board of Trustees

(PLEASE TYPE)

Campus: San Benito High School

Activity/Event(s): T-Mobile Friday Night 5G Lights Giveaway

Achievement(s): T-Mobile "$5K Fridays" Weekly Sweepstakes Winner

***NOTE:*** *Teacher/sponsor(s) will be responsible for notifying the students' parents/guardians regarding the date/time of the relevant board meeting.*

| | NAME | GRADE | CAMPUS |
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Teacher/Sponsors(s): San Benito High School

What? • When? • Where?

San Benito High School in collaboraton with the Public Relations Department entered the Friday Night 5G Lights Sweepstakes by T-Mobile. This dynamic social media campaign led San Benito High School to win $5,000. Thank you, T-Mobile, for offering small-town high schools across America to winan upgrade for their football program.

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San Benito Consolidated Independent School District

# SPECIAL RECOGNITION

For the Regular Meeting of the Board of Trustees

(PLEASE TYPE)

Campus: Office of Academic Services

Activity/Event(s): National Principals Month

Achievement(s):

***NOTE:*** *Teacher/sponsor(s) will be responsible for notifying the students' parents/guardians regarding the date/time of the relevant board meeting.*

| | NAME | GRADE | CAMPUS |
|---|---|---|---|
| 1. | Diana Jacquez | | Angela G. Leal Elementary |
| 2. | Esequiel Rodriguez | | Dr. C.M. Cash Elementary |
| 3. | Victor Monreal | | Dr. Raul Garza, Jr. STEAM Academy |
| 4. | Ashley Camacho-Garza | | Ed Downs Fine Arts Academy |
| 5. | Lupita Monsevalles | | Frank Roberts Elementary |
| 6. | Gabrielle Ocumarez | | Fred Booth Global Leadership Academy |
| 7. | Rolando Diaz | | Judge Oscar De La Fuente Elementary |
| 8. | Sylvia Garcia | | La Encantada Elementary |
| 9. | Dr. Lucas Gomez | | La Paloma Elementary |
| 10. | Julie Aguilera | | Rangerville Elementary |
| 11. | Dr. Cynthia Clayborn | | Sullivan Environmental Science Academy |
| 12. | | | |

Teacher/Sponsors(s):

What? • When? • Where?

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San Benito Consolidated Independent School District

# SPECIAL RECOGNITION

For the Regular Meeting of the Board of Trustees

(PLEASE TYPE)

Campus: Office of Academic Services

Activity/Event(s): National Principals Month

Achievement(s):

***NOTE:*** *Teacher/sponsor(s) will be responsible for notifying the students' parents/guardians regarding the date/time of the relevant board meeting.*

| | NAME | GRADE | CAMPUS |
|---|---|---|---|
| 1. | Kandra Turner | | Collegiate Academy |
| 2. | Daniel Garcia | | Berta Cabaza Middle School |
| 3. | Carlos Lainez | | Miller Jordan Middle School |
| 4. | Rudy Ramirez | | Riverside Middle School |
| 5. | Gracie Martinez | | Veterans Memorial Academy |
| 6. | Manuela Lopez | | San Benito High School |
| 7. | Scott Hausler | | San Benito Alternative Campuses |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |

Teacher/Sponsors(s):

What? • When? • Where?

RETURN COMPLETED* FORM TO: Luis D. Gonzales, Jr., Director of Public Relations
San Benito CISD Communications Department / KSBG TV
(956) 276-6030 • lgonzales@sbcisd.net

* Form must be submitted two (2) weeks prior to the regularly scheduled board meeting.

The San Benito Consolidated Independent School District does not discriminate on the basis of race, color, national origin, sex or handicap in its educational and vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

# Request Approval of the Texas Senate Bill 13 Library Book Requirement List

## Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve the Texas Senate Bill 13 Library Book Requirement List

## Rationale:

In accordance with Texas Senate Bill 13 and Policy EFB-Library Materials, the district is required to post proposed campus library book acquisitions for a minimum of 30 days prior to Board of Trustees approval. This public posting period ensures transparency, provides parents and community members an opportunity to review proposed titles, and aligns with state law regarding library collection development.

Title lists have been posted from September 8, 2025, to October 7, 2025, on the Department of Library Services website.

## Paperwork Impact:

Minimal

## Budget:

N/A

## Resource Personnel:

Marleen Araiza, Director of Professional Development
Dilia Cornett, Assistant Superintendent of Academics
Alfredo Perez, Superintendent of Schools

## Board Policy Reference and Compliance:

N/A

School Library Book List for Board Approval

| School / Department | Title | Author | # ISBN | Submitted by: (Librarian Name) | Vetted by: (Include Librarians/Staff Name completing this process) | Vetting Sources (At least 1 source; preferably 2) |
|---|---|---|---|---|---|---|
| Veterans Memorial Academy | That's Not My Name | Lally, Megan | 9781534471252 9781728270111 9780800082260 | D. Sanchez | D. Sanchez, A. Tovar | Kirkus; SLJ |
| Veterans Memorial Academy | Family Style | Pham, Thien | 9781250809728 9781250809711 | D. Sanchez | D. Sanchez, A. Tovar | Informational |
| Veterans Memorial Academy | A Cuban Girl's Guide to Tea and Tomorrow | Namey, Laura Taylor | 9781534471252 9781534471245 | D. Sanchez | D. Sanchez, A. Tovar | Booklist, Kirkus |
| Veterans Memorial Academy | Trajectory | Gordon, Cambria | 9781338853827 | D. Sanchez | D. Sanchez, A. Tovar | Kirkus, SLJ Xpress |
| Veterans Memorial Academy | Dodger | Pratchett, Terry | ISBN: 9780062009494 ISBN10: 0062009494 | D. Sanchez | D. Sanchez, A. Tovar | SLJ, Common Sense Media |
| Veterans Memorial Academy | Traitor | McCrina, Amanda | 9780374313524 ISBN10: 0374313520 | D. Sanchez | D. Sanchez, A. Tovar | Kirkus, Common Sense Media |
| Veterans Memorial Academy | Batman: Nightwalker: the graphic novel | Lu, Marie | 978-1401280048 ISBN10: 1401280048 | D. Sanchez | D. Sanchez, L. Sifuentes | SLJ, Common Sense Media |
| Veterans Memorial Academy | Outlaw: The Legend of Robin Hood | Lee, Tony | 978-0763643997 | D. Sanchez | D.Sanchez, L.Sifuentes | Goodreads, Common Sense Media |
| Veterans Memorial Academy | Drowned City: Hurrican Katrina and New Orleans | Brown, Don | 978-0-544-15777-4 | D. Sanchez | D. Sanchez, L.Sifuentes | Kirkus, Common Sense Media |
| Veterans Memorial Academy | Wonder Woman: Tempest Tossed | Anderson, Laurie Halse | ISBN-10: 1-40128-645-3 ISBN-13: 978-1-40128-645-3 | D. Sanchez | D. Sanchez, L.Sifuentes | Booklist, SLJ |
| Veterans Memorial Academy | Barely Missing Everything | Mendez, Matt | ISBN-10: 1-72548-585-0 ISBN-13: 978-1-72548-585-3 | D. Sanchez | D. Sanchez, L. Sifuentes | Booklist, Kirkus |
| Veterans Memorial Academy | Amulet, Book 8 | Kibuishi, Kazu | ISBN-10: 1-54905-371-X ISBN-13: 978-1-54905-371-9 | D. Sanchez | D. Sanchez / A. Tovar | Kirkus, Goodreads |
| Veterans Memorial Academy | Matched | Condie, Allyson | ISBN-10: 0-329-88808-0 ISBN-13: 978-0-329-88808-4 | D. Sanchez | D. Sanchez, A. Tovar | Kirkus, Publisher's Weekly |
| Veterans Memorial Academy | Crossed | Condie, Allyson | ISBN-10: 0-329-97326-6 ISBN-13: 978-0-329-97326-1 | D. Sanchez | D. Sanchez / A. Tovar | Booklist, SLJ |
| Veterans Memorial Academy | Reached | Condie, Allyson | ISBN-10: 1-48980-492-7 ISBN-13: 978-1-48980-492-1 | D. Sanchez | D. Sanchez / A. Tovar | Kirkus, SLJ |
| Ed Downs FAA | Home in a Lunchbox | Mo Cherry | 9781250809728 9781250809711 | V. Rabassa | V. Rabassa, E. Robinson | School Library Journal Xpress, Booklist |
| Ed Downs FAA | Home | Matt de la Pena | ISBN-10: 0-593-11089-7 ISBN-13: 978-0-593-11089-8 | V. Rabassa | V. Rabassa, N. Rodriguez | Kirkus, School LIbrary Journal Xpress |
| Ed Downs FAA | The Skull | Jon Klassen | ISBN-10: 1-53622-336-0 ISBN-13: 978-1-53622-336-1 | V. Rabassa | V. Rabassa, E. Robinson | Booklist, School Library Journal Xpress |
| Ed Downs FAA | Don't Trust Fish | Neil Sharpson | SBN-10: 0-593-61667-7 ISBN-13: 978-0-593-61667-3 | V. Rabassa | V. Rabassa, E. Robinson | Booklist, School Library Journal |
| Ed Downs FAA | City of Leafcutter Ants | Amy Hevron | ISBN-10: 0-8234-5318-9 ISBN-13: 978-0-8234-5318-4 | V. Rabassa | V. Rabassa, E. Robinson | Booklist, School Library Journal Xpress |
| Ed Downs FAA | Mr. Pei's Perfect Shapes | Julie Leung | ISBN-10: 0-06-300630-8 ISBN-13: 978-0-06-300630-0 | V. Rabassa | V. Rabassa, E. Robinson | Kirkus, School Library Journal |
| Ed Downs FAA | The music inside us: Yo-Yo Ma & his gifts to the world | James Howe | ISBN-10: 1-41975-521-8 ISBN-13: 978-1-41975-521-7 | V. Rabassa | V. Rabassa, E. Robinson | Booklist, School Library Journal |
| Ed Downs FAA | Anything | Rebecca Stead | ISBN-10: 1-79721-515-9 ISBN-13: 978-1-79721-515-0 | V. Rabassa | V. Rabassa, N. Rodriguez | Booklist, School Library Journal |
| Ed Downs FAA | The gift of the great buffalo | Carole Lindstrom | ISBN-10: 1-54760-688-6 ISBN-13: 978-1-54760-688-7 | V. Rabassa | V. Rabassa, E. Robinson | Booklist, School Library Journal |
| Ed Downs FAA | I'm sorry you got mad | Kyle Lukoff | ISBN-10: 0-593-46291-2 ISBN-13: 978-0-593-46291-1 | V. Rabassa | V. Rabassa, E. Robinson | Kirkus, School Library Journal |
| Ed Downs FAA | Earl & Worm the bad idea and other stories | Greg Pizzoli | ISBN-10: 0-593-64966-4 ISBN-13: 978-0-593-64966-4 | V. Rabassa | V. Rabassa, E. Robinson | Booklist, School Library Journal |
| Ed Downs FAA | Earl & Worm the big mess and other stories | Greg Pizzoli | ISBN-10: 0-593-64970-2 ISBN-13: 978-0-593-64970-1 | V. Rabassa | V. Rabassa, E. Robinson | Kirkus, School Library Journal |

School Library Book List for Board Approval

| School / Department | Title | Author | # ISBN | Submitted by: (Librarian Name) | Vetted by: (Include Librarians/Staff Name completing this process) | Vetting Sources (At least 1 source; preferably 2) |
|---|---|---|---|---|---|---|
| Ed Downs FAA | The Story of Gumluck and the Dragon's Eggs | Adam Rex | ISBN-10: 1-79723-610-5 ISBN-13: 979-83-687-9495-2 (originally 978-1-79723-610-0) | V. Rabassa | V. Rabassa, E. Robinson | Kirkus, Booklist |
| Ed Downs FAA | The Story of Gumluck and the Heroes | Adam Rex | ISBN- 978-1-5321-0425-1 | V. Rabassa | V. Rabassa, E. Robinson | Kirkus, School Library Journal |
| La Paloma Elementary | George Lucas: Filmmaker & Creator of Star Wars [1] | Grace Hansen | ISBN - 978-1-5321-0425-1 | B. Lovell | B. Lovell, N. Rodriguez | Booklist /Informational |
| La Paloma Elementary | Neil Armstrong : Astronaut & First Human to Walk on the Moon | Grace Hansen | ISBN - 978-1-5321-0428-2 | B. Lovell | B. Lovell, N. Rodriguez | Booklist /Informational |
| La Paloma Elementary | Queen Elizaeth II : The World's Longest Reigning Monarch | Grace Hansen | ISBN - 978-1-5321-0429-9 | B. Lovell | B. Lovell, N. Rodriguez | Informational |
| La Paloma Elementary | Stan Lee: Comic Book Writer & Creator of Spider-Man | Grace Hansen | ISBN - 978-1-5321-0430-5 | B. Lovell | B. Lovell, N. Rodriguez | Booklist/ Informational |
| La Paloma Elementary | Amelia Earhart : Aviation Pioneer | Grace Hansen | ISBN - 978-1-68080-121-7 | B. Lovell | B. Lovell, N. Rodriguez | Horn Book/SLJ [2] |
| La Paloma Elementary | Cesar Chavez : Latino American Civil Rights Activist | Grace Hansen | ISBN - 978-1-68080-122-4 | B. Lovell | B. Lovell, N. Rodriguez | Horn Book/SLJ [3] |
| La Paloma Elementary | Eleanor Roosevelt : First Lady & Equal Rights Advocate | Grace Hansen | ISBN - 978-1-68080-123-1 | B. Lovell | B. Lovell, N. Rodriguez | Horn Book/SLJ [4] |
| La Paloma Elementary | Ella Fitzgerald : American Jazz Singer | Grace Hansen | ISBN - 978-1-68080-124-8 | B. Lovell | B. Lovell, N. Rodriguez | Titlewave, Permabound [5] |
| La Paloma Elementary | Harry Houdini : Illusionist & Stunt Performer | Grace Hansen | ISBN - 978-1-68080-125-5 | B. Lovell | B. Lovell, N. Rodriguez | Titlewave, Permabound [6] |
| La Paloma Elementary | Rosa Parks : Activist for Equality | Grace Hansen | ISBN - 978-1-68080-126-2 | B. Lovell | B. Lovell, N. Rodriguez | Titlewave, Permabound [7] |
| La Paloma Elementary | Jackie Robinson : Baseball Legend | Grace Hansen | ISBN - 978-1-62970-701-3 | B. Lovell | B. Lovell, N. Rodriguez | Titlewave, Permabound [8] |
| La Paloma Elementary | Jane Goodall : Chimpanzee Expert & Activist | Grace Hansen | ISBN - 978-1-62970-702-0 | B. Lovell | B. Lovell, N. Rodriguez | Titlewave, Permabound [9] |
| La Paloma Elementary | Martin Luther King Jr : Civil Rights Leader | Grace Hansen | ISBN 978-1-62970-704-4 | B. Lovell | B. Lovell, N. Rodriguez | Titlewave, Permabound [10] |
| La Paloma Elementary | Pope Francis : Religious Leader | Grace Hansen | ISBN 978-1-62970-705-1 | B. Lovell | B. Lovell, N. Rodriguez | Titlewave, Permabound [11] |
| La Paloma Elementary | Walt Disney : Animator & Founder | Grace Hansen | ISBN 978-1-62970-706-8 | B. Lovell | B. Lovell, N. Rodriguez | Titlewave, Permabound [12] |
| La Paloma Elementary | Click, Clack, Ho! Ho! Ho! | Cronin, Doreen | ISBN 978-1-5321-4464-6 | B. Lovell | B. Lovell, N. Rodriguez | BookList; Horn Book Magazine |
| La Paloma Elementary | Click, Clack, Moo I Love You! | Cronin, Doreen | ISBN 978-1-5321-4465-3 | B. Lovell | B. Lovell, N. Rodriguez | Kirkus; SLJ |
| La Paloma Elementary | Click, Clack, Quack to School ! | Cronin, Doreen | ISBN 978-1-5321-4467-7 | B. Lovell | B. Lovell, N. Rodriguez | Horn Book Guide; Kirkus |
| La Paloma Elementary | Thump, Quack, Moo | Cronin, Doreen | ISBN 978-1-5321-4469-1 | B. Lovell | B. Lovell, N. Rodriguez | Booklist; Horn Book |
| Berta Cabaza MS | Bigfoot vs. Yeti: Clash of the Cryptids | Rayo, Alberto | ISBN: 979-88-7522-544-4 ISBN: 979-88-7522-539-0 | N. Caballero | N.Caballero, M. Navarro | Follett, Capstone |
| Berta Cabaza MS | One Big Open Sky | Cline-Ransome, Lesa | ISBN: 978-0-8234-5016-9 ISBN: 978-0-8000-8450-9 ISBN: 978-0-8234-6062-5 ISBN: 978-0-8234-5016-9 | N. Caballero | N.Caballero, M. Navarro | ALA Books, School Library Journal |
| Berta Cabaza MS | Thirteenth fairy (Chronicles Of Never After) | De La Cruz, Melissa | ISBN: 978-1-250-80830-1 ISBN: 978-0-8000-1734-7 ISBN: 978-1-250-31121-4 ISBN:978-1-250-31123-8 | N. Caballero | N.Caballero, M. Navarro | School Library Journal, Kirkus Reviews |
| Berta Cabaza MS | Stolen slippers (Chronicles Of Never After) | De La Cruz, Melissa | ISBN:978-1-250-31123-8 ISBN: 978-1-250-85403-2 ISBN: 978-0-8000-3009-4 | N. Caballero | N.Caballero, M. Navarro | School Library Journal, Kirkus Reviews |
| Berta Cabaza MS | Broken mirror (Chronicles Of Never After) | De La Cruz, Melissa | ISBN: 9781250827258 ISBN:978-0-8000-5266-9 ISBN: 978-1-250-82724-1 | N. Caballero | N.Caballero, M. Navarro | School Library Journal, Kirkus Reviews |
| Berta Cabaza MS | Missing sword (Chronicles Of Never After) | De La Cruz, Melissa | ISBN: 978-1-250-34660-5 ISBN: 978-0-8000-7066-3 ISBN: 978-1-250-86629-5 | N. Caballero | N.Caballero, M. Navarro | Publisher's Weekly, Common Sense Media |

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| School / Department | Title | Author | # ISBN | Submitted by: (Librarian Name) | Vetted by: (Include Librarians/Staff Name completing this process) | Vetting Sources (At least 1 source; preferably 2) |
|---|---|---|---|---|---|---|
| Berta Cabaza MS | End of the story (Chronicles Of Never After) | De La Cruz, Melissa | ISBN: 978-1-250-86631-8 ISBN: 978-0-8000-8412-7 ISBN: 978-1-250-86631-8 ISBN: 978-1-250-39472-9 ISBN:978-0-8479-0087-9 | N. Caballero | N.Caballero, M. Navarro | Publisher's Weekly, Common Sense Media |
| Berta Cabaza MS | Area 51 files (Area 51 Files) | Buxbaum, Julie | ISBN: 978-1-5160-6375-8 ISBN: 978-0-593-42949-5 ISBN: 9780593429464 ISBN: 978-0-8000-5543-1 | N. Caballero | N.Caballero, M. Navarro | School Library Journal, Kirkus Reviews |
| Berta Cabaza MS | Big flush (Area 51 Files) | Buxbaum, Julie | ISBN: 9780593429501 ISBN:978-0-593-42953-2 ISBN:978-0-8000-8396-0 ISBN: 979-8-3687-1187-4 | N. Caballero | N.Caballero, M. Navarro | Kirkus Reviews, Titlewave |
| Berta Cabaza MS | Friend or UFO (Area 51 Files) | Buxbaum, Julie | ISBN: 9780593429549 ISBN:978-0-593-42957-0 ISBN: 978-0-8000-8397-7 ISBN: 979-8-3687-5133-7 | N. Caballero | N.Caballero, M. Navarro | Titlewave, YS Book Reviews |
| Berta Cabaza MS | Way off base (Area 51 Files) | Buxbaum, Julie | ISBN: 978-1-5160-6375-8 ISBN: 978-0-593-89944-1 ISBN:978-0-593-42946-4 | N. Caballero | N.Caballero, A. Tovar | Follett, Titlewave |
| Berta Cabaza MS | Aaron Donald vs. Reggie White : who would win? (All-Star Smackdown) | Stabler, David | ISBN: 9781728490861 | N. Caballero | N.Caballero, A.Tovar | School Library Journal, Booklist |
| Berta Cabaza MS | Aaron Judge vs. Babe Ruth : who would win? (All-Star Smackdown) | Stabler, David | ISBN: 978-1-7284-9086-1 | N. Caballero | N.Caballero, A. Tovar | ALA Books, School Library Journal |
| Berta Cabaza MS | Anthony Edwards vs. Dwyane Wade : who would win? (All-Star Smackdown) | Doeden, Matt | ISBN: 9798765683415 | N. Caballero | N.Caballero, A. Tovar | School Library Journal, Follett |
| Berta Cabaza MS | Invisible Isabel | Pla, Sally J. | ISBN: 978-0-06-326885-2 ISBN: 978-0-8000-8055-6 ISBN: 978-0-06-326885-2 | N. Caballero | N.Caballero/ N. Guzman | ALA Books, Kirkus Reviews |
| Berta Cabaza MS | Is It Real? the Loch Ness Monster | Fleming, Candance | ISBN: 978-1-339-03793-6 ISBN: 978-0-8000-7251-3 ISBN: 978-1-546-11028-6 | N. Caballero | N.Caballero, A. Tovar | Publishers Weekly, ALA Booklist |
| Berta Cabaza MS | Chickenpox | Lai, Remy | ISBN: 978-1-250-86330-0 ISBN: 979-8-3687-1402-8 | N. Caballero | N.Caballero, A. Tovar | School Library Journal, ALA Books |
| Berta Cabaza MS | The Burning Season | Rose, Caroline Starr | ISBN: 978-0-593-61793-9 | N. Caballero | N.Caballero, A. Tovar | Kirkus Revierws, School Library Jouranl |
| Berta Cabaza MS | Amelia Earhart (Unsolved (Childrens Press)) | Williams, Dinah | ISBN: 978-1-546-14151-8 | N. Caballero | N.Caballero, A. Tovar | School Library Journal, ALA Booklist |
| Berta Cabaza MS | Bigfoot (Unsolved (Childrens Press)) | Williams, Dinah | ISBN: 978-1-546-14157-0 | N. Caballero | N.Caballero, A. Tovar | ALA Booklist, School Library Journal |
| Berta Cabaza MS | Captain Kidd's Treasure (Unsolved (Childrens Press)) | Williams, Dinah | ISBN: 978-1-546-14160-0 | N. Caballero | N.Caballero, A. Tovar | ALA Booklist, School Library Journal |
| Berta Cabaza MS | Pyramids of Egypt (Unsolved (Childrens Press)) | Williams, Dinah | ISBN: 978-1-546-14154-9 | N. Caballero | N.Caballero, A. Tovar | School Library Journal, ALA Booklist |
| Berta Cabaza MS | Will's Race for Home: A Western | Rhodes, Jewell Parker | ISBN: 978-0-316-29933-6 ISBN: 978-0-8000-9252-8 ISBN: 978-0-316-29933-6 | N. Caballero | N.Caballero, A. Tovar | Horn Book, ALA Booklist |
| Miller Jordan MS | Bird of a Thousand Stories | Monsef, Kiyash | ISBN: 1-665-92853-0 ISBN 13: 978-1-665-92853-3 | M. Navarro | M. Navarro, N. Caballero | Kirkus Reviews, Titlewave |
| Miller Jordan MS | Once There Was | Monsef, Kiyash | 978-1-51608-769-3 978-1-665-92850-2 978-1-665-92851-9 978-0-8000-6092-3 | M. Navarro | M. Navarro, N.Cabllero | Kirkus Reviews, Titlewave |
| Miller Jordan MS | Speechless | Steink, Aron Nels | 9781338849325 978-1-338-84933-2 | M. Navarro | M. Navarro, N. Caballero | Kirkus Reviews, Titlewave |
| Miller Jordan MS | Stitch | Kenny, Padraig | ISBN-10: 1-53624-198-9 ISBN-13: 978-1-53624-198-3 | M. Navarro | M. Navarro, N. Caballero | Kirkus Reviews, Titlewave |
| Miller Jordan MS | The Thirteen Doors of Black House | Lavoie, Laura | ISBN-13: 978-1-45495-815-4 ISBN-10: 1-45495-815-4 | M. Navarro | M. Navarro, N. Caballero | Kirkus Reviews, Publishers Weekly |
| Miller Jordan MS | Where are the Everglades | Medina, Nico and Who HQ | ISBN-10: 0-593-75496-4 SBN-13: 979-83-687-6610-2 0-8000-8774-7 | M. Navarro | M. Navarro, N. Caballero | Informational |

School Library Book List for Board Approval

| School / Department | Title | Author | # ISBN | Submitted by: (Librarian Name) | Vetted by: (Include Librarians/Staff Name completing this process) | Vetting Sources (At least 1 source; preferably 2) |
|---|---|---|---|---|---|---|
| Miller Jordan MS | Bamboo Kingdom: Creatures of the Flood | Hunter, Erin | ISBN-13: 978-1-66883-599-9<br>ISBN-10: 1-66883-599-1 | M. Navarro | M. Navarro, N. Caballero | Titlewave, Kirkus Reviews |
| Miller Jordan MS | Bamboo Kingdom: River of Secrets | Hunter, Erin | ISBN-13: 978-1-66888-625-0<br>ISBN-10: 1-66888-625-1 | M. Navarro | M. Navarro, N. Caballero | Titlewave, Kirkus Reviews |
| Miller Jordan MS | Bamboo Kingdom: Journey to the Dragon Mountain | Hunter, Erin | ISBN-10: 1-51606-727-4<br>ISBN-13: 978-1-51606-727-5 | M. Navarro | M. Navarro, N. Caballero | Titlewave, Kirkus Reviews |
| Miller Jordan MS | Alone | Freeman, Megan E | ISBN-13: 978-1-53446-756-9<br>ISBN-10: 1-53446-756-4 | M. Navarro | M. Navarro, N. Caballero | Titlewave, Kirkus Reviews |
| Miller Jordan MS | Away | Freeman, Megan E | ISBN-13: 978-1-66595-972-8<br>ISBN-10: 1-66595-972-X | M. Navarro | M. Navarro, N. Caballero | Titelwave, Kirkus Reviews |
| Miller Jordan MS | The Totally awesome world of Cristiano Ronaldo | Fischer, Neal E | ISBN-13: 979-83-687-6487-0<br>ISBN-10: 0-7603-9539-X | M. Navarro | M. Navarro, A. Tovar | Titelwave, Kirkus Reviews |
| Miller Jordan MS | The Totally awesome world of Caitlin Clark | Weiss, Sara | ISBN: 0-7603-9683-3<br>ISBN 13: 978-0-7603-9683-4 | M. Navarro | M. Navarro, A. Tovar | Titelwave, Kirkus Reviews |
| Miller Jordan MS | Everything NFL | Grack, Rachel | ISBN 13: 979-88-930456-0-4 | M. Navarro | M. Navarro, A. Tovar | Titlewave, Kirkus Reviews |
| Miller Jordan MS | Bunyip vs. Chupacabra: Clash of the Cryptids | Golkar, Golriz | ISBN 13: 979-88-7522-552-9 | M. Navarro | M. Navarro, A. Tovar | Titlewave, Capstone |
| Miller Jordan MS | The Kraken vs. the Loch Ness Monster: Clash of the Cryptids | Rayo, Alberto | ISBN 13: 979-88-7522-576-5 | M.Navarro | M. Navarro, A. Tovar | Titelwave, Capstone |
| Miller Jordan MS | Unsolved: Pyramids of Egypt | Williams, Dinah | ISBN-10: 1-54614-155-3<br>ISBN-13: 979-83-687-3143-8 | M. Navarro | M. Navarro, A. Tovar | Titlewave, Capstone |
| Miller Jordan MS | Lizardman vs. The Swamp Monster: Clash of the Cryptids | Golkar, Golriz | 979-88-7522-584-0<br>979-88-7522-579-6 | M. Navarro | M. Navarro, A. Tovar | Titlewave, Capstone |
| Miller Jordan MS | Deadly Natural Disasters | Foxe, Steve | ISBN 13: 978-1-669-05868-7<br>ISBN: 1-669-05868-9 | M. Navarro | M. Navarro, A. Tovar | Titlewave, Capstone |
| Miller Jordan MS | Lost in the Jungle: | Foxe, Steve | ISBN 13: 978-1-669-05870-0<br>ISBN: 1-669-05870-0 | M.Navarro | M. Navarro, A. Tovar | Titlewave, Capstone |
| Dr Cash | Unplugged | Gordon Korman | 9798855070484, 0062798901<br>978-0062798909 | N. Guzman | N. Guzman / A. Tovar | Kirkus, Publisher's Weekly |
| Dr Cash | Squash and Pumpkin | G.G. Mcqueen | 593805909, 978-0593805909 | N. Guzman | N. Guzman / V. Rabassa | Kirkus, School Library Journal |
| Dr Cash | Pizza and Taco Series 1-6 | Stephen Shaskan | 0593704223, 978-0593704226 | N. Guzman | N. Guzman / A. Tovar | Booklist, School Library Journal |
| DR Cash | A wolf Called Fire | Rosanne Parry | 9780063415133<br>0063415135 | N. Guzman | N. Guzman / V. Rabassa | Kirkus, School Library Journal |
| DR Cash | The shadow and The Ghost | Cat Min | 164614368X,ISBN-13 : 978-1646143689 | N. Guzman | N. Guzman / A. Tovar | Publisher's Weekly, Booklist |
| DR Cash | See you Later Alligator | Sally Hopgood | 1510704841, ISBN-13 : 978-1510704848 | N. Guzman | N. Guzman / A. Tovar | School library Journal, Kirkus |
| DR Cash | The Scariest Story you have Ever heard | Ron Keres | 979-8985911244 | N. Guzman | N. Guzman / A. Tovar | Readers Choice, Kirkus |
| DR Cash | The Day the Books Disappeared | Joanna Ho | 1368110657, ISBN-13 : 978-1368110655 | N. Guzman | N. Guzman / A. Tovar | School library Journal, Publishers weekly |
| DR Cash | Troubling Tonsils! (Jasper Rabbit's Creepy Tales!) | Aaron Reynolds | 1665961082, ISBN-13 : 978-1665961080 | N. Guzman | N. Guzman / A. Tovar | Kirkus, Publisher's Weekly |
| DR Cash | Bored Panda | Mike Bender | 593433602, ISBN-13 : 978-0593433607 | N. Guzman | N. Guzman, E. Robinson | Kirkus, School Library Journal |
| La Encantada Elementary | Love You By Heart | Peter Reynolds | 9781338783636 1338783637 | N. Rodriguez | N. Rodriguez / A. Tovar | Kirkus Reviews, Goodreads |
| La Encantada Elementary | Princess and the Greedy Pea | Leigh Hodgkinson | 9781536231328 1536231320 | N. Rodriguez | N. Rodriguez / V. Rabassa | Goodreads, School Library Journal |
| La Encantada Elementary | Mimi and Shu In I'll Race You | Christian Trimmer | 9781481423304 1481423304 | N. Rodriguez | N. Rodriguez / A. Tovar | Kirkus Revies, Goodreads |
| La Encantada Elementary | I Don't Want to Be Big | Devorah Petty | 9781101939208 1101939206<br>9781101939215 1101939214 | N. Rodriguez | N. Rodriguez / A. Tovar | Goodreads, School Library Journal |
| La Encantada Elementary | Geraldine The Music Mouse | Leo Lionni | 9780394842387 0394842383<br>9780394942384 0394942388 | N. Rodriguez | N. Rodriguez / B. Lovell | Kirkus Reviews, Goodreads |
| La Encantada Elementary | Goldfish Boy | Lisa Thompson | 9781338053920 1338053922<br>9781338053937 1338053930 | N. Rodriguez | N. Rodriguez / V. Rabassa | Goodreads, School Library Journal |
| La Encantada Elementary | Honey | David Ezra Stein | 9781524737863 1524737860 | N. Rodriguez | N. Rodriguez / V. Rabassa | Goodreads, School Library Journal |

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|---|---|---|---|---|---|---|
| La Encantada Elementary | It Is Not Time For Sleeping | Lisa Graff | 9780544319301 0544319303 | N. Rodriguez | N. Rodriguez/ B. Lovell | Goodreads, School Library Journal |
| La Encantada Elementary | People Don't Bite People | Lisa Wheeler | 9781481490825 1481490826 | N. Rodriguez | N. Rodriguez / V. Rabassa | Goodreads, The Horn Book |
| La Encantada Elementary | Seeds Move | Robin Page | 9781534409156 1534409157 | N. Rodriguez | N. Rodriguez / V. Rabassa | Goodreads, Kirkus Reviews |
| Rangerville Elementary | Linus the Vegetarian T. Rex | Robert Neubecker | ISBN: 1-416-98512-3 ISBN 13: 978-1-416-98512-9 | L. Sifuentes | L. Sifuentes/N. Rodriguez | Kirkus Reviews, School Library Journal |
| Rangerville Elementary | Ella and Owen the Cave of Aaaah! Doom! | Jaden Kent | ISBN: 1-499-80393-1 ISBN 13: 978-1-499-80393-8 | L. Sifuentes | L. Sifuentes/V. Rabassa | Horn Book, School Library Journal |
| Rangerville Elementary | Night of the Veggie Monster | George McClements | ISBN: 1-599-90061-0 ISBN 13: 978-1-599-90061-2 | L. Sifuentes | L.Sifuentes/N. Rodriguez | Horn book, Kirkus Reviews |
| Rangerville Elementary | Hush, Baby Ghostling | Andrea Beaty | ISBN: 1-416-92545-7 ISBN 13: 978-1-416-92545-3 | L. Sifuentes | L. Sifuentes/N. Rodriguez | Horn Book, School Library Journal |
| Rangerville Elementary | No more Monsters for Me | Peggy Parish | ISBN: Publisher: 0-06-444109-1 Perma-Bound: 0-8000-2801-5 ISBN 13: Publisher: 978-0-06-444109-4 Perma-Bound: 978-0-8000-2801-5 | L. Sifuentes | L. Sifuentes/N. Rodriguez | School Library Journal, Kirkus Reviews |
| Rangerville Elementary | Dragon's Merry Christmas | Dav Pilkey | ISBN: Publisher: 1-338-34752-7 Perma-Bound: 0-7804-7796-0 ISBN 13: Publisher: 978-1-338-34752-4 Perma-Bound: 978-0-7804-7796-4 | L. Sifuentes | L. Sifuentes/V. Rabassa | Horn Book, Kirkus Reviews |
| Rangerville Elementary | Frog and Friends - Celebrate Thanksgiving, Christmas, and New Year's Eve | Eve Bunting | ISBN: Publisher: 1-585-36933-0 Perma-Bound: 0-605-86274-5 ISBN 13: Publisher: 978-1-585-36933-1 Perma-Bound: 978-0-605-86274-6 | L. Sifuentes | L. Sifuentes/N. Rodriguez | Horn Book, Kirkus Reviews |
| Rangerville Elementary | Merry Christmas Bugs! | David A. Carter | ISBN: Publisher: 1-442-49506-5 Perma-Bound: 0-605-83769-4 ISBN 13: Publisher: 978-1-442-49506-7 Perma-Bound: 978-0-605-83769-0 | L. Sifuentes | L. Sifuentes/N. Rodriguez | Horn Book, Publishers Weekly |
| Rangerville Elementary | Little Babymouse and the Christmas Cupcakes | Jennifer L. Holm | ISBN: Publisher: 1-10-193743-2 Perma-Bound: 0-605-95078-4 ISBN 13: Publisher: 978-1-10-193743-3 Perma-Bound: 978-0-605-95078-8 | L. Sifuentes | L. Sifuentes/N. Rodriguez | Publishers Weekly, School Library Journal |
| Rangerville Elementary | Wee Little Lamb | Lauren Thompson | ISBN: 1-416-93469-3 ISBN 13: 978-1-416-93469-1 | L. Sifuentes | L. Sifuentes/N. Rodriguez | Horn Book, School Library Journal |
| Sullivan Environmental Science Academy | Allergic | Lloyd, Megan Wagner | ISBN-13:978-0-7804-8177-0 | E. Robinson | E. Robinson/ N. Guzman | Kirkus Reviews, School Library Journal |
| Sullivan Environmental Science Academy | Crossings: Extraordinary Structures for Extraordinary Animals | Duffield, Katy S. | ISBN-13: 978-1-534-46579-4 ISBN-13: 978-0-7804-9202-8 | E. Robinson | E. Robinson/ N. Guzman | Kirkus Reviews, School Library Journal |
| Sullivan Environmental Science Academy [13] | Knight Owl and Early Bird | Denise, Christopher | ISBN-10: 0-316-56452-4 ISBN-13: 978-0-316-56452-6 | E. Robinson | E. Robinson/N. Guzman | Kirkus Reviews, Horn Book |
| Sullivan Environmental Science Academy | I Am Abraham Lincoln | Meltzer, Brad | ISBN-13: 978-0-8037-4083-9 ISBN-13: 978-0-605-73930-7 | E. Robinson | E. Robinson/N. Guzman | Kirkus, School Library Journal |
| Sullivan Environmental Science Academy | We Don't Lose Our Class Goldfish | Higgins, Ryan T. | ISBN-13: 978-1-368-07698-2 ISBN-13: 978-0-8000-7176-9 | E. Robinson | E. Robinson/ N. Guzman | Kirkus Reviews, School Library Journal |
| Sullivan Environmental Science Academy | Here We Go Digging For Dinosaur Bones | Lendroth, Susan | ISBN-10:1-623-54104-2 ISBN-13: 978-1-623-54104-0 | E. Robinson | E. Robinson/ N. Guzman | Kirkus Reviews, School Library Journal |
| Sullivan Environmental Science Academy | Sam and Dave Dig a Hole | Barnett, Mac | ISBN- 978-0-7636-6229-5 ISBN-13:978-0-605-83446-0 | E. Robinson | E. Robinson/N. Guzman | Horn Book, School Library Journal |
| Sullivan Environmental Science Academy | How Does Santa Go Down The Chimney? | Barnett, Mac | ISBN-10:1-536-22376-X ISBN-13: 978-1-536-22376-7 | E. Robinson | E. Robinson/N. Guzman | Kirkus Reviews, Horn Book |
| Sullivan Environmental Science Academy | The Bruce Swap | Higgins, Rayn T. | ISBN -13:978-1-368-02856-1 ISBN-13:978-0-7804-9682-8 | E. Robinson | E. Robinson/ N. Guzman | ALA Booklist, Kirkus Reviews |
| Sullivan Environmental Science Academy | Henry and Mudge Get the Cold Shivers: The Seventh Book of Their Adventures | Rylant, Cynthia | ISBN-10:0-689-81015-6 ISBN-13: 978-0-689-81014-5 | E. Robinson | E. Robinson/ N. Guzman | Horn Book, School Library Journal |
| Judge Oscar De La Fuente | Overdue: The Misadventure of Bob the Book | Koster, Gloria | ISBN-10:1684469201 ISBN-13: 978-1684469208 | K. Leal | K. Leal, A. Tovar | School Library Journal, Kirkus |

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|---|---|---|---|---|---|---|
| Angela G. Leal | Area 51 (Pogo Books: Do You Believe) | Deniston, Natalie | 979-88-921321-9-0 979-88-921321-8-3 | D. Cervantes | D. Cervantes, D. Sanchez | Booklist; SLJ |
| Angela G. Leal | Big Foot (Pogo Books: Do You Believe) | Deniston, Natalie | 979-88-921322-5-1 979-88-921322-4-4 | D. Cervantes | D. Cervantes, D. Sanchez | Booklist; SLJ |
| Angela G. Leal | Bermuda Triangle (Pogo Books: Do You Believe) | Deniston, Natalie | 979-88-921322-2-0 979-88-921322-1-3 | D. Cervantes | D. Cervantes, D. Sanchez | Booklist; SLJ |
| Angela G. Leal | The Man Who Didn't Like Animals | Underwoood, Deborah | 978-0-358-56713-4 | D. Cervantes | D. Cervantes, L.Sifuentes | Booklist: Kirkus Reviews |
| Angela G. Leal | Old School | Korman, Gordon | 978-0-06-323814-5 978-1-42052-433-8 | D. Cervantes | D. Cervantes, E. Robinson | Booklist; SLJ Xpress |
| Angela G. Leal | The New Girl | Calin, Cassandra | 978-1-51609-374-8 978-1-33876-245-7 978-1-33876-246-4 978-1-33876-245-7 | D. Cervantes | D. Cervantes, D. Sanchez | Booklist; SLJ |
| Angela G. Leal | Flamingos are pretty funky : a (not so) serious guide | Cushman Abi | 978-0-06-323444-4 | D. Cervantes | D. Cervantes, E. Robinson | Booklist; SLJ |
| Angela G. Leal | No Cats in the Library | Emmons, Lauren | 978-1-66593-368-1 | D. Cervantes | D. Cervantes, E. Robinson | Booklist; SLJ |
| Angela G. Leal | An American story | Alexander, Kwame | 978-0-316-47312-5 | D. Cervantes | D. Cervantes, D. Sanchez | Booklist; SLJ |
| Angela G. Leal | Game of freedom : Mestre Bimba and the art of capoeira | Tonatiuh, Duncan | 978-1-41976-458-5 | D. Cervantes | D. Cervantes, E. Robinson | Kirkus Reviews;SLJ |
| Angela G. Leal | Harlem Grown : how one big idea transformed a neighborhood | Hillery, Tony | 978-1-53440-231-7 | D. Cervantes | D. Cervantes, E. Robinson | Booklist; SLJ |
| Angela G. Leal | All aboard the schooltrain : a little story from the Great Migration | Armand, Glenda | 978-1-33876-689-9 | D. Cervantes | D. Cervantes, E. Robinson | Booklist; SLJ |
| Angela G. Leal | It happened to Anna | Mejia,Tehlor Kay | 978-0-593-64706-6 978-0-593-64703-5 | D. Cervantes | D. Cervantes, D. Sanchez | Booklist; SLJ Xpress |
| Angela G. Leal | Why we dance : a story of hope and healing | Havrelock, Deirdre | 978-1-41975-667-2 | D. Cervantes | D. Cervantes, E. Robinson | Booklist; SLJ Xpress |
| Angela G. Leal | The first week of school | Beckmeyer, Drew | 978-1-66594-042-9 | D. Cervantes | D. Cervantes, E. Robinson | Kirkus Reviews;SLJ |
| Riverside MS | The Shape of Time | Calejo, Ryan | 978-1-41975-988-8 | A. Tovar | A. Tovar, N. Caballero | Kirkus Reviews, Publisher's Weekly |
| Riverside MS | When the World Was Ours | Kessler, Liz | 978-1-66883-916-4 (originally 978-1-53449-966-9) | A. Tovar | A. Tovar, N. Caballero | School Library Journal, Kirkus |
| Riverside MS | Hands | Maldonado, Torrey | 979-83-687-1216-1 (originally 978-0-593-32381-6) | A. Tovar | A. Tovar, N. Caballero | School Library Journal Xpress, Kirkus |
| Riverside MS | Fart Quest | Reynolds, Aaron | 978-1-66882-821-2 (originally 978-1-25085-408-7) | A. Tovar | A. Tovar/ D. Sanchez | Kirkus, Booklist |
| Riverside MS | Eyes on the Sky | Kramer, J. Kasper | 979-83-687-8167-9 (originally 978-1-66594-421-2) | A. Tovar | A. Tovar / D. Sanchez | Kirkus, Publishers Weekly |
| Riverside MS | Closer to Nowhere | Hopkins, Ellen | 978-1-71378-589-7 (originally 978-0-593-10863-5) | A. Tovar | A. Tovar / D. Sanchez | School Library Journal Xpress, Kirkus |
| Riverside MS | Survivors: The Empty City | Hunter, Erin | 978-1-48985-006-5 (originally 978-0-06-210258-4) | A. Tovar | A. Tovar / D. Sanchez | Booklist, Kirkus |
| Riverside MS | We're Not From Here | Rodkey, Geoff | 978-1-72546-967-9 (originally 978-1-52477-307-6) | A. Tovar | A. Tovar / D. Sanchez | Publisher's Weekly, Kirkus |
| Riverside MS | The Artifact Hunters | Fox, Janet S. | 978-0-451-47869-6 | A. Tovar | A. Tovar / D. Sanchez | School Library Journal, Booklist |
| Riverside MS | Ghostlight | Oppel, Kenneth | 978-1-51604-399-6 (originally 978-0-593-48796-9) | A. Tovar | A. Tovar / D. Sanchez | School Library Journal, Kirkus |
| Riverside MS | How the Ghost Army Hoodwinked Hitler | Siegel, Rebecca | 78-1-68263-758-6 | A. Tovar | A. Tovar / D. Sanchez | Publisher's Weekly, SLJ |
| San Benito High School | Cirque Du Freak: A Living Nightmare | Darren Shan | 978-0-316-60510-6 978-0-605-03763-2 | A. Jimenez | A. Jimenez, N. Caballero | ALA Booklist (4/1/01) Horn Book (8/1/01) |
| San Benito High School | Cirque Du Freak: The Vampire's Assistant | Darren Shan | 978-0-316-60684-4 978-0-605-03765-6 | A. Jimenez | A. Jimenez, N. Caballero | ALA Booklist (9/1/01) Horn Book (4/1/02) |
| San Benito High School | Cirque Du Freak: Tunnels of Blood | Darren Shan | 978-0-316-60608-0 978-0-605-03767-0 | A. Jimenez | A. Jimenez, N. Caballero | ALA Booklist (8/1/02) Horn Book (8/1/02 |
| San Benito High School | Cirque Du Freak: Vampire Mountain | Darren Shan | 978-0-316-60542-7 978-0-605-03764-9 | A. Jimenez | A. Jimenez, N. Caballero | ALA Booklist (8/1/02) Horn Book (4/1/03) |
| San Benito High School | Cirque Du Freak: Trials of Death | Darren Shan | 978-0-316-60395-9 : 978-0-605-03768-7 | A. Jimenez | A. Jimenez, N. Caballero | Horn Book (8/1/03) Publishers Weekly (10/6/23) |
| San Benito High School | Cuatro (Four) | Veronica Roth | 978-84-13-14484-9 | A. Jimenez | A. Jimenez, N. Caballero | ALA Booklist Hornbook |
| San Benito High School | Insurgente (Insurgent) | Veronica Roth | 978-84-272-0318-1 978-0-605-82988-6 | A. Jimenez | A. Jimenez, N. Caballero | ALA Booklist Hornbook |
| San Benito High School | Leal (Allegiant) | Veronica Roth | 978-84-13-14483-2 | A. Jimenez | A. Jimenez, N. Caballero | ALA Booklist Hornbook |
| San Benito High School | Dime Que Escondes (Nothing More to Tell) | McManus, Karen M. | 978-84-204-5998-1 | A. Jimenez | A. Jimenez, N. Caballero | ALA Booklist Hornbook |
| San Benito High School | Ready Player One | Cline, Ernest | 978-0-307-88744-3 978-0-605-56218-9 | A. Jimenez | A. Jimenez, N. Caballero | Starred Review ALA Booklist (5/1/11) Kirkus Reviews |

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|---|---|---|---|---|---|---|
| San Benito High School | Fat Chance, Charlie Vega | Maldonado, Crystal | 978-0-8234-5131-9 978-0-8000-1328-8 | A. Jimenez | A. Jimenez, N. Caballero | ALA Booklist (1/1/21) Kirkus Reviews (10/4/24) |
| San Benito High School | Switch | King, A. S. | 978-0-525-55551-3 | A. Jimenez | A. Jimenez, N. Caballero | School Library Journal Starred Review (5/1/21) Horn Book (8/1/21) |
| San Benito High School | Beowulf | Hinds, Gareth | 978-0-7636-3023-2 978-0-605-14039-4 | A. Jimenez | A. Jimenez, N. Caballero | ALA/YALSA Best Book For Young Adults Horn Book |
| San Benito High School | Gris Grimly's Frankenstein, Or, the Modern Prometheus | Grimly, Gris | 978-0-06-186298-4 978-0-7804-2079-3 | A. Jimenez | A. Jimenez, N. Caballero | Horn Book (7/6/22) School Library Journal (7/6/22) |
| San Benito High School | Differently Normal | Robinson, Tammy | 978-0-349-41904-6 | A. Jimenez | A. Jimenez, N. Caballero | Publishers Weekly (10/6/23)School Library Journal (2/1/19) |
| San Benito High School | The Invisible Life of Ivan Isaenko | Stambach, Scott | 978-1-250-08187-2 978-0-605-97414-2 | A. Jimenez | A. Jimenez, N. Caballero | Kirkus Reviews (10/4/24) Publishers Weekly (10/6/23 |
| San Benito High School | Gregor the Overlander | Suzanne Collins | 978-0-439-67813-1 978-0-605-02262-1 | A. Jimenez | A. Jimenez, N. Caballero | Starred Review ALA Booklist (11/1/03) Starred Review for Publishers weekly (4/28/22) |
| San Benito High School | Gregor and the Prophacy of Bane | Suzanne Collins | 978-0-439-65076-2 | A. Jimenez | A. Jimenez, N. Caballero | ALA Booklist (9/1/04) Publishers Weekly (10/6/23) |
| San Benito High School | Gregor and the Curse of the Warmbloods | Suzanne Collins | 978-1-338-72278-9 978-0-7804-9122-9 | A. Jimenez | A. Jimenez, N. Caballero | ALA Booklist (5/1/06) Horn Book |
| San Benito High School | Gregor and the Marks of Secret | Suzanne Collins | 978-1-338-72278-9 978-0-7804-9122-9 | A. Jimenez | A. Jimenez, N. Caballero | Horn Book Kirkus Reviews |
| San Benito High School | Gregor and the Code of Claw | Suzanne Collins | 978-1-338-72278-9 978-0-7804-9122-9 | A. Jimenez | A. Jimenez, N. Caballero | Horn Book Kirkus Reviews |
| After School Program | Flat Stanley and the Firehouse | Jeff Brown | 9780545402750 | M. Gonzales | A. Tovar, K. Leal | Horn Books |
| After School Program | Fly Guy's Big Family | Tedd Arnold | 9781338244694 | M. Gonzales | A. Tovar, K. Leal | Booklist |
| After School Program | Biscuit Goes to School | Alyssa Satin Capucilli | 9780439799409 | M. Gonzales | A. Tovar, K. Leal | Booklist |
| After School Program | Biscuit in the Garden | Alyssa Satin Capucilli | 9780545695749 | M. Gonzales | A. Tovar, K. Leal | Booklist |
| After School Program | Biscuit Plays Ball | Alyssa Satin Capucilli | 9780545638845 | M. Gonzales | V.rabassa, L.Garza | Horn Book, Booklist |
| After School Program | Pete the Cat and the Cool Caterpillar | James Dean | 9781338603460 | M. Gonzales | V.rabassa, L.Garza | School Library Journal, Horn Book |
| After School Program | Splat the Cat A Whale of a Tale, Level 1 | Rob Scotton | 9781338132854 | M. Gonzales | V.rabassa, L.Garza | School Library Journal, Horn Book |
| After School Program | Pug | Ethan Long | 9781338359299 | M. Gonzales | V.rabassa, L.Garza | Kirkus, School Library Journal Xpress |
| After School Program | There Was an Old Lady Who Swallowed Fly Guy | Tedd Arnold | 9780545104371 | M. Gonzales | V.rabassa, L.Garza | Booklist, School Library Journal |
| After School Program | Frogs!, Science Readers Level 1 | Elizabeth Carney | 9780545251792 | M. Gonzales | d.cervantes, N. Caballero | Horn Books Guide Only |
| After School Program | Sharks, Science Readers Level 2 | Anne Schreiber | 9780545112758 | M. Gonzales | d.cervantes, N. Caballero | Horn Books Guide Only |
| After School Program | Volcanoes, Science Readers Level 2 | Anne Schreiber | 9780545112765 | M. Gonzales | d.cervantes, N. Caballero | Horn Books Guide Only |
| After School Program | Hammerhead vs. Bull Shark | Jerry Pallotta | 9780545301701 | M. Gonzales | d.cervantes, N. Caballero | Information Text; No Review |
| After School Program | Komodo Dragon vs. King Cobra | Jerry Pallotta | 9780545301718 | M. Gonzales | K. Leal, A. Tovar | Information Text; No Review |
| After School Program | Lion vs. Tiger | Jerry Pallotta | 9780545175715 | M. Gonzales | K. Leal, A. Tovar | Information Text; No Review |
| After School Program | Tarantula vs. Scorpion | Jerry Pallotta | 9780545301725 | M. Gonzales | K. Leal, A. Tovar | Book List, Horn Books |
| After School Program | The Pigeon HAS to Go to School! | Mo Willems | 9781546143178 | M. Gonzales | K. Leal, A. Tovar | School Library Journal (7/37/19), Kirkus |
| After School Program | Influencers | Pilkey, Dav | 9781338896398 | M. Gonzales | L. Garza / V. Rabassa | Kirkus, Publisher's Weekly |
| After School Program | The Scarlet Shedder | Pilkey, Dav | 9781338896435 | M. Gonzales | L. Garza / V. Rabassa | Kirkus, Publisher's Weekly |
| After School Program | Twenty Thousand Fleas Under the Sea | Pilkey, Dav | 9781338801910 | M. Gonzales | L. Garza / V. Rabassa | Kirkus, Publisher's Weekly |
| After School Program | Winter Turning, The Graphic Novel | Tui T. Sutherland | 9781338730920 | M. Gonzales | K. Leal, A. Tovar | Kirkus, School Library Journal |
| After School Program | The Flames of Hope | Tui T. Sutherland | 9781338214581 | M. Gonzales | L. Garza/ D. Cervantes | Follett |

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|---|---|---|---|---|---|---|---|
| After School Program | Wonky Donkey's Big Surprise | Katz Cowley | | 9781338779998 | M. Gonzales | L. Garza/D. Cervantes | Follett |
| After School Program | Colorful Leaves | Maria Fleming | | 9780439876353 | M. Gonzales | L. Sifuentes | Only 1 review-Goodreads |
| After School Program | Weird Animals | Tedd Arnold | | 9781338681772 | M. Gonzales | L. Sifuentes | Goodreads, Titlewave |
| After School Program | The Ocean Is Kind of a Big Deal | Nick Seluk | | 9781338314656 | M. Gonzales | L. Sifuentes | Goodreads, Titlewave |
| After School Program | Space | Tedd Arnold | | 9780545564922 | M. Gonzales | L. Sifuentes | ALA Booklist, Goodreads |
| After School Program | 10 Fascinating Facts About Dinosaurs | Rachel Grack | | 9780531226766 | M. Gonzales | L. Sifuentes | Only 1 review-Goodreads |
| After School Program | Sharks | Tedd Arnold | | 9780545507714 | M. Gonzales | B Lovell / V. Rabassa | ALA Booklist, Kirkus |
| After School Program | What If You Had T-Rex Teeth!?, And other dinosaur parts | Sandra Markle | | 9781338847314 | M. Gonzales | B Lovell/ D. Cervantes | SJL |
| After School Program | What If You Had Animal Eyes!? | Sandra Markle | | 9781338847321 | M. Gonzales | B Lovell/ D. Cervantes | Information Text; No Review |
| After School Program | Police Officers | Tedd Arnold | | 9781338217179 | M. Gonzales | B Lovell | Information Text; No Review |
| After School Program | Bad Kitty | Nick Bruel | | 9780439893619 | M. Gonzales | B. Lovell / V. Rabassa | School Library Journal, Kirkus |
| After School Program | Wild Weather: Hurricanes! | Lorraine Jean Hopping | | 9780590463782 | M. Gonzales | A. De Alba | Information Text; No Review |
| After School Program | Dangerous Animals | Melvin & Gilda Berger | | 9780545003957 | M. Gonzales | A. De Alba | Information Text; No Review |
| After School Program | How to Catch a Dinosaur | Adam Wallace | | 9781338681574 | M. Gonzales | A. De Alba | New York Times |
| After School Program | The Little Red Fort | Brenda Maier | | 9781338268966 | M. Gonzales | A. De Alba / V. Rabassa | Horn Book, Kirkus |
| After School Program | Hi! Fly Guy | Tedd Arnold | | 9780439799140 | M. Gonzales | A. De Alba, M. Navarro | Kirkus Reviews |
| After School Program | I Want to Be a Police Officer | Laura Driscoll | | 9781338309737 | M. Gonzales | V. Hernandez | Information Text; No Review |
| After School Program | Splat the Cat Takes the Cake, Level 1 | Rob Scotton | | 9780545689342 | M. Gonzales | V. Hernandez | Information Text; No Review |
| After School Program | How to Catch a Class Pet | Alice Walstead | | 9781339041414 | M. Gonzales | V. Hernandez, M. Navarro | New York Times |
| After School Program | How to Catch a Mermaid | Adam Wallace | | 9781338565485 | M. Gonzales | V. Hernandez | New York Times |
| After School Program | A Pet for Pete | James Dean | | 9780545864596 | M. Gonzales | V. Hernandez | Follett |
| After School Program | I Want to Be an Engineer | Laura Driscoll | | 9781338862140 | M. Gonzales | N. Rodriguez | Information Text; No Review |
| After School Program | I Want to Be a Doctor | Laura Driscoll | | 9781338309720 | M. Gonzales | N. Rodriguez | Information Text; No Review |
| After School Program | I Want to Be a Scientist | Rebecca Tree | | 9781338585964 | M. Gonzales | N. Rodriguez | Information Text; No Review |
| After School Program | Splat the Cat Gets a Job! | Rob Scotton | | 9781338651317 | M. Gonzales | N. Rodriguez | Follett |
| After School Program | I Want to Be a Veterinarian | Laura Driscoll | | 9781338604917 | M. Gonzales | N. Rodriguez | Information Text; No Review |
| After School Program | How to Catch a Snowman | Adam Wallace | | 9781338636772 | M. Gonzales | M. Navarro, N. Caballero | Kirkus Reviews |
| After School Program | Fly Guy Meets Fly Girl | Tedd Arnold | | 9780545110297 | M. Gonzales | N.Cabllero | One 1 review, School Library Journal |
| After School Program | Poor Puppy | Nick Bruel | | 9780545038188 | M. Gonzales | N.Cabllero | No Reviews |
| After School Program | Fly Guy's Amazing Tricks | Tedd Arnold | | 9780545873932 | M. Gonzales | N.Cabllero | Horn Book, School Library Journal |
| After School Program | Splat the Cat and the Pumpkin-Picking Plan | Catherine Hapka | | 9781338255706 | M. Gonzales | N.Cabllero | No Reviews |
| After School Program | The Pigeon Needs a Bath! | Mo Willems | | 9781338174465 | M. Gonzales | N.Caballero | ALA Booklist, Horn Book |
| After School Program | How To Catch a Monster | Adam Wallace | | 9781338221879 | M. Gonzales | N.Caballero | Only 1 Review, Kirkus Reviews |
| After School Program | Pete the Cat and the Lost Tooth | James Dean | | 9781338323368 | M. Gonzales | N.Caballero | Only 1 Review, School Library Journal |
| After School Program | On with the Show | Annie Auerbach | | 9781338355475 | M. Gonzales | N.Caballero | Information Text; No Review |
| After School Program | The Dinky Donkey | Katz Cowley | | 9781338600834 | M. Gonzales | N.Caballero | Kirkus Reviews |
| After School Program | The Stinky Wonky Donkey | Craig Smith | | 9781339015101 | M. Gonzales | N.Caballero | Follett |
| After School Program | The Wonky Donkey | Katz Cowley | | 9780545261241 | M. Gonzales | N.Caballero | Kirkus Reviews |
| After School Program | Bad Kitty Does NOT Like Snow | Nick Bruel | | 9781338272604 | M. Gonzales | N.Caballero | Follett |

School Library Book List for Board Approval

| School / Department | Title | Author | # | ISBN | Submitted by: (Librarian Name) | Vetted by: (Include Librarians/Staff Name completing this process) | Vetting Sources (At least 1 source; preferably 2) |
|---|---|---|---|---|---|---|---|
| After School Program | Biscuit and the Lost Teddy Bear | Alyssa Satin Capucilli | | 9780545451598 | M. Gonzales | N.Caballero | Only 1 Review, Horn Book |
| After School Program | Biscuit's Day at the Farm | Alyssa Satin Capucilli | | 9780545081047 | M. Gonzales | N.Caballero | Only 1 Review, Horn Book |
| After School Program | I Spy™ An Egg in a Nest | Jean Marzollo | | 9780545220934 | M. Gonzales | N.Caballero | Only 1 Review, ALA Booklist |
| After School Program | How to Catch a Turkey | Adam Wallace | | 9781338343663 | M. Gonzales | N. Caballero, M. Navarro | Titlewave, |
| After School Program | The Pigeon Finds a Hot Dog! | Mo Willems | | 9780439800129 | M. Gonzales | N. Guzman/ V. Rabassa | Kirkus, School Library Journal |
| After School Program | My First How to Catch Santa Claus | Alice Walstead | | 9781338805727 | M. Gonzales | N.Caballero | New York Times |
| After School Program | Don't Let the Pigeon Drive the Bus! | Mo Willems | | 9780439686174 | M. Gonzales | N. Guzman | Booklist |
| After School Program | Don't Let the Pigeon Stay Up Late! | Mo Willems | | 9780545041805 | M. Gonzales | N. Caballero | ALA Booklist, Kirkus Reviews |
| After School Program | The Pigeon Wants a Puppy! | Mo Willems | | 9780545157704 | M. Gonzales | N. Guzman | Booklist |
| After School Program | Not a Box | Antoinette Portis | | 9780545228589 | M. Gonzales | N. Caballero, M. Navarro | School Library Journal, ALA Books |
| After School Program | Vampires Don't Wear Polka Dots, A Graphix Chapters Book | Debbie Dadey | | 9781338736595 | M. Gonzales | D.Sanchez | Kirkus |
| After School Program | All About the Hogwarts Houses | Vanessa Moody | | 9781338828153 | M. Gonzales | N.Caballero | Information Text; No Review |
| After School Program | Clifford the Big Red Dog: The Movie Graphic Novel | Georgia Ball | | 9781338665109 | M. Gonzales | N.Caballero | School Library Journal |
| Information Text; No Review | Alien Ocean Animals, Science Readers Level 3 | Rosie Colosi | | 9781338652970 | M. Gonzales | N.Caballero | Information Text; No Review |
| After School Program | Legendary Nightmare | Meredith Rusu | | 9781338871388 | M. Gonzales | N.Caballero | Follett |
| After School Program | Erupt!, Level 3 Fact Reader | Joan Marie Galat | | 9781338571547 | M. Gonzales | D.Sanchez | Information Text; No Review |
| After School Program | Captain Underpants and the Preposterous Plight of the Purple Potty People | Dav Pilkey | | 9781338271515 | M. Gonzales | N. Caballero | Horn Books |
| After School Program | Weird But True! Dinosaurs, 300 Dino-Mite Facts to Sink Your Teeth Into | National Geographic | | 9781338712896 | M. Gonzales | N. Caballero | Information Text; No Review |
| After School Program | Captain Underpants and the Tyrannical Retaliation of the Turbo Toilet 2000 | Dav Pilkey | | 9781338347241 | M. Gonzales | D.Sanchez / V. Rabassa | Booklist, Kirkus |
| After School Program | Wildfires, Level 3 | Kathy Furgang | | 9781338276862 | M. Gonzales | N. Caballero | Information Text; No Review |
| After School Program | The Bad Guys in Attack of the Zittens | Aaron Blabey | | 9781338087536 | M. Gonzales | E. Robinson | Follett |
| After School Program | The Bad Guys in Intergalactic Gas | Aaron Blabey | | 9781338189575 | M. Gonzales | E.Robinson | Follett |
| After School Program | The Bad Guys in Alien vs. Bad Guys | Aaron Blabey | | 9781338189599 | M. Gonzales | E.Robinson | Follett |
| After School Program | The Bad Guys in the Big Bad Wolf | Aaron Blabey | | 9781338305814 | M. Gonzales | E. Robinson | Follett |
| After School Program | The Bad Guys | Aaron Blabey | | 9780545912402 | M. Gonzales | E. Robinson / V. Rabassa | School Library Journal, Kirkus Reviews |
| After School Program | The Bad Guys in Mission Unpluckable | Aaron Blabey | | 9780545912419 | M. Gonzales | E. Robinson / V. Rabassa | School Library Journal, Kirkus Reviews |
| After School Program | Ultimate Dinosaur Rumble | Jerry Pallotta | | 9781338320251 | M. Gonzales | E. Robinson | No Reviews |
| After School Program | Mr. Popper's Penguins | Richard & Florence Atwater | | 9780316058438 | M. Gonzales | D.Sanchez | Booklist, Hornbook |
| After School Program | New Recruits, Graphix | Vannotes | | 9781338887235 | M. Gonzales | A. Jimenez | Follett |
| After School Program | Virtual Reality Madness!, Graphix | Vannotes | | 9781338814613 | M. Gonzales | A. Jimenez | Information Text; No Review |
| After School Program | Lobster vs. Crab | Jerry Pallotta | | 9780545681216 | M. Gonzales | A. Jimenez | Information Text; No Review |
| After School Program | Deadliest Ocean Creatures | John Perritano | | 9781338672695 | M. Gonzales | A. Jimenez | Information Text; No Review |
| After School Program | Deadliest Jungle Creatures | John Perritano | | 9781338672701 | M. Gonzales | A. Jimenez | Information Text; No Review |
| After School Program | Bad Kitty Gets a Phone | Nick Bruel | | 9781339007519 | M. Gonzales | A. Jimenez | Kirkus Reviews |
| After School Program | The Visitor | K. A. Applegate | | 9781338538373 | M. Gonzales | D. Sanchez | Follett |
| After School Program | The Invasion | K. A. Applegate | | 9781338226485 | M. Gonzales | D. Sanchez | Kirkus, SLJ |

| School / Department | Title | Author | # | ISBN | Submitted by: (Librarian Name) | Vetted by: (Include Librarians/Staff Name completing this process) | Vetting Sources (At least 1 source; preferably 2) |
|---|---|---|---|---|---|---|---|
| After School Program | I Survived the Sinking of the Titanic, 1912, The Graphic Novel | Lauren Tarshis | | 9781338120912 | M. Gonzales | N. Guzman | Kirkus, SLJ |
| After School Program | I Survived the Attack of the Grizzlies, 1967, The Graphic Novel | Lauren Tarshis | | 9781338766912 | M. Gonzales | N. Guzman | Kirkus, SLJ |
| After School Program | I Survived the Great Chicago Fire, 1871, The Graphic Novel | Lauren Tarshis | | 9781338825152 | M. Gonzales | N. Guzman | Kirkus, SLJ |
| After School Program | The Zombie Steals Home | Scott Morse | | 9781338188097 | M. Gonzales | D. Sanchez | Booklist, Publisher's Weekly |
| After School Program | Moon Rising, The Graphic Novel | Tui T. Sutherland | | 9781338730890 | M. Gonzales | N. Caballero, M. Navarro | Amazon |
| After School Program | The Lost Heir, The Graphic Novel | Tui T. Sutherland | | 9780545942201 | M. Gonzales | N. Caballero, M. Navarro | Kirkus Review |
| After School Program | The Dragonet Prophecy, The Graphic Novel | Tui T. Sutherland | | 9780545942157 | M. Gonzales | N. Caballero, M. Navarro | Kirkus Reviews, ALA Booklist |
| After School Program | The Brightest Night, The Graphic Novel | Tui T. Sutherland | | 9781338730852 | M. Gonzales | N. Caballero, M. Navarro | Titlewave |
| After School Program | Harry Potter and the Sorcerer's Stone | J. K. Rowling | | 9781338299144 | M. Gonzales | N. Caballero, M. Navarro | Horn Book, School Library Journal |
| After School Program | Harry Potter and the Chamber of Secrets | J. K. Rowling | | 9781338299151 | M. Gonzales | N. Caballero,M. Navarro | ALA Booklist, Horn Book |
| After School Program | Double Down | Jeff Kinney | | 9781419724862 | M. Gonzales | Monica Navarro, N.Caballero | Titlewave, Common Sense Media |
| After School Program | The Deep End | Jeff Kinney | | 9781419753312 | M. Gonzales | Monica Navarro, N.Caballero | Kirkus Reviews, Titlewave |
| After School Program | The Third Wheel | Jeff Kinney | | 9781419717765 | M. Gonzales | Monica Navarro, N.Caballero | Kirkus Reviews, Titlewave |
| After School Program | Diary of a Wimpy Kid, A Novel in Cartoons | Jeff Kinney | | 9781419716317 | M. Gonzales | Monica Navarro, N.Caballero | Kirkus Reviews, Titlewave |
| After School Program | Diper Överlöde | Jeff Kinney | | 9781419766510 | M. Gonzales | Monica Navarro, N.Caballero | Kirkus Reviews, Titlewave |
| After School Program | The Stonekeeper, Graphix | Kazu Kibuishi | | 9780439846813 | M. Gonzales | Monica Navarro, N.Caballero | Common Sense Media, Titlewave |
| After School Program | Stranger Tides, A Marvel Graphic Novel | Justin A. Reynolds | | 9781338826395 | M. Gonzales | Monica Navarro, N.Caballero | Common Sense Media, Kirkus Reviews |
| After School Program | Clifford Makes the Team | Norman Bridwell | | 9780545231411 | M. Gonzales | A. Tovar, K. Leal | Follett |
| After School Program | Rascal | Ellen Miles | | 9780439793827 | M. Gonzales | N. Caballero | No reviews available |
| After School Program | Goldie | Ellen Miles | | 9780439793797 | M. Gonzales | N. Caballero | No reviews available |
| After School Program | Buddy | Ellen Miles | | 9780439874106 | M. Gonzales | N. Caballero | No reviews available |
| After School Program | Maggie and Max | Ellen Miles | | 9780545034562 | M. Gonzales | N.Caballero | No reviews available |
| After School Program | Teddy | Ellen Miles | | 9780545462396 | M. Gonzales | N.Caballero | No reviews available |
| After School Program | Chewy and Chica | Ellen Miles | | 9780545200240 | M. Gonzales | N.Caballero | No reviews available |
| After School Program | Scout | Ellen Miles | | 9780439874120 | M. Gonzales | N.Caballero | No reviews available |
| After School Program | Karen's Roller Skates | Ann M. Martin | | 9781338762891 | M. Gonzales | N.Caballero | No reviews available |
| After School Program | #9 Karen's Sleepover | Ann M. Martin | | 9781338776652 | M. Gonzales | N.Caballero | No reviews available |
| After School Program | #10 Karen's Grandmothers | Ann M. Martin | | 9781338776676 | M. Gonzales | N.Caballero | No reviews available |
| After School Program | Your Dog's Superhero Skills | Ellen Lawrence | | 9781338596496 | M. Gonzales | N.Caballero | No reviews available |
| After School Program | Frankenstein Doesn't Plant Petunias, A Graphix Chapters Book | Marcia Thornton Jones | | 9781338736625 | M. Gonzales | N.Caballero | No reviews available |
| After School Program | Grumpy Unicorn Saves the World, A Graphic Novel | Joey Spiotto | | 9781338739961 | M. Gonzales | N. Caballero | No reviews available |

[1] Already in district catalog: Elementary

[2] Already in elementary catalog

[3] Already in elementary catalog

[4] Already in elementary catalog

[5] Already in Elementary Catalog

[6] Already in Elementary Catalog

[7] Already in Elementary Catalog

[8] Already in Elementary Catalog

[9] Already in Elementary Catalog

[10] Already in Elementary Catalog

[11] Already in Elementary Catalog

[12] Already in Elementary Catalog

[13] Angela Leal has this book it's inventory as of 08/20/2025

# Request Approval of the Destiny Solutions Agreement between San Benito CISD and Follett Software, LLC for Library Services

## Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve the Destiny Solutions Agreement between San Benito CISD and Follett Software, LLC.

## Rationale:

San Benito CISD is requesting the adoption of Follett Software LLC, Destiny Solution as our new platform for library services. Destiny Cloud will streamline our resource management, offering a comprehensive suite of applications to support our district's library needs. Key features include Destiny Library Manager, a centralized database for cataloging and circulation, along with robust inventory management tools to ensure efficient library operations.

Additionally, this platform will help us streamline compliance with SB13 by providing parents with electronic access to block specific titles for their children, ensuring greater control and transparency in the materials available to students. This solution will enhance both library management and parental involvement in their child's education.

## Paperwork Impact:

Minimal

## Budget:

First Year Implementation Fee: $16,150 (One-Time Fee)
First Year Subscription: $24,123.00 (Yearly Recurring)

## Resource Personnel:

Marleen Araiza, Director of Professional Development
Dilia Cornett, Assistant Superintendent of Academics
Alfredo Perez, Superintendent of Schools

## Board Policy Reference and Compliance:

N/A

Follett

September 9, 2025

Eduardo Farias
Technology/Computer Coordinator
San Benito Consolidated Independent School District
240 N Crockett St
San Benito, Texas 78586

Dear Eduardo Farias,

Follett Software, LLC (Follett) is pleased to present the enclosed Agreement for the licensing and implementation of our Follett Destiny® Solution. To ensure your implementation starts when planned and goes smoothly, please provide us with the information listed below:

- Please have an authorized representative of your District Sign and complete the fields as prompted and upload your PO if available. Additionally, make sure you return **ALL PAGES** of the signed document to your sales consultant.

We look forward to a successful Follett Destiny Solution implementation and we appreciate your decision to partner with Follett.

Thank you for this opportunity. If you have any questions, please contact me.

Sincerely,

Chris Northington
Field Sales Consultant (TX)
cnorthington@follettsoftware.com
(708) 887-7948

**Purchase Order must include the following information:**

**Follett Software, LLC.**
**1340 Ridgeview Drive**
**McHenry, IL 60050 USA**
**Email: FSSorders@follettsoftware.com**

# Agreement

SAN BENITO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
Quote #Q-62469
Customer #4282045
September 9, 2025

This Follett Destiny® Solution Agreement, which includes the Follett Destiny Solution Terms and Conditions located at follettk12.link/apf and if applicable, the attached Statement of Work and schedules (collectively, Agreement), governs your purchase and licensing of Follett's Destiny Solution.

The prices and terms in this Agreement are confidential. They will be held open and valid until December 8, 2025.

*Covered Schools:* ANGELA G LEAL ELEM SCH, BERTA CABAZA MDL SCH, CASH ELEM SCH, DOWNS ELEM SCH, DR RAUL GARZA JR ELEM SCH, FRED BOOTH ELEM SCH, GATEWAY TO GRADUATION AC, JUDGE OSCAR DE LA FUENTE, LA ENCANTADA ELEM SCH, LA PALOMA ELEM SCH, MILLER JORDAN MDL SCH, RANGERVILLE ELEM SCH, RIVERSIDE MDL SCH, ROBERTS ELEM SCH, SAN BENITO HIGH SCH, SULLIVAN ELEM SCH, VETERANS MEM ACAD

TIPS RFP #210101

| ***Year 1 Implementation Fees*** | **Quantity** | **Net Total** |
|---|---|---|
| **PATRON DATA INTG ROSTER API** | **1** | **$900.00** |
| **LIBRARY MANAGER IMPLEMENTATION PACKAGE WITH STANDARD MARC CONVERSION** | **1** | **$15,250.00** |

| ***Year 1 Subscriptions*** | **Quantity** | **Net Total** |
|---|---|---|
| **DISTRICT LM - HOSTED SERVICE LICENSE** | **17** | **$16,983.00** |
| **TITLEPEEK ONLINE SERVICE - DESTINY DISTRICT** | **17** | **$3,400.00** |
| **LIBRARY MANAGER HOSTING FEE** | **17** | **$3,740.00** |

| | |
|---|---|
| **List Amount** | **$54,763.00** |
| **Additional Discount** | **$14,490.00** |
| **Net Total** | **$40,273.00** |

## Please Note:

- All pricing is listed in United States dollars.
- Payment terms Net 30 Days.
- Shipping Charges are calculated by weight. Actual shipping charges will be calculated at the time of shipping and will be included on your invoice.

The following is included with the products in this quote:

- Destiny Library Manager:
  - Alliance Plus
  - Destiny Discover
  - Collections
  - One Search
  - Online Documentation and Help
  - Note: Library Manager is designed specifically as a Library management tool

.

* BY ACCEPTING THIS AGREEMENT, EITHER BY: (1) EXECUTING A QUOTE THAT REFERENCES THIS AGREEMENT; (2) BY RETURNING A PURCHASE ORDER (PO) FOR THE PRODUCT(S) AND/OR SERVICES DESCRIBED HEREIN; (3) EXECUTING A COPY OF THIS AGREEMENT DIRECTLY; OR (4) ACCESSING FOLLETT PRODUCT(S) AND/OR SERVICES DESCRIBED HEREIN, THE INDIVIDUAL ACCEPTING THIS AGREEMENT IS ACCEPTING ON BEHALF OF A COMPANY OR OTHER LEGAL ENTITY AND REPRESENTS THAT THEY HAVE THE AUTHORITY TO BIND SUCH ENTITY AND ITS AFFILIATES TO THE TERMS AND CONDITIONS CONTAINED IN THIS AGREEMENT.

You must have paid or pay for all prior years' Annual Licensing and Maintenance Fees and renew maintenance for all sites (including management Systems) at the same time in order to continue to receive access to Destiny Cloud. Follett reserves the right to turn off your access to the Services immediately upon failure to remit such payment.

Note: The Follett Destiny Solution is a Schools Interoperability Framework (SIF) certified product based on the US SIF Specification. The Destiny SIF agent and SIF implementation services are sold by Instructure (https://www.instructure.com/learning-companies/products/elevate/elevate-data-sync).

Based on discussions with your district, your implementation is scheduled to be completed no later than 90 days from the date of this document. Follett staff will work with your district to begin project planning to reach that implementation date. Because Follett plans our resource allocation based on projected installation requirements, we appreciate your collaboration in meeting this mutually agreed upon timeline.

By signing below, you represent that you have read the terms of this Agreement, including those on the following pages, understand and agree to such terms, and are duly authorized to sign on behalf of the School District.

IN WITNESS WHEREOF, the parties have caused this Agreement to be duly executed by their authorized representatives as set forth below.

| Follett Software, LLC | | San Benito Consolidated Independent School District | |
|---|---|---|---|
| Signature: | | Signature: | |
| Print Name: | | Print Name: | |
| Title: | | Title: | |
| Address: | 1340 Ridgeview Drive | E-mail Address: | |
| | McHenry, IL 60050 | Address: | |
| Date: | | Date: | |

**Purchase Order must include the following information:**

**Follett Software, LLC.**
**1340 Ridgeview Drive**
**McHenry, IL 60050 USA**
**Email: FSSorders@follettsoftware.com**

Do you have a PO to attach for this purchase?

☐ Yes

☐ No, I will provide at a later date

☐ No, I will not be using a PO

Please provide a reference for Billing Purposes (such as the Billing Contact's Name):

_____

To ensure your project starts when planned and goes smoothly, please provide us with the information listed below:

- An authorized representative of your District needs to **sign above**. Please, make sure you return **ALL PAGES** of the signed document to your sales consultant.

# Statement of Work

## Schedule A

This Statement of Work (SOW) is incorporated into and made an integral part of the Follett Destiny® Solution Agreement ("Agreement") between Customer ("you") and Follett. Any capitalized terms not defined in this (SOW) have the meanings given them in the Agreement.

## Services

This SOW specifies the services (referred to herein interchangeably as "Services" or the "project") to be provided under the Agreement beginning on or as soon as practical after acceptance of the Agreement. Follett will complete the Services according to the schedule below, unless otherwise agreed upon by the parties.

## Overview

The Follett Destiny Solution will be specifically tailored with applicable components, among which are implementation services, data services, customized services, Digital Content Solutions, peripherals, additional training services and/or post-implementation services.

Note: The Follett Destiny Solution is a Schools Interoperability Framework (SIF) certified product based on the US SIF Specification. The Destiny SIF agent and SIF implementation services are sold by Instructure (https://www.instructure.com/learning-companies/products/elevate/elevate-data-sync).

## Destiny Cloud Hosted Services

Follett offers bundled hardware, software, and services with low initial investment through our secured Destiny Cloud Service. This service provides centralized, web-based access to Destiny without having to purchase servers, install and upgrade the application, or provide technical support for a new system. Users will be able to search, circulate, catalog, track inventory, create reports, and manage resources over the Internet.

Upgrades, server maintenance, and regularly updated virus protection are performed by our team of IT experts. We provide ample notice prior to upgrades or maintenance that would affect a district's day-to-day operations. In addition, critical updates are performed during the earliest off-hours time.

**Application Software and Online Services**

Destiny Cloud provides access to support the resource management needs of your district. The core of the solution consists of several applications and online service components for inventory management, including:

- Destiny Library Manager

Application:

- Centralized database and application
- Cataloging
- Circulation

- Searching
- Reporting
- . Off-line Circulation
- Online help
- Alliance Plus—Online access to a database of over 9 million high-quality MARC21 records
- One Search
- TitlePeek
- Z39.50 Client
- Z39.50 Server

## Destiny Discover

With the purchase of Destiny Library Manager, you receive Destiny Discover interface which is an optional cloud-based interface to access all your digital and print materials.

**Collections by Destiny®**
Collections is a fully integrated feature of Destiny Discover that is designed to optimize the organization, sharing, and collaboration of school and web resources. Each collection can include resources from anywhere (webpages, images, documents, etc.), and can be easily shared publicly, within your district or school, with only a few people or just kept for you. Collections helps to reduce instructional planning and research time, maximizes visibility and usage of your educational resources, and encourages deeper learning in and outside the classroom.

## Digital Content Subscriptions

Follett Digital Content Subscriptions are tools for schools and districts to be at the forefront of digital learning. Manage content to help create active, personalized learning for students.

**Alliance Plus®**
Alliance Plus offers 24/7 access to more than 9 million high-quality MARC records for print materials. The database is continuously updated with new records, allowing your district to quickly and easily keep your catalog up-to-date with local holdings as well as improve search results for your users with the addition of reading and interest levels, subject headings, summary and content notes, and review sources.

**One Search™ Solution**
One Search is a federated search tool that allows your students and staff to search resources simultaneously with a single search, including content from paid and free online research databases that may be available in your library (such as ProQuest, EBSCO or Gale Group) and Destiny. By presenting a single, familiar interface for searching these data sources, your students will find the information they need quickly and effectively, and usage of your valuable research databases will be improved.

**TitlePeek™ Solution**
TitlePeek enhances the patron searching experience by providing content enrichment services to titles in the library collection. Content includes cover photos, title profiles, table of contents, brief summaries, author notes, first chapter or excerpts, and published reviews.

# Implementation Services

## Project Management

Follett will provide project management services in accordance with industry standard techniques. The Project Manager is your district's central point of contact during the implementation of Destiny, to guide and oversee the entire implementation.

Your Project Manager focuses on the following objectives:

- Facilitation of all project planning activities
- Creation of a Project Plan that is developed and agreed to in writing by both you and Follett
- Coordination of all internal resources to ensure that timelines and deadlines are met
- Successful completion of the project

The first step to a successful implementation is the Project Planning meeting.

This meeting will be used to gather information related to your servers, network, Student Information System (SIS) and address any questions or concerns. The expected outcome of this Project Planning meeting is to develop the implementation, installation and training plan and to ensure that proper expectations are set regarding project responsibilities and schedule. Implementations consisting of more than 26 school locations have the option for the Project Planning meeting to be held on site.

Additionally, the Project Manager will coordinate the efforts of the various internal resources to ensure that timelines and deadlines are met. The Project Manager guides the project from the time of purchase commitment through the delivery of the Software.

**Follett Project Manager Responsibilities:**

- Facilitate all project planning activities
- Create a detailed Project Plan
- Manage the Project Plan to ensure that deadlines are met, and mitigate whenever plan objectives are at risk
- Maintain project documentation and provide periodic status reports
- Work with your district's primary point of contact to resolve any issues that develop during the project
- Ensure communication between the Implementation Team and your district
- Transition your district to our Customer Service team within the agreed upon period, not to exceed 60 days from delivery of the Software

**Customer Responsibilities:**

- Assign a single Customer point of contact to work directly with the Project Manager.
- Participate in the Project Planning meeting with Follett—Customer project stakeholders must attend.
- Provide a list of sites that will use the Follett Destiny Solution under the Agreement.
- Meet commitments as agreed upon in the Project Plan. If deadlines are not met, the overall Project Plan may need to be modified to compensate for changes. Should Customer not meet a commitment set forth in the agreed Project Plan, Follett cannot guarantee that the original timelines can be kept. Any changes to the agreed upon Plan must be evidenced in writing signed by the parties.
- Participate in conference calls as needed.

## System Setup Services

**System Setup**

System setup for Destiny Cloud provides your school with configured access to your Destiny software via a Web site address (URL). Data can be imported into Destiny in many ways including: Bibliographic data that is processed by Follett, current system patron data from a data extraction, and SIS patron data exported in a CSV file format.

There are some services that Follett will not perform for your district:

- Follett will not install any hardware or software at your district or schools.
- Follett will not configure your networking infrastructure. Your entire district-networking infrastructure must be up and running to support the service. This includes all routers and Wide Area Network links.
- No school visits are included within the scope of this Agreement. However, during the system setup the Follett Implementation Specialist will illustrate workstation configurations that support Destiny.

**Technical Administrative Training**

A Follett Technical Specialist will deliver a brief technical training for your district technology staff. For Destiny Cloud, this training will focus on technical administrative functions you need to understand (does not include managing a Destiny server since the server will be managed by Follett).

Your district can have up to 12 users at this training session. Attendees who participate in this training will be the only ones authorized to contact Follett's Technical Support hotline for help. Additional attendees may be added at an additional fee.

Follett may utilize remote, web-based conferencing tools to facilitate this training. If this training is delivered with remote, web-based conferencing tools, high-speed Internet access is required. For best results, your district should select a quiet room with a quality conference telephone

# Data Services

Follett understands that accurate and reliable data is critical to the success of your district. We recommend that you consider these optional services to enhance your data quality.

## Destiny Library Manager Data Services

### Library Manager Standard MARC Conversion

Since your existing system allows export in a standard MARC format, Follett will provide the Library Manager Standard MARC Conversion service to convert your electronic library data to the MARC21 / 852 holdings format.

#### FOLLETT RESPONSIBILITIES:

- Follett will profile the data at the time of conversion in an attempt to identify data issues and associated implications with loading the data into Destiny.
- Follett will assign a Data Specialist to the project team to serve as your point of contact for any data consultations.

#### CUSTOMER RESPONSIBILITIES:

- Customer will provide Follett with the data in electronic format, along with related materials, in accordance with the timeframe specified in the Project Plan.
- Customer will provide clarification of issues associated with the data work to be completed.
- Customer will provide a single point of contact for data related decisions and communications.

## Additional Services

## Training Services

Follett is not obligated to complete Training Services which have not been completed prior to delivery of the Software, but may do so in its sole discretion depending upon the circumstances. If your district elects to receive training at a later date, you may be charged up to current market prices. Customers are not permitted to videotape or record in any way Follett delivered services or training events.

DESTINY TRAINING CANCELLATION POLICY: The district/site is responsible for providing a written cancellation and/or reschedule request for Destiny training to your assigned Project Manager or training coordinator. Upon receipt, Follett will reply with a written acknowledgement via email of the changes. The district/site will not be charged if the cancellation request for onsite training is received more than fifteen (15) business days prior to the training date. For webinars, the request must be received three (3) business days prior to the scheduled training date. The district/site will be invoiced at 50% of the cost if the cancellation request for onsite training is received six to fourteen business days prior to the training date, or between 24-48 hours prior to a scheduled webinar time. The district will be invoiced at 100% of the cost if the cancellation request is made five or fewer business days prior to the onsite training date, or if a webinar is cancelled within a 24 hour period prior to the start time of a webinar, to include failure to appear for the training. Follett reserves the right to reschedule any training or webinar outside the acceptable cancellation period.

| Onsite Training Cancellation/Reschedule Receipt Timeframe: | Webinar Training Cancellation/Reschedule Receipt Timeframe: | Fees | Reschedule Options |
|---|---|---|---|
| Fifteen (15) days prior to training date | 72 hours prior to webinar date/time | No charge | District/site retains full privileges to reschedule |
| Six (6) to fourteen (14) days prior to training date | 24 to 48 hours prior to webinar start date/time | 50% of training costs invoiced | Follett reserves the right to reschedule |
| Within five (5) days prior to training date | Within 24 hours of webinar start date/time | 100% of training costs invoiced | Follett reserves the right to reschedule |

**Library Manager–Security Setup Webinar:**
This instructor-led, web-based training introduces you to the Destiny hierarchy. This hierarchy is how you control who in the district can access various features and data in Destiny. The training focuses on the default district and site-level users that are set up during installation, typical tasks for these users, and how to decide who in your district might fit these roles. To ensure your users have access to only the software features they need, you'll look at the available permissions, and assign the appropriate access levels, usernames and passwords. (Maximum: 12 participants)

**Essentials Webinar for Library Manager:**
This live, instructor-led, web-based training covers the essentials needed to get optimal use from Destiny Library Manager. Users look at how they do their job and then apply that in the software. Topics include how to search the online catalog, circulate materials, create notices and reports, set up loan periods and policies, add titles, and use Destiny Discover. A maximum of twenty (20) participants can attend the webinar. Attendees who participate in this training will be authorized to contact Follett's toll-free telephone technical support hotline for help.

## Additional Training Services

## Destiny Training

Additional training content can be purchased and delivered at the time of implementation or later. Additional training sessions will provide each librarian, textbook coordinator or resource manager in your district with complementary skills to maximize use of your Follett Destiny Solution. The format is hands-on, with the number of attendees per session based on the options selected.

## Follett Community

The Follett Community website is a convenient, one-stop online home for learning everything you need to know about using digital Follett products and software. By visiting https://www.follettcommunity.com/s/, you can browse a knowledge base of resource materials, tutorials, training videos and discussions on Follett products.

You can use these resources as an introduction to Destiny or a refresher course in Year Two and beyond. The District can access these resources an unlimited number of times.

## Post Implementation Support Services

**District Technical Support**
District Technical Support is included with your Destiny Service Agreement, and features the following services:

- Software updates during the year
- Alliance Plus—Online access to a database of over 9 million high-quality MARC21 records
- One Search
- TitlePeek
- Z39.50 Client
- Z39.50 Server
- Toll-free telephone technical support for designated Customer contacts
- 24/7 customer Web Portal, with searchable online knowledge base
- Unlimited email support
- Follett Community (how-to's, training tools, and videos)

Note: Follett will only provide support for the current and one prior release of software. Follett will only provide support to the extent that the applicable Management product is utilized as licensed. Any use beyond the intended use of the product, as outlined in the Statement of Work, may result in cancellation of Support.

**Telephone support for issue resolution**
Your designated Customer contacts will have access to Follett's staff of product and technical experts via a toll-free number from 6 a.m. to 6 p.m. Central Time, Monday through Friday. The expectation is that the designated contacts are the point of contact for all end users within the district. Follett will not provide technical support to Customer staff members that have not been designated by the Customer.

Customer Requirements:

- Only the designated Customer contacts may contact Follett Technical Support.
- Unless trained by Follett personnel, site-based staff must contact a designated representative within your district for support.

**Customer Web Portal**
Follett has a web-based support portal, which is available 24/7 to all customers with a current support Agreement. It includes:

- Keyword searchable knowledge base containing articles written by product and system experts
- User guides and manuals
- User groups/online discussion groups
- Electronic newsletters
- Frequently Asked Questions (FAQs)

**Email support**

Technical support is available to your district via email at any time. You can use this method of support for issues that do not require immediate assistance.

The Destiny Cloud solution effectively includes server/storage equipment operations via the Microsoft Azure cloud.

**Digital Resource Limit**
Digital content that is uploaded and cataloged is limited to 1 GB per Destiny database (for district if the Destiny database serves a multi-school district; or individual school, if the database is limited to a specific school). If at any time you exceed this limit and wish to purchase additional space, you may do so at an additional fee of $5.00 per GB annually.

**Structure**
Files are stored on the server and uses SQL to manage the file location.

## Web site address

*Note: Licenses are transferable, subject to additional fees.

Please indicate the Web site address (URL) you wish to have for your Destiny Cloud Solution.

The format required is yourdistrictname.follettdestiny.com

| | |
|---|---|
| 1st choice: | .follettdestiny.com |
| 2nd choice: | .follettdestiny.com |
| 3rd choice: | .follettdestiny.com |

# Request Approval of the Class Size Exemption for the 2025-2026 School Year

## Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve the Class Size Exemption for the 2025-2026 school year.

## Rationale:

In accordance with the Texas Education Code §25.112, we are requesting approval for a class size waiver exemption for the current school year. While our district is committed to maintaining the 22:1 student-teacher ratio in Kindergarten through Grade 4 classrooms, several factors have created challenges in meeting this requirement. Granting this waiver will allow us to balance the realities of enrollment and staffing with our commitment to student learning. Our request is as follows:

- Rangerville - 1 Kindergarten (26) and 1 in 2nd Grade (24)
- La Paloma - 2 in 4th Grade (25 and 24)
- La Encantada - 2 in Kindergarten (23 and 24) and 1 in 3rd Grade (23)
- Dr. Cash - 2 in 4th Grade (23 and 23)
- Ed Downs - 1 in Kindergarten (23)

## Paperwork Impact:

Minimal

## Budgetary Information:

N/A

## Resource Personnel:

Diane Atkinson, Director of Elementary Instruction
Erika Echartea, Executive Director of Administrative Services
Dilia Cornett, Assistant Superintendent of Academics
Alfredo Perez, Superintendent of Schools

## Board Policy Reference and Compliance:

N/A

| Date: | 9/26/2025 |
|---|---|
| WEEK 7 | 34 |

# San Benito CISD
## Weekly Enrollment Report
## 2025-2026

| Grade Level | 3 | 4 | 5 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SBHS | | | | | | | | | | 649 | 661 | 622 | 1932 |
| VMA | | | | | | | | | 633 | | | | 633 |
| Berta Cabaza | | | | | | 234 | 202 | 236 | | | | | 672 |
| Miller Jordan | | | | | | 150 | 112 | 186 | | | | | 448 |
| Riverside | | | | | | 164 | 216 | 177 | | | | | 557 |
| Collegiate Academy | | | | | | 40 | 44 | 38 | | | | | 122 |
| Hester Deten. | | | | | | | 4 | 5 | 7 | 7 | | | 23 |
| Amador | | | | | | | | | 9 | 5 | | | 14 |
| RGV Scan | | | | | | | 1 | 3 | 9 | 3 | 3 | 1 | 20 |
| JJAEP | | | | | | | | | 2 | | | 2 | 4 |
| Secondary Total | | 0 | 0 | 0 | 0 | 588 | 579 | 645 | 658 | 664 | 664 | 623 | 4421 |

**Codes**

| | |
|---|---|
| □ | Non-Homogeneous Bilingual Classroom |
| ○ | Hon 4 |
| P | PPCD |
| A | ACU |
| S | SFL |
| B | BMU |
| P3 | Pre-K 3 |
| BB | Building Bridges |
| CF | Child Find (non-membership) |

| San Benito CISD Total Enrollment |
|---|
| 8655 |

| Elementary Total Enrollment |
|---|
| 4234 |

| Secondary Total Enrollment |
|---|
| 4421 |

*Elementary ECSE & ACU Student Counts are not Reflected in the Overall Student Enrollment Shown in Campus Totals

*JJAEP COUNTS ARE NOT INCLUDED IN TOTAL ENROLLMENT DUE TO STUDENTS ARE NOT ELIGIBLE FOR FUNDING

| Grade Level | ECSE | Pre - K 3 yr | Pre - K | Kinder | 1st | 2nd | 3rd | 4th | 5th | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Booth | 0 0 | P3 15 P3 15 | □ 22 □ 21 | □ 17 □ 16 0 17 | 0 18 0 18 □ 21 | 0 14 0 14 □ 15 | 0 16 0 16 □ 19 | □ 17 0 16 □ 17 ACU 6 | 0 17 □ 21 0 21 | 438 |
| | ESCE 11 | P3 16 P3 15 61 | 43 | 50 | ACU 2 59 | ACU 3 46 | 51 | 56 | 61 | |
| Cash | 0 0 | 0 0 | 0 20 0 18 □ 18 | 0 16 0 17 □ 19 0 17 | 0 23 0 22 0 23 □ 20 | 0 21 0 20 0 19 □ 20 | 0 23 0 23 □ 19 0 23 | □ 21 0 22 0 23 0 23 | 0 23 □ 23 0 23 0 24 | 579 |
| | ESCE 5 | 0 0 0 | 56 | 69 | ACU 2 90 | ACU 4 84 | ACU 0 88 | 0 0 ACU 2 91 | ACU 3 96 | |
| Downs | 0 0 | 0 16 0 15 | 0 20 0 20 0 18 | 0 23 0 21 0 0 | 0 20 0 18 0 19 | 0 19 0 20 0 18 | 0 17 0 17 0 18 | 0 17 0 18 0 20 0 0 | 0 24 0 25 0 0 ACU 2 | 435 |
| | ESCE 7 | 0 16 47 | 58 | 44 | ACU 3 60 | ACU 1 58 | ACU 2 54 | ACU 1 56 | 51 | |
| Rangerville | 0 0 | | 0 20 | 0 26 | 0 17 | 0 24 0 0 | 0 15 | 0 14 0 15 | 0 16 0 17 | 178 |
| | 0 0 | 0 | 20 | 26 | 17 | 0 0 24 | 29 | 29 | 33 | |
| Roberts | 0 0 | 0 0 | 0 14 0 13 | 0 13 0 12 | 0 16 0 16 0 0 | 0 16 0 17 | 0 17 0 15 | 0 17 0 15 | 0 21 0 19 | 221 |
| | 0 0 | 0 0 | 27 | 25 | 32 | 33 | 32 | 32 | 40 | |
| Sullivan | 0 0 | 0 17 | 0 22 0 17 | 0 15 0 19 0 18 | 0 20 0 18 0 0 | 0 17 0 18 | 0 17 0 20 | 0 22 21 0 0 | 0 21 0 18 0 22 | 381 |
| | ESCE 8 | 0 17 34 | 39 | 52 | 0 5 43 | 0 6 58 | 0 2 39 | 0 3 46 | 0 1 62 | |
| La Encantada | 0 0 | AM 17 | 0 21 0 19 0 21 | 0 23 0 23 0 22 | 0 22 0 22 0 22 | 0 18 0 19 0 21 | 0 22 0 22 0 23 0 0 | 0 19 0 19 0 20 | 0 19 0 21 0 22 | 497 |
| | ESCE 5 | PM 16 33 | 61 | 68 | 66 | 58 | 67 | 77 | 62 | |
| La Paloma | 0 0 | AM 15 | ○ 18 □ 18 0 17 | 0 17 ○ 17 □ 19 | 22 22 19 | 0 22 □ 22 □ 22 | □ 15 □ 15 0 16 | ○ 20 □ 25 □ 24 | □ 21 □ 21 □ 22 | 466 |
| | ECSE 8 | PM 16 31 | 53 | 53 | ACU 3 66 | ACU 3 69 | ACU 4 50 | ACU 2 71 | ACU 1 65 | |
| Dr. Garza | 0 0 | 0 16 | 0 18 0 17 □ 19 | 0 21 □ 22 | 0 17 0 16 | 0 16 □ 17 0 17 | □ 18 0 19 0 19 | □ 19 0 20 0 20 | 0 22 □ 21 0 22 | 443 |
| | ECSE 7 | □ 17 33 | 54 | 43 | 0 8 58 | 0 5 55 | 0 5 61 | 0 4 63 | 0 4 69 | |
| De la Fuente | 0 0 | DC 10 DC 2 | 0 14 0 14 | 0 18 0 21 | 0 19 0 18 | 0 16 0 18 BML 1 | 0 21 0 17 | 0 21 0 18 | 0 22 0 20 | 289 |
| | | DC 14 26 | 28 | 39 | 37 | 35 | 38 | BML 3 42 | BML 2 44 | |
| Leal | 0 0 | 0 0 | 0 14 0 13 0 0 | 0 20 0 16 | 0 17 0 17 0 0 | 0 15 0 15 0 18 | 0 16 0 16 0 18 | 0 14 0 14 0 15 | 0 17 0 16 0 17 | 307 |
| | 0 0 | 0 0 | 27 | 55 | 34 | 48 | 50 | 43 | 50 | |
| Elementary Total | 51 | 265 | 466 | 524 | 562 | 568 | 559 | 606 | 633 | 4234 |

# Request Approval of District Improvement Plan for the 2025-2026 and 2026-2027 School Years

## Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve the District Improvement Plan for the 2025 – 2027 school years.

## Rationale:

The Board shall approve and periodically review the District Improvement Plan's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved district and objectives shall be mutually supportive and shall support the state goals under Education Code, Chapter 4.

## Paperwork Impact:

Medium

## Budgetary Information:

Not Applicable

## Resource Personnel:

Stephanie Ramirez, Director of Federal Programs
Dilia Cornett, Assistant Superintendent of Academics
Alfredo Perez, Superintendent

## Board Policy Reference and Compliance:

# San Benito Consolidated Independent School District

# District Improvement Plan

# 2025-2027 Goals/Performance Objectives/Strategies

# 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 of San Benito CISD:

S - Student Centered - We  place students at the heart of every decision,ensuring their needs drive our practices.
B - Bold Innovations - We embrace new ideas and technologies to prepare students for  a dynamic future.
C - Collaboration - We build strong partnerships and a culture of shared responsibility to achieve collective success.
I - Integrity - We lead with honesty, transparency, and ethical responsibility.
S - Service and Accountability - We serve with purpose and take owndership of our impact.
D - Dedication to Excellence - We strive for the highest standards in all we do to ensure student achievement.

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# Goals

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 1:** ESSA: By June 2026, 80% of all students, with a focus on special populations, will meet or exceed state assessment standards through targeted instructional strategies, including PLCs, leadership coaching, effective feedback, and the Effective Schools Framework, to ensure continuous improvement and equitable outcomes.

**Evaluation Data Sources:** STAAR Reports for grades 3-EOC

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The district will strengthen instructional leadership and professional collaboration through PLCs, leadership coaching, feedback practices, and the Effective Schools Framework to guide campus planning and decision-making.<br>**Strategy's Expected Result/Impact:** Increase scores in:<br>STAAR/EOC<br>TELPAS<br>RDA<br>**Staff Responsible for Monitoring:** Director of Secondary Instructional Implementation<br>Director of Elementary Instructional Implementation<br>Principals<br>Assistant Principals<br>Instructional Coaches<br>Teachers<br><br>**Results Driven Accountability**<br>**Funding Sources:** Professional Development - 255 - Title II, Part A, TPTR - 255 - $10,000, - ESSER | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** The district will provide targeted support through a Multi-Tiered System of Support, RTI interventions, specialized programs (RISE for MS and identified HS classes), and integrated services addressing academic, behavioral, social-emotional, and attendance needs for all students.<br>**Strategy's Expected Result/Impact:** * Increase in STAAR/EOC Scores<br>* Student attendance and participation reports<br>* RTI, RISE, Identified and linking period progress tracking<br>* PEIMS coding and identification accuracy (SPED, GT, Eco Dis, EB, Homeless, At-Risk)<br>* Summer school and tutorial completion data<br>* Communities in Schools program participation<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Principals and Teachers<br>After-School Director, Site Coordinators, and Tutors<br>**Funding Sources:** RtI Teachers - 211 - Title I, Part A - $900,000, Tutors - ESSER III - $126,000 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** The district will ensure campuses administer CFAs and Benchmarks, analyze student data collaboratively, and work with DCIs (for identified campuses) to provide targeted instruction, interventions, and coordinated support, ensuring all learners receive the guidance they need to succeed.<br>**Strategy's Expected Result/Impact:** * STAAR/EOC, Benchmark, TFAR, TSI, SAT, ACT, Sure Score and CFA results<br>* Blue Bonnet Module Assessments<br>* Lead4ward item analysis reports<br>* Data walls and goal-setting documentation<br>* Evidence of instructional adjustments based on data<br>* RDA<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Special Services<br>Director of Assessment, Research, and Evaluation<br>Director of Bilingual Education<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Principals<br>Assistant Principal<br>Teachers<br>Diagnosticians<br>LLSP<br>SLP<br>504 staff<br>RTI<br>Dyslexia staff<br><br>**Funding Sources:** Eudophoria - 276 - Texas Title I Priority Schools - $125,000 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** The district will implement and monitor a guaranteed and viable TEKS-aligned curriculum using the TEKS Resource System, YAG-aligned assessments, and high-quality, research-based instructional resources to drive effective instruction and improve student achievement.<br>**Strategy's Expected Result/Impact:** * YAGS (Year at a Glance)<br>* Lesson Plans<br>* STARR/EOC Scores<br>* Usage reports from instructional platforms (iReady, Accelerated Reader, IXL, Writable, Bluebonnet, SpringBoard, Summit K-12)<br>* Master schedule alignment<br>* CFA, TFAR, Benchmark, STAAR/EOC results<br>* RDA data<br>* Evidence of structured instructional sequence (Warm-Up, Lesson, Exit Ticket, Journals)<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Secondary Instructional Implementation<br>Director of Elementary Instructional Implementation<br>Director of Professional Development<br>Principals<br>Campus Administrators<br>Teachers<br>Support Staff<br><br>**Funding Sources:** TEKS Resource System - 211 - Title I, Part A - $55,000, Eduphoria - 211 - Title I, Part A - $40,000 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** The district will prepare students for college, career, and military readiness by strengthening literacy and writing through research-based instruction, integrated writing across content areas, and targeted postsecondary opportunities, including dual enrollment, test preparation, and career exploration.<br>**Strategy's Expected Result/Impact:** Usage Reports for Writable<br>Submission of Writing Artifacts<br>Master Schedule<br>STAAR/EOC Data RDA<br>Improved CCMR outcomes (TSI, ACT, SAT, IBC)<br>Increased dual enrollment participation and completion<br>Full implementation of the College & Career Readiness Course Catalog<br>Graduation and IGC handbook adherence<br>Active participation in Student Ambassador, REAL Program, and Stop-It safety initiatives<br>Effective tracking of postsecondary goals and outcomes<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Secondary Instructional Implementation<br>Director of Elementary Instructional Implementation<br>Principals<br>Assistant Principals<br>Teachers<br>Technology Specialists<br>Teachers<br>Support Staff<br>After-School Director, Site Coordinators, and Tutors<br>**Results Driven Accountability**<br>**Funding Sources:** Reading Resources - Writable - 211 - Title I, Part A - $200,000 | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** Provide specialized instruction to serve at-risk, bilingual, and special education students with academic, behavioral, and attendance needs.<br>**Strategy's Expected Result/Impact:** Increase in scores on:<br>STAAR/EOC<br>TELPAS<br>RDA<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Special Services<br>Director of Secondary Instructional Implementation<br>Director of Elementary Instructional Implementation<br>Director of Bilingual Education<br>Director of Special Services<br>Principals<br>Assistant Principals<br>Teachers<br>RtI Teacher<br><br>**Results Driven Accountability**<br>**Funding Sources:** Resources/Services - 199 - State Special Education (State SpEd) - $500,000, Tutorials - 199 - State Compensatory Education (SCE) - $300,000, Tutorials - 224 - IDEA B, Formula SpEd, Tutorials - 212 - Title I, Part C, Migrant - 100000 | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 7:** 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.<br>**Strategy's Expected Result/Impact:** Increase on:<br>EOY/STAAR<br>Circle test<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Federal Programs<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Title 1 Coordinator<br>Elementary Campus Administrators<br>Pre-K Teachers<br>Director of Special Services<br>Director of Bilingual Education<br><br>**Funding Sources:** resources and supplies - 211 - Title I, Part A - $10,000 | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 9:** A district Comprehensive Needs Assessment (CNA) will be conducted to determine priority areas for professional development and to coordinate Title I A and Title II-A programs, activities, and funding in preparation for the 2025-2026 LEA application for funding.<br>**Strategy's Expected Result/Impact:** Increase of scores on:<br>STAAR/EOC<br>RDA<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Federal Programs,<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Director of Assessment, Research and Evaluation<br>Director of Professional Development<br>Principals<br>Campus administrators<br>Support Staff<br><br>**Results Driven Accountability**<br>**Funding Sources:** CNA/CIP meetings - 211 - Title I, Part A - 211 - $8,000 | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 9:** The district will systematically monitor, evaluate, and refine the alignment of core and elective programs, as well as targeted interventions, to ensure rigorous instruction, maximize student learning, and close achievement gaps across all assessments for every student.<br>**Strategy's Expected Result/Impact:** * Evidence of aligned curriculum across core and elective programs<br>* Improved student performance on STAAR/EOC, TELPAS, benchmark assessments<br>* Increased achievement for special populations and reduction of performance gaps (RDA)<br>* Usage reports from instructional platforms reflecting intervention fidelity<br>* Documentation of program adjustments based on data analysis<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Director of Federal Programs<br>Director of Staff Development<br>Principals<br>Assistant Principals<br>Teachers<br>Support Staff<br><br>**Results Driven Accountability**<br>**Funding Sources:** Software - 211 - Title I, Part A - Writing - $35,000 | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 10:** The district will continuously review and enhance college, career, and military readiness processes to prepare all students for postsecondary success by providing targeted programs, dual enrollment opportunities, standardized test preparation, and career exploration initiatives that increase the percentage of students meeting Texas CCMR standards.<br>**Strategy's Expected Result/Impact:** * Post-secondary goal tracking and outcomes<br>* Increased percentage of students meeting CCMR standards<br>* Participation and completion rates for dual enrollment courses<br>* Performance on standardized tests (TSI, ACT, SAT, IBC)<br>* Career exploration and postsecondary planning activity completion<br>* Implementation of College & Career Readiness Course Catalog<br>* Documentation of CCMR support programs (Student Ambassador, Stop-It app)<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Secondary Instructional Implementation<br>High School Principals<br>Director of Advanced Academics<br>Assistant Principals<br>Director of CCMR<br>Director of CTE<br><br>**Funding Sources:** - 199 - State Career & Technical Education (State CT - 199 11A - $20,000 | | | | |

| Strategy 11 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 11:** The district will provide research-based instructional resources, including technology hardware, software, and digital materials, to enhance curriculum implementation, enrich student learning, and ensure all students receive a "gold standard" education.<br>**Strategy's Expected Result/Impact:** * Usage reports from instructional platforms<br>* Student progress data from technology-driven activities<br>* Evidence of technology integration in classroom instruction<br>* Teacher participation in technology professional development<br>* Increase scores on:<br>STAAR/EOC<br>RDA<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Director of Professional Development<br>Director of Assessment, Research and Evaluation<br>Principals<br>Assistant Principals<br>Support Staff<br>Teacher<br>**Funding Sources:** Hardware - 211 - Title I, Part A - $600,000, software - 211 - Title I, Part A - $10,000, Software - 199 - General Fund - $75,000 | | | | |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 12:** To ensure that all San Benito students have their needs met. Special Education teachers will provide students access to a full-range and rigorous curriculum.<br>**Strategy's Expected Result/Impact:** Increase results on:<br>STAAR/EOC<br>RDA<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Special Education<br>Campus Special Education and Regular Education Teachers<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Director of Staff Development<br>Director or Special Services<br>Campus Administrators<br>Support Staff<br>Teachers<br><br>**Results Driven Accountability**<br>**Funding Sources:** Resources - 224 - IDEA B, Formula SpEd - $50,000 | | | | |

| Strategy 13 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 13:** 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 Schools program.<br>**Strategy's Expected Result/Impact:** Service Logs<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academics Services<br>Curriculum Directors<br><br>**Funding Sources:** CIS Staff - 199 - State Compensatory Education (SCE) - 199 30 A - $150,000 | | | | |

| Strategy 14 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 14:** The district will provide summer school programs for students at risk of not meeting grade-level expectations to accelerate learning, address skill gaps, and ensure students are prepared for the upcoming academic year.<br>**Strategy's Expected Result/Impact:** * Improved student performance on STAAR/EOC, benchmarks, and formative assessments<br>* Increased mastery of grade-level TEKS standards<br>* Documentation of student attendance, progress, and intervention completion<br>* Targeted support for special populations, including at-risk, bilingual, and SPED students<br>* Increase Scores:<br>* STAAR/EOC<br>* TELPAS<br>* RDA<br>* Increase graduation rate<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Secondary Instructional Implementation<br>Director of Elementary Instructional Implementation<br>Director of Federal Programs<br>Director of Bilingual Education<br>Director of Special Services<br>Principals<br>Director of Professional Development<br>Teachers<br><br>**Results Driven Accountability**<br>**Funding Sources:** Summer School - 199 - State Compensatory Education (SCE) - $200,000, Summer School - 199 - State Special Education (State SpEd) - $50,000, Summer School - 199 - State Bilingual/ESL - $50,000, Summer School - 211 - Title I, Part A - $200,000, ESY - 224 - IDEA B, Formula SpEd - $25,000 | | | | |

| Strategy 15 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 15:** The district will provide teachers with high-quality instructional materials (HQIM) and supplemental resources to enhance curriculum implementation, support rigorous instruction, and improve student learning outcomes.<br>**Strategy's Expected Result/Impact:** * Increase STAAR Scores by 10%<br>* Evidence of HQIM use in classroom instruction (Walk Throughs)<br>* Improved alignment to TEKS and curriculum standards<br>* Increased student engagement and mastery of grade-level content<br>* Usage reports and feedback on supplemental materials<br>**Staff Responsible for Monitoring:** District Administration<br>Campus Administration<br><br>**Funding Sources:** Consumable Supplies - 211 - Title I, Part A - $25,000, - 199 - State Compensatory Education (SCE) - $25,000, - 224 - IDEA B, Formula SpEd - $20,000 | | | | |

| Strategy 16 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 16:** In order to ensure proper identification of GT students, the district will allow all students the opportunity to be tested for Gifted and Talented (GT) Program between grades K-12. All Kindergarten students will be tested during the fall semester. Students in grades 1st - 11th can be tested according to the District policy.<br>**Strategy's Expected Result/Impact:** Increase Scores:<br>STAAR/EOC<br><br>Increase:<br>Attendance rate<br>Graduation rate<br>Decrease:<br>Disciplinary Referral<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Principals<br>Teachers<br>Counselors<br><br>**Funding Sources:** GT testing Materials - 199 - State Gifted and Talented (G/T) - $75,000 | | | | |

| Strategy 17 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 17:** In order to meet the needs of all GT students, academically rigorous opportunities will be provided.<br>**Strategy's Expected Result/Impact:** Increase Scores:<br>STAAR/EOC<br><br>Increase:<br>Attendance rate<br>Graduation rate<br>Decrease:<br>Disciplinary Referral<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Principals<br>Teachers<br>Counselors<br><br>**Funding Sources:** Naviance College Readiness - 199 - State Gifted and Talented (G/T) - $5,000, Encore Summer Camp Program - 199 - State Gifted and Talented (G/T) - $50,000, GT staff development - 199 - State Gifted and Talented (G/T) - $10,000, GT Stipends - 199 - State Gifted and Talented (G/T) - $10,000 | | | | |

| Strategy 18 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 18:**<br>The district will provide PK-12 instructional coaching to support teachers in delivering high-quality, research-based instruction, ensuring all students have access to a "gold standard" education.<br>**Strategy's Expected Result/Impact:** * Evidence of coaching support across all grade levels<br>* Implementation of research-based instructional strategies in classrooms<br>* Improved student engagement and learning outcomes<br>* Increased teacher effectiveness and fidelity to curriculum<br>* Increase Scores on:<br>* STAAR/EOC<br>* TELPAS<br>* RDA<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Instructional Coaches<br><br>**Funding Sources:** Lead teacher stipends - 199 - State Compensatory Education (SCE) - $500,000 | | | | |

| Strategy 19 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 19:** In order to maintain accurate PEIMS documentation, all teacher information and teacher schedules are accurately reported to PEIMS.<br>**Strategy's Expected Result/Impact:** Meet compliance requirements<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of PEIMS<br>PEIMS Coordinator<br>PEIMS Clerks<br>Principal<br>Assistant Principal<br>Teachers<br><br>**Funding Sources:** - 199 - General Fund | | | | |

| Strategy 20 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 20:** Teachers and instructional coaches will collaborate during the summer to develop and provide TEKS-aligned curriculum resources, ensuring a coherent and rigorous instructional program for all grade levels.<br>**Strategy's Expected Result/Impact:** * Increase STAAR/EOC grade level scores in approaches, meets, and masters.<br>* Development and distribution of TEKS-aligned lesson plans and resources<br>* Evidence of curriculum alignment across grades and subjects<br>* Increased teacher preparedness for the upcoming school year<br>* Improved student learning outcomes at the start of the school year<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Secondary Instructional Implementation<br>Instructional Coaches<br>Secondary Principals<br>Deans of Instruction<br><br>**Funding Sources:** - 211 - Title I, Part A - $86,940 | | | | |

| Strategy 21 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 21:** 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.<br>**Strategy's Expected Result/Impact:** Meet Compliance Requirements.<br>**Staff Responsible for Monitoring:** After-School Director and Site Coordinators<br><br>**Funding Sources:** - 352 Texas 21st CCLC Cycle 11, - 265 Texas 21st CCLC Cycle 12 | | | | |

| Strategy 22 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 22:** Recruit students to participate in the afterschool program that are homeless, at risk, and/or low performing. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increase daily attendance and STAAR performance.<br>**Staff Responsible for Monitoring:** Afterschool Director, Site Coordinators and Afterschool Instructors<br><br>**Funding Sources:** - 352 Texas 21st CCLC Cycle 11, - 265 Texas 21st CCLC Cycle 12 | Dec | Mar | May | June |

| Strategy 23 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 23:** Conduct periodic lesson plan reviews to ensure the afterschool program is in alignment with the regular school day. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increase the following scores:<br>STAAR/EOC<br>TELPAS<br>RDA<br>Attendance rate<br>Graduation rate<br>**Staff Responsible for Monitoring:** Afterschool Director, Site Coordinators, and Afterschool Instructors<br><br>**Funding Sources:** - 352 Texas 21st CCLC Cycle 11, - 265 Texas 21st CCLC Cycle 12 | Dec | Mar | May | June |

| Strategy 24 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 24:** The afterschool program will provide technology driven academic and enrichment activities where academic tools such as computer software, smart boards, drones, and robotics kits are utilized. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Increase technology usage.<br><br>**Staff Responsible for Monitoring:** Afterschool Director, Site Coordinators. and Afterschool Instructors<br><br>**Funding Sources:** - 352 Texas 21st CCLC Cycle 11, - 265 Texas 21st CCLC Cycle 12 | Dec | Mar | May | June |

| Strategy 25 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 25:** In order to increase San Benito CISD students' access to the "gold standard" of education, the Afterschool Program will coordinate with the Districts' C&I department to provide both academic and enrichment opportunities to students and parents through enhanced academic tutorials, parental involvement activities, post-secondary education awareness activities, and career planning.<br>**Strategy's Expected Result/Impact:** Increase Scores:<br>STAAR/EOC<br>TELPAS<br>RDA<br><br>Increase parental involvement<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Afterschool Program<br>Principals<br>Assistant Principals<br>Teachers<br><br>**Funding Sources:** After School Program - 352 Texas 21st CCLC Cycle 11 - $750,000, Tutors - 265 Texas 21st CCLC Cycle 12 - $126,000 | | | | |

| Strategy 26 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 26:** The district will strengthen mathematics proficiency from Kindergarten through Algebra I by implementing the Bluebonnet Learning Program, providing targeted, research-based instruction to ensure mastery of TEKS and improved student outcomes.<br>**Strategy's Expected Result/Impact:** The district has identified mathematics as an area of need, particularly in ensuring all students build conceptual understanding, problem-solving skills, and procedural fluency aligned with Texas Essential Knowledge and Skills (TEKS).<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academics<br>Director of Elementary<br>Director of Secondary<br>Principals<br>Assistant Principals<br>Teachers<br><br>**Funding Sources:** LASO Grant Funds will be used - 429 - Supporting Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** ESSA: San Benito CISD will ensure all students engage in rigorous academic programs aligned to their college, career, and military readiness goals while expanding course offerings, providing targeted supports, and implementing interventions to increase participation and reduce dropout rates, ensuring successful postsecondary transitions.

**Evaluation Data Sources:** TSI, SAT, ACT, and PSAT performance data
AP, Dual Enrollment, and OnRamps enrollment/completion reports
CTE coherent sequence completion data
CCMR accountability reports
Dropout rate data
Postsecondary application and acceptance records

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** At SBHS, the district will provide dedicated clerical support to assist students with access to Advanced Placement (AP), Dual Enrollment, OnRamps, and CTE opportunities. The clerk will support students with registration, testing, application processes, and documentation needed to participate in rigorous academic programs aligned with their college, career, and military readiness goals.<br>**Strategy's Expected Result/Impact:** Students at SBHS receive timely support with enrollment, testing, and application requirements.<br>Increased student participation in AP, Dual Enrollment, OnRamps, and CTE coherent sequences.<br>Improved completion rates for college applications and postsecondary readiness benchmarks (TSI, SAT, ACT).<br>Reduced barriers for students accessing advanced academic opportunities.<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academics<br>Director of Secondary Instructional Implementation<br>Director of CCMR<br>Director of CTE<br>Director of Advanced Academics<br>SBHS Principal<br>Campus administrators<br>High School Counselors<br><br>**Funding Sources:** Paraprofessional FTE - 199 - General Fund - $75,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** The district will expand Advanced Academics opportunities by offering additional Dual Enrollment, Advanced Placement (AP), and OnRamps courses, with a focus on increasing student access and participation.<br>**Strategy's Expected Result/Impact:** Greater variety of rigorous course options available to students across the district.<br>Increased student enrollment in advanced academic programs each year.<br>Increased number of students earning college credit prior to high school graduation,<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academics<br>Director of Secondary Instructional Implementation<br>Director of CCMR<br>Director of Advanced Academics<br>Counselors<br>Principals<br>Campus administrators | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** The district will provide multiple testing opportunities for TSI, SAT, ACT, and AP Exams to ensure SBHS students test in a timely manner, reduce barriers to access, and increase the percentage of students meeting college readiness benchmarks.<br>**Strategy's Expected Result/Impact:** Increased percentage of students meeting college readiness benchmarks on TSI, SAT, and ACT.<br>Increased number of students earning college credit through AP exam scores of 3 or higher.<br>Reduced number of students delayed in dual enrollment eligibility due to missed or late testing opportunities.<br>Higher overall CCMR indicator rates as more students satisfy testing and advanced credit requirements.<br>Improved student confidence and preparedness for postsecondary transition.<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academics<br>Director of Secondary Instructional Implementation<br>Director of Advanced Academics<br>Director of CCMR<br>Principals<br>Campus Administrators<br>Teachers<br><br>**Funding Sources:** Testing - 199 - General Fund - $50,000 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** FAFSA nights will be provided as needed to provide students and parents the opportunity to complete the Free Application for Federal Student Aid (FAFSA.)<br>**Strategy's Expected Result/Impact:** Increase percent of students entering college<br><br>Increase in university 2 year and 4 year graduation rates<br>[Student ClearingHouse]<br>**Staff Responsible for Monitoring:** Director of CCMR<br>High School Campus Administrators<br>High School Counselors<br>Career Awareness Clerks | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Provide and promote post secondary events district wide. [college fairs, college presentations and financial aid awareness.]<br>**Strategy's Expected Result/Impact:** Increase percentage of students entering college<br>Increase in higher education initiatives awareness<br>Promote a District college-going culture<br>Increase in graduation rates<br>**Staff Responsible for Monitoring:** Director of CCMR<br>Campus Administrators<br>District Administrators | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** In order to provide a better understanding of CTE programs and the Ind. Cert. that can be earned while in SBCISD, the CTE program will host CTE Showcase at schools.<br>**Strategy's Expected Result/Impact:** Increase enrollment in the CTE programs that offer Ind. Cert.<br>**Staff Responsible for Monitoring:** Director of CTE<br>CTE Teachers<br>Campus administrators<br><br>**Funding Sources:** - 199 - State Career & Technical Education (State CT - $500 | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 7:** The Afterschool program will create partnerships with local universities (internships, college fairs, college night, financial aid awareness, etc. )<br>**Strategy's Expected Result/Impact:** Prepare students to be college ready.<br>**Staff Responsible for Monitoring:** Afterschool Director and Site Coordinators<br><br>**Funding Sources:** - 352 Texas 21st CCLC Cycle 11, - 265 Texas 21st CCLC Cycle 12 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** ESSA: By the conclusion of the 25-26 school year, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drugs, will be reduced by 20%.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 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.<br>**Strategy's Expected Result/Impact:** Decrease:<br>Number of disciplinary referrals<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Director of Advanced Academics and Counseling<br>Principals<br>Campus Administrators<br>Counselors<br><br>**Funding Sources:** - 265 - Title IV, Part A - $25,000, - 255 - Title II, Part A, TPTR - $10,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** To create a safe and secure environment for the students of SBCISD, all students and staff will receive training on safety and security measures and the effective implementation of these.<br>**Strategy's Expected Result/Impact:** Decrease number of disciplinary referrals<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Professional Development<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Principals<br>Campus Administrators<br>Counselors<br><br>**Funding Sources:** - 265 - Title IV, Part A - $1,000 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** To establish a collaboration between students and staff, SBCISD will conduct orientation meetings with students and staff to solicit feedback on the Student Code of Conduct, discipline management, student handbooks, emergency drills and procedures.<br>**Strategy's Expected Result/Impact:** decrease number of disciplinary referrals<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Directors<br>Principals<br>Campus Administrators<br><br>**Funding Sources:** - 199 - General Fund - $1,500 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Establish a School Health Advisory Council (SHAC) to provide assistance and direction in informing students, parents/families, and the community of current issues regarding wellness, health, and safety. This will include nutrition programs, bullying awareness, alcohol/drug prevention, sex education programs, and the student dating violence policy.<br>**Strategy's Expected Result/Impact:** decrease number of disciplinary referrals<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Health Services Coordinator<br>School Nursing Staff<br>Principals<br>Campus Administrators<br>Counselors<br><br>**Funding Sources:** - 199 - General Fund - $1,000 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Through the use of the Raptor System, the Access Control System, and school-established campuses will maintain a safe and secure environment for each instructional facility.<br>**Strategy's Expected Result/Impact:** Increase safety procedures for the SBCISD students<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Directors<br>Principals<br>Campus Administrators<br>Counselors<br><br>**Funding Sources:** - 199 - General Fund - $15,000 | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** The SBCISD will provide staff development for the adoption and implementation of the PBIS disciplinary program on the district campuses.<br>**Strategy's Expected Result/Impact:** Decrease number of discipline referrals<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Directors<br>Principals<br>Campus Administrators<br>Counselors<br><br>**Funding Sources:** - 199 - General Fund - $10,000 | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 7:** Plan, conduct, and coordinate the Health/Wellness events that promote healthy lifestyles through community organizations and district departments that provide health and wellness activities.<br>**Strategy's Expected Result/Impact:** Fitness Gram results will indicate students are physical fitness levels are in normal range.<br>**Staff Responsible for Monitoring:** PE Teachers<br>Coaches<br>Classroom Teachers | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** Continue to enforce policies and procedures that promote a safe, orderly, and secure environment. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** 10% decrease in violent incidences referrals<br>**Staff Responsible for Monitoring:** District and Campus Administrators | Dec | Mar | May | June |
| | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 9:** Provide program, resources and professional development to improve school conditions for student learning including personal hygiene items, drug and violence prevention, bullying and harassment prevention and mentoring for at-risk students. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** 10% reduction in school discipline referrals.<br>**Staff Responsible for Monitoring:** District and Campus Administration | Dec | Mar | May | June |
| | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 10:** Conduct orientation meetings with students and staff regarding the Student Code of Conduct, discipline management, student handbooks, emergency drills and procedures. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Decrease in student referrals<br>**Staff Responsible for Monitoring:** District and Campus Administrators | Dec | Mar | May | June |
| | | | | |

| Strategy 11 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 11:** Ensure that students and staff are effectively educated on safety and security measures and that all measures are effectively followed to protect students, faculty, and staff. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Decrease in incident reports<br>**Staff Responsible for Monitoring:** District and Campus Administrators, Counselors | Dec | Mar | May | June |
| | | | | |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 12:** The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student. For purposes of DAEP, elementary classification shall be PK through 5th grade and secondary classification shall be grades 6th through 12th. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Decrease in discipline referrals.<br>**Staff Responsible for Monitoring:** District and Campus Administration | Dec | Mar | May | June |
| | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 4:** Title III: By June 2026, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

**Evaluation Data Sources:** STAAR Reports for grades 3-EOC

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

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** 2) In order to better serve the San Benito students, campus administrators will expand their knowledge of bilingual requirements and will ensure teachers are using best practices in the classroom.<br>**Strategy's Expected Result/Impact:** increase scores thus decreasing gap between subpopulations<br>Increase scores on:<br>STAAR/EOC<br>RDA<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Bilingual Education<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Principal<br>Assistant Principal<br>Bilingual/ESL Teachers<br><br>**Funding Sources:** - 199 - State Bilingual/ESL | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** 3) To ensure fiscal responsibility the district will renew the software contract and continue using ELLevation software system to document all data related to the bilingual identification and LPAC.<br>**Strategy's Expected Result/Impact:** Increase scores and decrease gap between subpopulations<br>Increase:<br>STAAR/EOC<br>RDA<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Bilingual Education<br>Principals<br>Assistant Principals<br>Bilingual/ESL Teachers<br>LPAC Lead Teacher<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br><br>**Funding Sources:** - 199 - State Bilingual/ESL | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** 4) To ensure that funds are being used in a financially responsible manner, the district will contract with ValidateMe services for analysis of immigrant student transcripts .<br>**Strategy's Expected Result/Impact:** Student transcripts<br>Increase graduation rates<br>Increase students attending post-secondary institutions<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Bilingual Director<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Campus Administrator<br>Campus LPAC Representative<br>LUCHA Teacher<br><br>**Funding Sources:** - 199 - State Bilingual/ESL | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** 5) To ensure that the needs of the bilingual child are being met in a manner that is in compliance with state requirements,a time and treatment plan will be written by the LPAC for each individual ELL student based on the language and academic proficiency level using ELLevation and a copy will be placed in the students' permanent record file.<br>**Strategy's Expected Result/Impact:** Documentation for LPAC Report<br>Increase of scores due to proper services<br>Increase STAAR/EOC<br>RDA<br>TELPAS<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Bilingual Education<br>Principals<br>Assistant Principals<br>Campus LPAC Coordinator<br>Bilingual/ESL Teachers<br><br>**Funding Sources:** - 199 - State Bilingual/ESL | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** 6) To guarantee program fidelity, teachers of bilingual students will receive training on program compliance. This may include ELPS, Performance learning, Dual Language, Time and Treatment and other relevant subjects.<br>**Strategy's Expected Result/Impact:** bilingual education provided with consistency<br>Increase scores<br>STAAR/EOC<br>RDA<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Principal<br>Assistant Principal<br>Director of Bilingual Education<br>Bilingual teachers<br><br>**Funding Sources:** - 199 - State Bilingual/ESL | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 7:** 7) To ensure that the program is implemented with fidelity, bilingual/ESL teachers will be paid a stipend to compensate them for the extra effort required to comply with bilingual requirements. A bilingual LPAC Lead Teacher may also be paid a stipend. The stipend will be paid according to the latest compensation plan approved by the board.<br>**Strategy's Expected Result/Impact:** Retention of highly qualified teachers<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Bilingual Education<br>Principal<br>Assistant Principal<br>LPAC Lead Teacher<br>Bilingual Teachers<br><br>**Funding Sources:** - 199 - State Bilingual/ESL | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 8:** 8) To ensure fiscal responsibility, the bilingual program will be evaluated to ensure progress and compliance. Evaluation may be done by internal or external source.<br>**Strategy's Expected Result/Impact:** Ensure compliance with Bilingual grant.<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Bilingual Education<br><br>**Funding Sources:** - 199 - State Bilingual/ESL | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 5:** ESSA: Develop College and Career readiness skills through learning activities for 100% students in grades PK-12.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** In order to increase the number of students graduating college and career ready, SBCISD will provide resources and staff development opportunities to ensure courses are up to date and relevant.<br>**Strategy's Expected Result/Impact:** Increase scores in:<br>STAAR/EOC<br>RDA<br><br>Increase:<br>Graduation Rates<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academics<br>Director of Secondary Instructional Implementation<br>Director of Professional Development<br>Director of CCMR<br>Director of CTE<br>Principal<br>Asst. Principal<br>Teachers<br><br>**Funding Sources:** Staff Development - 211 - Title I, Part A - $15,000, staff development - 255 - Title II, Part A, TPTR - $50,000, Resources - 199 - State Compensatory Education (SCE) - $20,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide all interested San Benito High School students the needed assistance with the university application process.<br>**Strategy's Expected Result/Impact:** Increase College Awareness<br>Increase Graduation Rates<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academics<br>Director of Secondary Instructional Implementation<br>Director of CCMR<br>Principal<br>Asst. Principal<br>Teachers<br>Department Directors<br><br>**Funding Sources:** Naviance - 211 - Title I, Part A - $50,000, staff development supplies - 211 - Title I, Part A - $5,000 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** VMA and San Benito High School will serve as testing centers for the TSI, allowing students more opportunities to test and increading opportunities for taking dual enrollment classes.<br>**Strategy's Expected Result/Impact:** Increase Dual Enrollment Participation<br>Increase in College Readiness<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academics<br>Director of Secondary Instructional Implementation<br>Director of CCMR<br>Principal<br>Asst. Principal<br>Teachers<br>Department Directors | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** To increase the number of students graduating college and career, military ready, students will be given the opportunity to test for the TSI, ACT and/or SAT.<br>**Strategy's Expected Result/Impact:** Increase scores in:<br>STAAR/EOC<br><br>Increase:<br>Graduation Rates<br>Number of student taking dual credit classes<br>Number of students that are accepted at a University/College<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academics<br>Director of Secondary Instructional Implementation<br>Director of CCMR<br>Director of Advanced Academics<br>Principal<br>Asst. Principal<br>Teachers<br>Department Directors<br><br>**Funding Sources:** Testing materials - 199 - General Fund - $50,000, Extra Duty pay - 199 - General Fund - $20,000 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** In order to increase the number of students that are college, career military ready, the San Benito CISD will provide students with a College & Career Center focused on assisting students with meeting all requirements for attending a University/College<br>**Strategy's Expected Result/Impact:** Increase college awareness<br>Increase completed college applications<br>Increase matriculation into Universities/Colleges<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academics<br>Director of Secondary Instructional Implementation<br>Director of CCMR<br>Principal<br>Asst. Principal<br>Teachers<br>Department Directors<br><br>**Funding Sources:** Go Center - 199 - State Gifted and Talented (G/T) - $5,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 6:** ASP: The Afterschool Program will provide students and parents a variety of coherent activities aligned with local needs, resources, and interests.

**Evaluation Data Sources:** -Grant compliance Monitoring system (TEAL)
-Program evaluation checkpoints

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The Afterschool Program will coordinate and provide health/wellness opportunities for students and parents through family engagement events.<br>**Strategy's Expected Result/Impact:** Increase family engagement and improve the overall well-being of students and parents.<br>**Staff Responsible for Monitoring:** Afterschool Director, Site Coordinators and Afterschool Instructors<br><br>**Funding Sources:** - 352 Texas 21st CCLC Cycle 11, - 265 Texas 21st CCLC Cycle 12 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** The Afterschool Program will work in partnership with the Behavioral Health Solutions to educate the community and reduce substance misuse.<br>**Strategy's Expected Result/Impact:** Reduce substance abuse district-wide.<br>**Staff Responsible for Monitoring:** After School Program Director, Site Coordinators and Behavioral Health Solutions (partnership).<br><br>**Funding Sources:** - 352 Texas 21st CCLC Cycle 11, - 265 Texas 21st CCLC Cycle 12 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 7:** Migrant : To ensure compliance and fiscal responsibility and that Federal funds are being used to target improvement in student achievement of migrant students, the district will manage and oversee the appropriate use of federal funds, ensure compliance of federal funds and federal and state requirements, assist, support, and coordinate efforts with all campus principals, directors and supervisors and stay current with federal, state and local law and procedures.

**Evaluation Data Sources:** Federal Programs Director / Title 1 Coordinator

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

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

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

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** In order to increase the number of migrant students who graduate and pursue post-secondary education, the district will allow all migrant students to have the opportunity to attend (if available) MAARS Summer Camp, MUSE at UTRGV, Close Up in Washington DC, summer school for credit recovery, trips to universities in the state of Texas, and implement Project SMART.<br>**Strategy's Expected Result/Impact:** Increase Scores:<br>STAAR/EOC<br>TELPAS<br>ISIP<br>PBMAS<br><br>Increase:<br>Attendance rate<br>Graduation rate<br>Decrease:<br>Disciplinary Referral<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Finance<br>Title I Coordinator<br>Principals<br>Parent Specialists<br>*Migrant Coordinator<br><br>**Funding Sources:** - 212 - Title I, Part C, Migrant | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Migrant recruiters will contact and maintain communication with families through phone, email, and home visits to ensure attendance and academic support.<br>**Strategy's Expected Result/Impact:** 100% of Migrant students identified and supported<br>**Staff Responsible for Monitoring:** *Migrant Coordinator<br>Migrant Recruiters<br>Federal Programs Director<br><br>**Funding Sources:** - 212 - Title I, Part C, Migrant | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Identify and recruit migrant children and youth, including conducting annual residency verification and other identification and recruitment activities as required by ESEA program | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy's Expected Result/Impact:** Increase in the identification of migrant students<br>**Staff Responsible for Monitoring:** *Migrant Coordinator<br>Migrant Recruiters<br><br>**Funding Sources:** - 212 - Title I, Part C, Migrant | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Adhere to all timelines established in the ID&R Manual to encode all required data into the Texas New Generation System (TX-NGS) database. | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy's Expected Result/Impact:** 100% compliance<br>**Staff Responsible for Monitoring:** *Migrant Coordinator<br>TX_NGS Specialist<br><br>**Funding Sources:** - 212 - Title I, Part C, Migrant | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 8:** Provide support services to all migrant students who are considered low income based on the completed district survey by providing school supplies. | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy's Expected Result/Impact:** Provide equitable education, and support students' academic preparation for meeting requirements for EOY promotion<br>**Staff Responsible for Monitoring:** *Migrant Coordinator<br>Migrant Staff<br><br>**Funding Sources:** - 212 - Title I, Part C, Migrant | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 9:** Utilize a credit recovery platform to ensure graduation requirements are met. Use the TX-NGS system to assist migrant students with the consolidation of partial credits, credit recovery, and make up coursework needed, as well as the deployment of technology. | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy's Expected Result/Impact:** Increase grade promotion rates and graduation rates<br>**Staff Responsible for Monitoring:** *Migrant Coordinator<br>Migrant Staff<br>TX-NGS Specialist<br><br>**Funding Sources:** - 212 - Title I, Part C, Migrant | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 10:** Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed State Assessment in any content area are accessing local, intrastate, and interstate opportunities available for summer State Assessment remediation/acceleration.<br>**Strategy's Expected Result/Impact:** 100% participation on STAAR tests<br>**Staff Responsible for Monitoring:** *Migrant Coordinator<br>Migrant Staff<br><br>**Funding Sources:** - 212 - Title I, Part C, Migrant | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 8:** School counselors will contribute to increasing the percentage of students who meet College, Career, and Military Readiness (CCMR) indicators through targeted academic advising, guidance services, and postsecondary planning support.

**Evaluation Data Sources:** School Counselor conference logs
Graduation plan audits
AP/DE/OnRamps enrollment data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** SBHS and VMA school counselors will provide individualized student conferences each semester to review graduation plans, course selection, and CCMR requirements<br>**Strategy's Expected Result/Impact:** Students will remain on track for graduation and will be aware of CCMR indicators met.<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Advanced Academics and Counseling<br>Director of Secondary Instructional Implementation<br>Principals<br>Campus Administrators<br>Counselors | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** SBHS and VMA school counselors will support of enrollment expansion in AP, Dual Enrollment, and OnRamps courses by promoting opportunities and benefits during academic advising sessions with students and families<br>**Strategy's Expected Result/Impact:** Increased participation in advanced academics coursework<br>More students meeting CCMR benchmarks<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Advanced Academics and Counseling<br>Director of Secondary Instructional Implementation<br>Principals<br>Campus Administrators<br>Counselors | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 9:** Strengthen social-emotional learning and mental health supports to ensure that 100% of students have access to counseling interventions, crisis response, and referral services as needed.

**Evaluation Data Sources:** School Counselor Logs
Guidance lesson records
Crisis/Safety Plan documentation
Professional development attendance records
Discipline and attendance data trends
Referral logs to outside agencies

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Deliver classroom guidance lessons and small-group counseling on SEL Topics, such as coping skills, stress management, and conflict resolution.<br>**Strategy's Expected Result/Impact:** improved student behavior and school climate<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Advanced Academics and Counseling<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Principals<br>Campus Administrators<br>Counselors | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Implement systematic crisis response and Safety Plans for students in need<br>**Strategy's Expected Result/Impact:** Increased safety and support for students in crisis<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Advanced Academics and Counseling<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Principals<br>Campus Administrators<br>Counselors | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Provide school counselors training on trauma-informed practices, suicide prevention, and crisis response<br>**Strategy's Expected Result/Impact:** School counselors will be equipped to recognize and respond to mental health needs<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Advanced Academics and Counseling<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Principals<br>Campus Administrators<br>Counselors | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Partner with community mental health agencies to expand resources<br>**Strategy's Expected Result/Impact:** More students will be connected to outside support services<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Advanced Academics and Counseling<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Principals<br>Campus Administrators<br>Counselors | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 10:** Strengthen early childhood literacy and math foundations to ensure long-term student success.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement research-based early childhood literacy and math programs aligned to Texas Pre-K Guidelines and TEK.<br>**Strategy's Expected Result/Impact:** Increased student readiness scores (CLI, CIRCLE, MAP Growth K-2<br>**Staff Responsible for Monitoring:** Director of Elementary<br>Early Childhood Instructional Coach<br>Campus Principals and Assistant Principals<br><br>**Funding Sources:** Scholastic on My Way for PK3 and 3 Cheers for PK4 - 211 - Title I, Part A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide digital resources (Age Of Learning) focused on evidence-based instructional practices in early literacy and math, including phonological awareness, vocabulary development, number sense, and problem-solving.<br>**Strategy's Expected Result/Impact:** Increased student readiness scores (CLI, CIRCLE, MAP Growth K-2<br>**Staff Responsible for Monitoring:** Director of Elementary<br>Early Childhood Instructional Coach<br>Campus Principals and Assistant Principals<br><br>**Funding Sources:** - 211 - Title I, Part A - $69,540 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Strengthen family engagement programs that provide resources to support literacy and math at home<br>**Strategy's Expected Result/Impact:** Parent participation and engagement<br>**Staff Responsible for Monitoring:** Director of Elementary<br>Early Childhood Instructional Coach<br>Campus Principals<br>Parent Engagement Coordinator | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD will build a high-performing, compliant, and supportive workforce.

**Performance Objective 1:** ESSA: Quality professional development during the 2025-2026 school year will be provided to 100% of instructional staff thus ensuring student success.

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

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

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

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

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

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

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

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 7:** To provide educational rigor to all students, GT teachers will be required to complete a yearly six-hour update after the initial 30 hour training. Training will have an emphasis on the Texas Performance Standards. Extra duty pay will be provided at the rate noted in the Compensation Plan.<br>**Strategy's Expected Result/Impact:** Increase in scores on:<br>STAAR/EOC<br>ISIP<br>PBMAS<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Director of Professional Development<br>Principals<br>Asst. Principals<br>Teachers<br>Support Staff<br><br>**Funding Sources:** stipends - 199 - State Gifted and Talented (G/T) - $100,000, staff development - 199 - State Gifted and Talented (G/T) - $150,000 | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 8:** To ensure that students attending Summer School receive the greatest opportunity, Professional Development will be provided to all summer school teachers, including but not limited Bilingual, Title 1, Migrant and Special Education.<br>**Strategy's Expected Result/Impact:** Increase in scores on:<br>STAAR/EOC<br>ISIP<br>PBMAS<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Director of Bilingual Education<br>Director of Federal Programs<br>PEIMS Coordinator<br>PEIMS Clerks<br>Principal<br>Asst. Principal<br>Teachers<br><br>**Funding Sources:** staff development - 199 - State Bilingual/ESL - $5,000, staff development - 199 - State Compensatory Education (SCE) - $15,000, staff development - 211 - Title I, Part A - $25,000 | | | | |

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

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

| Strategy 11 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 11:** In order to provide quality professional development, a director and secretary will be designated by the district to ensure that staff has the appropriate tools to provide a gold standard education to the students of San Benito CISD.<br>**Strategy's Expected Result/Impact:** increase scores on:<br>STAAR/EOC<br>ISIP<br>PBMAS<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Director of Professional Development<br>PEIMS Coordinator<br>PEIMS Clerks<br>Principal<br>Asst. Principal<br>Teachers<br><br>**Funding Sources:** Professional FTE - 199 - General Fund - $150,000, Paraprofessional FTE - 199 - General Fund - $75,000 | | | | |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 12:** The district will provide character education and social emotional learning professional development to selected campuses to positively impact school culture, student achievement, and attendance.<br>**Strategy's Expected Result/Impact:** Increase on:<br>Graduation Rates<br>Attendance<br>Teacher Satisfaction<br>Student Performance<br><br>Lower discipline referrals<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Director of Professional Development<br>Principal<br>Assistant Principal<br>Teachers<br><br>**Funding Sources:** - 289 - Title IV - 289-13-6291 - $213,400 | | | | |

| Strategy 13 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 13:** The district will provide a leadership academy, G.O.L.D. Academy (Greyhound Opportunities for Leadership Development), for aspiring leaders in our district to include assistant principals and teachers that have completed the required coursework and exam for educational leadership.<br>**Strategy's Expected Result/Impact:** To grow our own employees to future leaders.<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Professional Development<br>Principals<br><br>**Funding Sources:** G.O.L.D. Academy promotional items and books for book study - 255 - Title II, Part A, TPTR - $5,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD will build a high-performing, compliant, and supportive workforce.

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

**Evaluation Data Sources:** SBEC Certification Records

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

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** To ensure that low income and minority students are taught by qualified, in-field, and/or experienced teachers, all candidates will be vetted by the district before they can be interviewed.<br>**Strategy's Expected Result/Impact:** At Risk student STAAR Scores will increase by 10%<br><br>Economically Disadvantaged student STAAR Scores will increase by 10%<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services<br>Assistant Superintendent of Academic Services<br>HR Director of Recruitment and Employee Engagement<br>Director of Professional Development<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Principals<br>Campus administration<br>Teacher<br><br>**Funding Sources:** Professional Development - 211 - Title I, Part A - $0 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** In order to provide a varied pool of applicants, the District will provide recruitment opportunities through job fairs by the District, Region One ESC, Universities/Colleges and other employment agencies. Job postings will be available on various job search engines.<br>**Strategy's Expected Result/Impact:** Increase teacher/staff retention rate by 10%<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services<br>Assistant Superintendent of Academic Services<br>HR Director of Recruitment and Employee Engagement<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Principals<br>Campus Administrators<br><br>**Funding Sources:** - 199 - General Fund | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** SBCISD will increase teacher retention by 10% by implementing a district level mentoring program, offering annual professional development and support, and offering teacher incentives for academic performance.<br>**Strategy's Expected Result/Impact:** Increase teacher/staff retention rate by 10%<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services<br>Assistant Superintendent of Academic Services<br>HR Director of Recruitment and Employee Engagement<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Principals<br>Campus Administrators<br><br>**Funding Sources:** - ESSER III | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** In order to attract and retain highly qualified teachers, a stipend will be paid to Bilingual, Special Education , Math , and Science according to the board approved district compensation plan.<br>**Strategy's Expected Result/Impact:** Increase scores on:<br>STAAR/EOC<br>ISIP<br>TELPAS<br>PBMAS<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services<br>Assistant Superintendent of Academic Services<br>Director of Professional Development<br>Director of Special Services<br>Director of Bilingual Education<br>Special Education Staff<br>Bilingual Staff<br>Principal<br>Asst. Principal<br>Teachers<br><br>**Funding Sources:** - 255 - Title II, Part A, TPTR, - 263 - Title III, LEP, - 224 - IDEA B, Formula SpEd | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** In order to provide the students of the district with a gold standard education, only qualified teachers will be allowed to interview for teaching positions. Qualifications will be based on program requirements.<br>**Strategy's Expected Result/Impact:** Increase in scores on:<br>STAAR/EOC<br>ISIP<br>PBMAS<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Administrative Services<br>Assistant Superintendent of Academic Services<br>PEIMS Coordinator<br>PEIMS Clerks<br>Principal<br>Asst. Principal<br>Teachers<br><br>**Funding Sources:** - ESSER III | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD will build a high-performing, compliant, and supportive workforce.

**Performance Objective 3:** Leverage technology to streamline HR operations

**Evaluation Data Sources:** Electronic onboarding process

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Human Resources Department will work alongside Skyward and Frontline to launch electronic onboarding for newly hired employees.<br>**Strategy's Expected Result/Impact:** The implementation of electronic onboarding through Skyward and Frontline will streamline processes by moving new hire paperwork from manual to digital, reducing delays and errors.<br>**Staff Responsible for Monitoring:** Executive Director of Administrative Services<br><br>**Problem Statements:** District Processes & Programs 1 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 3 Problem Statements:**

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

**Goal 2:** SBCISD will build a high-performing, compliant, and supportive workforce.

**Performance Objective 4:** During the 2024-2026 school year, counselors will attend and participate in various in-district and out of district professional growth opportunities to enhance their counseling knowledge and skills, to facilitate the implementation of research-based practices for prevention, intervention, and post-vention activities with 100% of SBCISD students.

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

| Strategy 1 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Counselors will attend conferences/workshops specifically addressing the issues of chemical dependency.<br>**Strategy's Expected Result/Impact:** An increase in knowledge and skills pertaining to drug and alcohol prevention, intervention, and post-vention practices.<br>**Staff Responsible for Monitoring:** Director of Professional Development<br>Campus Administrators<br>Counselors<br>504/Dyslexia/Counseling Coordinator<br><br>**Funding Sources:** Professional Development - 289 - Title IV - $20,000 | | | | |

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

| Strategy 3 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Counselors will attend a refresher professional development sessions on suicide awareness, prevention, and intervention, counseling theories, human trafficking, as well as group counseling dynamics..<br>**Strategy's Expected Result/Impact:** An increase in counselor knowledge and skills to ensure a safer environment conducive to learning.<br>**Staff Responsible for Monitoring:** 504/Dyslexia/Counseling Coordinator<br>University Consultants<br><br>**Funding Sources:** Consultant Fees - 289 - Title IV - $10,000 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** San Benito Consolidated Independent School District will improve public relations, communications, and community engagement skills.

**Performance Objective 1:** Objective 3.1 Improve and diversify all communication methods with stakeholders, including district and campus websites, social media, print publications, and various media outlets.

**HB3 Goal**

**Evaluation Data Sources:** Review social media analytics.
Review surveys provided to the stakeholders and representatives of media outlets.
Review website provider data.

| Strategy 1 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** 3.1.1 Create a Communications Plan that encourages two-way communication that enhances informative notifications and timely crisis communication.<br>**Strategy's Expected Result/Impact:** 3.1.1 Review monthly campus updates, published newsletters, communication platform reports, sign-in sheets, meeting minutes, and agendas published each month.<br>**Staff Responsible for Monitoring:** Director of Communications and Public Relations<br>Communications Department Staff<br><br>**Funding Sources:** - 199 - General Fund - $20,000 | | | | |

| Strategy 2 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** 3.1.2 Evaluate and assess current platforms for use and effectiveness, including the District and Campus Websites, Social Media, and Print Publications.<br>**Strategy's Expected Result/Impact:** 3.1.2 Utilize all communication platforms and review their analytics.<br>**Staff Responsible for Monitoring:** Director of Communications and Public Relations<br>Communications Department Staff<br><br>**Funding Sources:** - 199 - General Fund - $15,000 | | | | |

| Strategy 3 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** 3.1.3 - Build and maintain a positive relationship with all media outlets.<br>**Strategy's Expected Result/Impact:** 3.1.3 Provide feedback on media relationships through formal and informal means to inckude personal meetings, hosting meetings with representatives of local media outlets, and sharing surveys for feedback<br>**Staff Responsible for Monitoring:** Director of Communications and Public Relations<br>Communications Department Staff<br><br>**Funding Sources:** - 199 - General Fund - $5,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** San Benito Consolidated Independent School District will improve public relations, communications, and community engagement skills.

**Performance Objective 2:** Objective 3.2 Enhance engagement and satisfaction among all district and community stakeholders.

By 2030, the district will establish a baseline utilizing community satisfaction surveys, to determine yearly outcomes, identify potential growth, and adjust the service delivery with that survey feedback.

**HB3 Goal**

**Evaluation Data Sources:** Review surveys of stakeholders.
Review meeting sign-in sheets, agendas, meeting minutes, and invitations.
Review social media analytics and feedback.
Review community project attendance, media documentation such as photographs, videos, and news articles.

| Strategy 1 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** 3.2.1 Enhance family engagement in district and campus initiatives<br>**Strategy's Expected Result/Impact:** 3.2.1 Evaluate survey data to establish a baseline of community satisfaction and engagement<br>**Staff Responsible for Monitoring:** Public Relations Department District Wide Community Events:<br>Director of Communications and Public Relations<br>Communications and Public Relations Staff<br><br>Family and Community Engagement (FACE) Department Events:<br>Director of FACE<br>FACE Staff<br><br>**Funding Sources:** - 199 - General Fund - $20,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** 3.2.2 Encourage parents and guardians to attend campus events supporting district initiatives promoting student achievement.<br>**Strategy's Expected Result/Impact:** 3.2.2 Increase attendance rates at district and campus activities promoting student achievement.<br>**Staff Responsible for Monitoring:** Campus Events:<br>Administration and Teachers<br><br>Academic Services Events:<br>Assistant Superintendent of Academic Services<br>Academic Services Directors and Support Staff<br><br>Public Relations Department District Wide Community Events:<br>Director of Communications and Public Relations<br>Communications and Public Relations Staff<br><br>Family and Community Engagement (FACE) Department Events:<br>Director of FACE<br>FACE Staff<br><br>**Funding Sources:** - 199 - General Fund - $10,000 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** 3.2.3 Provide opportunities for stakeholders input through town hall meetings, round-table discussions, surveys, etc.<br>**Strategy's Expected Result/Impact:** 3.2.3 Analyze sign-in sheets and assess volunteer participation at district initiatives. Foster strong partnerships with student booster clubs, PTO/PTA, and FACE volunteers while coordinating their social media efforts with district social media platforms.<br>**Staff Responsible for Monitoring:** Campus Events:<br>Administration and Teachers<br><br>Academic Services Events:<br>Assistant Superintendent of Academic Services<br>Academic Services Directors and Support Staff<br><br>Public Relations Department District Wide Community Events:<br>Director of Communications and Public Relations<br>Communications and Public Relations Staff<br><br>Family and Community Engagement (FACE) Department Events:<br>Director of FACE<br><br>**Funding Sources:** - 199 - General Fund - $10,000 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Develop, distribute, evaluate, and revise annually the District Family and Community Engagement Policy and each Campus Parent and Family Engagement Policy. Ensure that the parents (families) of all elementary students are provided an annual school/parent compact during a parent/teacher conference within the 2025 - 2027 school years.<br>**Strategy's Expected Result/Impact:** Increase community engagement by 5%.<br>Ensure parents are aware of their rights and responsibilities as evidenced by conference sign-in sheets.<br>**Staff Responsible for Monitoring:** Principals,<br>Campus Administrators,<br>Director of Family and Community Engagement,<br>Parent Specialists<br><br>**Problem Statements:** Demographics 3 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Conduct at least two (2) annual Title I meetings at each Title I campus (district-wide). The meetings should be held on two different dates and times.<br>**Strategy's Expected Result/Impact:** Ensure ESSA Title I Part A Parental Engagement requirements for all SBCISD Campuses are met.<br>Increase parent awareness of their rights as outlined by Texas Education Agency.<br>**Staff Responsible for Monitoring:** Principals,<br>Campus Administrators,<br>Director of Family and Community Engagement,<br>Parent Specialists<br><br>**Problem Statements:** Demographics 3<br>**Funding Sources:** - 199 - General Fund - $3,000 | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** Provide district-wide Family and Community Engagement activities for students, parents, families, the community, and special populations, such as McKinney Vento, Military Connected, and/or Foster Care. These activities may include sessions on specific topics, family conferences, and student events. The focus will be on academic services, enrichment opportunities, college/career readiness, health/wellness/socio-emotional wellness, social services, and family support services.<br>**Strategy's Expected Result/Impact:** Increase awareness in the areas of academic services, enrichment opportunities, college/career readiness, health/wellness/socio-emotional wellness, social services, and family support services.<br>**Staff Responsible for Monitoring:** Principals,<br>Campus Administrators,<br>Director of Family and Community Engagement,<br>Parent Specialists<br><br>**Problem Statements:** Demographics 2, 3<br>**Funding Sources:** - 199 - General Fund - $20,000 | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 7:** Provide supplemental assistance to the Campus FACE Centers and Parent Specialists that provide educational-related services for parents and families of Title I students. Supplemental assistance will include needed supplies and materials (including, but not limited to, school supplies, school uniforms, eyeglasses, personal hygiene items, emergency clothing, emergency grocery assistance, etc.) necessary for McKinney Vento students to attend school, fully participate in school activities, and support academic outcomes. This assistance will be coordinated through the District Family and Community Engagement Department, activities to assist, inform, and support students, parents, families, and the community to be active partners in the education of all students enrolled in SBCISD.<br>**Strategy's Expected Result/Impact:** Increase parent and family awareness of academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services.<br>**Staff Responsible for Monitoring:** Principals,<br>Campus Administrators,<br>Director of Family and Community Engagement,<br>Director of Federal Programs,<br>Parent Specialists<br><br>**Problem Statements:** Demographics 1, 3<br>**Funding Sources:** school supplies, school polos, shoes, etc. - 199 - General Fund - $10,000, hygiene products - 211 - Title I, Part A - $5,000 | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 8:** Actively invite and recruit parents (families), community members, business owners, and other required stakeholders to participate in decision-making committees such as District-wide Title I Parent Advisory Committee (PAC), School Health Advisory Committee (SHAC), Campus Level Site-Based Decision-Making Committees (SBDM), PTA/PTO, Special Topic Task-force or Focus Groups, the Superintendent Advisory Committee (SAC), and/or the Migrant Parent Advisory Council (PAC) for Migrant Education, Federal and Title Programs, Bilingual Parent Committees including serving as a member of the LPAC.<br>**Strategy's Expected Result/Impact:** Increase parent and family awareness of academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services.<br>**Staff Responsible for Monitoring:** Principals,<br>Campus Administrators,<br>Director of Bilingual Education,<br>Health Services Coordinator,<br>Director of Federal Programs,<br>Director of Family and Community Engagement,<br>Parent Specialists<br>Superintendent<br><br>**Problem Statements:** Demographics 3 - Perceptions 2<br>**Funding Sources:** - 199 - General Fund - $1,000 | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 9:** The District Family and Community Engagement Department staff will coordinate district-wide meetings and activities at each campus parent center that will promote the participation of parents/families of students in special education, migrant, bilingual, foster care, gifted and talented, career and technology programs, and other support services the district provided students.<br>**Strategy's Expected Result/Impact:** Increase parent and family awareness of academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services.<br>**Staff Responsible for Monitoring:** Principals,<br>Campus Administrators,<br>Director of Special Services,<br>Director of Bilingual Education,<br>Director of Federal Programs,<br>Director of CTE,<br>Director of Family and Community Engagement,<br>Parent Specialists<br><br>**Problem Statements:** Demographics 3<br>**Funding Sources:** flyers, brochures, etc. - 199 - General Fund - $5,000 | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 10:** Actively recruit and engage parents and families to participate in campus and district-wide services that include student academic offerings, adult education opportunities, college and career readiness, and health, social, and mental health awareness. Recruitment will occur at campus events, district events, and community events where FACE department staff collaborate with local, district, and state partners.<br>**Strategy's Expected Result/Impact:** Increase parent and family awareness of academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services.<br>**Staff Responsible for Monitoring:** Principals,<br>Campus Administrators,<br>Director of Family and Community Engagement,<br>Parent Specialists<br><br>**Problem Statements:** Demographics 2, 3<br>**Funding Sources:** promotional items & resources - 199 - General Fund - $5,000 | | | | |

| Strategy 11 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 11:** The FACE Department will, to the extent feasible and appropriate, coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as parent resource centers. The department will coordinate with other organizations and programs to provide parent trainings, resources, and supports including, but not limited to, nutrition classes, mental-health, physical health, academic success, higher education information, FAFSA, cyberbullying, cybersecurity, and government practices.<br>**Strategy's Expected Result/Impact:** Increased parent & family engagement activities/offerings<br>Increased number of volunteers through the recruitment activities<br>Increased professional development completion hours by staff<br>**Staff Responsible for Monitoring:** Director of Family and Community Engagement<br>Lead Parent Specialists<br>Parent Specialists<br><br>**Problem Statements:** Demographics 1, 2, 3<br>**Funding Sources:** consumable materials & office supplies - 199 - General Fund - 6399 - $3,000, promotional material - 199 - General Fund - 6299 - $3,000 | | | | |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 12:** Provide students, parents, families, and the community sessions on State STAAR and EOC testing requirements, LPAC, TELPAS, curriculum, FAFSA and college prep testing, including PSAT, TSI, and SAT/ACT tests. These sessions will also include information on academic interventions for at-risk students such as RtI, extended day tutorials, school day intervention sessions, Saturday Academies, and approved sessions targeting improved student achievement.<br>**Strategy's Expected Result/Impact:** Increase STAAR/EOC scores, college readiness, and overall student academic achievement.<br>Increased participation and proficiency in college entrance exams, including TSI, SAT, ACT, and PSAT.<br>**Staff Responsible for Monitoring:** Principals,<br>Campus Administrators,<br>Director of Bilingual Education,<br>Director of CCMR,<br>Director of Elementary Instructional Implementation,<br>Director of Secondary Instructional Implementation,<br>Director of Family and Community Engagement,<br>Parent Specialists<br><br>**Problem Statements:** Demographics 1, 3 - Student Learning 3<br>**Funding Sources:** - 199 - General Fund - $2,000 | | | | |

| Strategy 13 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 13:** To promote and actively engage students, parents (families), and staff to participate and understand all bilingual education opportunities through periodically planned parent meetings and training sessions at the FACE Campus Parent Centers or other district events.<br>**Strategy's Expected Result/Impact:** Increase family engagement with support and participation in the educational process of their children<br>Increase scores on:<br>STAAR/EOC and TELPAS<br>**Staff Responsible for Monitoring:** Principals,<br>Campus Administrators,<br>Director of Bilingual Education<br>Director of Family and Community Engagement,<br>Parent Specialists<br><br>**Problem Statements:** Demographics 3 | | | | |

| Strategy 14 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 14:** 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.<br>**Strategy's Expected Result/Impact:** Increase parent and family awareness of health/wellness, social services, and family support services.<br>**Staff Responsible for Monitoring:** Principals,<br>Campus Administrators,<br>Communities in Schools Campus Coordinators,<br>Director of Family and Community Engagement,<br>Parent Specialists<br><br>**Problem Statements:** Demographics 3<br>**Funding Sources:** informational brochures, promotional items - 199 - General Fund - $1,000 | | | | |

| Strategy 15 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 15:** Provide district-level family engagement learning opportunities for parents and families with students in Title I schools utilizing a researched-based program or curriculum. Opportunities include, but are not limited to, ESL courses, literacy trainings and resources, and technology trainings.<br>**Strategy's Expected Result/Impact:** Increase parent and family awareness of academic services, enrichment opportunities, college/career readiness, health/wellness, social services, and family support services.<br>**Staff Responsible for Monitoring:** Principals,<br>Campus Administrators,<br>Director of Family and Community Engagement,<br>Parent Specialists<br><br>**Problem Statements:** Student Learning 1, 2, 3<br>**Funding Sources:** literacy resources, reading material, curriculum copies - 199 - General Fund - $5,000 | | | | |

| Strategy 16 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 16:** The District Homeless Liaison and the Family and Community Engagement Department staff will conduct an assessment of each student and family that is referred for McKinney Vento homeless services throughout the year. Students who qualify will remain in the McKinney Vento homeless program for the remainder of the academic school year.<br>**Strategy's Expected Result/Impact:** Ensure that all identified homeless students receive the resources necessary to attend school, are supported with academic interventions, and are provided with a well-rounded educational experience.<br>**Staff Responsible for Monitoring:** Campus Counselors,<br>Principals,<br>Campus Administrators,<br>Director of PEIMS,<br>Director of Family and Community Engagement,<br>Parent Specialists<br><br>**Problem Statements:** Demographics 1, 3 | | | | |

| Strategy 17 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 17:** The FACE Department will support all activities that will adhere to the Texas School Compulsory Attendance Laws and follow HB 2398 for Truancy Prevention Measures for students experiencing truancy and excessive unexcused absences. As a district-wide incentive, a student attendance incentive program will be implemented that will promote high ADA rates and award students for meeting district attendance goals and perfect attendance.<br>**Strategy's Expected Result/Impact:** Improve district and campus-level Average Daily Attendance (ADA)<br>Improved ADA will also result in a strong academic preparation for State assessments and tests.<br>**Staff Responsible for Monitoring:** Principals,<br>Campus Administrators,<br>Executive Director of Administrative Services,<br>Director of Family and Community Engagement,<br>Parent Specialists and Attendance Officers<br><br>**Problem Statements:** Demographics 2 | | | | |

| Strategy 18 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 18:** FACE Department technology equipment will be replaced or repaired, as needed, to participate in campus and district-wide services that include student academic offerings, adult education opportunities, college and career readiness, health, social, and mental health awareness, and staff professional development. Technology equipment to be replaced or repaired will include office and campus needs, such as computers, laptops, projectors, monitors, etc.<br>**Strategy's Expected Result/Impact:** Increased parent & family engagement activities/offerings<br>Increased number of volunteers through the recruitment activities<br>Increased professional development completion hours by staff<br>**Staff Responsible for Monitoring:** Director of Family and Community Engagement<br>Lead Parent Specialists<br>Director of Technology<br><br>**Problem Statements:** Demographics 3<br>**Funding Sources:** technology equipment - 199 - General Fund - $4,000 | | | | |

| Strategy 19 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 19:** The Family and Community Engagement Department staff will attend staff development and training within the district, within the Region One ESC services area, through various social services agencies and educational institutions, and state level conferences, including the Parent and Family Engagement (PFE) State Conference, Region One PFE Annual Conference, Homeless Organizations Training, ACET Conferences, sessions, and other approved education-related training.<br>**Strategy's Expected Result/Impact:** Ensure all FACE Department staff receives continued and up-to-date professional development in their assigned service areas.<br>**Staff Responsible for Monitoring:** Principals,<br>Campus Administrators,<br>Director of Family and Community Engagement,<br>Parent Specialists<br><br>**Problem Statements:** District Processes & Programs 1<br>**Funding Sources:** conference fees, travel & mileage reimbursement - 199 - General Fund - $7,000, regional conference registration fees - 211 - Title I, Part A - $1,000 | | | | |

| Strategy 20 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 20:** The FACE Department staff includes a Director, Secretary, and (17) Parental Specialists to be the direct delivery staff that will build capacity between the district and the students, families, and community. Those FTEs will be split funded for the Director and Department Secretary with 50% Title 1 and 50% Local funding. The (17) Parent Specialist are fully funded with Title I funds. Additionally, the FACE Department staff includes (5) Attendance Officers and (1) Dropout Prevention Coordinator who provide daily monitoring of student attendance (ADA), truancy interventions, and dropout prevention activities. Those FTEs are fully funded with Local Funds.<br>**Strategy's Expected Result/Impact:** Increase family and community engagement<br>Increase student attendance (ADA) rates<br>Promote career and college readiness<br>Support At-Risk students including foster care and McKinney Vento Homeless<br>Increase scores: STAAR/EOC, TELPAS<br>**Staff Responsible for Monitoring:** Principals,<br>Executive Director of Administrative Services,<br>Director of Family and Community Engagement<br><br>**Problem Statements:** Demographics 1, 2 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 2 Problem Statements:

## Demographics

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

**Problem Statement 2**: Student attendance rate is ninety four percent on average for past 4 years. This translates to having average nine thousand students enrolled, and state providing funding for eight thousand four hundred sixty students. **Root Cause**: Procedures on educating parents on the importance of attendance is non-existent or implemented with no fidelity.

**Problem Statement 3**: Our student population has been declining each year. **Root Cause**: Surrounding charter schools have opened up in San Benito city limits that creates competition for our student enrollment.

## Student Learning

**Problem Statement 1**: District students are performing significantly lower in reading across most grade levels. SBCISD performance is at 67% Approaches, 39% Meets, and 10% Masters on the 2023 RLA STAAR assessments. **Root Cause**: Learning gaps due to school closures, students learning virtually or remotely due to COVID pandemic.

**Problem Statement 2**: The district results show significant gaps in the performance of students in grade 5th-grade reading and 7th & 8th-grade reading. **Root Cause**: The STAAR 2.0 incorporating new item types and short constructed response and extended constructed response in RLA assessments.

**Problem Statement 3**: The available district results 21-22 indicate that the district has not met the post-secondary readiness standard as per state accountability requirements. **Root Cause**: The percentage of students meeting the meets grade level performance is below the state standard.

## District Processes & Programs

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

## Perceptions

**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.

**Goal 3:** San Benito Consolidated Independent School District will improve public relations, communications, and community engagement skills.

**Performance Objective 3:** Objective 3.3 Create a district marketing plan that enhances public relations, marketing, and advertising efforts to establish a vibrant branding opportunity that impacts funding options.

**HB3 Goal**

**Evaluation Data Sources:** Review the social media analytics.
Review the communiucation plans and measureable outcomes to include event attendance data.
Review media documentation such as photographs, videos, and news articles.
Review all marketing logos, campaign documentation to include print and digital materials.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** 3.3.1 Support initiatives for student enrollment, retention, and recruitment through effective marketing strategies.<br>**Strategy's Expected Result/Impact:** 3.3.1 Attendance and enrollment reports for each grading period during the school year; PEIMS Submission data; summary of finance reports<br>Expected Outcomes:<br>By 2030, San Benito CISD will increase their enrollment by 25% from the 2025 total and improve student retention by 90% through effective marketing strategies.<br>**Staff Responsible for Monitoring:** Director of Communications and Public Relations<br>Communications Department Staff<br><br>**Funding Sources:** - 199 - General Fund - $15,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** 3.3.2 Survey data, donations, and partnerships<br>**Strategy's Expected Result/Impact:** Expected Outcomes:<br>By 2023, San Benito CISD will enhance its stakeholder and external agency support, ultimately increasing funding opportunities from 25% to 75%.<br>**Staff Responsible for Monitoring:** Director of Communications and Public Relations<br>Communications Department Staff<br><br>**Funding Sources:** - 199 - General Fund - $5,000 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** 3.3.3 Develop a dynamic branding initiative at SBCISD that highlights stakeholder engagement and satisfaction.<br>**Strategy's Expected Result/Impact:** The SBCISD branding will be prominently displayed utilizing our district website, social media platforms, publications, news releases, billboard ads, digital marketing outlets, and tangible promotional materials for students, parents, and the community.<br>**Staff Responsible for Monitoring:** Director of Communications and Public Relations<br>Communications Department Staff<br><br>**Funding Sources:** - 199 - General Fund - $100,000 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** HVAC department will maintain and replace Chillers and Air Handlers as needed to assure optimum performance of HVAC systems.<br>**Strategy's Expected Result/Impact:** Improved Air Quality<br>**Staff Responsible for Monitoring:** HVAC Director<br><br>**Funding Sources:** Chillers, Boilers, Air Handlers and equipment. - 199 - General Fund | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** SBCISD will maintain all supplies needed to manage and run a successful HVAC Department.<br>**Strategy's Expected Result/Impact:** Supplies check list, Employee list, Adequate parts and materials to sustain the HVAC Department.<br>**Staff Responsible for Monitoring:** HVAC Director<br><br>**Funding Sources:** - 199 - General Fund | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** SBCISD Maintenance Department will assure all cleaning materials and equipment are on hand and ready for use for sanitization purposes.<br>**Funding Sources:** - ESSER III | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Maintenance Department will work on replacing all carpets in the district with allergy resistant flooring.<br>**Strategy's Expected Result/Impact:** Reduce the spread of infectious diseases.<br>**Staff Responsible for Monitoring:** Director of Maintenance.<br>**Funding Sources:** - ESSER III | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

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

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

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

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** To ensure that the needs of all students are being met, the district will allocate and distribute federal funds to eligible campuses including Darrell Hester, Amador Rodriguez, SCAN, and participating Private schools for instructional supplies, including technology software.<br>**Strategy's Expected Result/Impact:** Increase scores on:<br>STAAR/EOC scores<br>PBMAS<br>ISIP<br><br>Increase attendance rate<br>Decrease Disciplinary referrals<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Federal Programs<br>Director of After School Programs<br>Principals<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Director of Technology<br>Support Staff<br><br>**Funding Sources:** - 211 - Title I, Part A | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** In order to meet grant compliance, the district will communicate and provide a consultation with all private schools within the area of San Benito that are interested in receiving services with federal funds. Provide ongoing consultation, intervention, and academic evaluation of agreed upon interventions for eligible private school students.<br>**Strategy's Expected Result/Impact:** Compliance with Federal and State guidelines for grant<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Federal Programs<br><br>**Funding Sources:** - 211 - Title I, Part A | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** In order to meet the compliance requirements of the grant, all staff funded with federal funds will read, review and sign their job description.<br>**Strategy's Expected Result/Impact:** Comply with Federal and State guidelines for grant<br>**Staff Responsible for Monitoring:** Director of Federal Programs<br>Director of Bilingual Education<br>Director of Special Services<br>Principal<br>Teacher<br>Coordinator of Migrant Program<br><br>**Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A | | | | |

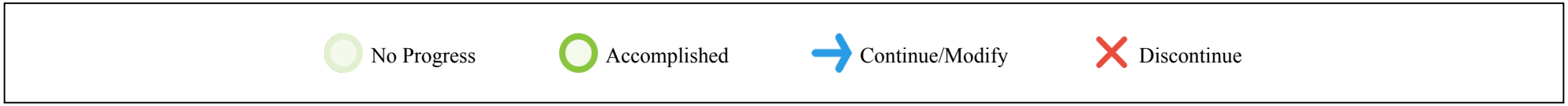
| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** To ensure compliance, all federally split funded personnel will maintain periodic certification documents . All staff funded with federal funds will sign the school time certification 2x a year.<br>**Strategy's Expected Result/Impact:** Employee Distribution Report data verifies staff certified and trained<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Federal Programs Director<br>District and Campus Administrators<br>Federally funded employees<br><br>**Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** To ensure the needs of all San Benito CISD students are being met, the district will allocate and distribute federal funds to eligible campuses to acquire the probation officers for students needing monitoring while on campus.<br>**Strategy's Expected Result/Impact:** Budgets<br>Compliance Report<br>Increase attendance<br>decrease referrals<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Federal Programs Director<br>Principals<br>Campus administrators<br>Director of Secondary Instructional Implementation<br>Support Staff<br><br>**Funding Sources:** - 211 - Title I, Part A | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 7:** Title I School Improvement and Title II funds will be used to assist campuses that have been identified for School Improvement or have an academic need.<br>**Strategy's Expected Result/Impact:** Increase teacher attention on the student<br>Increase scores:<br>STAAR/EOC<br>PBMAS<br>TELPAS<br>ISIP<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Federal Programs<br>Principals<br><br>**Funding Sources:** - 211 - Title I, Part A, - 255 - Title II, Part A, TPTR | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 8:** In order to serve all students' needs, all eligible students will have the opportunity to receive needed eye exam and glasses.<br>**Strategy's Expected Result/Impact:** Increase Scores:<br>STAAR/EOC<br>TELPAS<br>ISIP<br>PBMAS<br>**Staff Responsible for Monitoring:** Assistant Superintendent for Finance<br>Director of Federal Programs<br>Nurses<br>Principals<br>Asst Principals<br><br>**Funding Sources:** - 211 - Title I, Part A | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 9:** Proper documentation is maintained of all federal grant monies and State Comp monies to ensure proper grant utilization.<br>**Strategy's Expected Result/Impact:** Compliance with Federal and State regulations<br>**Staff Responsible for Monitoring:** Assistant Superintendent of Academic Services<br>Director of Federal Programs<br>Title I Coordinator<br>Director of Purchasing<br><br>**Funding Sources:** - 199 - State Career & Technical Education (State CT, - 211 - Title I, Part A | | | | |


No Progress
Accomplished
Continue/Modify
Discontinue

**Goal 4:** SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 4:** Transportation: SBCISD Will maintain a transportation department with plans to assure that all transportation services are maintained clean and disinfected for the safety of staff and students.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 1:** SBCISD Transportation Department will maintain the appropriate number of Busses for student transportation.<br>**Strategy's Expected Result/Impact:** Decrease transportation time from school to home.<br>**Staff Responsible for Monitoring:** Transportation Director | Dec | Mar | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 2:** SBCISD Transportation Department will provide live location for each bus student.<br>**Strategy's Expected Result/Impact:** Provide parents/guardians with real-time location<br>**Staff Responsible for Monitoring:** Transportation Director<br><br>**Funding Sources:** - 199 - General Fund | Dec | Mar | May | June |
| | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 5:** SPED: To ensure that compliance of all requirements under Special Education / 504 are being followed, the district will manage and oversee the appropriate use of allocated Special Education funds, ensure compliance of federal funds and federal and state requirements, assist, support, and coordinate efforts with all campus principals, directors and supervisors and stay current with federal, state and local law and procedures.

**Evaluation Data Sources:** STAAR Report for Grades 3-EOC

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

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** In order to meet the needs of all students, a qualified teacher will be provided to teach students diagnosed to have SLD/dyslexia and related disorders.<br>**Strategy's Expected Result/Impact:** Increase student achievement on:<br><br>STAAR/EOC<br>**Staff Responsible for Monitoring:** Asst. Superintendent of Academics<br>Director of Elementary Instructional Implementation<br>Director of Secondary Instructional Implementation<br>Director of Special Services<br>Coordinator of 504, Dyslexia, & Counselors<br>RTI Teachers<br>Principals<br>Assistant Principals<br>Teachers<br>Support Staff<br>Multi Disciplinary Evaluation Team<br><br>**Funding Sources:** - 199 - State Special Education (State SpEd) | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** In order to better serve the needs of the San Benito students, the district will ensure that 504 students who meet eligibility receive a 504 service plan that governs the provision of a Free Appropriate Public Education (FAPE) to the student. The student will receive Manifestation Determination, procedural safeguards, periodic re-evaluation or more often as needed, as well as the non-discrimination protections of 504.<br>**Strategy's Expected Result/Impact:** Student success on<br>STAAR/EOC<br>**Staff Responsible for Monitoring:** Asst. Superintendent of Academics<br>Director of Specials Services<br>Coordinator of 504, Dyslexia, & Counselors<br>Multi Disciplinary Evaluation Team<br>Principals<br>Assistant Principals<br>Teacher<br><br>**Funding Sources:** - 199 - State Special Education (State SpEd) | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Pregnant students have the right to continue their education during pregnancy and may choose to exercise that right by:<br>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.<br>**Strategy's Expected Result/Impact:** Increase STAAR Scores, increase in graduation rates<br>**Staff Responsible for Monitoring:** Asst. Superintendent of Academics<br>Director of Student Services<br>Campus Principal<br>Counseling Department<br>Teachers and Staff<br><br>**Funding Sources:** - 199 - State Compensatory Education (SCE) | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 6:** Budget - All campuses will be funded based on a per pupil amount for each funding source and special allotment.

**Evaluation Data Sources:** TEA Comparability Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Budget Process - All key stakeholders will be part of the budgeting process.<br>**Strategy's Expected Result/Impact:** Transparency and trust from the staff and community<br>**Staff Responsible for Monitoring:** Asst. Supt. for Finance & Operations | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Request Approval of Campus Improvement Plans for the 2025-2026 School Year

## Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve the District Improvement Plan for the 2025-2026 school year for the following campuses:

- Angela G. Leal Elementary
- Dr. Cash Elementary
- Dr. Raul Garza STEAM Academy
- Ed Downs Fine Arts Academy
- Frank Roberts Elementary
- Frank Roberts Global Leadership Academy
- Judge Oscar de la Fuente Elementary
- La Encantada Elementary
- La Paloma Elementary
- Rangerville Elementary
- Sullivan Environmental Science Academy
- Berta Cabaza Middle School
- Miller Jordan Middle School
- Riverside Middle School
- Veterans Memorial Academy
- San Benito High School
- Positive Redirection Center
- Amador Rodriguez Boot Camp

## Rationale:

The Board shall approve and periodically review the Campus Improvement Plans' vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved district and campus objectives shall be mutually supportive and shall support the state goals under Education Code, Chapter 4.

## Paperwork Impact:
Medium

## Budgetary Information:
Not Applicable

## Resource Personnel:
Stephanie Ramirez, Director of Federal Programs
Dilia Cornett, Assistant Superintendent of Academics
Alfredo Perez, Superintendent

## Board Policy Reference and Compliance:

# San Benito Consolidated Independent School District

# Amador Boot Camp

# 2025-2026 Goals/Performance Objectives/Strategies

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# Goals

**Goal 1:** ARBC will increase academic achievement for all students populations thereby closing academic and social emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

**Performance Objective 1:** Math: By June 2026 Student achievement in the Mathematics content areas will increase to 70% success rate with special emphasis placed on at-risk populations. Student achievement in the Mathematics content areas will increase to 70% success rate with special emphasis placed on at-risk populations

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Incorporate supplemental materials and learning resources to the Math curriculum to increase student performance and success for at-risk students that includes special populations: ELL, migrant, economically disadvantaged, and special needs.<br>**Strategy's Expected Result/Impact:** Increased student success.<br>**Staff Responsible for Monitoring:** Teacher<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Continue to utilize technology assistance through Edgenuity to meet graduation requirements towards a high school diploma and building an academic background to pursue a career pathway. Technology to include: laptops, graphing calculators, EPSON, ELMOs, usage of the Internet.<br>**Strategy's Expected Result/Impact:** Increased graduation rate.<br>**Staff Responsible for Monitoring:** Teacher, principal.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Provide extended learning time and activities for all students before/after school. Saturday school will be available<br>several times throughout the school year at predetermined dates and STAAR<br>EOC semester schedules blocks and summer sessions<br>**Strategy's Expected Result/Impact:** Increased EOC/STAAR passing rates.<br>**Staff Responsible for Monitoring:** Admin, counselor.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** ARBC will increase academic achievement for all students populations thereby closing academic and social emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

**Performance Objective 2:** By June 2026, all at-risk students including English Language Learners (ELL) will master all Social Studies TEKS, through the use of TEKS Resource System and Teacher/District benchmarks in order to pass U.S. History state assessment and complete all graduation requirements. Achievement in the Social studies content areas/ U.S. History State Exam will increase to 80% success rate.

**Evaluation Data Sources:** STAAR Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** STAAR EOC classes will be provided Google classroom assignments/ maps/ charts/ primary sources/ books that will be analyzed and implemented to student driven instruction so that 80% of all at-risk students in every subgroup will pass the Social Studies STAAR test.<br>**Strategy's Expected Result/Impact:** Increased USH passing rates<br>**Staff Responsible for Monitoring:** Teacher, admin, and counselor.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide laptop computers/ tablets in the classroom for at-risk students to access curriculum to meet student expectations for Social Studies TEKS and enhance technology skills.<br>**Strategy's Expected Result/Impact:** Increased access to social studies TEKS<br>**Staff Responsible for Monitoring:** Teacher, admin.<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** ARBC will increase academic achievement for all students populations thereby closing academic and social emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

**Performance Objective 3:** By June 2026 all at-risk students including English Language Learners (ELL), economically disadvantage students,and migrant students will master Science TEKS, through the use of the approved TEKS Resource Systems curriculum and lab participation in order to pass the Science state assessment and complete all graduation requirements. 60% of all students will pass the EOC exam

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Science By June 2026, all at-risk students including English Language Learners (ELL), economically disadvantage students,and migrant students will master Science TEKS, through the use of the approved TEKS Resource Systems curriculum and lab participation in order to pass the Science state assessment and complete all graduation requirements. 60% of all students will pass the EOC exam.<br>**Strategy's Expected Result/Impact:** Increased student performance.<br>**Staff Responsible for Monitoring:** Teacher, admin.<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** ARBC will increase academic achievement for all students populations thereby closing academic and social emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

**Performance Objective 4:** By June 2026, all at-risk students including English Language Learners (ELL), economically disadvantaged students, and migrant students will master ELA TEKS, through the use of the approved TEKS Resource Systems curriculum in order to pass the ELA I and ELA II state assessment and complete all graduation requirements. 45% of all students will pass the EOC exam.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** By June 2026, all at-risk students including English Language Learners (ELL), economically disadvantaged students, and migrant students will master ELA TEKS, through the use of the approved TEKS Resource Systems curriculum in order to pass the ELA I and ELA II state assessment and complete all graduation requirements. 45% of all students will pass the EOC exam.<br>**Strategy's Expected Result/Impact:** Increased STAAR/EOC<br>**Staff Responsible for Monitoring:** Teachers, admin<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD/ARBC will provide a safe and clean environment for all employees, students and visitors conducive to learning with a continuum of educational services.

**Performance Objective 1:** ARBC will maintain a safe and clean environment for all employees, students and visitors.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The instructional setting will be provided with those supplies needed to ensure a clean and safe environment.<br>**Strategy's Expected Result/Impact:** Increased attendance rates.<br>**Staff Responsible for Monitoring:** PEIMS, admin.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 1:** ESSA: By June 2026 100% of students will have the opportunity to participate in a rigorous academic program that connects to their college and career aspirations and goals.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide students at ARBC the opportunity to participate in CTE Classes.<br>**Strategy's Expected Result/Impact:** Increased CTE credits.<br>**Staff Responsible for Monitoring:** Teachers, Counselor, Administrators.<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Offer after school or Saturday tutorials for CTE Classes.<br>**Strategy's Expected Result/Impact:** Increased student participation.<br>**Staff Responsible for Monitoring:** Teacher<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 2:** ESSA: Develop College and Career readiness skills through learning activities for all students in grade 12.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** All senior level students will participate in CTE classes as available.<br>**Strategy's Expected Result/Impact:** Increased student industry certification rates.<br>**Staff Responsible for Monitoring:** Teacher, Counselor<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 3:** Students at all campuses will be provided the opportunity for enrichment actives.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Students will be involved in activities as offered by ARBC and SBCISD,<br>**Strategy's Expected Result/Impact:** Increased student performance and hands on learning,<br>**Staff Responsible for Monitoring:** Teacher, counselor, admin.<br><br>**TEA Priorities:**<br>Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SBCISD/ARBC will increase collaboration and engagement with parents, families, and the community to ensure all students receive a gold standard education by the end of 2025-2026 school year..

**Performance Objective 1:** By June 2026, 90% of all students' parents/guardians/families will participate in at least one school sponsored academic activity.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Communities in School will provide parent training's throughout the school year.<br><br>Refreshments will be provided<br>**Strategy's Expected Result/Impact:** Positive impact on families and communities.<br>**Staff Responsible for Monitoring:** Admin<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** All Campuses will have promotion ceremonies for students. Decorations and refreshments will be purchased.<br>**Strategy's Expected Result/Impact:** Improved student self-esteem and motivation for self-improvement.<br>**Staff Responsible for Monitoring:** Admin.<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Amador/Hester will utilize a Transition Counselor for students moving in and out of the Delinquent youth facilities to provide information to families and students for services. Outside counseling, Employment opportunities, Transition back to campus connections.<br>**Strategy's Expected Result/Impact:** Students will transition into and out of the facilities with options of services<br>**Staff Responsible for Monitoring:** Transition Counselor, Campus Administrator<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** Title I Part D Funds will be utilized for the Transition Counselor - 211 - Title I, Part A - $80,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SBCISD/ARBC will increase collaboration and engagement with parents, families, and the community to ensure all students receive a gold standard education by the end of 2025-2026 school year..

**Performance Objective 2:** By the End of the 25-26 school year, students will be provided Transition information as they transition in and out of the facilities.

**Evaluation Data Sources:** Transition Counselor Log Books, Student Data information

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The transition Counselor will coordinate with campuses that student information as they enter and exit the facilities is correct. Transition counselor will assure that student information is gathered from the sending campus and also send current information to the receiving campuses once they leave the facility.<br>**Strategy's Expected Result/Impact:** Students will have a smooth transition to and from campuses as they enter and leave the facilities. The goal is for students to have an easy transition back to their home campus when they leave the facilities.<br>**Staff Responsible for Monitoring:** Transition Counselor<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** Title I Part D funds will be utilized for the Transition Counselor - 211 - Title I, Part A - $80,000 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

# San Benito Consolidated Independent School District

# Angela G. Leal Elementary School

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

The mission of Angela G. Leal Elementary is to provide a premiere education for all students, through a positive and safe learning environment, so that its graduates are college, career, and workforce ready.

**Educate. Innovate. Elevate.**

**What?**

We will ... **Educate** students to become problem-solvers in Math, Reading, Writing, Science and Social Studies and servant leaders to their community.

**How?**

We will ... **Innovate** our classroom teaching and school-wide programs to meet and surpass the specific needs of our individual students.

**Why?**

We will ... **Elevate** our students' minds and wills to successfully complete their education and lead the way as professionals and productive members of society.

# Vision

The vision of **Angela G. Leal Elementary** is to be the Gold Standard in all areas

of public education.

**Building tomorrow's leaders.**

We will lead ... **in achievement** in the areas of Math, Reading, Writing and Science.
We will lead ... **in growth** in the area of character and community involvement.
We will lead ... **in the number of graduates we produce** from SBHS.
We will lead ... **in the number of professionals produced** from Two year and Four year colleges. We will lead in the number of committed servants to the U.S. Armed Forces.

# Value Statement

**We believe** that everyone has the right to be a unique individual and that diversity is the foundation of American culture. We promise to be open-minded and accepting of the individuality of every person. We pledge to respect people for who they are regardless of that persons' culture, race, gender, physical or mental disability.

## Core Beliefs:

- **Closing the Achievement Gap** and ensuring college success is the best way to help our students succeed in life, contribute to theircommunities, and overcome the obstacles they face. Achieving this requires the following beliefs and behaviors:
- **No Excuses:** We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors. When the adults in the system get it right, our students are successful. Conversely, when our students fail, we don't blame unsupportive parents, parent education level, or other external factors: we look in the mirror and take responsibility.
- **Whatever it Takes:** Through continuous improvement we achieve ambitious results. Those most successful at Angela G. Leal seek feedback,pour over the data, identify root causes, and implement solutions.
- **100% Everyday:** Our mission and goals apply to 100% of our students, 100% of the time. Creating opportunities that didn't exist isn't easy,and it requires that people give their best every day.
- **Sweating the Small Stuff:** The difference between excellence and mediocrity lies in paying attention and caring about the countless details thatgo into effective execution.
- **Team and Family:** As the source of strength for our organization, we are committed to attracting and developing high caliber people.

# Angela G. Leal Elementary Longhorns

# Our Core Values

**H**onesty**:** Always Tell the Truth!

**O**ptimism: Work Hard ... Dream Big

**R**espect: Be Kind To Others, Everyday

**N**ever Give Up: Own and Learn from Your Mistakes

**S**ervice: Help Others in Need

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# Goals

**Goal 1:** SBCISD/Angela G. Leal Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 1:** By June 2026, 70% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

**Evaluation Data Sources:** State assessment results (STAAR)
District benchmark exams
Progress monitoring

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Data-Driven Instruction-Regularly analyze benchmark and formative assessment data to identify gaps in student learning.Differentiate instruction based on individual student needs, focusing on interventions for students in special populations.<br>**Strategy's Expected Result/Impact:** Increased student mastery of grade-level standards.<br>Reduction in achievement gaps for special populations.<br>Higher percentages of students meeting or exceeding state assessment standards.<br>**Staff Responsible for Monitoring:** Classroom Teachers: Analyze data and adjust instruction.<br>Intervention Specialists/RTI Coordinators: Support targeted interventions.<br>Instructional Coaches: Guide effective data use in instruction.<br>Administrators: Monitor overall progress and goal alignment.<br><br>**Problem Statements:** Student Learning 3 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 1 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 3**: While 4th-grade students demonstrated growth in reading, overall achievement in grades 3-5 remains inconsistent. Fewer than 65% of students are meeting grade-level expectations, with many performing below the Meets standard. This indicates that a significant number of students have not yet developed the reading comprehension skills necessary for success at grade level. **Root Cause**: Inconsistent alignment of instructional practices to the rigor of STAAR, limited targeted small-group interventions for below-level readers, and gaps in foundational reading comprehension skills have contributed to students not meeting grade-level expectations. |

**Goal 1:** SBCISD/Angela G. Leal Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals by the June 2026.

**Evaluation Data Sources:** STAAR Assessment Results
District Benchmark Assessments
Progress Monitoring Tools (e.g., mCLASS, iStation, Imagine Math)
TELPAS (Texas English Language Proficiency Assessment System)
Student Portfolios and Academic Projects
Report Card Grades
Teacher Progress Reports
Student Academic Data

Teacher lesson plans aligned to TEKS and CCRS readiness standards
Walkthroughs and observation data showing rigor and student engagement
Participation in enrichment and intervention programs
College & Career Awareness
Student participation in career days, guest speaker events,
Student work samples from project-based learning tied to real-world applications
Drawings/writings from students about future goals

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Rigor and Standards-Aligned Instruction Align all lesson plans with TEKS and CCRS readiness standards. Conduct regular walkthroughs to ensure rigorous instruction and student engagement.<br>**Strategy's Expected Result/Impact:** Increased student mastery of grade-level content and higher engagement.<br>**Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coaches, Administrators<br><br>**Problem Statements:** Demographics 3, 4 - Perceptions 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 2 Problem Statements:**

## Demographics

**Problem Statement 3**: EB students are limited English proficiency and therefore are at an academic disadvantage when compared to other student sub-populations. In addition, EB students learn two languages where their non-EB peers are receiving instruction in their native language of English. **Root Cause**: 61% of our students are Emergent Bilinguals (TEA 2024 Campus Comparison Group Data)

**Problem Statement 4**: Students who are At Risk display tendencies associated with having a higher probability of academic failure, increased disciplinary issues, and disproportionally high levels of absenteeism. **Root Cause**: 87.7% of our students are identified as At-Risk (2023-2024 Texas Academic Performance Report (TAPR))

## Perceptions

**Problem Statement 1**: Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events. **Root Cause**: Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

**Goal 1:** SBCISD/Angela G. Leal Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** By the conclusion of the 25-26 school year, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drugs, will be reduced by 15%.

**Evaluation Data Sources:** Disciplinary Referrals, Disciplinary PEIMS Reports, Graduation Rates
School Safety Data
Counselor referral data for behavior, conflict resolution, or substance-related concerns
Student Support & Prevention
Counseling lessons logs (conflict resolution, bullying prevention, Red Ribbon Week activities)
Student participation rosters for SEL programs and guidance lessons
Documentation of parent education sessions on bullying, violence prevention, and substance awareness

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement Comprehensive Student Support and Prevention Programs Deliver regular counseling lessons on conflict resolution, bullying prevention, substance abuse awareness, and social-emotional learning (SEL).<br>Conduct school-wide campaigns, such as Red Ribbon Week, to promote healthy choices.<br>Engage parents through education sessions on violence prevention, bullying, and substance abuse awareness.<br>Monitor and provide interventions for at-risk students through counselor referrals and support programs.<br>**Strategy's Expected Result/Impact:** Decrease in disciplinary incidents related to violence, bullying, or substance use by at least 15%.<br>Increased student awareness of healthy behaviors, conflict resolution, and the consequences of risky behaviors.<br>Greater parent and community engagement in prevention efforts.<br>**Staff Responsible for Monitoring:** Counselors: Deliver SEL lessons, provide interventions, and track student referrals.<br>Classroom Teachers: Support SEL lessons, reinforce positive behavior, and monitor student interactions.<br>Administrators: Review disciplinary data, oversee prevention programs, and ensure implementation fidelity.<br>Parent & Community Coordinators:<br><br>**Problem Statements:** Demographics 2 - Perceptions 1 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 3 Problem Statements:**

## Demographics

**Problem Statement 2**: Economically Disadvantaged students come largely from single family homes that are located in an area of high poverty, and one that lacks access to many resources available in other areas of the learning community. **Root Cause**: 96.1% of our students are Economically Disadvantaged. (TEA 2023-2024 Campus Comparison Group Data)

## Perceptions

**Problem Statement 1**: Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events. **Root Cause**: Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

**Goal 1:** SBCISD/Angela G. Leal Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 4:** Title III: By June 2026, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

**Evaluation Data Sources:** STAAR Reports for grades 3-EOC
TELPAS results
District benchmark assessments (all subjects, disaggregated by EB subgroup)
Progress monitoring tools (e.g., mCLASS, iStation, MAP, )
Classroom-based common assessments
Intervention logs (targeted supports for EB and at-risk students)
Progress reports and report card grades
Walkthroughs documenting implementation of ELPS
Parent meeting attendance (Title III, LPAC, bilingual family nights)

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Targeted Language Support and Instructional Enhancement for Bilingual Students<br>Implement small-group and individualized interventions for Bilingual students using progress monitoring tools (e.g., mCLASS, iStation, MAP).<br>Ensure lesson plans incorporate ELPS and scaffolding strategies to support language development across all content areas.<br>Conduct regular walkthroughs to monitor implementation of ELPS and effective differentiation.<br>Engage families through Title III meetings, LPAC participation, and bilingual family nights to support learning at home.<br>**Strategy's Expected Result/Impact:** Increased English language proficiency and academic performance among Bilingual students.<br>Higher percentage of Bilingual students meeting or exceeding state assessment standards.<br>Improved teacher capacity to implement ELPS and differentiated instruction effectively.<br>Greater family engagement in supporting student learning.<br>**Staff Responsible for Monitoring:** Classroom Teachers: Implement ELPS strategies, differentiate instruction, and monitor student progress.<br>ESL/Bilingual Specialists: Provide targeted interventions, coaching, and support for teachers and students.<br>Instructional Coaches: Conduct walkthroughs and provide feedback on ELPS implementation.<br>Administrators: Monitor progress data, ensure program fidelity, and support family engagement initiatives.<br>**Problem Statements:** Demographics 3 - School Processes & Programs 1, 2 - Perceptions 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 4 Problem Statements:**

| Demographics |
| --- |
| **Problem Statement 3**: EB students are limited English proficiency and therefore are at an academic disadvantage when compared to other student sub-populations. In addition, EB students learn two languages where their non-EB peers are receiving instruction in their native language of English. **Root Cause**: 61% of our students are Emergent Bilinguals (TEA 2024 Campus Comparison Group Data) |
| **School Processes & Programs** |
| **Problem Statement 1**: Professional development opportunities are not consistently aligned with teachers' needs to fully support differentiated instruction for diverse learners. **Root Cause**: Lack of systematic needs assessments and targeted PD planning results in gaps between teacher training and classroom challenges, especially in strategies for Emergent Bilingual and Special Education students. |
| **Problem Statement 2**: Intervention time during the school day is limited and inconsistently scheduled, reducing its effectiveness in addressing student learning gaps. **Root Cause**: Scheduling constraints and competing priorities limit dedicated blocks for interventions, leading to insufficient time for personalized support and inconsistent delivery across grade levels. |
| **Perceptions** |
| **Problem Statement 1**: Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events. **Root Cause**: Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement. |

**Goal 1:** SBCISD/Angela G. Leal Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 5:** By the end of the 2025-2026 school year, SBCISD will strengthen campus and district safety measures by implementing proactive prevention strategies, emergency response protocols, and social-emotional supports to ensure safe, secure, and supportive learning environments for all students and staff.

**Evaluation Data Sources:** Safety Drill Reports
Incident Reports
Staff and Student Surveys
Safety Audit Checklists
Discipline Data
Crisis Response Reviews
Professional Development Logs

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Enhance Campus Safety and Social-Emotional Supports<br>Conduct regular safety drills and audits to ensure emergency protocols are understood and effective.<br>Implement proactive prevention programs addressing bullying, conflict resolution, and mental health support.<br>Provide professional development for staff on emergency response, crisis management, and SEL strategies.<br>Monitor incidents and survey data to identify areas for improvement in safety measures.<br>**Strategy's Expected Result/Impact:** Increased awareness and adherence to emergency response protocols among students and staff.<br>Reduction in incidents related to bullying, violence, or unsafe behaviors.<br>Improved student social-emotional well-being and school climate.<br>Enhanced staff preparedness for emergencies and proactive safety measures.<br>**Staff Responsible for Monitoring:** Campus Administrators: Oversee safety protocols, review incident and drill data, and ensure implementation fidelity.<br>Counselors: Implement SEL supports and monitor social-emotional outcomes.<br>Teachers: Reinforce preventive strategies and participate in drills and SEL programs.<br>Safety & Security Personnel: Conduct audits, support emergency drills, and review incident reports.<br>**Problem Statements:** Demographics 4 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 5 Problem Statements:**

| Demographics |
| --- |
| **Problem Statement 4**: Students who are At Risk display tendencies associated with having a higher probability of academic failure, increased disciplinary issues, and disproportionally high levels of absenteeism. **Root Cause**: 87.7% of our students are identified as At-Risk (2023-2024 Texas Academic Performance Report (TAPR)) |

**Goal 2:** SBCISD/Angela G. Leal Elementary will build a high-performing, compliant, and supportive workforce.

**Performance Objective 1:** During the 2025-2026 school year, Angela G. Leal Elementary will provide high-quality professional development opportunities to 100% of instructional staff to enhance teaching skills and support student success.

**Evaluation Data Sources:** PD attendance logs and sign-in sheets
Completion certificates from online or in-person trainings
PD feedback surveys from staff

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide targeted, ongoing professional development and coaching to all instructional staff, focusing on evidence-based teaching practices, classroom management, and differentiation to ensure consistent, high-quality instruction for all students.<br>**Strategy's Expected Result/Impact:** 100% of instructional staff will participate in scheduled professional development sessions.<br>Teachers will implement learned strategies effectively, as observed in classroom walkthroughs and evaluations.<br>Staff confidence and competence in instructional practices will increase, reflected in PD feedback surveys.<br>Student engagement and achievement will improve, as measured by formative assessments and progress monitoring data.<br>**Staff Responsible for Monitoring:** rincipal/Assistant Principal: Oversee overall PD participation, review implementation, and conduct classroom observations.<br>Instructional Coaches/Instructional Specialists: Provide coaching, track PD application, and support teachers in implementing strategies.<br>Teacher: Monitor peer participation, facilitate collaborative learning communities, and report on progress.<br><br>**Problem Statements:** Demographics 2 - School Processes & Programs 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: Economically Disadvantaged students come largely from single family homes that are located in an area of high poverty, and one that lacks access to many resources available in other areas of the learning community. **Root Cause**: 96.1% of our students are Economically Disadvantaged. (TEA 2023-2024 Campus Comparison Group Data) |

## School Processes & Programs

**Problem Statement 1**: Professional development opportunities are not consistently aligned with teachers' needs to fully support differentiated instruction for diverse learners. **Root Cause**: Lack of systematic needs assessments and targeted PD planning results in gaps between teacher training and classroom challenges, especially in strategies for Emergent Bilingual and Special Education students.

**Goal 2:** SBCISD/Angela G. Leal Elementary will build a high-performing, compliant, and supportive workforce.

**Performance Objective 2:** 100% of all teachers will meet state requirements for certification in area being taught. They will demonstrate compliance with elementary instructional standards and district policies through classroom observations and documentation reviews.

**Evaluation Data Sources:** SBEC Certification Records
Walkthrough and observation notes (TTESS or district evaluation tool)
Lesson plan audits and alignment with state standards
Compliance checklists for safety, special education, and reporting requirements

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide targeted professional development and mentoring for teachers in need of support with instructional standards and compliance procedures.<br>**Strategy's Expected Result/Impact:** All lesson plans will align with state standards as verified through regular audits.<br>Teachers will demonstrate full compliance with district instructional and operational policies during observations.<br>Increased consistency in instructional practices across grade levels will support student achievement.<br>Documentation for safety, special education, and reporting will be completed accurately and on time.<br>**Staff Responsible for Monitoring:** Principal/Assistant Principal<br>Instructional Coaches/Instructional Specialists<br>Special Education Coordinator<br>Grade-Level Team Leaders | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD/Angela G. Leal Elementary will build a high-performing, compliant, and supportive workforce.

**Performance Objective 3:** During the 2025-2026 school year, counselors will attend and participate in various in-district and out of district professional growth opportunities to enhance their counseling knowledge and skills, to facilitate the implementation of research-based practices for prevention, intervention, and post-vention activities with 100% of SBCISD students.

**Evaluation Data Sources:** PD attendance logs (in-district and out-of-district)
Certificates of completion
Counseling activity or intervention logs
Surveys/feedback from students, teachers, or parents
Documentation of implemented research-based practices

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide counselors with access to in-district and out-of-district professional growth opportunities (workshops, conferences, and specialized trainings) that focus on research-based practices for prevention, intervention, and post-vention activities, ensuring immediate application to student services.<br>**Strategy's Expected Result/Impact:** 100% of counselors will attend and complete professional growth opportunities during the school year.<br>Counselors will demonstrate increased knowledge and application of research-based counseling strategies, as documented in counseling activity logs.<br>Students will receive improved prevention, intervention, and post-vention services, as reflected in student, teacher, and parent feedback surveys.<br>Documentation of counseling services will show consistent implementation of new practices learned through PD.<br>**Staff Responsible for Monitoring:** Campus Principal/Assistant Principal<br>Counselors<br><br>**Problem Statements:** Demographics 1, 2 - School Processes & Programs 2 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: The demographic of our geographical location is highly populated with economically disadvantaged students whose first language is not English. **Root Cause**: The majority of our students are Emergent Bilingual and Hispanic are identified as Economically Disadvantaged. |

## Demographics

**Problem Statement 2**: Economically Disadvantaged students come largely from single family homes that are located in an area of high poverty, and one that lacks access to many resources available in other areas of the learning community. **Root Cause**: 96.1% of our students are Economically Disadvantaged. (TEA 2023-2024 Campus Comparison Group Data)

## School Processes & Programs

**Problem Statement 2**: Intervention time during the school day is limited and inconsistently scheduled, reducing its effectiveness in addressing student learning gaps. **Root Cause**: Scheduling constraints and competing priorities limit dedicated blocks for interventions, leading to insufficient time for personalized support and inconsistent delivery across grade levels.

**Goal 2:** SBCISD/Angela G. Leal Elementary will build a high-performing, compliant, and supportive workforce.

**Performance Objective 4:** All staff will contribute to a positive, supportive, and inclusive school environment through collaboration, mentoring, and participation in school-wide initiatives.

**Evaluation Data Sources:** Participation logs in Professional Learning Communities (PLCs), mentoring, or team meetings
Surveys on school climate and staff satisfaction
Documentation of involvement in PBIS, literacy initiatives, or school events

**Goal 2:** SBCISD/Angela G. Leal Elementary will build a high-performing, compliant, and supportive workforce.

**Performance Objective 5:** Reduce staff turnover by at least 10% by providing elementary-specific professional support, coaching, and recognition opportunities.

**Evaluation Data Sources:** HR retention and exit interview reports
Staff engagement surveys
Records of recognition programs, awards, and support initiatives

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Establish staff recognition initiatives (monthly awards, appreciation events, public acknowledgments) to promote morale and retention.<br>**Strategy's Expected Result/Impact:** Staff turnover will decrease by at least 10% compared to the previous school year. Recognition programs will demonstrate consistent implementation, with all staff participating in at least one recognition or support activity.<br>**Staff Responsible for Monitoring:** Campus Principal/Assistant Principal<br>Teacher Leaders/Grade-Level Team Leaders<br><br>**Problem Statements:** School Processes & Programs 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 5 Problem Statements:**

| School Processes & Programs |
|---|
| **Problem Statement 1**: Professional development opportunities are not consistently aligned with teachers' needs to fully support differentiated instruction for diverse learners. **Root Cause**: Lack of systematic needs assessments and targeted PD planning results in gaps between teacher training and classroom challenges, especially in strategies for Emergent Bilingual and Special Education students. |

**Goal 3:** SBCISD/Angela G. Leal Elementary will improve public relations, communications, and community engagement skills.

**Performance Objective 1:** By June 2026, 90% of all district/Angela G. Leal's students' parents/guardians/families will participate in at least one school-sponsored academic activity.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Expand Access & Communication: Offer school-sponsored academic activities at flexible times (morning, evening, virtual, and in-person) and promote them through multiple communication channels (flyers, phone calls, text messages, website, social media, ClassDojo, Remind) to maximize family awareness and accessibility.<br>**Strategy's Expected Result/Impact:** By June 2026, at least 90% of families will have participated in one or more school-sponsored academic activities.Student achievement data will reflect the positive impact of increased family engagement.<br>**Staff Responsible for Monitoring:** Campus Principal/Assistant Principal<br>Parent & Family Engagement Coordinator<br>Counselors<br>Grade-Level Team Leaders<br><br>**Problem Statements:** Demographics 1, 5 - Perceptions 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: The demographic of our geographical location is highly populated with economically disadvantaged students whose first language is not English. **Root Cause**: The majority of our students are Emergent Bilingual and Hispanic are identified as Economically Disadvantaged. |
| **Problem Statement 5**: Students who travel with their parents due to a need for employment opportunities generally lack educational stability, due to high mobility factors. **Root Cause**: 3.7% of our students are Migrant Students (2023-2024 Texas Academic Performance Report (TAPR)) |

## Perceptions

**Problem Statement 1**: Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events. **Root Cause**: Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

**Goal 3:** SBCISD/Angela G. Leal Elementary will improve public relations, communications, and community engagement skills.

**Performance Objective 2:** Throughout the 2025-2026 school year, Angela G. Leal Elementary will improve internal and external communication by implementing a monthly newsletter and regular social media updates, achieving a minimum 80% awareness rate among families and community members as measured by surveys.

**Evaluation Data Sources:** Social media engagement metrics (likes, shares, comments, reach)
Family and community surveys measuring awareness of communications
Website traffic and page visit statistics
Feedback from staff on communication effectiveness

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement a coordinated communication plan that includes a monthly school newsletter, weekly social media updates, and use of multiple platforms (email, school website, Remind, ClassDojo) to share important dates, student achievements, campus initiatives, and resources, while collecting regular feedback from families and staff to ensure messages are accessible, timely, and effective.<br>**Strategy's Expected Result/Impact:** By the end of 2025-2026, at least 80% of families and community members will report awareness of school communications.Social media engagement (likes, shares, comments, reach) and website traffic will show consistent growth.<br>**Staff Responsible for Monitoring:** Campus Principal/Assistant Principal<br>Parent & Family Engagement Coordinator<br>Campus Secretary(newsletter distribution and postings)<br>Community Liaison<br>Grade-Level Team Leaders (to share and reinforce communication with families)<br><br>**Problem Statements:** Perceptions 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 2 Problem Statements:**

| Perceptions |
|---|
| **Problem Statement 1**: Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events. **Root Cause**: Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement. |

**Goal 3:** SBCISD/Angela G. Leal Elementary will improve public relations, communications, and community engagement skills.

**Performance Objective 3:** During the 2025-2026 school year, Angela G. Leal Elementary will train 100% of staff on effective communication and community engagement strategies through at least two professional development sessions, enhancing their ability to build positive relationships with families and community members.

**Evaluation Data Sources:** PD attendance logs
Certificates of completion
Reflections or application logs showing strategies implemented in classrooms or school-wide initiatives

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide at least two professional development sessions during the school year focused on effective communication and community engagement strategies.Include opportunities for staff to reflect on, practice, and apply these strategies in classrooms and school-wide initiatives.Encourage collaborative discussions and sharing of best practices among staff to reinforce skills learned.<br>**Strategy's Expected Result/Impact:** 100% of staff will attend and complete the designated professional development sessions.Staff will demonstrate improved communication and engagement strategies, as evidenced in application logs and reflections.Increased family and community satisfaction and participation in school initiatives due to stronger staff engagement.<br>**Staff Responsible for Monitoring:** Campus Principal/Assistant Principal<br>Parent & Family Engagement Coordinator<br>Teacher Leaders/Grade-Level Team Leaders<br><br>**Problem Statements:** Demographics 1, 2 - Perceptions 1 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: The demographic of our geographical location is highly populated with economically disadvantaged students whose first language is not English. **Root Cause**: The majority of our students are Emergent Bilingual and Hispanic are identified as Economically Disadvantaged. |
| **Problem Statement 2**: Economically Disadvantaged students come largely from single family homes that are located in an area of high poverty, and one that lacks access to many resources available in other areas of the learning community. **Root Cause**: 96.1% of our students are Economically Disadvantaged. (TEA 2023-2024 Campus Comparison Group Data) |

## Perceptions

**Problem Statement 1**: Although Angela G. Leal Elementary has strong family engagement overall, some families--especially those with limited English proficiency--still face challenges fully accessing school communications and participating consistently in events. **Root Cause**: Despite effective bilingual outreach, communication methods and event scheduling are not always fully accessible or flexible enough to meet the diverse needs and schedules of all families, limiting their engagement.

**Goal 4:** SBCISD/Angela G. Leal Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 1:** Ensure 100% of campus staff are informed about budget allocations and resource distribution through regular updates and training sessions.

**Evaluation Data Sources:** Staff meeting agendas and minutes
Budget update communications or emails
Attendance records for finance-related training sessions

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide regular updates on budget allocations and resource distribution during staff meetings, email communications, and dedicated finance-related training sessions. Include opportunities for staff to ask questions, provide feedback, and understand how budget decisions impact instruction and campus operations. Share clear, accessible documentation and summaries of budget and resource information to ensure transparency and understanding.<br>**Strategy's Expected Result/Impact:** 100% of campus staff will be informed about budget allocations and resource distribution through participation in updates and training sessions.<br>Staff will demonstrate understanding of budget and resource processes, as evidenced by meeting discussions, feedback, and engagement during training.<br>Improved transparency and alignment of resources to instructional and operational priorities will be observed campus-wide.<br>**Staff Responsible for Monitoring:** Campus Principal/Assistant Principal<br>Campus Secretary/Administrative Assistant (documentation and communication) | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SBCISD/Angela G. Leal Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 2:** Maintain accurate and up-to-date records of all financial transactions to support operational sustainability and compliance.

**Evaluation Data Sources:** Financial ledgers and accounting reports
Reconciliation reports
Compliance reviews by district or auditors

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Maintain detailed and up-to-date financial ledgers, accounting reports, and reconciliation records for all campus transactions. Conduct regular internal reviews and reconciliations to ensure accuracy and compliance with district policies and state regulations. Provide training and support to staff responsible for financial documentation to reinforce proper procedures and compliance requirements.<br>**Strategy's Expected Result/Impact:** Operational sustainability will be supported through transparent and reliable financial documentation.<br>**Staff Responsible for Monitoring:** Campus Principal/Assistant Principal<br>Campus Secretary/Administrative Assistant (financial record maintenance) | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SBCISD/Angela G. Leal Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 3:** Increase staff understanding and engagement in resource planning and sustainability initiatives by providing training and clear documentation on best practices.

**Evaluation Data Sources:** Training attendance and completion records
Evidence of staff participation in resource planning meetings

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide targeted training sessions for all staff on resource planning and sustainability best practices. Distribute clear, accessible documentation outlining procedures, expectations, and guidelines for resource use and sustainability initiatives.Encourage staff participation in resource planning meetings to apply training, share ideas, and actively contribute to sustainability efforts.<br>**Strategy's Expected Result/Impact:** 100% of staff will participate in training sessions and resource planning meetings.Staff will demonstrate improved understanding and application of resource planning and sustainability practices, as evidenced by meeting participation and documentation.Staff feedback will indicate increased confidence and engagement in resource planning activities.<br>**Staff Responsible for Monitoring:** Campus Principal/Assistant Principal<br>Department/Grade-Level Team Leaders<br>Administrative Assistant (documentation and training records) | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** SBCISD/Angela G. Leal Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 4:** Maintain accurate and up-to-date records of all financial transactions to support operational sustainability and compliance.

**Evaluation Data Sources:** Financial ledgers and accounting reports
Reconciliation reports
Compliance reviews by district or auditors

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Maintain detailed, accurate, and up-to-date financial ledgers and accounting reports for all campus transactions. Conduct regular reconciliations and internal reviews to ensure accuracy and compliance with district policies and state regulations.Provide training and ongoing support to staff responsible for financial documentation to reinforce proper procedures and adherence to compliance requirements.<br>**Strategy's Expected Result/Impact:** All financial transactions will be accurately recorded and reconciled in a timely manner.Internal and external compliance audits will show no significant discrepancies or errors.Staff responsible for financial recordkeeping will demonstrate understanding and adherence to district and state financial policies. Operational sustainability will be supported through transparent and reliable financial documentation.<br>**Staff Responsible for Monitoring:** Campus Principal/Assistant Principal<br>Campus Secretary/Administrative Assistant (financial record maintenance) | | | | |

 No Progress Accomplished Continue/Modify Discontinue

# San Benito Consolidated Independent School District

# Berta Cabaza Middle School

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

Greypup P.A.W.S. Mission

BCMS Greypups:

-will **P**repare for life challenges,

-will **A**spire to always be better,

-will be **W**illing to accept change,

-will be **S**upportive of all diversity.

#PAWS

# Vision

(It is the vision of BCMS to educate)

Every Student, Every Day!

# Value Statement

BCMS Greypups Code:

**B**ehave responsibly

**C**onduct oneself with pride

**M**eet expectations

**S**how respect to self, others, and property

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# Goals

**Goal 1:** Berta Cabaza Middle School will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 1:** Berta Cabaza Middle School social studies teachers will increase performance for all students, with a concentrated effort on all special populations, from 38% to 65% Approaches on the Social Studies Assessment for the current school year.

**Evaluation Data Sources:** District Benchmarks; Student Reports Cards; School Report Card; Student Confidential Student Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** All Core Area Teachers: Teachers in grades 6-8 will use The District/Campus Timelines (TEKS Resource System Tools), Lead4Ward Resources to build a pacing guide to cover all necessary TEKS and objectives. Eduphoria Reports for Common Formative Assessments, District Benchmarks, and STAAR Scores will be used to adjust the scaffolding of low-performing TEKS throughout the year.<br>**Strategy's Expected Result/Impact:** Summative - Campus assessments, three-week progress reports, reports cards, and teacher reports will be used to evaluate progress.<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Deans of Instruction, Department Heads, Teacher Assistants, Teacher(s)<br>**Problem Statements:** Student Learning 3 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Social Studies: Incorporate supplemental, scientific, research-based materials including but not limited to Exploros curriculum, Jarrett Publishing student workbooks, CBQ binders, Lowman Strategies, and thinking maps to the Social Studies curriculum that are necessary to increase student performance.<br>**Strategy's Expected Result/Impact:** Campus Assessments and grade level testing will be monitored for 90% mastery level.<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Deans of Instruction, Principal, Teacher(s)<br>**Problem Statements:** Student Learning 3 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 1 Problem Statements:**

| Student Learning |
| --- |
| **Problem Statement 3**: Berta Cabaza Middle School scored below the state average in 8th grade Social Studies STAAR grade levels. The campus was at 38% approaches for the 2024-2025 school year. **Root Cause**: Berta Cabaza Middle School faces two critical challenges in Social Studies instruction: inconsistent implementation of research-based instructional practices across all grade levels, and an 8th grade teacher vacancy that has resulted in fragmented instruction through long-term substitute coverage, limiting students' ability to develop critical thinking skills and meet state standards. |

**Goal 1:** Berta Cabaza Middle School will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** Berta Cabaza Middle School reading teachers will increase the ELAR STAAR performance of all students, with a concentrated effort on all special populations, from 70% to 80% Approaches by the end of the current school year on the state reading assessments.

**Evaluation Data Sources:** Confidential Student Reports
Campus Report Card
TAPR: Texas Academic Performance Report
District Benchmarks,
Six Weeks Exams

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Strengthen reading skills with 80% mastery through school tutorials, Access to Campus Library, WIN/RISE classes, Progress Learning,iReady, and Progress Monitoring to enrich student comprehension skills and create independent readers. Students will take the iReady diagnostic at the beginning and end of school year in all ELAR classes.<br>**Strategy's Expected Result/Impact:** 80% Approaches in Reading STAAR<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Core Subject Teachers, Dean of Instruction, Department Heads, Principal<br>**Problem Statements:** Student Learning 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** All Core Area Teachers: Teachers in grade 6-8 will use The District/Campus Timelines (TEKS Resource System Tools), Lead4Ward Resources and the Fundemental Five Framing the Lesson to build a pacing guide to cover all necessary TEKS and objectives. Eduphoria Reports for STAAR Scores will be used to adjust scaffolding of low performing TEKS throughout the year.<br>**Strategy's Expected Result/Impact:** Administer campus assessments. Chart and analyze individual results (previous STAAR scores, pre/post test on STAAR Progress Record).<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Deans of Instruction, Department Heads, Teacher(s)<br>**Problem Statements:** Student Learning 1 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Reading: Teachers will use and develop units of study to integrate the curriculum with TEKS objectives and incorporate Fundamental Five while incorporating the use of technology such as: Chromebooks and Interactive Projectors.<br>**Strategy's Expected Result/Impact:** Teachers will submit weekly lesson plans. Chart and analyze individual results(previous STAAR scores, pre/post test on STAAR Progress Record).<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Deans of Instruction, Department Heads, Principal, Teacher(s)<br>**Problem Statements:** Student Learning 1, 2, 3, 4 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Incorporate supplemental, scientific, research-based materials to the Reading Curriculum and availability of the BCMS library that are necessary to increase student performance and success.<br>**Strategy's Expected Result/Impact:** Analyze usage reports and review campus assessment results, as needed.<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Deans of Instruction, Librarians, Principal, Teacher Assistants, Teacher(s)<br>**Problem Statements:** Student Learning 2, 4 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year. **Root Cause**: Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills. |
| **Problem Statement 2**: Berta Cabaza Middle School scored below the state average in all Reading STAAR grade levels. 30% of our students received 0 points in the extended constructed response section of the 2025 Reading STAAR test. **Root Cause**: Students did not effectively use writing extended constructed responses strategy. Teachers put into practice a strategy of extended constructed responses halfway through the year. |
| **Problem Statement 3**: Berta Cabaza Middle School scored below the state average in 8th grade Social Studies STAAR grade levels. The campus was at 38% approaches for the 2024-2025 school year. **Root Cause**: Berta Cabaza Middle School faces two critical challenges in Social Studies instruction: inconsistent implementation of research-based instructional practices across all grade levels, and an 8th grade teacher vacancy that has resulted in fragmented instruction through long-term substitute coverage, limiting students' ability to develop critical thinking skills and meet state standards. |

## Student Learning

**Problem Statement 4**: Berta Cabaza Middle School has multiple identified areas where target goals were not met for consecutive years. Two target groups that did not meet targets include Special Education and Emergent Bilingual Learners. **Root Cause**: Lack of specially designed instruction that addresses the unique needs of Special Education & EB students. Inadequate tracking of individual student progress toward IEP goals and language proficiency targets.

**Goal 1:** Berta Cabaza Middle School will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** Berta Cabaza Middle School math teachers will increase the Math STAAR performance of all students, with a concentrated effort on all special populations, from 60% to 85% Approaches by the end of the current school year on state math assessments.

**Evaluation Data Sources:** Confidential Student Reports
Campus Report Card
TAPR: Texas Academic Performance Report
District Benchmarks,
Six Weeks Exams

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** MATH: Utilize instructional warm up and/or exit ticket activities to emphasize and/or apply problem solving skills for low performing TEKS.<br>**Strategy's Expected Result/Impact:** District Assessment<br>Campus Assessments<br>Grade Level Tests<br>LESSON PLANS<br>TTESS<br>**Staff Responsible for Monitoring:** Assistant Principal(s),<br>Core Subject Teachers,<br>Dean of Instruction,<br>Department Heads,<br>Math Department Chair,<br>Principal,<br>Teachers<br><br>**Problem Statements:** Student Learning 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Implement Response to Intervention strategies to increase student performance in the area of Math. Provide instructional material and technology to support RTI students through pull-out groups with our RTI teacher.<br>**Strategy's Expected Result/Impact:** RTI REFERRALS-RTI Training Agendas, Teachers Sign-In Sheets, Teacher Logs.<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Core Subject Teachers, Dean of Instruction, Department Heads, Math Department Chair, Principal, Teachers RTI TEACHER<br>**Problem Statements:** Student Learning 1, 4 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Create groups to target low performing SE's and provide small group targeted interventions based off of Unit test data.<br>**Strategy's Expected Result/Impact:** Lesson Plans Teacher Assessments<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Dean of Instruction, Teacher(s)<br>**Problem Statements:** Student Learning 1, 4 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** BCMS Math teachers will utilize the bluebonnet curriculum with fidelity and use assessments to make instructional decisions in spiraling, monitoring/adjusting instruction.<br>**Strategy's Expected Result/Impact:** Increase in academic growth from Math Students.<br>**Staff Responsible for Monitoring:** Dean, Assistant Principals, Math teachers, Principal<br>**Problem Statements:** Student Learning 1, 4 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 3 Problem Statements:

## Student Learning

**Problem Statement 1**: Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year. **Root Cause**: Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills.

**Problem Statement 4**: Berta Cabaza Middle School has multiple identified areas where target goals were not met for consecutive years. Two target groups that did not meet targets include Special Education and Emergent Bilingual Learners. **Root Cause**: Lack of specially designed instruction that addresses the unique needs of Special Education & EB students. Inadequate tracking of individual student progress toward IEP goals and language proficiency targets.

**Goal 2:** Berta Cabaza Middle School will build a high-performing, compliant, and supportive workforce.

**Performance Objective 1:** Berta Cabaza Middle School will create procedures and protocols to measure the effectiveness of all quality professional development provided to all instructional staff integrated into the classrooms to promote student success.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide professional development in areas relevant to subject area, area of need, and in special populations such as At-Risk, Dyslexia, GT, SpEd, Migrant & EB's. Provide in Depth training as well as sheltered time for modifying assignments to meet IEPs through after-school hours Training's, and PLC Training's.<br>**Strategy's Expected Result/Impact:** Teachers, administration and staff will be monitored to check for implementation of new information acquired at professional development workshops and training.<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Dean of Instruction, Principal, Teacher(s)<br>**Problem Statements:** Student Learning 4 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Administrators and counselors at Berta Cabaza Middle School who have authority for program decisions related to Gifted/Talented students will receive six or more hours of professional development that includes the nature and needs of gifted/talented students and program options. All teachers supporting Gifted and Talented students will have on record 30 original hours of GT Orientation.<br>**Strategy's Expected Result/Impact:** Expense reports for fees&travel. Certificate(s) of participation.<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Dean of Instruction, Principal<br>**Problem Statements:** Student Learning 4 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Provide/attend training in areas such as:<br>1. Eduphoria training to analyze data and identify student/campus needs.<br>2. Skyward Training TxEIS Gradebook and Attendance and Master Schedule.<br>3. School Messenger Training.<br>4. Edgenuity and Online Textbook Trainings.<br>**Strategy's Expected Result/Impact:** Agenda, Eduphoria, Sign in Sheets<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Dean of Instruction, Principal, Teacher(s)<br>**Problem Statements:** Student Learning 4 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Provide training specific to the STAAR for all staff members on campus with specific roles and responsibilities pertaining to their position on campus.<br>**Strategy's Expected Result/Impact:** Sign In Sheets & ERO<br>**Staff Responsible for Monitoring:** Principal, Campus Testing Coordinator, Assistant Principals.<br><br>**Problem Statements:** Student Learning 1, 2, 3, 4 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Attend Special Education trainings such as ARD Committee Decision Making Process as it Relates to Assessment; Accomodations Manual Training; Program Monitoring; Student Assistance Program; RtI (SpEd)<br>**Strategy's Expected Result/Impact:** Training Certificate<br>**Staff Responsible for Monitoring:** Special Education Director, Teachers, Special Education Teachers, Asssistant Principals, Principal<br><br>**Problem Statements:** Student Learning 4 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 1 Problem Statements:

| Student Learning |
|---|
| **Problem Statement 1**: Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year. **Root Cause**: Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills. |
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| **Problem Statement 3**: Berta Cabaza Middle School scored below the state average in 8th grade Social Studies STAAR grade levels. The campus was at 38% approaches for the 2024-2025 school year. **Root Cause**: Berta Cabaza Middle School faces two critical challenges in Social Studies instruction: inconsistent implementation of research-based instructional practices across all grade levels, and an 8th grade teacher vacancy that has resulted in fragmented instruction through long-term substitute coverage, limiting students' ability to develop critical thinking skills and meet state standards. |
| **Problem Statement 4**: Berta Cabaza Middle School has multiple identified areas where target goals were not met for consecutive years. Two target groups that did not meet targets include Special Education and Emergent Bilingual Learners. **Root Cause**: Lack of specially designed instruction that addresses the unique needs of Special Education & EB students. Inadequate tracking of individual student progress toward IEP goals and language proficiency targets. |

**Goal 2:** Berta Cabaza Middle School will build a high-performing, compliant, and supportive workforce.

**Performance Objective 2:** 100% of all teachers will be "State Certified" and all paraprofessionals will be "Highly Qualified" according to state requirements for certification in area being taught.

**Evaluation Data Sources:** SBEC Certification Records

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Berta Cabaza MS employs only para professional teachers who meet the criteria of being "highly qualified" and only teachers that meet the criteria of being "state certified."<br>**Strategy's Expected Result/Impact:** Summative- personnel Records showing 100% HQ Personnel.<br>**Staff Responsible for Monitoring:** District Directors, Principal<br><br>**Problem Statements:** Student Learning 4 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Berta Cabaza MS follows district-level guidelines and employs only applicants who have satisfied the district-level requirements for meeting the state certified teacher and highly qualified para professional guidelines.<br>**Strategy's Expected Result/Impact:** Summative- District personnel records showing 100% HQ Personnel.<br>**Staff Responsible for Monitoring:** District Directors, Principal<br><br>**Problem Statements:** Student Learning 1, 2, 3, 4 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 2 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 1**: Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year. **Root Cause**: Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills. |
| **Problem Statement 2**: Berta Cabaza Middle School scored below the state average in all Reading STAAR grade levels. 30% of our students received 0 points in the extended constructed response section of the 2025 Reading STAAR test. **Root Cause**: Students did not effectively use writing extended constructed responses strategy. Teachers put into practice a strategy of extended constructed responses halfway through the year. |

## Student Learning

**Problem Statement 3**: Berta Cabaza Middle School scored below the state average in 8th grade Social Studies STAAR grade levels. The campus was at 38% approaches for the 2024-2025 school year. **Root Cause**: Berta Cabaza Middle School faces two critical challenges in Social Studies instruction: inconsistent implementation of research-based instructional practices across all grade levels, and an 8th grade teacher vacancy that has resulted in fragmented instruction through long-term substitute coverage, limiting students' ability to develop critical thinking skills and meet state standards.

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**Goal 2:** Berta Cabaza Middle School will build a high-performing, compliant, and supportive workforce.

**Performance Objective 3:** Berta Cabaza Middle School will provide all state certified teachers and highly qualified paraprofessionals with a variety of relevant building opportunities to enhance best practices for teachers to improve student achievement.

**Evaluation Data Sources:** T-TESS, Instructional walkthroughs

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Administer, disaggregate and analyze district based assessments, formative assessments, interim assessments, STAAR Scores by grade level, content area, and by teacher to provide prescriptive interventions during 7th period WIN, Math and Reading Intervention Classes, and Afterschool Tutorials with Instructional Tutors.<br>**Strategy's Expected Result/Impact:** Teachers will turn in student charting reports for analysis utilizing Eduphoria. Department heads will conference with Administrative staff.<br>**Staff Responsible for Monitoring:** Dean of Instruction, Department Heads, Principal, Teacher(s), Assistant Principals<br>**Problem Statements:** Student Learning 1, 2, 3, 4 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Teachers will provide tutorial list to administration and follow up with tutorials and reinforcement of skills. The tutorial list will be built based on District Based Assessments, Formative Assessment Data, Benchmark Data, STAAR Scores, and Teacher Observations in the classroom.<br>**Strategy's Expected Result/Impact:** Analysis of campus results and of STAAR results in May.<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Dean of Instruction, Department Heads, Principal, Teacher(s)<br>**Problem Statements:** Student Learning 1, 2, 3, 4 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 3 Problem Statements:**

| Student Learning |
|---|
| **Problem Statement 1**: Berta Cabaza Middle School scored below the state average in all Math STAAR grade levels. The campus was at 60% approaches for the 2024-2025 school year. **Root Cause**: Teachers inconsistently implement math instructional best practices across all grade levels, resulting in varied quality of instruction and uneven student mastery of mathematical concepts and skills. |

## Student Learning

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**Goal 3:** Berta Cabaza Middle School will improve public relations, communications, and community engagement skills

**Performance Objective 1:** Berta Cabaza Middle School Parent Center will communicate with parents on a weekly basis to assist students and parents.

**Evaluation Data Sources:** Increased percentage of membership in our Parental Involvement program.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Review student academic progress during Parent/Teacher Conferences<br>**Strategy's Expected Result/Impact:** Summative- Parent/Teacher conference log<br>**Staff Responsible for Monitoring:** Teacher(s)<br><br>**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 4 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Hold a meeting to notify parents of their school's participation in the Title I program, to explain program requirements, and to inform parents of their right to be involved.<br>**Strategy's Expected Result/Impact:** Summative-Agenda and meeting minutes<br>Copy of Public Notice<br>**Staff Responsible for Monitoring:** Principal<br>Site Based Committee<br><br>**Problem Statements:** Demographics 1 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Student enrollment has decreased at Berta Cabaza Middle School from 826 students in 2022, to 741 in 2023 In the 2024-2025 school year, we have 685 enrolled students. We currently have 669 enrolled students for the 2025-2026 school year. **Root Cause**: Students zoned to Berta Cabaza Middle School are enrolling at surrounding school districts and charter schools. |

## Student Learning

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**Goal 3:** Berta Cabaza Middle School will improve public relations, communications, and community engagement skills

**Performance Objective 2:** Berta Cabaza Middle School will increase their engagement on social media platforms every 6 weeks as a form of communication to students, staff, and the community.

**Evaluation Data Sources:** Facebook Likes, Re-Tweets, Friends on Facebook, Website Logs, Website Calendar of Events, Website News Feed

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Berta Cabaza will maintain the Campus Website, Calendar, and Facebook accounts to keep parents informed of all school functions<br>**Strategy's Expected Result/Impact:** Up to Date Social Media Accounts<br>**Staff Responsible for Monitoring:** Campus Technologist, Social Media Specialist, Assistant Principals, Principal<br><br>**Problem Statements:** Demographics 1 - School Processes & Programs 2 - Perceptions 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Post important announcements on social media and promote events that will motivate students to come to school<br>**Strategy's Expected Result/Impact:** Increased student attendance and enrollment<br>**Staff Responsible for Monitoring:** Librarian, Administration<br><br>**Problem Statements:** Demographics 1 - School Processes & Programs 2 - Perceptions 1 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Student enrollment has decreased at Berta Cabaza Middle School from 826 students in 2022, to 741 in 2023 In the 2024-2025 school year, we have 685 enrolled students. We currently have 669 enrolled students for the 2025-2026 school year. **Root Cause**: Students zoned to Berta Cabaza Middle School are enrolling at surrounding school districts and charter schools. |

## School Processes & Programs

**Problem Statement 2**: Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices. **Root Cause**: The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support.

## Perceptions

**Problem Statement 1**: Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices. **Root Cause**: The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support.

**Goal 3:** Berta Cabaza Middle School will improve public relations, communications, and community engagement skills

**Performance Objective 3:** Berta Cabaza Middle School will collaborate across all school programs (After School Program, Communities in Schools, Migrant Program, etc) to ensure the efficiency and delivery of necessary documentation of important and accurate information regarding state/local policies and student academic progress of Berta Cabaza Middle School in ensure distribution of materials is completed within a timely and effective manner.

**Evaluation Data Sources:** School report card review at Title 1 meeting, sign in sheet. Student academic and behavioral information sent home in student report card every 6 weeks.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The campus will post the School Report Card, Texas Assessment Performance Report and System Safeguards Report on Campus Website.<br>**Strategy's Expected Result/Impact:** Material Readily Available on Campus Website.<br>**Staff Responsible for Monitoring:** Dean of Instruction, Campus Technologist<br><br>**Problem Statements:** Demographics 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** The campus will train all professional staff members on adding behavior and academic progress comments on Reports Cards for Individual Students.<br>**Strategy's Expected Result/Impact:** Report Card Comments for Individual students as needed.<br>**Staff Responsible for Monitoring:** Dean of Instruction, Assistant Principal, PEIMS Clerk, Principal<br><br>**Problem Statements:** Demographics 1 - School Processes & Programs 2 - Perceptions 1 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Parents will be given the opportunity to monitor their childs grades and attendance via Parent Portal. PEIMS Clerk, Parent Liaison, and Administration will assist with promoting online gradebook monitoring.<br>**Strategy's Expected Result/Impact:** Parents records of logging into Parent Portal.<br>**Staff Responsible for Monitoring:** Parent Liaison, Assistant Principals, Principal, PEIMS Clerk<br><br>**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 4 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Student BOY Scores Notice for Fall and Spring Semester will be sent out to parents with Report Cards.<br>**Strategy's Expected Result/Impact:** Notice of Benchmark Results sent via Report Card.<br>**Staff Responsible for Monitoring:** Dean of Instruction, PEIMS Clerk, Assistant Principals, Principal<br><br>**Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 4 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Parents will be given notices of all programs on campus students can participate in via Social Media, Campus Web Page, Email and School Messenger.<br>**Strategy's Expected Result/Impact:** Sign In Sheets, Brochures readily available in Parent Center and Front office.<br>**Staff Responsible for Monitoring:** Teachers, Migrant Teacher, ASP Coordinator, Assistant Principal, Principal<br><br>**Problem Statements:** Demographics 1 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 3 Problem Statements:

### Demographics

**Problem Statement 1**: Student enrollment has decreased at Berta Cabaza Middle School from 826 students in 2022, to 741 in 2023 In the 2024-2025 school year, we have 685 enrolled students. We currently have 669 enrolled students for the 2025-2026 school year. **Root Cause**: Students zoned to Berta Cabaza Middle School are enrolling at surrounding school districts and charter schools.

### Student Learning

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## School Processes & Programs

**Problem Statement 2**: Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices. **Root Cause**: The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support.

## Perceptions

**Problem Statement 1**: Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices. **Root Cause**: The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support.

**Goal 4:** Berta Cabaza Middle School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 1:** Ensure all budget allocations are clearly documented and communicated to stakeholders by the start of each semester.

**Evaluation Data Sources:** Skyward Business

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Conduct meetings at the beginning of each semester for staff and relevant stakeholders to explain budget allocations, priorities, and processes, allowing for questions and clarifications.<br>**Strategy's Expected Result/Impact:** Consistent funding focusing on students' best interest.<br>**Staff Responsible for Monitoring:** Dean, Principal, Principal's Secretary<br><br>**Problem Statements:** Student Learning 1, 2, 3 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Hold meetings with stakeholders to ensure all budget allocations and purchases are student-centered and focused on academic goals.<br>**Strategy's Expected Result/Impact:** Increased STAAR scores<br>**Staff Responsible for Monitoring:** Dean, Principal, Assistant Principals<br><br>**Problem Statements:** Student Learning 1, 2, 3, 4 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 1 Problem Statements:**

| Student Learning |
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**Goal 4:** Berta Cabaza Middle School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 2:** By the end of the school year, reduce non-instructional operational costs by 10% without impacting student services.

**Evaluation Data Sources:** Skyward Business

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Digitize any organizational and administrative processes to reduce paper and printing costs.<br>**Strategy's Expected Result/Impact:** Reduced spending on paper and ink.<br>**Staff Responsible for Monitoring:** Dean, Principal, Principal's Secretary.<br><br>**Problem Statements:** School Processes & Programs 2 - Perceptions 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Collaborate with the district to participate in bulk purchasing and shared service agreements to lower costs on supplies and services.<br>**Strategy's Expected Result/Impact:** Reduced costs on instructional and non-instructional materials<br>**Staff Responsible for Monitoring:** Dean, Principal, Principal's secretary<br><br>**Problem Statements:** School Processes & Programs 2 - Perceptions 1 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 2 Problem Statements:**

| School Processes & Programs |
|---|
| **Problem Statement 2**: Based on the results of the recent campus climate survey, a significant number of teachers report feeling unsupported by the administration. This perception has impacted staff morale, collaboration, and overall job satisfaction, potentially affecting teacher retention and the consistency of instructional practices. **Root Cause**: The root cause appears to be a lack of consistent, clear communication and visible support from administration regarding instructional guidance, professional development opportunities, and recognition of teacher contributions. Limited structured opportunities for feedback and collaborative decision-making have also contributed to staff feeling disconnected from administrative support. |

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# San Benito Consolidated Independent School District

# Collegiate Academy

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

### Collegiate Academy Mission Statement

Our mission is to ignite a passion for lifelong learning, empower students to think critically, and prepare them for a successful future.

# Vision

## Collegiate Academy Vision Statement

The vision of Collegiate Academy is to be the gold standard in education where we empower minds and inspire success.

# Value Statement

## Collegiate Academy Focuses on these Core Beliefs:

**H-** Honesty

**U**- United

**S**- Smart

**K**- Kind

**I**- Intentional

**E**- Encouraging One Another

**S**- Service

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# Goals

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 1:** By May 2026, Collegiate Academy will work to improve passing standard in 8th grade math from 81% to at least 90%. We will also work to improve Algebra passing standard from 73%  to 90%.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Scores for grade 6th-8th, Interim Assessments, CFAs, iReady & IXL Platform Usage Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teachers will administer unit tests, CFAs, and platform assignments throughout the year following the district pacing guides. Teachers will participate in data analysis, disaggregation, and keep student data trackers up to date with each assessment.<br>**Strategy's Expected Result/Impact:** Identify student achievement and learning gaps in order to continuously improve instruction and learning outcomes.<br>**Staff Responsible for Monitoring:** Principal and teacher<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**- Targeted Support Strategy** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** 7th AA (WIN Period) for Collegiate students will have students specifically grouped for math support, after school tutorials, and utilization of iReady or IXL will be provided for all students.<br>**Strategy's Expected Result/Impact:** Increase student learning by providing extra support for struggling students. Success will be demonstrated in assessments.<br>**Staff Responsible for Monitoring:** Principal and teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**- Targeted Support Strategy**<br>**Funding Sources:** - 199 - General Fund - ASP, - 211 - Title I, Part A | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** By May 2026, Collegiate Academy will work to improve passing standard in 8th grade Social Studies from 67% to at least 85%.

**HB3 Goal**

**Evaluation Data Sources:** Exploros assessments, Interim Assessments, CFAs, & teacher assessments, Lowman resources.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teacher will administer CFAs and unit assessments throughout the year following the district pacing guides. Teachers will participate in data analysis, disaggregation, and keep student data trackers up to date with each assessment.<br>**Strategy's Expected Result/Impact:** Identify student achievement and learning gaps in order to continuously improve instruction and learning outcomes.<br>**Staff Responsible for Monitoring:** Teachers and principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**- Targeted Support Strategy** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** 7th AA (WIN Period) for Collegiate students will have students specifically grouped for Social Studies support, after school tutorials, and utilization of platforms & Lowman resources.<br>**Strategy's Expected Result/Impact:** Increase student learning by providing extra support for struggling students. Success will be demonstrated in assessments.<br>**Staff Responsible for Monitoring:** Principal and teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**- Targeted Support Strategy**<br>**Funding Sources:** Lowman or STAAR Resources for Social Studies - 211 - Title I, Part A | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** By May 2026 , at least 80% of Collegiate 8th graders will be CCMR ready by passing all components of TSIA2.

**Evaluation Data Sources:** TSIA2 test results in Reading & Math

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide tutoring sessions to prepare students to be successful on TSIA2 Reading & Essay and Math test.<br>**Strategy's Expected Result/Impact:** Students will have met the CCMR requirements by passing all sections of TSIA2.<br>**Staff Responsible for Monitoring:** Teachers<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments<br>**Funding Sources:** TSIA Materials - 211 - Title I, Part A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide multiple opportunities for TSIA2 testing for all 8th grade Collegiate Academy students throughout the 2025-2026 school year.<br>**Strategy's Expected Result/Impact:** Students will successfully test in TSIA2 reading, essay, and math and be able to enroll in dual enrollment courses.<br>**Staff Responsible for Monitoring:** Principal, teachers, SBCISD higher ed coordinator | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 4:** The number of students in Grades 6-8 who will participate in UIL Academics as preparation for higher education will increase for the 2025-2026 school year as well as show success by placing in multiple events for Collegiate Academy this year.

**Evaluation Data Sources:** Practice Session Sign In Sheets, UIL Registration, UIL Awards Results

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Students will participate in at least 5-8 practice sessions throughout the Fall Semester and compete in at least 1 UIL Academic Event in January.<br>**Strategy's Expected Result/Impact:** Increase in student participation for the 2025-2026 school year from the previous year and multiple students will place for the campus.<br>**Staff Responsible for Monitoring:** UIL Coordinator, UIL Coaches | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Students who participate in the UIL Academics Competition will be recognized in a campus awards ceremony at the end of the season.<br>**Strategy's Expected Result/Impact:** Increase the number of students who are recruited and maintained as part of the UIL Academics Team for this school year and next school year. As well as increased effort in practices to work towards awards.<br>**Staff Responsible for Monitoring:** UIL Coordinator, UIL Coaches | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 5:** Collegiate Academy will promote a positive, safe, and drug free environment by conducting counseling lessons or presentations for students.

**Evaluation Data Sources:** Counseling Logs, Skyward Discipline Referrals, CIS, Branching Minds Contact Logs, Presentation Sign-In Sheets, Parent/Student Compact

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Counselor will provide necessary counseling lessons on drugs, safety, social/emotional needs for all students through the 2025-2026 school year. We will also provide presentations from various community or law enforcement agencies for students.<br>**Strategy's Expected Result/Impact:** Increased communication with students to improve/maintain compliance with programs & procedures.<br>**Staff Responsible for Monitoring:** Counselor, Principal, Teachers<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Campus counselor will monitor students that are recommended to seek help when student has communicated self harm with emphasis on following district protocol.<br>**Strategy's Expected Result/Impact:** Address students outcry immediately and provide support to child & parent. Will follow district procedures for suicide prevention and provide alternative materials & support for parents/students with outside contacts as needed.<br>**Staff Responsible for Monitoring:** All campus staff | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 6:** Increase security with personnel, drug detecting devices, and school safety trainings for all staff.

**Evaluation Data Sources:** Halo Vape Detectors in student bathrooms, incident reports, referrals, training sign in sheets

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Increase the safety of students by providing frequent walk throughs with campus security personnel and campus police officer.<br>**Strategy's Expected Result/Impact:** Increase safety for students and deter the use of Vapes in bathrooms<br>**Staff Responsible for Monitoring:** Principal, security, officer | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** For 2025-2026 school year, campus will set up walk throughs with the district K-9 to deter the use of illegal substances.<br>**Strategy's Expected Result/Impact:** There will not be any incidents reported of illegal drugs on campus.<br>**Staff Responsible for Monitoring:** Principal, security, officer. | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 7:** All students, staff, and community members will feel safe working and visiting Collegiate Academy.

**Evaluation Data Sources:** Raptor System & Administration Walk-Throughs of campus

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** 100% of visitors will be required to sign in through Raptor system & get used to processes and procedures of new location housed at MJMS.<br>**Strategy's Expected Result/Impact:** All visitors will be cleared before going into any school areas.<br>**Staff Responsible for Monitoring:** Security, office staff, police officer, administration<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Principal will maintain a safe & conducive learning environment for all students by monitoring campus pod and report campus needs for students & staff.<br>**Strategy's Expected Result/Impact:** Students & staff will be comfortable in their learning & working environment every day.<br>**Staff Responsible for Monitoring:** Principal, head custodian, teachers, secretary<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD will build a high-performing, compliant, and supportive workforce.

**Performance Objective 1:** Attendance will increase every quarter for Collegiate Academy from last year to meet the goals for the attendance incentive for 25-26 school year set forth by the district.

**Evaluation Data Sources:** PEIMS Attendance Reports & District Attendance Goals

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Principal, counselor, teachers, & PEIMS will monitor attendance and update students & parents by communicating attendance % throughout the quarter, bi-weekly. Will work to offer incentives to high achieving grade levels for attendance.<br>**Strategy's Expected Result/Impact:** Improve attendance and meet the goal every 9 weeks for the campus.<br>**Staff Responsible for Monitoring:** Principal, Counselor, PEIMS secretary<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Monitor individual student attendance. PEIMS & teachers will make contact with parents for excessive absences as well as district phone calls will go out for absences . Home visits will also be made as needed on individual basis.<br>**Strategy's Expected Result/Impact:** Improve attendance for individual students that may have excessive absences. Students will need to meet the 90% role for attendance to maintain enrollment at Collegiate Academy.<br>**Staff Responsible for Monitoring:** PEIMS, Teachers, FACE Representative.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD will build a high-performing, compliant, and supportive workforce.

**Performance Objective 2:** Attendance will increase every quarter for Greyhound Academy from last year to meet the goals for the attendance incentive for 24-25 school year set forth by the district: 1st Quarter- 98%, 2nd Quarter-95%, 3rd Quarter- 98%, 4th Quarter- 96%.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Principal , teachers & PEIMS will monitor attendance and update parents. Will post in class dojo monthly attendance to update parents on goals for quarterly attendance.<br>**Strategy's Expected Result/Impact:** Improve attendance to meet the 9 week attendance goals.<br>**Staff Responsible for Monitoring:** Principal, teachers, PEIMS<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Monitor individual student attendance. PEIMS & teachers will make contact with parents for excessive absences as well as district phone calls will go out for absences . The principal will also be contacting parents for students who excessively absent from their online classes or logging in late consistently.<br>**Strategy's Expected Result/Impact:** Improve overall attendance for individual students who are excessively absent.<br>**Staff Responsible for Monitoring:** Teachers, PEIMS, principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD will build a high-performing, compliant, and supportive workforce.

**Performance Objective 3:** Collegiate Academy will recruit, retain, and empower highly qualified faculty and staff by utilizing content specific questioning & demonstrations for interviews.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Job fair by district & campus postings will be available for vacancies.<br>**Strategy's Expected Result/Impact:** Vetting of professional staff that are well versed in content specific curriculum.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 5: Effective Instruction<br>**- Targeted Support Strategy** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide a mentor for all new hire teachers at the campus.<br>**Strategy's Expected Result/Impact:** Teachers working collaboratively to improve student outcomes.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD will build a high-performing, compliant, and supportive workforce.

**Performance Objective 4:** Quality professional development will be provided to 100% of instructional staff, thus ensuring student success.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teachers will be provided with opportunities to attend professional development workshops within the district (SBCISD), region (Region 1 ESC), and state workshops.<br>**Strategy's Expected Result/Impact:** Improved curriculum development and lesson delivery. Increased awareness of new technology and software.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Teachers will be well versed in content specific TEKS and YAG by attending TCMPC professional development as well as district required PD for support of TEKS & YAGs.<br>**Strategy's Expected Result/Impact:** Teachers will follow content YAGs, pacing, resources to demonstrate student achievement.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD will build a high-performing, compliant, and supportive workforce.

**Performance Objective 5:** All teachers will be trained in the Fundamental Five and use it as a foundation for academic success.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Staff will be provided with a copy of The Fundamental 5 book and professional development opportunities to understand the instructional practices discussed in the book.<br>**Strategy's Expected Result/Impact:** Teachers understanding the Powerwalk process and how it is designed to support teachers and lesson delivery with the ultimate goal of student mastery of content.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Teachers will utilize the critical writing piece of Fundamental 5 to support writing in all content areas.<br>**Strategy's Expected Result/Impact:** Increased writing scores across all content areas.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**- Targeted Support Strategy** | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** SBCISD will improve public relations, communications, and community engagement skills.

**Performance Objective 1:** Collegiate Academy will increase their engagement on social media platforms as well as Class Dojo to inform students, parents/ community, and staff of events or great things happening within the campus.

**Evaluation Data Sources:** Facebook, Campus Websites, Calendar of Events, Class Dojo

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Collegiate Academy will obtain a staff member to be the social media/ webmaster person to maintain campus website and meet the district requirements.<br>**Strategy's Expected Result/Impact:** Parents will be kept well informed as well as community members by an up-to-date campus website.<br>**Staff Responsible for Monitoring:** Principal & Campus Webmaster | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Collegiate Academy will work to maintain up-to-date information utilizing Class Dojo & calendar of events to keep parents informed of all school functions. Teachers will also support open lines of communications through Class Dojo for all parents.<br>**Strategy's Expected Result/Impact:** Parents will be kept well informed of student progress & campus functions.<br>**Staff Responsible for Monitoring:** Principal, Campus Webmaster, and Teachers | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** SBCISD will improve public relations, communications, and community engagement skills.

**Performance Objective 2:** Collegiate Academy will communicate with parents on a weekly basis to assist students and parents with campus needs and information.

**Evaluation Data Sources:** Increased parental involvement through FACE program.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Collegiate Academy will hold a minimum of 2 Title 1 meetings to notify parents of Title 1 program participation and to explain the program requirements, as well as parents rights to be involved in campus decision making.<br>**Strategy's Expected Result/Impact:** Parents will want to be more involved. Evidence will be included from Title 1 Meeting Agendas, meeting minutes, & sign in sheets.<br>**Staff Responsible for Monitoring:** Principal, FACE, and Site Based Committee | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Collegiate Academy teachers will make an increased effort to involve parents in their education needs through parent teacher conferences in person, online through Google Meets, or over the phone. Teachers will also communicate via Class Dojo.<br>**Strategy's Expected Result/Impact:** Improved communication and participation in students education throughout the year. Will be evident through logs on branching minds.<br>**Staff Responsible for Monitoring:** Teachers | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** SBCISD will improve public relations, communications, and community engagement skills.

**Performance Objective 3:** Collegiate Academy will collaborate across all school programs (Afterschool Program, Communities in Schools, Migrant, etc.) to ensure the success of all students through delivery of necessary information & materials. Collegiate Academy will also start a PTO for the 2025-2026 school year.

**Evaluation Data Sources:** School report card, Title 1 sign- in sheets, student progress reports & report cards, student assessment data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teachers will post academic and behavior comments on progress reports as well as report cards to keep parents informed of important progress for students. Progress reports will posted at 3 weeks, 6 weeks, & report cards at 9 weeks. Students will be reminded at each grading period the requirements for grades in order to maintain Collegiate Academy enrollment.<br>**Strategy's Expected Result/Impact:** Improved performance for students and keep parents well informed of child's progress. Conferences will take place as needed to support students.<br>**Staff Responsible for Monitoring:** Teachers and principal | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Parents will be notified of students assessment scores and made aware of tutorials through after school program. Parents will be given the opportunity to monitor grades and attendance through Parent Portal.<br>**Strategy's Expected Result/Impact:** Students will improve overall performance with grades and parents will maintain an open line of communication with teachers to stay involved in their child's progress and have conferences as needed.<br>**Staff Responsible for Monitoring:** Teachers, Principal, PEIMS | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** For the 2025-2026 school year, Collegiate Academy will start a PTO organization to involve staff, parents & community members in decisions of the campus , as well as provide support for campus needs.<br>**Strategy's Expected Result/Impact:** PTO will be established with officers & members. Campus needs will be met by PTO.<br>**Staff Responsible for Monitoring:** Principal & PTO Board Members | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 1:** By May 2026, Collegiate Academy will increase the percentage of economically disadvantaged students achieving "Meets or Masters Grade Level" on the Math STAAR by 10%.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** With the use of federal funds, funds will be allocated for the purchase of STAAR resources to help improve math & science scores by a minimum of 10%.<br>**Strategy's Expected Result/Impact:** Increased math & science scores by 10%.<br>**Staff Responsible for Monitoring:** Teachers, Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Funding Sources:** STAAR Resources - 211 - Title I, Part A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Through after school tutorials, before school tutorials, and Saturday intervention programs, students will receive support for math & science.<br>**Strategy's Expected Result/Impact:** Increased science & math scores by 10%, as well as teachers becoming well versed in new grade level content.<br>**Staff Responsible for Monitoring:** Teachers, principal<br><br>**Funding Sources:** - 211 - Title I, Part A, - 199 - General Fund - ASP | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 2:** To ensure compliance of bilingual funds, Collegiate Academy will manage and meet compliance of usage for bilingual funds to support the EB student population & ESL teachers, for the 2025-2026 school year.

**Evaluation Data Sources:** EB students will receive necessary resources and show growth

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** 90% of EB students will show one proficiency level of growth on TELPAS or meet reclassification status.<br>**Strategy's Expected Result/Impact:** Purchase of EB instructional materials & classroom materials will provide support for growth/reclassification.<br>**Staff Responsible for Monitoring:** Teachers, Principal<br><br>**ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Funding Sources:** - 199 - General Fund - 25 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Host conference meetings to increase family engagement and understanding of TELPAS, LPAC, and academic goals.<br>**Strategy's Expected Result/Impact:** EB students will improve in academic performance & TELPAS.<br>**Staff Responsible for Monitoring:** Teacher & Parent<br><br>**ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Funding Sources:** - 199 - General Fund - 25 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 3:** Collegiate Academy will create and sustain a PTO for the 2025-2026 school year that will provide support to the campus and student needs.

**Evaluation Data Sources:** PTO reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Once PTO is established and account created, PTO will create fundraisers to help support campus & student needs.<br>**Strategy's Expected Result/Impact:** PTO financial reports will be given on a monthly basis at meetings. List of item needs will start being purchased based on funds.<br>**Staff Responsible for Monitoring:** Principal, Campus Staff, PTO Board/Members | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** PTO will establish guidelines in bylaws for purchasing, while also following district processes/procedures and PTO handbook. This will facilitate a safe & equitable purchasing power for the newly established PTO.<br>**Strategy's Expected Result/Impact:** Campus needs will be discussed & fundraisers done to provide support the needs.<br>**Staff Responsible for Monitoring:** Principal, Campus Staff, PTO Board/Members | | | | |

 No Progress Accomplished Continue/Modify Discontinue

# San Benito Consolidated Independent School District

# Dr. C.M. Cash Elementary School

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

**Dr. C.M. Cash Elementary strives to best serve the community by fostering endless opportunities for scholars to learn, grow, and achieve success.**

# Vision

**Dr. C.M. Cash Elementary provides the highest quality education exemplified by a high degree of real-world and academic readiness of all scholars served.**

# Value Statement

**Dr. C.M. Cash Elementary is committed to providing a safe, supportive, and equitable learning environment where scholars and staff alike lead by example demonstrating dedication, respect, collaboration, accountability for academic excellence, stewardship of resources and honesty.**

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# Goals

**Goal 1:** SBCISD/Dr. C.M. Cash Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 1:** By June 2025, 90% of all scholars in 3rd - 5th grades will meet the minimum approaches level in all areas of STAAR assessment and 60% at the Meets level.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reports for grade 3-5
STAAR Interim Assessments
HMH modules
NWEA Map Assessments
iReady Assessments
Bluebonnet Math Module Assessments
Formative and Summative Assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide intensive, systematic, research-based accelerated instruction in the content areas for identified at-risk students.<br>**Strategy's Expected Result/Impact:** 90% of at-risk students will meet established standards on the state standards<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>RTI Teacher<br>3-5th Grade Teachers<br>Special Education Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Prekindergarten will implement the Three Cheers Curriculum and Heggerty which focuses on phonemic awareness, sight words, letter-sound correspondence, print awareness, vocabulary, comprehension, and math skills.<br>**Strategy's Expected Result/Impact:** 90% of students will be developed in all areas of CLI Engage by the end of the year.<br>CLI Engage reports will be reviewed to monitor progress.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>RTI Teacher<br>Teachers<br>Teacher Assistants<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Provide supplemental HQIM instructional materials, equipment, instructional support, technology hardware/ software, and peripherals to facilitate academic improvement in content areas.<br>**Strategy's Expected Result/Impact:** 90% of all students will meet established standards on the state/local assessments.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Campus Technician<br>Librarian<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Teachers will analyze data reports including formative assessments, mClass, CIRCLE, Amplify diagnostic assessment,Bluebonnet Module Assessments, MAP data, iReady, Unique Learning, K12 Summit BM data, Campus/District Benchmarks,STAAR and TELPAS data in order to identify students' strengths and weaknesses.<br>**Strategy's Expected Result/Impact:** Increased levels of performance in Reading, Math and Science for all students.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Teachers<br>RTI Teacher<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Promote the use of instructional platforms such as iReady, Writable, AofL Educator Center, Flocabulary, HMH ED, ClassKick , Accelerated Reader, K12 Summit, Lone Star Learning, Boost (Amplify) to support classroom instructional delivery and target scholar instructional needs.<br>**Strategy's Expected Result/Impact:** Improved usage of digital platforms to support grade level instruction.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>RTI Teacher<br>Teachers<br>Librarian<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Dr. C.M. Cash Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** Special Populations will achieve academic success by showing school progress on NWEA MAP, iReady diagnostic assessments, and growth from the previous school year in STAAR and TELPAS.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Reports grade 3-5
TELPAS Reports grade 2-5
IEP and Progress Reports
MAP K-5
iReady

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Migrant teacher will provide instructional support to all identified migrant students including, but not limited to, priority of services students.<br>**Strategy's Expected Result/Impact:** 90% of migrant scholars will meet the following:<br>Be promoted to the next grade level<br>Show growth in the STAAR assessment from previous year<br>Score at the Average to High Average range in the End of year MAP assessment & iReady<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Campus Migrant Coordinator<br>Migrant Teacher<br>Counselor<br>Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Bilingual teachers will implement and embed ELPS by utilizing sheltered instructional strategies and instructional materials to support K-12 summit implementation, and provide multiple opportunities for scholars to develop in the four domains of listening, speaking, reading and writing.<br>**Strategy's Expected Result/Impact:** 70% of EBs will meet the passing standard of STAAR assessment<br>EBs will show an increase on the TELPAS composite score or Maintain Advance High Rating<br>**Staff Responsible for Monitoring:** Principal<br>Bilingual Coordinator<br>Teachers<br>LPAC Lead Teacher<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** RTI teacher and classroom teachers will provide intensive instruction and after school tutoring for students at risk of failing or performing below grade level. Parents will be notified of child's benchmark scores and interventions.<br>**Strategy's Expected Result/Impact:** Students are expected to show growth as per progress measure, Amplify, MAP, iReady<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>RTI Teacher<br>Teachers<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Students receiving Special Education services through resource, inclusion or unit will receive targeted instructional support aligned to their IEP during the school day and tutorials.<br>**Strategy's Expected Result/Impact:** Students receiving special education will show growth in the STAAR assessment from previous year.<br>Students receiving special education will know how to utilize supplemental aids and embedded supports to their advantage.<br>Students receiving special education will show gradual improvement in both Amplify, MAP, iReady, and ULS as tested in the BOY, MOY and EOY.<br>**Staff Responsible for Monitoring:** Special Education Teachers<br>RTI Teacher<br>Principal<br>Assistant Principal<br>General Education Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Gifted and Talented students will receive specialized instruction by GT Certified teachers, Counselor and Librarian with appropriately challenging, rigorous, enriching activities including research, and field trips.<br>**Strategy's Expected Result/Impact:** TPSP Projects<br>GT Teacher Certificates<br>Field Trip-Learning Experiences<br>Pull out Program<br>Stewardship School Wide Projects<br>GT Family Informational Meetings<br>**Staff Responsible for Monitoring:** Principal<br>GT Coordinator<br>Teachers<br>Librarian<br><br>**ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Dr. C.M. Cash Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** By May 2026, 85% of all scholars in Kinder - 5th grades will score at or above the 41 percentile on the NWEA MAP & iReady diagnostic assessment.

**HB3 Goal**

**Evaluation Data Sources:** MAP end of year reports
iReady
Lesson Plans
Data Driven Instructional Plans

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Kinder to 5th grade teachers will analyze data and provide targeted instruction based on individualized learning needs.<br>**Strategy's Expected Result/Impact:** Attainment of project student goal<br>Attainment of HB3 Goals<br>Differentiation<br>**Staff Responsible for Monitoring:** Teachers<br>RTI Teacher<br>Administrators | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Teachers will provide flexible small group instruction in both reading and math during Tier I to meet the needs of their scholars.<br>**Strategy's Expected Result/Impact:** Attainment of projected student goal<br>Differentiation<br>Attainment of HB3 Goals<br>**Staff Responsible for Monitoring:** Teachers<br>RTI Teachers<br>Administrators | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/Dr. C.M. Cash Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 4:** By May 2026, 90% of scholars in Pre-Kindergarten will score on grade level by the end of the school year CLI Engage Circle assessment

**HB3 Goal**

**Evaluation Data Sources:** CIRCLE end of year reports
Lesson Plans
Data Driven Instructional Plans

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teachers will provide targeted small group instruction to teach prekinder guidelines and build reading language arts and mathematics development.<br>**Strategy's Expected Result/Impact:** Attainment of projected student goal<br>Attainment of HB3 goal<br>**Staff Responsible for Monitoring:** Teacher<br>RTI Teacher<br>Administrators | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/Dr. C.M. Cash Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 5:** SBCISD/Dr. C.M. Cash Elementary School will work to increase staff and student attendance by 3% by the end of the 2025-2026 school year by providing a safe learning environment in support of higher educational achievement.

**Evaluation Data Sources:** ADA
Campus Tracker
Classroom Trackers

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement attendance comprehension plan and targeted outreach and communication with families to address barriers of attendance, and provide professional development for staff on early intervention strategies.<br>**Strategy's Expected Result/Impact:** Monitoring attendance data closely and involving students, staff, and families in creating a supportive environment will be essential to sustaining improvements and achieving the desired increase by the end of the 2025-2026 school year.<br>**Staff Responsible for Monitoring:** Administration<br>PEIMS<br>RTI<br>Counselor<br>Parent Laison<br>Teachers<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Implement a positive attedance incentive program for students and staff, including reconginition awards, monthly celebrations, and classroom competitions for improved attendance.<br>**Strategy's Expected Result/Impact:** Higher Attendance Rates that contribute to improved instructional time and academic achievement.<br>**Staff Responsible for Monitoring:** Administration<br>PEIMS<br>Secretary<br>Counselor<br>RTI<br>Parent Laison<br>Teachers | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Dr. C.M. Cash Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 6:** Develop College and Career readiness knowledge and skills through college campus visits/educational/cultural field trips for all scholars.

**Evaluation Data Sources:** Student Surveys
Career Day
Field Trips
Career & Technology Education Pathways

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement College & Career Weeks to showcase different professions and post secondary options.<br>**Strategy's Expected Result/Impact:** Increase student exposure to a variety of carreer paths and post secondary opportunities.<br>**Staff Responsible for Monitoring:** Counselor<br>Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Visit College and Career centers/universities to develop an early awareness and experience real world environments that connect academic learning to post secondary pathways.<br>**Strategy's Expected Result/Impact:** Early Exposure, Foster Excitement, and Curisoity about future options, helps students visualize themselvs in college or career settings.<br>**Staff Responsible for Monitoring:** Administration<br>Counselor<br>Teachers | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD/Dr. C.M. Cash will build a high-performing, compliant, and supportive workforce.

**Performance Objective 1:** By May 2026 Dr. Cash will strengthen teacher instructional capacity and compliant practices fostering a positive and inclusive workplace culture.

**Evaluation Data Sources:** Professional development feedback
Recruit, Support, and retain Teachers and Principals

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide professional development to address specific content areas of need including special populations such as At-Risk, Dyslexia, SpEd, 504, GT, Migrant, and EBs.<br>**Strategy's Expected Result/Impact:** In-depth training will allow teachers to improve instructional delivery and build capacity.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>RTI Teacher<br>Special Education Teachers<br>Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Staff will complete Safe Schools' required modules. Staff will also be trained in STOP IT Anti-Bullying, Stop it! app., Safety, Response to Crisis, Eduphoria, T-TESS, RTI, Esped, and Skyward Grade book.<br>**Strategy's Expected Result/Impact:** Staff will become knowledgeable with programs in order to fulfill their daily responsibilities.<br>**Staff Responsible for Monitoring:** All SBCISD employees<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Teachers will attend Bilingual professional development to stay up to date with ELPS and best practices to support Emergent Bilingual scholars.<br>**Strategy's Expected Result/Impact:** Bilingual teachers will understand Bilingual Education mandates and implement them accordingly.<br>Bilingual teachers will understand TELPAS assessment updates and purposefully plan to support learners in the 4 domains.<br>**Staff Responsible for Monitoring:** Bilingual Coordinator<br>LPAC Lead Teacher<br>Bilingual Teachers | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Teachers will actively participate in Professional Learning Communities, Instructional Faculty Meetings, Data Meetings, Vertical Alignment Teams and Common Planning with their teams in order to target specific grade level needs and enhance instructional delivery.<br>**Strategy's Expected Result/Impact:** Campus instructional goals will be monitored, evidence of student achievement through campus/district assessment scores, and develop staff capacity through collaboration.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>RTI Teacher<br>Teachers | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Staff will be trained on the Fundamental 5 and the Lead4ward play list with focus on high-yield strategies for academic achievement.<br>**Strategy's Expected Result/Impact:** Use of formative assessment to adjust instruction in real-time and monitor student learning.<br>Quality instruction with high level questioning that builds conceptual learning.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>RTI Teacher<br>Teachers<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD/Dr. C.M. Cash will build a high-performing, compliant, and supportive workforce.

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

**Evaluation Data Sources:** SBEC Certification Records

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals.<br>**Staff Responsible for Monitoring:** Principal<br><br>**ESF Levers:**<br>Lever 2: Strategic Staffing | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD/Dr. C.M. Cash will build a high-performing, compliant, and supportive workforce.

**Performance Objective 3:** Support new teacher for growth and development.

**Evaluation Data Sources:** TTESS Evalutions

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** All new teachers will be provided a teacher mentor, opportunities to observe other teachers on campus, and participate in new teacher orientations as per district.<br>**Strategy's Expected Result/Impact:** Build best practices<br>Professional network<br>Student and teacher success<br>**Staff Responsible for Monitoring:** Teachers<br>Administrators<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Debrief observations with actionable feedback, clear models, and opportunities to move to student centered focus.<br>**Strategy's Expected Result/Impact:** Building Capacity<br>**Staff Responsible for Monitoring:** Administrators<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** SBCISD/Dr. C.M. Cash Elementary will improve public relations, communications, and community engagement skills.

**Performance Objective 1:** By May 2026, 90% of all scholars' parents will participate in at least one school sponsored academic/community/district activity to increase parent involvement.

**Evaluation Data Sources:** Parent Surveys
Sign In Sheets
Phone Logs

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Dr. Cash Elementary will coordinate a Fall/Spring Open House, monthly grade level lunch and learn luncheons, holiday performances, school-wide picnics for parents to attend, PTO Meetings, district, and community events.<br>**Strategy's Expected Result/Impact:** Parents will be able to see their children perform, become informed of the activities and programs being offered to scholars.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Counselors<br>Teachers<br>Parent Laison | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Dr. Cash will hold monthly Family Events sponsored by the campus ACE After School Program to bring families together.<br>**Strategy's Expected Result/Impact:** These gatherings are designed to foster community spirit and strengthen the bonds between families, scholars, and the school.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>ACE Campus Coordinator | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** SBCISD/Dr. C.M. Cash Elementary will improve public relations, communications, and community engagement skills.

**Performance Objective 2:** By May 2026, Dr. C.M. Cash will promote and increase parental involvement to help enhance each scholar's social, emotional and academic well being.

**Evaluation Data Sources:** Documented Volunteer Hours
Parent Contact Logs
Sign In Sheets

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Use social media, monthly calendars, Class Dojo, Facebook, and flyers to communicate school sponsored events. Encourage school staff to share information with scholars and parents.<br>**Strategy's Expected Result/Impact:** More community members will become involved in the school and parent center.<br>Increase CKH Survey Participation<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Parent Laison<br>Campus Technology Representative | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Present weekly and monthly at our FACE Parent Center facility to build awareness of school, district, community resources, and relevant topics.<br>**Strategy's Expected Result/Impact:** Increase parent awareness and community supports to increase the well-being of our scholars.<br>**Staff Responsible for Monitoring:** Parent Specialist<br>Counselors<br>Officer<br>Nurse<br>RTI<br>Principal<br>Assistant Principal | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** SBCISD/Dr. C.M. Cash Elementary will improve public relations, communications, and community engagement skills.

**Performance Objective 3:** By May 2026, Dr. Cash Elementary will increase positive media coverage and social media presence to highlight student achievements, teacher excellence, and school initiatives.

**Evaluation Data Sources:** Campus Social Media Representative, Classroom Teachers, Administrators

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Social Media Campaigns: Maintain active social media accounts that share student projects, classroom highlights, and school events.<br>**Strategy's Expected Result/Impact:** Increased public awareness of school successes and programs.<br>Enhanced reputation of the school within the community.<br>Boosted student, parent, and staff pride in the school.<br>**Staff Responsible for Monitoring:** Campus Social Media Representative, Classroom Teachers, Administrators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SBCISD/Dr. C.M Cash will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability by the end of 2026 school year.

**Performance Objective 1:** Federal Programs: To ensure compliance and fiscal responsibility and that Federal funds are being used to target improvement in student achievement, Dr. C.M. Cash ensure compliance of federal funds and federal and state requirements to stay current with federal, state, and local procedures.

**Evaluation Data Sources:** CIP, Budget Review, Required Field Trip forms for documenting Federal Funds use

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** To ensure all the needs of Dr. C.M. Cash students are being met for student achievement, Dr. Cash will allocate federal funds for activities to raise student achievement such as Field Trips, Technology, Instructional Resources, Instructional Technology platforms, Instructional Materials, and other technology resources to encapsulate an enhance the learning.<br>**Strategy's Expected Result/Impact:** Increase in STAAR Scores, NWEA Scores, Amplify Scores and I-READY Scores.<br>**Staff Responsible for Monitoring:** Principal, Assisant Principal, Teachers, RtI Teachers | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

# San Benito Consolidated Independent School District

# Dr. Raul Garza, Jr. STEAM Academy

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

****It is the mission of Dr. Raul Garza, Jr. STEAM Academy to provide a positive and nurturing environment along with a challenging curriculum that affords every student the opportunity to acquire academic and social skills required to mold them into responsible and productive lifelong learners*****

# Vision

****Our vision is to create a learning environment that elicits wonder, creativity, and innovation through an emphasis in Science, Technology, Engineering, Arts, and Mathematics to empower and prepare our students to become leaders of a greater tomorrow.****

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# Goals

**Goal 1:** SBCISD/ Dr. Raul Garza Jr. STEAM Academy will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 1:** By May 2026, 90% (campus) of all students, with a concentrated effort on all special populations (ELL, Migrant, Special Education and GT) , will meet established standards on the state assessments.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Results

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Kindergarten through 2nd grade teachers will provide a minimum of 90 minutes of uninterrupted daily instructional time with 3 - 4 flexible groups, each focusing on phonemic awareness, phonics, vocabulary development, reading fluency, and comprehension development using the state adopted reading curriculum, Amplify and Progress Learning respectively.<br>**Strategy's Expected Result/Impact:** An increase in students' performance on Amplify, NWEA and District level assessments.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, and Teacher Assistants<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Funding Sources:** - 211 - Title I, Part A, - 199 - State Compensatory Education (SCE), - 211 - Title I, Part A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Teachers will engage students in differentiated instructional strategies to support learning through the use of academic vocabulary word walls, sight vocabulary through exposure to Fry words, accelerated reader to monitor reading comprehension and Blast Off to monitor fluency, phonics readers to reinforce sounds, fluency probes for fluency and comprehension, and the incorporation of comprehension skills throughout the curriculum with emphasis on reading skills upon return to face to face instruction.<br>**Strategy's Expected Result/Impact:** Increased levels in AR Reading Scores and number of books read per six weeks.<br><br>Increased levels of performance in phonemic awareness, phonics skills, vocabulary, fluency and reading comprehension.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, and Teacher Assistants<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Funding Sources:** - 211 - Title I, Part A, - 199 - State Compensatory Education (SCE) | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Students in 3rd-5th grade will engage in a TEKS based curriculum lessons that are supported with HMH & SAAVAS. Teachers will use the TEKS Resource System as resource to develop lesson plans in order to master grade level TEKS by following the YAG and timelines for Reading, Math, Writing, Science, and Social Studies<br>**Strategy's Expected Result/Impact:** Summative- Increased scores on Campus and District Benchmarks, STAAR Results, Weekly Assessments<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, and Teacher Assistants<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**Funding Sources:** - 211 - Title I, Part A | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/ Dr. Raul Garza Jr. STEAM Academy will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** 100% of students will have access to instructional technology in the classroom on a daily basis throughout the 2025-2026 school year.

**Evaluation Data Sources:** Technology contract report to ensure each student has access to a device.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teachers will use technology in the classroom to support both teaching and learning. Students will use computers and iPads to log in to Amplify, Progress Learning, Writable, HMH Ed, Nearpod, Flipgrid, Classkick, Education Galaxy, Robotify and other technologies to reinforce TEKS in their daily lessons.<br>**Strategy's Expected Result/Impact:** An increase in students' ability index score and the number of students in TIER I based on Istation Test Results, CIRCLE, TX-KEA, TPRI<br><br>An increase in student performance scores on Weekly Assessments, Campus and District Benchmarks, and STAAR<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, and Teacher Assistants<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**Funding Sources:** - 211 - Title I, Part A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Teachers and staff will report any non working equipment to administrators to ensure they have working equipment at all times. Teachers will also submit tickets for any equipment not properly working.<br>**Strategy's Expected Result/Impact:** Working technology in classrooms<br>Technology Tickets<br>**Staff Responsible for Monitoring:** Classroom Teachers<br>campus Tech Rep<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**Funding Sources:** - 199 - General Fund | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/ Dr. Raul Garza Jr. STEAM Academy will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** Students in Pk- 5th will have a basic understanding of being college and career ready. Students will visit at least one college or university by the time they reach 5th grade.

**Evaluation Data Sources:** Career Day Activities
College Day Activities
College and Career Spirit Week
College Shirt Thursday

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** School counselor will coordinate field lessons to institutions of higher education.<br>**Strategy's Expected Result/Impact:** Students will aspire to continue their education after high school and be motivated to meet their academic requirements.<br>**Staff Responsible for Monitoring:** Campus Principal<br>District counselor<br>Counselor<br>Classroom Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** School counselor will coordinate a Career Day for students in PK3-5th Grade to promote college and career exploration and organize a College and Career Awareness Week.<br>**Strategy's Expected Result/Impact:** Students will aspire to continue their education after high school and be motivated to meet their academic requirements.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/ Dr. Raul Garza Jr. STEAM Academy will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 4:** During the 2025-2026 school year, counselor will implement developmentally appropriate Child Abuse Prevention guidance activities for all PK-5th grade students and provide responsive support services to any student who discloses concerns related to child abuse and has provided consent for counseling services.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The counselor will provide timely, confidential support to students who disclose abuse and coordinate with families and appropriate agencies to ensure safety.<br>**Strategy's Expected Result/Impact:** Students who disclose concerns and have provided consent for counseling services will receive immediate support and guidance,<br>ensuring their safety and emotional well-being. Students will feel supported and protected, fostering trust in school staff and promoting a safer, more responsive school environment.<br>**Staff Responsible for Monitoring:** Counselor, Administration | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Coordinate with local child safety professionals or law enforcement personnel to deliver developmentally appropriate presentations on personal safety to students<br>**Strategy's Expected Result/Impact:** Students will gain a deeper understanding of personal safety, recognize potential risks, and know how to respond appropriately in unsafe situations.<br>Students will be better equipped to protect themselves and others, strengthening overall school safety and fostering trust between students and community safety professionals<br>**Staff Responsible for Monitoring:** Counselor, Administration | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD/ Dr. Raul Garza Jr. STEAM Academy will build a high-performing, compliant, and supportive workforce.

**Performance Objective 1:** Quality professional development will be provided to all instructional staff thus ensuring teacher and student success.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teachers will attend staff development in the areas of differentiated instruction, TEKS resource system, STEM instruction, writing instruction, and special education, gifted and talented, bilingual education, and special programs in order to better serve our student population and increase student achievement.<br>**Strategy's Expected Result/Impact:** STAAR scores<br>CIRLCE, Amplify results<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** The campus will build and maintain a positive school culture through activities that promote high morale, including team building activities through faculty meetings and PD designated days.<br>**Strategy's Expected Result/Impact:** Surveys: A safe and positive environment to help retain staff.<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Teachers will participate in Professional Learning Communities, Instructional Faculty Meetings, and Vertical Team meetings to enhance quality of instruction.<br>**Strategy's Expected Result/Impact:** Increased networking between teachers<br>increased student performance<br>**Staff Responsible for Monitoring:** Classroom Teachers<br>Principal<br>Assistant Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD/ Dr. Raul Garza Jr. STEAM Academy will build a high-performing, compliant, and supportive workforce.

**Performance Objective 2:** By June 2026, 100% of all teachers including area of specialty (fine arts, librarian, counselor, p.e. coach) will attend staff development that focuses on the areas of math, reading, writing, science, rigor, TEKS, TRS, and best practices in specialty areas towards the differentiation of instruction for all learners.

**Evaluation Data Sources:** Surveys, Feedback, Sign In Sheets,

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teachers will actively engage in professional development activities to integrate into their daily instruction including, but not limited to ESL strategies, STAAR strategies, Early intervention strategies, TEKS, TELPAS testing, Special populations cluster meetings, TMEA conference, technology conference, TRS training, PBL, Saxon Phonics, Heggerty (K - 2nd), Writable, HMH Ed, Amplify, SAAVAS, Progress Learning, etc.<br>**Strategy's Expected Result/Impact:** Teachers are expected to acquire the training needed to enhance their teaching skills in order for students to be successful on STAAR, Amplify, NWEA, CIRCLE and end of year testing.<br>**Staff Responsible for Monitoring:** Administrators<br>Classroom Teachers<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** All teachers teaching Gifted and Talented students will have their 30 hours of GT training plus their 6 hour update. Administrators and GT Coordinator will also receive a 6 hour update.<br>**Strategy's Expected Result/Impact:** All teacher teaching GT students will have their certification<br>**Staff Responsible for Monitoring:** GT Coordinator<br>Administrators<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Based on teacher goals, staff development will be aligned to teacher self assessment and goals to meet individual and grade level needs.<br>**Strategy's Expected Result/Impact:** Teacher professional growth, thus student performance will increase.<br>**Staff Responsible for Monitoring:** Administrative Staff<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD/ Dr. Raul Garza Jr. STEAM Academy will build a high-performing, compliant, and supportive workforce.

**Performance Objective 3:** Teachers and support staff will be able to observe teachers within the campus, district and outside district to enhance instruction to ensure student success.

**Evaluation Data Sources:** Campus led observations, Coordination with campus principals on inter-campus observations

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Inter-district observations<br>**Strategy's Expected Result/Impact:** Improve teacher performance<br>Improved scores on NWEA, AMPLIFY. CLI, STAAR,<br>TTESS<br>Walkthoughs<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>RTI | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** SBCISD/ Dr. Raul Garza Jr. STEAM Academy will improve public relations, communications, and community engagement skills.

**Performance Objective 1:** By May 2026, campus will improve on intentional communication efforts with parents to keep parents well informed of events. Campus will utilize Facebook and increased participation on Class Dojo by campus administration.

**Evaluation Data Sources:** Usage reports from platforms to monitor activity and participation.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Students in K - 5th grade will create a project during the second semester based on a unit of study.<br>**Strategy's Expected Result/Impact:** Completed Projects<br>**Staff Responsible for Monitoring:** Teachers<br>Principal<br>Assistant Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>- | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Students will explore different career paths and universities through weekly counseling sessions.<br>**Strategy's Expected Result/Impact:** Students will be able to select their Career Choice<br>**Staff Responsible for Monitoring:** Teachers<br>Administrators<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** SBCISD/ Dr. Raul Garza Jr. STEAM Academy will improve public relations, communications, and community engagement skills.

**Performance Objective 2:** Students will have the opportunity to listen to speakers from higher education, including students at the high school level, college professors, and community professionals in order to widen their perspectives on college and career requirements. Stakeholders will participate in at least one school sponsored academic/community/district activity to increase parent involvement participation.

**Evaluation Data Sources:** Raptor Sign In Sheets
Agendas for Presentations
Google Meet recording of visit, if applicable

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Career day will be held the 1st week of May and students will have the opportunity to visit different sessions and learn careers, their requirements and roles and responsibilities.<br>**Strategy's Expected Result/Impact:** Survey<br>Students will create a Thinking Map based on the knowledge they gained from the presentation<br>**Staff Responsible for Monitoring:** Counselor<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** SBCISD/ Dr. Raul Garza Jr. STEAM Academy will improve public relations, communications, and community engagement skills.

**Performance Objective 3:** By May 2026, the school will host at least two festivals, one per semester to benefit our PTO. These events are community outreach events in which all stakeholders are invited to participate and see district-wide performances from our students.

**Evaluation Data Sources:** KSBG coverage
Facebook/Dojo posts

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** All stakeholders will be invited to parental involvement activities, including Kinder graduation, PK-5th Grade Awards assemblies, PTO meetings, board meetings, Campus Grade Level Luncheons and district and community events<br>**Strategy's Expected Result/Impact:** Increase parental involvement for parents by increased participation in school activities.<br>**Staff Responsible for Monitoring:** Principal<br>Teachers | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** SBCISD/ Dr. Raul Garza Jr. STEAM Academy will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 1:** Dr. Raul Garza Jr. STEAM Academy will ensure compliance of with all federal and state requirements to stay current with federal, state and local and procedures to ensure compliance and fiscal responsibility are being used to target improvement in student achievement

**Evaluation Data Sources:** CIP, Budget Review
Field Trip forms for documenting Federal Funds

# San Benito Consolidated Independent School District

# Ed Downs Elementary School

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

**Our mission is to provide students with a safe and supportive environment grounded on a quality education that inspires artistic creativity, social emotional growth, and academic excellence.**

# Vision

Ed Downs Fine Arts Academy empowers students to be caring, confident, and creative individuals who love learning.

# Value Statement

**P**ositive Attitude

**R**espect

**I**ntegrity

**D**edication

**E**xpectations of Excellence

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# Goals

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 1:** By the end of the 2025-2026 school year, Ed Downs Fine Arts Academy will increase the percentage of 5th grade students achieving Meets and Masters on the STAAR Science assessment by 10% through inquiry-based learning and targeted interventions.

**Evaluation Data Sources:** STAAR Data, MAP NWEA

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement hands-on lab experiences and STEM projects that connect to real-world applications using the HMH curriculum.<br>**Strategy's Expected Result/Impact:** Increased scores on CFA's, STAAR interim, and EOY STAAR assessments<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Teachers<br><br>**ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Implement a Science Lab rotation schedule so every student receives consistent inquiry-based lab experiences at least once per week.<br>**Strategy's Expected Result/Impact:** Increased scores on CFA's, STAAR interim, and EOY STAAR assessments<br>**Staff Responsible for Monitoring:** principal, assistant principal, teachers, science stem lab manager<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** By May 2026, Ed Downs Fine Arts Academy will increase the percentage of students achieving Meets and Masters on the STAAR Math assessment by 10%, as measured through STAAR and Bluebonnet assessment data, by strengthening fact fluency, problem-solving, and targeted reteach.

**Evaluation Data Sources:** STAAR Data, MAP NWEA, Bluebonnet

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Monitor progress with Bluebonnet checkpoints, common assessments, and teacher walkthroughs to ensure reteach plans are executed effectively.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, and teachers<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide fact fluency practice campus-wide (daily number talks, math fluency games, i-Ready targeted lessons) with progress tracked on student data walls.<br>**Strategy's Expected Result/Impact:** Increased scores on CFA's, STAAR interim, and EOY STAAR assessments<br>**Staff Responsible for Monitoring:** principal, assistant principal, teachers<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** By the end of the 2025-2026 school year, Ed Downs Fine Arts Academy will ensure a safe, secure, and supportive learning environment by achieving 100% compliance in all safety drills and emergency protocols, while also increasing student and staff awareness of safety procedures through training and communication

**Evaluation Data Sources:** Documentation on Raptor of completed drills, Safety Audits

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Conduct all state- and district-mandated drills (fire, secure/lockout, lockdown, shelter-in-place) with fidelity and document compliance.<br>**Strategy's Expected Result/Impact:** Students and staff will be knowledgeable in the drills and procedures.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal,<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Strengthen communication with parents by notifying families of drill weeks and reinforcing safety expectations at home.<br>**Strategy's Expected Result/Impact:** Parent involvement and communication with students of drills<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 4:** By May 2026, Ed Downs Fine Arts Academy teachers will strengthen literacy instruction through consistent PLC collaboration, writing calibration, and intervention planning, resulting in a 10% increase in RLA Meets/Masters.

**Evaluation Data Sources:** STAAR Data, MAP NWEA,

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide structured PLC time for lesson internalization, data talks, and reteach planning using assessments i-Ready results.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, & Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD will build a high-performing, compliant, and supportive workforce.

**Performance Objective 1:** By May 2026, Ed Downs Fine Arts Academy will strengthen teacher instructional capacity and compliance practices, ensuring 100% staff participation in PLCs.

**Evaluation Data Sources:** Staff attendance surveys, PLC forms, feedback

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement weekly PLCs focused on lesson planning, data analysis, and reteach strategies.<br>**Strategy's Expected Result/Impact:** Increased student achievement and increased assessment scores<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Teacher<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide administrative and instructional support during PLCs to guide data conversations and ensure alignment to TEKS and CIP goals.<br>**Strategy's Expected Result/Impact:** Increased student achievement and increased assessment scores<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Teacher<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Use PLC minutes, student data trackers, and walkthrough evidence to monitor impact and follow through.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal and teachers<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD will build a high-performing, compliant, and supportive workforce.

**Performance Objective 2:** Professional development will be provided to all teaching staff to improve instructional practices.

**Evaluation Data Sources:** staff surveys, surveys, and feedback

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Campus will provide professional development on special populations and how to meet their needs.<br>**Strategy's Expected Result/Impact:** Training will result in academic success among special populations<br>**Staff Responsible for Monitoring:** principal, assistant principal, teacher, and diagnostician<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide job-embedded coaching cycles where administrators and instructional coaches model lessons, co-teach, and debrief with staff.<br>**Strategy's Expected Result/Impact:** Training will result in academic success among all students<br>**Staff Responsible for Monitoring:** principal, assistant principal, teachers<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** SBCISD will improve public relations, communications, and community engagement skills.

**Performance Objective 1:** By the end of the 2025-2026 school year, Ed Downs Fine Arts Academy will increase family and community engagement by 10%, as measured by participation in school events, PTO initiatives, and campus surveys, through consistent communication and partnership opportunities.

**Evaluation Data Sources:** PTO committees, FACE parental involvement, surveys, etc.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide timely and transparent communication through ClassDojo, social media, newsletters, and parent meetings.<br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Ed Downs Fine Arts Academy will host open house to promote collaboration among schools and families.<br>**Strategy's Expected Result/Impact:** sign in sheets<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, FACE Specialist,<br>**ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Collect and review parent/community feedback via surveys and sign-in sheets to guide improvements in communication and outreach.<br>**Strategy's Expected Result/Impact:** surveys<br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 1:** By the end of the 2025-2026 school, Ed Downs Fine Arts Academy will ensure 100% of campus budget and resources are allocated and documented transparently to directly support instructional priorities such as our Title IV funds (fine arts program).

**Evaluation Data Sources:** Federal funding budgets

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Align budget planning with campus improvement plan (CIP) goals to prioritize instruction, fine arts, and student needs.<br>**Strategy's Expected Result/Impact:** Budget allocations will directly reflect CIP goals, with resources earmarked for core instruction, fine arts integration, Strengthens academic achievement and fine arts programming<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Secretary<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

# San Benito Consolidated Independent School District

# Frank Roberts Elementary School

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

*Frank Roberts Elementary empowers every student to reach their fullest potential and be prepared for college, career, and/or service.*

# Vision

Empowering all students to achieve excellence today and succeed in the world tomorrow.

# Value Statement

***Frank Roberts Elementary 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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# Goals

**Goal 1:** SBCISD /Frank Roberts Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 1:** Academic Growth

By the end of the 2025-2026 school year, at least 70 - 80% of students will meet or exceed expected growth in Reading and Math as measured by NWEA MAP/STAAR assessments, through the implementation of targeted small-group instruction, progress monitoring, and data-driven interventions.

**HB3 Goal**

**Evaluation Data Sources:** CLI/ NWEA MAP / CFAs assessment reports, benchmark assessments, and teacher progress monitoring logs.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Targeted Small-Group Instruction: Use formative assessment data to group students by skill level and provide differentiated instruction to address individual learning gaps.<br>**Strategy's Expected Result/Impact:** Higher student academic growth<br>**Staff Responsible for Monitoring:** Classroom Teachers, RtI Teacher, SPED teacher<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.533, 2.534<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1, 2 - School Processes & Programs 1, 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Progress Monitoring & Data Analysis: Implement weekly or biweekly assessments to track student growth and adjust instruction based on data trends.<br>**Strategy's Expected Result/Impact:** Increased student proficiency in Reading and Math.<br>Reduced achievement gaps between student groups.<br>Teachers can make timely instructional adjustments, leading to higher overall academic growth<br>**Staff Responsible for Monitoring:** Classroom Teachers, RtI Teachers, Administration<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.533, 2.534<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** School Processes & Programs 3 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: There has been a steady decrease in attendance. **Root Cause**: The school community has not put the emphasis on daily attendance. |
| **Problem Statement 2**: The school culture of FRE has impacted student attendance and parent expectations negatively. **Root Cause**: The historical mindset of the school community has made it difficult for parents to embrace the new commitment from FRE in regards to attendance expectations. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: Relative inexperience of teachers in all grade levels has impacted student performance due to lack of consistent knowledge of school programs. **Root Cause**: Prior to the 2020-2021 school year, teachers retired, resigned, or moved to surrounding elementary schools. |
| **Problem Statement 2**: Teachers' level of understanding for TEKS or the level of Rigor of the TEKS is limited. **Root Cause**: Lack of teaching experience along with a lack of familiarity with the TEKS |
| **Problem Statement 3**: Professional Development is needed in Instructional Practices, Classroom Management, and Technology for 21st Century instruction and learning. **Root Cause**: Lack of consistency among teachers in regards to classroom management, instructional practices, and technology abilities is due to teacher's level of experience. |

**Goal 1:** SBCISD /Frank Roberts Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** By the end of the school year, all students in grades PK4 - 5 will participate in at least three campus-wide college, career, or military readiness awareness, such as guest speakers, career fairs, college-themed days, as tracked through school event logs.

**Evaluation Data Sources:** Event participation logs, career fair, Hornets Service Corps Volunteer presentation, and teacher documentation of CCMR activities.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Guest Speakers & Career Panels: Invite local professionals, college representatives, or military personnel to speak about career paths and education opportunities.<br>**Strategy's Expected Result/Impact:** Students gain awareness of diverse career paths and post-secondary opportunities.<br>Development of essential skills like critical thinking, collaboration, and problem-solving.<br>Increased student motivation and engagement in learning as they connect lessons to real-world applications.<br>**Staff Responsible for Monitoring:** Counselor, Administration, Teachers<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.533, 2.534<br>**- TEA Priorities:**<br>Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**<br>**Problem Statements:** Perceptions 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Integrate CCMR experiences into events such as Career Day, Family Literacy Night, STEM Night.<br>**Strategy's Expected Result/Impact:** Increase student exposure to college, career, and military readiness concepts in a natural, engaging way.<br>**Staff Responsible for Monitoring:** Counselor, classroom teachers, and Administration<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.532, 2.533, 2.534<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Perceptions 2 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 2 Problem Statements:

| Perceptions |
|---|
| **Problem Statement 2**: There is a lack of community partnerships. **Root Cause**: Not enough efforts are made to contact community leaders and businesses to partake in our school activities. |

**Goal 1:** SBCISD /Frank Roberts Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** By May 2026, student attendance will improve to 96% or higher, supported by incentive programs, parent engagement strategies, and interventions for chronically absent students, ensuring students are consistently engaged in high-quality learning environments.

**Evaluation Data Sources:** Daily attendance records, parent contact logs, and incentive program documentation.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Attendance Incentive Programs: Implement recognition programs, reward systems, or "perfect attendance" celebrations to motivate students to attend school consistently.<br>**Strategy's Expected Result/Impact:** Higher daily attendance and engagement in instruction.<br>Reduced chronic absenteeism.<br>Students develop habits that support lifelong learning and responsibility.<br>**Staff Responsible for Monitoring:** FACE, CIS, classroom teachers, PEIMS clerk<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.531, 2.532, 2.534, 2.535<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Parent Engagement & Communication: Maintain regular communication with families about attendance expectations, provide resources for transportation or barriers, and hold parent workshops on supporting consistent attendance.<br>**Strategy's Expected Result/Impact:** Higher daily attendance and engagement in instruction.<br>Reduced chronic absenteeism.<br>Students develop habits that support lifelong learning and responsibility.<br>**Staff Responsible for Monitoring:** FACE, CIS, classroom teachers, PEIMS clerk<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.533, 2.534<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 2 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 3 Problem Statements:

| Demographics |
|---|
| **Problem Statement 2**: The school culture of FRE has impacted student attendance and parent expectations negatively. **Root Cause**: The historical mindset of the school community has made it difficult for parents to embrace the new commitment from FRE in regards to attendance expectations. |

**Goal 1:** SBCISD /Frank Roberts Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 4:** By May 2026, 100% of staff and students will engage in monthly safety drills and annual safety training, ensuring readiness for emergencies and fostering a secure learning environment, as documented in campus safety logs and district compliance reports.

**Evaluation Data Sources:** Campus safety logs, drill documentation, staff training completion records, and district compliance reports.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Staff Training & Emergency Preparedness Workshops: Provide ongoing professional development for staff on safety protocols, first aid, crisis response, and classroom management during emergencies.<br>**Strategy's Expected Result/Impact:** Staff and students are prepared to respond calmly and effectively in emergencies.<br>A safer school environment reduces risk of injury and promotes peace of mind.<br>Enhanced school culture where safety is prioritized, supporting academic focus and learning.<br>**Staff Responsible for Monitoring:** Adminstration, School Police Officer, District Dispatch<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.533, 2.534<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD /Frank Roberts Elementary will build a high-performing, compliant, and supportive workforce.

**Performance Objective 1:** Professional Growth & Development
At least 90% of staff will participate in targeted professional development and PLCs each semester, demonstrating growth through implementation of strategies observed during classroom walk-throughs and evaluations.

**Evaluation Data Sources:** Sign-in sheets, Eduphoria/Strive records, PLC agendas and minutes, T-TESS walkthrough data.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide differentiated professional development aligned to district initiatives, TEKS, and identified campus needs.<br>**Strategy's Expected Result/Impact:** 90%+ staff attendance; evidence of new instructional strategies in lesson plans and classroom practice. Improved teacher capacity, leading to higher-quality instruction and increased student achievement.<br>**Staff Responsible for Monitoring:** Campus Administrative Team<br>Professional Development Department Personnel<br><br>**Title I:**<br>2.534<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Implement a peer coaching and learning walk system where teachers observe and provide feedback to one another.<br>**Strategy's Expected Result/Impact:** Increased collaboration; at least 50% of teachers participate in peer observations and implement suggested strategies.<br>**Staff Responsible for Monitoring:** Creates a culture of continuous improvement and professional growth that directly benefits student learning.<br><br>**Title I:**<br>2.534<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD /Frank Roberts Elementary will build a high-performing, compliant, and supportive workforce.

**Performance Objective 2:** Campus staff will achieve 100% compliance with district, state, and federal requirements (attendance, assessments, special programs, documentation) as monitored through routine audits and campus checkpoints.

**Evaluation Data Sources:** Attendance records, PEIMS reports, program compliance audits, STAAR/TELPAS submission logs, RtI/ARD documentation checks.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Establish compliance checkpoints with clear timelines, reminders, and support from administration.<br>**Strategy's Expected Result/Impact:** All deadlines met; no missed documentation requirements. Reduces risk of non-compliance penalties and ensures smooth operation of campus programs.<br>**Staff Responsible for Monitoring:** Campus Administrative Team<br>SPED teachers<br>RTI teacher<br>PEIMS<br>Secretary<br>Teachers<br><br>**Title I:**<br>2.534<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide ongoing training and monitoring to ensure accurate completion of attendance, RtI, ARD, and assessment documentation.<br>**Strategy's Expected Result/Impact:** 100% staff understanding of compliance requirements; accurate and timely reporting. Ensures accurate data reporting, strengthens accountability, and supports equitable student services.<br>**Staff Responsible for Monitoring:** Campus Administrative Team<br>PEIMS<br>Secretary<br>RtI teacher<br>SPED teachers<br>Special Education Director<br><br>**Title I:**<br>2.534<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**- Targeted Support Strategy** | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

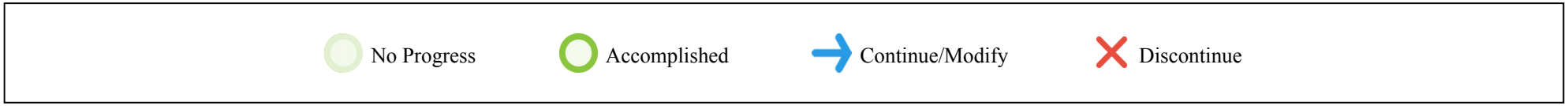
**Goal 2:** SBCISD /Frank Roberts Elementary will build a high-performing, compliant, and supportive workforce.

**Performance Objective 3:** Staff satisfaction surveys will reflect an increase of at least 10% annually in the areas of recognition, communication, and support, as measured by end-of-year climate and culture surveys.

**Evaluation Data Sources:** District/campus climate & culture survey results, staff feedback forms, retention data.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement a staff recognition program highlighting achievements in instruction, collaboration, and student support.<br>**Strategy's Expected Result/Impact:** Increased positive staff feedback; at least 10% increase in recognition-related survey scores. Boosts morale, retention, and motivation, fostering a positive campus culture.<br>**Staff Responsible for Monitoring:** Campus Administrative Team<br>Counselor<br>CKH Processed Champions<br><br>**Title I:**<br>2.534<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Implement a mentorship program pairing new or struggling staff with experienced teacher mentors for guidance, support, and collaboration.<br>**Strategy's Expected Result/Impact:** Increased staff confidence and skill development; at least 80% of mentees report feeling supported in their role. Improved retention rates for new or at-risk staff. Strengthens a collaborative and supportive culture, reduces staff turnover, and directly contributes to higher instructional quality and student success.<br>**Staff Responsible for Monitoring:** Campus Administrative Team<br><br>**Title I:**<br>2.534<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |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Discontinue

**Goal 2:** SBCISD /Frank Roberts Elementary will build a high-performing, compliant, and supportive workforce.

**Performance Objective 4:** Through effective instruction and staff collaboration, 60-70% or more of students will meet or exceed expected growth on district and state academic measures, reflecting the direct impact of a high-performing workforce.

**Evaluation Data Sources:** District CFAs, STAAR results, progress monitoring data (NWEA MAP, iReady, Eduphoria Aware reports,).

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Strengthen data-driven instruction by requiring grade-level teams to analyze CFA and progress monitoring results and adjust plans accordingly.<br>**Strategy's Expected Result/Impact:** 60-70% of students show measurable academic growth on CFA assessments. Ensures instruction is responsive to student needs, directly improving academic outcomes.<br>**Staff Responsible for Monitoring:** Campus Administrative Team<br>Teachers<br>RtI teacher<br>SPED teachers<br><br>**Title I:**<br>2.534<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**- Targeted Support Strategy** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Implement targeted interventions and enrichment through small group instruction, RTI, and accelerated learning opportunities.<br>**Strategy's Expected Result/Impact:** Increased student participation in interventions; achievement gaps are reduced. Provides equitable access to high-quality instruction, raising overall student performance and growth.<br>**Staff Responsible for Monitoring:** Campus Administrative Team<br>Teachers<br>RtI teacher<br>SPED teachers<br><br>**Title I:**<br>2.52<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**- Targeted Support Strategy** | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** SBCISD /Frank Roberts Elementary will improve public relations, communications, and community engagement skills.

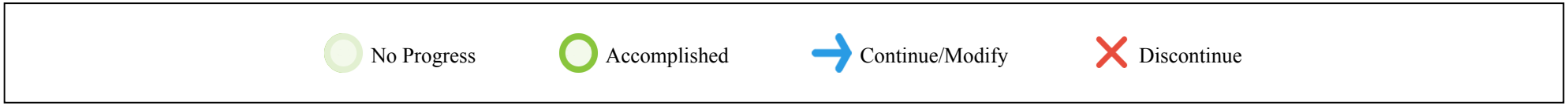
**Performance Objective 1:** By May 2026, Frank Roberts Elementary will increase parent engagement by ensuring 90 % of parents receive timely and clear communication regarding school events, student progress, and academic expectations.

**HB3 Goal**

**Evaluation Data Sources:** Class Dojo, Facebook, School Website

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Use email newsletters, automated calls, social media updates, and school website announcements to provide consistent and timely information to parents.<br>**Strategy's Expected Result/Impact:** Parents are better informed and more engaged in their child's education.<br>Increased attendance at school events and parent-teacher conferences.<br>Strengthened trust and partnership between families and the school.<br>**Staff Responsible for Monitoring:** Administrators, Classroom Teachers, Campus Social Media Representative<br><br>**Title I:**<br>2.51, 2.52, 2.532<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Hold parent focus groups , FACE volunteers, to gather feedback on communication effectiveness and adjust methods accordingly.<br>**Strategy's Expected Result/Impact:** Parents are better informed and more engaged in their child's education.<br>Increased attendance at school events and parent-teacher conferences.<br>Strengthened trust and partnership between families and the school.<br>**Staff Responsible for Monitoring:** FACE, CIS, campus administrators<br><br>**Title I:**<br>2.52, 2.532<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | | | |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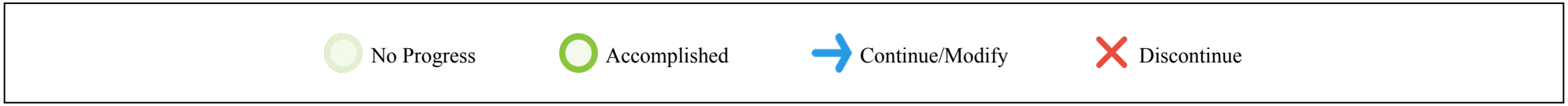
**Goal 3:** SBCISD /Frank Roberts Elementary will improve public relations, communications, and community engagement skills.

**Performance Objective 2:** By the end of the 2025-2026 school year, Frank Roberts Elementary will establish at least five new partnerships with local businesses, organizations, or community groups to support school programs and student success.

**Evaluation Data Sources:** Hornets Service Corps Members, Counselor, Administration

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Reach out to local businesses, nonprofits, and civic organizations to identify collaboration opportunities such as sponsorships, mentoring programs, or volunteer support.<br>**Strategy's Expected Result/Impact:** Expanded resources and support for school programs.<br>Increased opportunities for student enrichment and career exposure.<br>Stronger community ties and positive public perception of the school.<br>**Staff Responsible for Monitoring:** Counselor, Classroom Teachers, Administrators<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.531, 2.532<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Highlight partnerships in newsletters, social media, and school events to encourage continued collaboration and community pride.<br>**Strategy's Expected Result/Impact:** Expanded resources and support for school programs.<br>Increased opportunities for student enrichment and career exposure.<br>Stronger community ties and positive public perception of the school.<br>**Staff Responsible for Monitoring:** Counselor, Classroom Teachers, Administrators<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.533, 2.534<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |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Discontinue

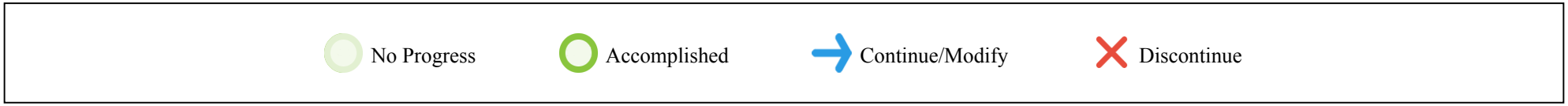
**Goal 3:** SBCISD /Frank Roberts Elementary will improve public relations, communications, and community engagement skills.

**Performance Objective 3:** By May 2026, Frank Roberts Elementary will increase positive media coverage and social media presence to highlight student achievements, teacher excellence, and school initiatives.

**Evaluation Data Sources:** Campus Social Media Representative, Classroom Teachers, Administrators

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Send notices and updates via social media /online news outlets about school achievements, events, and student successes.<br>**Strategy's Expected Result/Impact:** Increased public awareness of school successes and programs.<br>Enhanced reputation of the school within the community.<br>Boosted student, parent, and staff pride in the school.<br>**Staff Responsible for Monitoring:** Campus Social Media Representative, Classroom Teachers, Administrators<br><br>**Title I:**<br>2.51, 2.53<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Social Media Campaigns: Maintain active social media accounts that share student projects, classroom highlights, and school events on a weekly basis.<br>**Strategy's Expected Result/Impact:** Increased public awareness of school successes and programs.<br>Enhanced reputation of the school within the community.<br>Boosted student, parent, and staff pride in the school.<br>**Staff Responsible for Monitoring:** Campus Social Media Representative, Classroom Teachers, Administrators<br><br>**Title I:**<br>2.51, 2.52, 2.532, 2.533<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |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Accomplished
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Discontinue

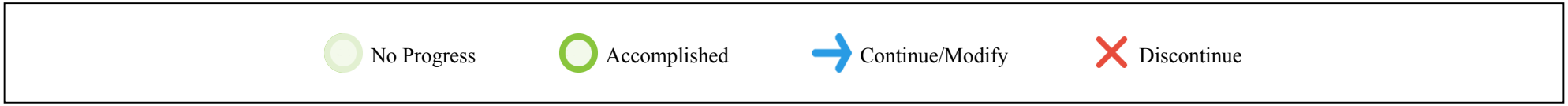
**Goal 3:** SBCISD /Frank Roberts Elementary will improve public relations, communications, and community engagement skills.

**Performance Objective 4:** By the end of the 2025-2026 school year, at least 75% of families will participate in school events such as STEM nights, literacy events, and parent workshops.

**Evaluation Data Sources:** FACE, CIS, ASP, classroom teachers, administrators

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Event Incentives & Accessibility: Offer flexible event times and small incentives (raffles, certificates) to encourage family attendance and participation.<br>**Strategy's Expected Result/Impact:** Higher family participation strengthens school-home connections.<br>Students feel supported, resulting in higher motivation and engagement in school activities.<br>Cultivation of a school community that values partnership, collaboration, and mutual support.<br>**Staff Responsible for Monitoring:** PTO, Classroom teachers, Administrators<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.533, 2.534<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Personalized Invitations: Teachers and staff personally invite families to events through phone calls, emails, or home visits to make engagement more personal and welcoming.<br>**Strategy's Expected Result/Impact:** Higher family participation strengthens school-home connections.<br>Students feel supported, resulting in higher motivation and engagement in school activities.<br>Cultivation of a school community that values partnership, collaboration, and mutual support.<br>**Staff Responsible for Monitoring:** Entire Staff<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.533, 2.534<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |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Accomplished
Continue/Modify
Discontinue

**Goal 4:** SBCISD/Frank Roberts Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 1:** Ensure all budget allocations are transparent, equitable, and aligned with campus priorities, with 100% of expenditures tracked and reported accurately.

**Evaluation Data Sources:** Shared budget reports
expenditure logs
adjustment documentation

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Develop and share a detailed campus budget summary with staff and leadership teams each semester.<br>**Strategy's Expected Result/Impact:** Staff and leadership have clear understanding of allocations; 100% of budget categories are communicated. Promotes trust, transparency, and shared understanding of financial priorities.<br>**Staff Responsible for Monitoring:** Campus Administrative Team<br>Campus Secretary<br>CILT members<br><br>**Title I:**<br>2.52<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Conduct quarterly budget reviews to monitor spending, identify discrepancies, and adjust allocations as needed.<br>**Strategy's Expected Result/Impact:** Discrepancies are identified and resolved promptly; budget remains aligned with campus priorities.<br>Ensures efficient use of resources and equitable distribution across programs and grade levels.<br>**Staff Responsible for Monitoring:** Principal<br>Campus Secretary<br><br>**Title I:**<br>2.52<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SBCISD/Frank Roberts Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 2:** Maintain 100% compliance with district, state, and federal financial procedures, ensuring timely and accurate reporting.

**Evaluation Data Sources:** Purchase request logs
Digital tracking system records
Processing timelines
Audit checklists
Compliance reports
Corrective action documentation

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement standardized financial forms and digital tracking for all purchase requests and reimbursements.<br>**Strategy's Expected Result/Impact:** 100% of requests submitted accurately and processed within district timelines. Streamlines financial operations, reduces errors, and increases staff efficiency.<br>**Staff Responsible for Monitoring:** Principal<br>Campus Secretary<br>Finance Department Personnel<br><br>**Title I:**<br>2.52<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Conduct monthly internal audits to verify compliance with district and state financial regulations.<br>**Strategy's Expected Result/Impact:** Zero compliance violations; any errors corrected immediately. Ensures financial accountability, reduces risk of audit findings, and strengthens operational integrity.<br>**Staff Responsible for Monitoring:** Principal<br>Campus Secretary<br><br>**Title I:**<br>2.52<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** SBCISD/Frank Roberts Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 3:** Ensure resources (materials, technology, and support personnel) are allocated equitably across all grade levels and programs based on student and staff needs.

**Evaluation Data Sources:** Teacher feedback surveys
Inventory logs
Meeting minutes
Allocation plan documentation

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Survey teachers with grade-level to identify resource gaps.<br>**Strategy's Expected Result/Impact:** Comprehensive resource allocation plan is developed; all critical needs are addressed.<br>Equitable distribution ensures all students and teachers have access to necessary resources.<br>**Staff Responsible for Monitoring:** Campus Administrative Team<br>Teachers<br>Secretary<br><br>**Title I:**<br>2.52<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Monitor resource usage and adjust allocations mid-year based on data and teacher feedback.<br>**Strategy's Expected Result/Impact:** Resources are reallocated as needed; 90% of staff report satisfaction with available resources.<br>Promotes fairness, maximizes effectiveness of campus resources, and supports student achievement.<br>**Staff Responsible for Monitoring:** Campus Administrative Team<br>Secretary<br>Teacher in the Library<br>Technology Technician<br><br>**Title I:**<br>2.52<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** SBCISD/Frank Roberts Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 4:** Implement practices that maximize operational efficiency, reduce waste, and ensure long-term sustainability of campus resources.

**Evaluation Data Sources:** Finance Reports
Vendor contracts
Cost comparison reports
Service evaluation documentation

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement a campus-wide equipment care and usage protocol, including step-by-step procedures, training sessions, and posted guidelines for all shared equipment (laminator, cold laminator, copy machine, die cut machine, Cricut, computers, headphones, poster maker).<br>**Strategy's Expected Result/Impact:** Equipment is used correctly and consistently; damage or reduced malfunctions. Staff and students demonstrate understanding of proper usage through compliance checks and minimal repair requests. Extends lifespan of campus equipment, reduces repair and replacement costs, ensures reliable access for instructional and administrative use, and fosters a culture of responsibility.<br>**Staff Responsible for Monitoring:** Campus Administrative Team<br>Counselor<br>Secretary<br>Teachers<br>Teacher Assistants<br>Custodial Staff<br><br>**Title I:**<br>2.534<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Implement a shared scheduling system for high-use equipment (laminator, cold laminator, copy machine, die cut machine, Cricut, computers, headphones) to ensure equitable access and prevent overuse or misuse.<br>**Strategy's Expected Result/Impact:** Equipment is used efficiently with minimal downtime or conflicts; usage logs show balanced access across staff and programs. Reduced wear and tear from overuse or improper handling. Promotes longevity of campus resources, reduces repair and replacement costs, and encourages staff accountability and planning. Ensures all staff have fair access while maintaining operational efficiency.<br>**Staff Responsible for Monitoring:** Campus Administrative Team<br>Counselor<br>Secretary<br>Teachers<br>Teacher Assistants<br>Custodial Staff<br><br>**Title I:**<br>2.534<br>**- TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

# San Benito Consolidated Independent School District

# Fred Booth Elementary School

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

**Fred Booth Elementary School will promote educational excellence and provide a quality education that encourages students to be confident, knowledgeable, responsible, and college, career, and workforce ready.**

# Vision

**The vision of Fred Booth Elementary is to be a high-achieving school and to set students on the path to the university.**

# Value Statement

*Fred Booth Elementary is committed to the education and well being of every student. We have identified the following traits to guide our policies, procedures, programs, instructional material, technology, priority, and day-to-day decisions. We will honor, advance, and protect these traits.*

We will **B**believe in ourselves.

We will be **O**organized & Prepared.

We will **B**build our knowledge.

We will be **C**relative & Problem Solvers.

We will **A**achieve GREATNESS!

We will **T**read others with respect.

We will **S**succeed!

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# Goals

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 1:** ESSA: By June 2026, 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

**Evaluation Data Sources:** STAAR Reports for grades 3-EOC

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** FBGLA Administration and Teachers will review student data for SPED, 504, Bilingual and RTI. This will be doing during PLCs.<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** ESSA: 100% of all students will participate in a rigorous academic program that connects to their college and career aspirations and goals.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** FBGLA will implement and promote college and carreer readings programs during OPEN House /MEET The Teacher/Monthy Luncheons/Career Day<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** ESSA: By the conclusion of the 25-26 school year, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drugs, will be reduced by 20%.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** FBGLA will continue to conduct monthly Drills following the district guidelines for ALL safety protocals. This includes counseling lessons on drug prevention.<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 4:** Title III: By June 2026, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

**Evaluation Data Sources:** STAAR Reports for grades 3-EOC

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** FBGLA will provide Bilingual support to all students by implementing Summit K-12 and TELPAS tutorials. | | | | |

No Progress | Accomplished | Continue/Modify | Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 5:** ESSA: Develop College and Career readiness skills through learning activities for 100% students in grades PK-12.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** FBGLA will follow all SBCISD Instructional guidelines in order to ensure all students are on grade-level and college and career readiness .<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 6:** During the 2025-2026 school years, counselors will provide and/or facilitate developmentally appropriate Child Abuse Prevention guidance activities to 100% of PK-5th grade students.

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

**Goal 2:** SBCISD will build a high-performing, compliant, and supportive workforce.

**Performance Objective 1:** ESSA: Quality professional development during the 2025-2026 school year will be provided to 100% of instructional staff thus ensuring student success.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** FBGLA will continue to work closely with Teachers and Staff to provide Professional Development,<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD will build a high-performing, compliant, and supportive workforce.

**Performance Objective 2:** During the 2025-2026 School Year, all counselors will use the SCUTA counseling activities platform to establish compliance with the requirements of SB 179 (aka, the 80/20 rule).

**Evaluation Data Sources:** SCUTA Counseling Reports
Campus Guidance Plan

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** FBGLA will follow and ensure the counseling program at FBGLA is in compliance with the state and district 20/80 protocal.<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** SBCISD will improve public relations, communications, and community engagement skills.

**Performance Objective 1:** Objective 3.1 Improve and diversify all communication methods with stakeholders, including district and campus websites, social media, print publications, and various media outlets.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** FBGLA will provide safe communication for all staff, students, parents and community memembers.<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** SBCISD will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 1:** Maintenance:  SBCISD will maintain a custodial and maintenance department to assure all campuses are safe, clean, and and sanitized.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** FBGLA will ensure our school is safe, clean and sanitized. | | | | |

 No Progress Accomplished Continue/Modify Discontinue

# San Benito Consolidated Independent School District

# Judge Oscar De La Fuente Elementary School

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

It is our mission at Judge Oscar De La Fuente Elementary School to provide an environment where academics are emphasized, where children are encouraged to perform at their maximum potential, and to provide an environment where each child is treated with respect and love.

# Vision

Judge Oscar De La Fuente Elementary stimulates learning, thinking, and creativity that prepares all our students for lifelong intellectual, physical, social, and emotional success.

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# Goals

**Goal 1:** Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 1:** 90%  of all students, with a concentrated effort on all special populations, will meet the approaches standard on district and state assessments. 60% of our students will meet the meets standard on district and state assessment, & 30% of our students will meet the masters standard on district and state assessments.

**HB3 Goal**

**Evaluation Data Sources:** STAAR reports for grades 3rd-5th
Benchmark testing
CFA exams
MAP Growth reports for K-5
iready Growth reports for K-5
Amplify Data K-5
CLI Engage Data for PK

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Instruction will focus on the fundamental five components of effective teaching in our reading program coupled with progress monitoring. Students will receive 120 minutes of uninterrupted reading instruction per day. Students not experiencing success in reading will receive an additional 30 minutes of reading intervention. Supplies will be purchased to support instruction.<br>**Strategy's Expected Result/Impact:** Improved student performance through increased use of effective strategies.<br>Amplify Data<br>MAP Growth Data<br>iReady Growth Data<br>Exit Tickets<br>Formative assessments<br>Report Card Grades<br>Teacher Observation<br>Walkthroughs<br>Teacher Schedules<br>Accelerated Reading goals<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Special Ed.Teachers, Classroom Teachers, Counselor, and RTI Teacher | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Pre-Kinder - 5th grade will utilize small group differentiated instruction through the use of technology, hardware and software to support curriculum implementation in all core areas along with specific intervention materials for academic core areas.<br>**Strategy's Expected Result/Impact:** Increase academic strategies for struggling students<br>Data Walls<br>Scholar Data Meetings<br>Amplify data<br>MAP Growth Data<br>iReady Growth Data<br>Daily formative assessments<br>Formative assessments<br>Report Card Grades<br>Teacher Observation<br>Teacher Walkthroughs<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teachers | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** All classroom environments including but not limited to furniture, signs, visual aids, graphic organizers, and anchor charts will be uniform and consistent within the grade level and maintained to showcase recent and relevant information. They are to include, but are not limited to the following:<br>Data Walls for Core Subjects<br>Vocabulary Word Walls -graphic organizers<br>Lesson Framing objectives<br>Additional Instructional Resources<br>Social Contracts<br>Capturing KidsHearts Curriculum<br>Math wall<br>**Strategy's Expected Result/Impact:** Data Walls, Grade level consistency Classroom walk throughs, clearly defined areas,<br>Grade level meetings<br>Teacher Observation<br>Teacher Schedules<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Students in 1st-5th grades will use interactive notebooks and fluency checks for reading, math, writing, and science which will include but are not limited to:<br>Graphic organizers<br>foldables<br>academic vocabulary<br>etc.<br>**Strategy's Expected Result/Impact:** Student interactive folders with grade level consistency classroom walk-throughs,<br>PLC Meetings<br>Grade level meetings<br>Teacher Observation<br>Fluency folders/ trackers<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Teachers in Kinder-5th will create RTI binders which will include a collection of student work samples, teacher notes, parent communication logs, documentation of accommodations used by teachers, RTI teacher documentation, and RTI committee meeting documentation.<br>**Strategy's Expected Result/Impact:** RTI binders, parent communication log, and documentation, RTI packet, report cards, attendance records, Amplify data, Quick Checks results, STAAR results.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** Teachers will plan as a grade level during PLCs and create, share, and implement resources such as educational handouts, graphic organizers, notes, samples of work, assessments, and activities used with the lesson plan for the nine-week period.<br>**Strategy's Expected Result/Impact:** nine weeks PLC data plan and documentation, lesson plans<br>Google Slides PLC notes and District PLC agenda<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Sp. Ed. Teachers, classroom teachers, RTI teacher | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** All EB students will master reading, writing, math, and science TEKS objectives; 80% or more of students in grades 3rd-5th, will meet campus, district, state, and federal academic achievement standards at their grade level and on grade level appropriate STAAR assessments by utilizing scientifically research-based instruction through varied activities including hands-on, print-rich environment, and daily lessons.

**Evaluation Data Sources:** 2025-2026 STAAR Reports
2025-2026 TELPAS

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement a comprehensive English language development program or resources that provide teachers with what they need for effective instruction including domain-based instruction for a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; and a daily instructional routine in oral language, reading, and writing.<br>**Strategy's Expected Result/Impact:** Implementation:<br>State test results<br>iready reading<br>K-12 Summit<br>TELPAS<br>STAAR<br>End of Year LPAC Student Summary Reports<br><br>Impact:<br>Student Effective English Learning<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Implement a bilingual reading program that follows the guidelines of an Early-Exit program which includes reading instruction based on students' English proficiency levels.<br>**Strategy's Expected Result/Impact:** Implementation:<br>iReady Reading<br>MAP Growth data<br>TELPAS - review data<br>LPAC recommendations for ELL students<br><br>Impact:<br>Increase of Student English Proficiency levels.<br>STAAR results<br>**Staff Responsible for Monitoring:** Bilingual teachers<br>Bilingual campus coordinator<br>(Assistant Principal)<br>LPAC Committee | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Purchase supplemental scientifically research-based supplies and materials that includes technology hardware and supplies as well as hands on instruction in the classroom.<br>**Strategy's Expected Result/Impact:** Implementation:<br>Hands On Instruction materials<br><br>Results:<br>Supplement in the mastery of all content areas that include Reading, Math, Science, and Social Studies<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Bilingual Teachers | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** All GT students will master reading, writing, math, and science TEKS objectives; 95% or more of students in grades 3rd-5th, will meet or exceed campus, district, state, and federal academic achievement standards at their grade level and on grade-level appropriate STAAR assessments by utilizing scientifically research-based instruction through varied activities including hands-on, print-rich environment, academic field trips, and daily lessons.

**Evaluation Data Sources:** 2025-2026 STAAR Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide resources and materials to enhance academic opportunities and differentiated instruction to gifted and talented students in order to create professional quality work in alignment with the Texas State Plan for the Education of the Gifted/Talented Students.<br>**Strategy's Expected Result/Impact:** Implementation:<br>TPSP<br>Standards/Guidelines<br>GT Funds<br><br>Impact:<br>Enhanced Academic<br>Opportunities and Differentiated Student Instruction<br>**Staff Responsible for Monitoring:** GT Certified Teachers<br>Principal<br>Assistant Principal<br>GT Coordinator (counselor)<br>Librarian | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Implement the components of and purchase STEAM-based resources for an effective Gifted and Talented Program for identified students that reflect differentiated instruction and opportunities to enrich/accelerate in areas of students' strengths.<br>**Strategy's Expected Result/Impact:** Implementation:<br>Administration, teachers, Gifted & Talented training<br>6-hour GT Updates-online,<br>30-hour GT Training for New Teachers online<br>GT Funds<br>Review Data from Walkthroughs/Classroom visitations,<br>GT state assessment scores<br><br>Impact:<br>Enrich and accelerate in areas of students' strengths<br>**Staff Responsible for Monitoring:** GT Certified Teachers<br>Principal<br>Assistant Principal<br>GT Coordinator (counselor)<br>Librarian | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Provide and incorporate supplemental resources (including, but not limited to electronic equipment, technology hardware/software, books, instructional materials, assess to an electronic network, etc.) into the curriculum.<br>**Strategy's Expected Result/Impact:** Implementation:<br>GT Certified teacher<br>Supplemental resources<br>Technology<br>Guest speakers<br>Field trips<br><br>Impact:<br>GT students will create a product and presentation (TPSP)<br>**Staff Responsible for Monitoring:** GT Certified Teachers<br>Principal<br>Assistant Principal<br>GT Coordinator (counselor)<br>Libarian | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 4:** The campus will offer extended learning opportunities to students in grades K-5 to ensure that struggling students master grade level standards required in reading, writing, math, and science.

**Evaluation Data Sources:** Accelerated Reading goals, after-school tutorials, campus interventionist, TCLAS tutorials, District Formative Assessments, scheduled intervention times by grade level

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The school will provide the necessary materials and resources to enhance student learning. Teachers will use academic assessments and TAPR data in order to improve, the achievement of individual students.<br>**Strategy's Expected Result/Impact:** Formative Assessments<br>District Benchmark results<br>Report card grades<br>Progress Report grades<br>STAAR data<br>Amplify reading date<br>MAP Growth Data<br>iReady Growth Data<br>**Staff Responsible for Monitoring:** Teachers<br>Principal<br>Assistant Principal<br>RTI Teacher | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 5:** All Special Ed students will master reading, writing, math, and science TEKS objectives; 75% or more of students in grades 3rd-5th, will meet or exceed campus, district, state, and federal academic achievement standards at their grade level and on grade level appropriate STAAR assessments by utilizing scientifically research-based instruction through varied activities including hands-on, print-rich environment, and daily lessons.

**Evaluation Data Sources:** 2025-2026 STAAR Results
MAP Growth data
Amplify data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The school will provide the necessary materials and resources to enhance student learning. Teachers will use academic assessments and TAPR data in order to improve, the achievement of individual Special Ed students.<br>**Strategy's Expected Result/Impact:** Implementation:<br>Materials and resources to support learning for Special Ed students<br>Technology programs<br><br>Impact:<br>Increase the success of Special Ed students in the core areas of reading, math, writing, and science<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Special Ed teachers<br>Teachers<br>RTI Teacher | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 6:** 100% of all students in grades Pre-Kinder through Fifth grade will make progress in developing College and Career readiness skills.

**Evaluation Data Sources:** STAAR data
TELPAS data
MAP Growth Data
Amplify reports
iReady Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Students will hear presentations from local community members on the benefits of seeking higher education.<br>**Strategy's Expected Result/Impact:** Implementation:<br>Guest speakers<br>Career Day<br><br>Impact:<br>Encourage students to think about college<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Counselor<br>Parental specialist<br>Librarian | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 7:** 100% of students from PreKinder to Fifth grade will develop College and Career readiness skills through relevant research-based presentations, speakers, and College and Career Community activities.

**Evaluation Data Sources:** Scheduled Career Day
Scheduled College Day presentations
College and Career Spirit Week
5th-grade college field trip
College shirt Thursday

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide academic support, enrichment, and college and career readiness through classes and clubs in our after-school program.<br>**Strategy's Expected Result/Impact:** Implementation: Create opportunities for students to increase math, reading, writing, and science readiness through after school activities<br><br>Impact:<br>Improvement in math, reading, and science<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Counselor<br>ASP Coordinator | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Judge Oscar De La Fuente Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 8:** 100% of students from PreKinder to Fifth grade will have a basic understanding of being college and career ready. Students will visit at least one college or university by the time they reach fifth grade.

**Evaluation Data Sources:** Career day activities
College day activities
College Field Trips
College and Career Spirit Week
College shirt Thursday- second semester

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide academic support, enrichment and college and career readiness by promoting colleges and universities.<br>**Strategy's Expected Result/Impact:** Implementation: Encourage college participation by researching and visiting colleges and universities.<br><br>Impact:<br>Encourage college and career goals<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Counselor<br>Teachers<br>Librarian | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** Judge Oscar De La Fuente Elementary will build a high-performing, compliant, and supportive workforce.

**Performance Objective 1:** Quality professional development will be provided to all instructional staff thus ensuring student success.

**Evaluation Data Sources:** Staff development attendance, absence reports, Frontline reports, lesson plans, walk throughs, surveys, and feedback

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Develop a comprehensive professional development plan based on needs assessment data using multiple data sources to strengthen the capacity of staff in the instruction of students at the depth and rigor required for student achievement on state and local assessments.<br>**Strategy's Expected Result/Impact:** Implementation:<br>Walkthroughs<br>Professional development<br>STAAR data<br>MAP Data<br>iReady Data<br>Benchmark & CFA Data<br><br>Impact:<br>Improve student performance<br>**Staff Responsible for Monitoring:** Campus Administrator<br>Professional Development Director | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Conduct a Comprehensive Needs Assessment, taking into account, state achievement standards to identify areas where teachers need support.<br>**Strategy's Expected Result/Impact:** Implementation:<br>Teacher walkthroughs<br>Amplify Data<br>Instructional Learning Walks<br>TTESS Formal Observation<br>MAP Growth Data<br>STAAR Data<br>TELPAS<br><br>Impact:<br>Improve student performance<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Teachers | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Provide scheduling to permit more time for teachers to collaborate with one another on curriculum and instruction issues.<br>**Strategy's Expected Result/Impact:** Implementation:<br>PLCs meeting with purpose<br>Assessment Data<br>PLCs agendas<br><br>Impact:<br>Improve student performance<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>RtI teacher | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Conduct regular staff meetings that provide:<br>A. Updated information on changes, and/or new guidelines for curriculum, assessments, and programs.<br>B. Time for discussions and decisions by teachers concerning instruction and assessments.<br>C. Time for additional training for teachers in the depth and rigor of instruction in the TRS curriculum and the Fundamental Five High Yield Teaching Strategies<br>D. Time for content tecahers to vertically align<br>**Strategy's Expected Result/Impact:** Implementation:<br>Walkthroughs<br>Instructional Learning Walks<br>Professional Learning Communities (PLC's)<br>Classroom observations<br>Staff meeting agendas<br><br>Impact:<br>Improve student performance<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** Judge Oscar De La Fuente Elementary will build a high-performing, compliant, and supportive workforce.

**Performance Objective 2:** 100% of all teachers will meet state requirements for certification in content area(s)

**Evaluation Data Sources:** SBEC Certification Records

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implementation:<br>Interview and hire qualified teacher assistants<br><br>Impact:<br>Reduced pupil -teacher ratio supports academic instruction<br>**Strategy's Expected Result/Impact:** Implementation:<br>Interview and hire qualified teacher assistants<br><br>Impact:<br>Reduced pupil -teacher ratio supports academic instruction<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Campus staff committee<br>Human Resources | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide all parents information on the parents' right to request the professional qualifications of his/her child's classroom teacher. (Parents "Right to Know")<br>**Strategy's Expected Result/Impact:** Implementation:<br>Documentation of letters<br>Title One Meetings<br><br>Impact:<br>Highly Qualified Teachers and staff<br>**Staff Responsible for Monitoring:** Principal<br>Human Resources | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** Judge Oscar De La Fuente Elementary will improve public relations, communications, and community engagement skills.

**Performance Objective 1:** Judge Oscar De La Fuente Elementary will have 80% of parents/guardians/families participate in family-based activities for students in PreKinder through Fifth grade.

**Evaluation Data Sources:** Academic Night sign-in sheets, PTO meeting sign-in sheets, principal-parent meeting, and grade level luncheons

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Create opportunities for parents to participate in family activities with their child.<br>**Strategy's Expected Result/Impact:** Implementation:<br>Meet the Teacher<br>Open House<br>Texas Public School Week<br>Pan Dulce with Principal<br>Family Picnic<br>Academic Night<br>Parental Awareness Nights<br>Meet the Counselor<br>Core Values service projects<br>GT Informational meetings<br><br>Impact:<br>Increased parental participation creates a collaborative team to improve student success.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Counselor<br>FACE Specialist | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** Judge Oscar De La Fuente Elementary will improve public relations, communications, and community engagement skills.

**Performance Objective 2:** Contact parents by 8:30 am when students are absent to encourage daily attendance

**Evaluation Data Sources:** Increased attendance
Parental specialist log
Classroom teacher logs
Home visits

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Increase student daily attendance by utilizing Parent Specialist and offering Perfect attendance incentives.<br>**Strategy's Expected Result/Impact:** Implementation:<br>Parent Specialist will contact parents whose children are not in attendance.<br><br>Impact:<br>Encourage parents to bring in their children to school even if they will be considered tardy.<br>Increase the daily attendance of students.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Teachers<br>PEIMS<br>Parent Specialist | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** Judge Oscar De La Fuente Elementary will improve public relations, communications, and community engagement skills.

**Performance Objective 3:** Weekly, monthly, and 6 weeks awards/incentives to students who have perfect attendance

**Evaluation Data Sources:** Weekly attendance logs and incentives

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Increase student daily attendance by utilizing Parent Specialist and offering Perfect attendance incentives.<br>**Strategy's Expected Result/Impact:** Increase student's attendance rate<br>**Staff Responsible for Monitoring:** Classroom Teachers, Special Education Teachers, Parent Specialist, PEIMS Clerk, Counselor, Campus Administrators | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** Judge Oscar De La Fuente Elementary will improve public relations, communications, and community engagement skills.

**Performance Objective 4:** Strengthen communication between the campus and families to ensure all stakeholders are informed and engaged.

**Evaluation Data Sources:** Classdojo
Facebook

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Implement a consistent system for weekly updates through newsletters, social media, and the school website. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Families stay informed of events, deadlines, and student learning opportunities; reduced miscommunication. | Dec | Mar | May | June |
| **Staff Responsible for Monitoring:** Principal, Assistant Principal, Campus Webmaster/Technology Aide | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide bilingual communication to ensure accessibility for all families. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Greater participation from non-English-speaking families; stronger inclusivity. | Dec | Mar | May | June |
| **Staff Responsible for Monitoring:** Parent Liaison, Bilingual/ESL Lead Teacher, Secretary. | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Use surveys to gather feedback from parents and adjust communication methods accordingly. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Communication methods become more effective; parents feel their voices are valued. | Dec | Mar | May | June |
| **Staff Responsible for Monitoring:** Principal, Campus Improvement Team, Parent Liaison. | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** Judge Oscar De La Fuente Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 1:** Ensure that 100% of budget allocations are aligned to instructional priorities and student needs.

**Evaluation Data Sources:** Conduct Budget reviews
Use Data
Prioritize instructional needs and student achievement

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Conduct quarterly budget reviews with campus leadership to monitor spending.<br>**Strategy's Expected Result/Impact:** Spending remains aligned to campus priorities; corrective actions are taken early.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Campus Secretary | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Use data (assessment results, program evaluations) to guide resource allocation decisions.<br>**Strategy's Expected Result/Impact:** Resources are directed where student needs are highest, improving equity and outcomes.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Campus Secretary | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Prioritize funding for instructional materials, technology, and interventions that directly impact student achievement.<br>**Strategy's Expected Result/Impact:** Increased student performance and engagement due to improved access to instructional tools.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Campus Secretary | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** Judge Oscar De La Fuente Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 2:** Increase financial transparency by providing regular updates on budget use and resource allocations to all stakeholders.

**Evaluation Data Sources:** Share quarterly reports with staff
Host meetings to explain funds

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Share quarterly financial reports with staff and the Campus Improvement Team.<br>**Strategy's Expected Result/Impact:** Staff understand how funds are used; increased trust and accountability.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Campus Secretary | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Host at least two family/community meetings to explain how funds support student learning.<br>**Strategy's Expected Result/Impact:** Families and community feel engaged and informed, improving campus-home partnerships.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Campus Secretary<br>FACE Specialist | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Publish a simplified annual budget summary on the campus website.<br>**Strategy's Expected Result/Impact:** Greater public transparency; stakeholders can easily access information.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Campus Secretary<br>FACE Specialist | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** Judge Oscar De La Fuente Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 3:** Improve operational efficiency by reducing waste and maximizing use of campus resources.

**Evaluation Data Sources:** Implement an inventory tracking system

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement an inventory tracking system for technology, instructional resources, and supplies.<br>**Strategy's Expected Result/Impact:** Reduced loss and better accountability for resources.<br>**Staff Responsible for Monitoring:** Technology Aide<br>Librarian<br>Principal<br>Principal's Secretary<br>Assistant Principal | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Monitor utility usage (energy, water, paper) and launch conservation initiatives.<br>**Strategy's Expected Result/Impact:** Lower operational costs; student involvement in conservation builds responsibility.<br>**Staff Responsible for Monitoring:** Principal<br>Principal's Secretary<br>Assistant Principal<br>Custodial Staff | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Streamline procurement processes to reduce costs and ensure timely delivery of resources.<br>**Strategy's Expected Result/Impact:** Faster access to instructional materials; cost savings for the campus.<br>**Staff Responsible for Monitoring:** Principal<br>Secretary<br>Campus Improvement Team<br>Assistant Principal | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** Judge Oscar De La Fuente Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 4:** Promote equity by ensuring all students have access to high-quality resources, programs, and learning environments.

**Evaluation Data Sources:** Student data
Demographic data
Use Special Programs funding to best serve those popuplations

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Use student performance and demographic data to identify and address gaps in resource distribution.<br>**Strategy's Expected Result/Impact:** Students in need receive additional support; closing achievement gaps.<br>**Staff Responsible for Monitoring:** Principal<br>Principal's Secretary<br>Assistant Principal<br>Teachers<br>RTI Teacher | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Allocate funds to support intervention programs, bilingual/ESL services, and special populations.<br>**Strategy's Expected Result/Impact:** Improved achievement and engagement among at-risk and special population students.<br>**Staff Responsible for Monitoring:** Principal<br>Principal's Secretary<br>Assistant Principal<br>Teachers<br>RTI Teacher<br>SPED Teacher<br>Bilingual Lead Teacher | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Engage parent and teacher committees in decision-making around equitable resource allocation.<br>**Strategy's Expected Result/Impact:** Shared ownership and buy-in from staff and families; equitable practices are more transparent.<br>**Staff Responsible for Monitoring:** Principal<br>Principal's Secretary<br>Assistant Principal<br>Teachers<br>RTI Teacher<br>SPED Teacher<br>Bilingual Lead Teacher | | | | |

 No Progress Accomplished Continue/Modify Discontinue

# San Benito Consolidated Independent School District

# La Encantada Elementary School

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

The mission of La Encantada Elementary is to provide a positive, safe, and challenging learning environment for all students.

# Vision

The vision of La Encantada Elementary is to challenge all students to go for the gold and succeed in life.

# Value Statement

1. All students can and will learn. All teachers can teach.

2. High expectations for all encourage excellence.

3. Resources to support students' needs must be provided.

4. Excellence in teaching and learning is vital.

5. All students will be supported to pursue their passion upon graduation.

6. A community with shared ownership, purpose, and commitment work well together.

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# Goals

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 1:** For the 2025-2026 school year, students in Pk- 5th will have a basic understanding of being college and career ready. Students will visit at least one college or university by the time they reach 5th grade.

**Evaluation Data Sources:** Career Day Activities
College Day Activities
College and Career Spirit Week
College Shirt Thursday

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** School counselor will coordinate field lessons to institutions of higher education.<br>**Strategy's Expected Result/Impact:** Students will aspire to continue their education after high school and be motivated to meet their academic requirements.<br>**Staff Responsible for Monitoring:** Campus Principal<br>District counselor<br>Counselor<br>Classroom Teachers<br><br>**Funding Sources:** - 211 - Title I, Part A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** School counselor will coordinate a Career Day for students in PK3-5th Grade to promote college and career exploration and organize a College and Career Awareness Week.<br>**Strategy's Expected Result/Impact:** Students will aspire to continue their education after high school and be motivated to meet their academic requirements.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 2:** ESSA: By June 2026, 80% of all students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

**Evaluation Data Sources:** STAAR Reports for grades 3-EOC

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** All Special Education students will pass RLA, Math, and Science TEKS objectives; 75% or more of students in grades 3rd-5th, will meet or master district, state, and federal academic achievement standards at their grade level and on grade level appropriate STAAR assessments by utilizing scientifically research-based instruction through varied activities, including hands-on, print-rich environments and daily lessons.<br>**Strategy's Expected Result/Impact:** STAAR Assessments, I-READY, STAAR SCIENCE Release/Benchmarks<br>**Staff Responsible for Monitoring:** Prinicipal, Assistant Prncipal, Teachers, RtI Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Instruction will focus on the fundamental five components of effective teaching in our reading program coupled with progress monitoring. Students will receive 120 min of uninterrupted Reading Instruction per day. Students not experiencing success in reading will receive an additional 30 mins of reading intervention. Supplies will be purchased to support instruction in Tier 1 and Tier 2 Instruction.<br>**Strategy's Expected Result/Impact:** Increase in scores on: STAAR , TELPAS, K12 Summit, AMPLIFY, NWEA MAP, CLI, I-READY, Weekly Tests and Formative Assessments.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, RtI Teacher, Teachers | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** PRE-K 3- 5th Grade will utilize small group differentiated instruction, through the use of technology, hardware, and software to support curriculum implementation in all core areas along with specific intervention materials for academic core areas.<br>**Strategy's Expected Result/Impact:** Increase in scores on: STAAR , TELPAS, K12 Summit, AMPLIFY, NWEA MAP, CLI, I-READY, Weekly Tests and Formative Assessments. Increase on Unique Learning System Assessment. Increase academic strategies for struggling students - Data Walls, student lap tops, Teacher walkthroughs and Report card grades<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, RtI Teacher | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Teachers will plan as a grade level during PLCs and create, share, review pertinent data and implement resources such as educational handouts, graphic organizers, notes, samples of work, track data, assessments, and activities used with the lesson plan for the nine weeks period. Campus leaders will work collaboratively with teachers on the analysis of data to drive instructional decisions.<br>**Strategy's Expected Result/Impact:** Increase in STAAR, NWEA, I-READY, Benchmark Assessments, CLI, AMPLIFY and improved instruction<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, RTI Teacher | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** All students will participate in meaningful lessons that include hands on activities in all core subjects to encapsulate the learning. Campus will purchase supplemental scientific research -based supplies and materials that includes, but not limited to manipulatives, science supplies, as well as hands on materials for instruction in the classroom that are tied to TEKS.<br>**Strategy's Expected Result/Impact:** Increase cores on Benchmarks, STAAR Release tests,AMPLIFY, CLI, I-READY, STAAR, ULS, and NWEA MAP<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** The campus will hire certified teacher interventionist to provide small group instruction to identified, targeted students who struggle academically.<br>**Strategy's Expected Result/Impact:** Improve STAAR , AMPLIFY scores<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 7:** Teachers in PREK3- 5th grade will create DATA binders/folders which will include a collection of student work samples, teacher notes, data trackers, to be reviewed by students, parents and teachers.<br>**Strategy's Expected Result/Impact:** Increase in scores on: STAAR , TELPAS, K12 Summit, AMPLIFY, NWEA MAP, CLI, Weekly Tests and Formative Assessments.<br>DATA binders/folders to depict STAAR data, CLI Data, and other pertinent data on student progress and reaching their student goals.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Teachers<br>RTI teacher<br><br>**Funding Sources:** - 211 - Title I, Part A | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 8:** All classroom environments including but not limited to furniture ,signs, visual aides, graphic organizers, and anchor charts will be uniform and consistent within the grade level and maintained to showcase recent and relevant information. They are to include, but not limited to the following:<br>Data walls for core subjects, Vocabulary Word Walls- graphic organizers, Lesson Framing Objectives, Additional Instructional resources, social contracts, Capturing Kids Hearts Curriculum and Math walls.<br>**Strategy's Expected Result/Impact:** Data walls, grade level consistency, classroom walk throughs, clearly defined areas- Grade Level Meetings, Teacher Observation, Teacher Schedules<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, SPED Teachers, Classroom Teachers and RtI TEACHER<br><br>**Funding Sources:** - 211 - Title I, Part A, - 199 - General Fund | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 3:** Title III: By June 2026, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

**Evaluation Data Sources:** STAAR Reports for grades 3-5

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Tutorials will be offered once a week to all EB students to ensure progress on TELPAS and STAAR is made.<br>**Strategy's Expected Result/Impact:** Student TELPAS score will increase one performance level.<br>**Staff Responsible for Monitoring:** Assistant Principal, Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - 199 - State Bilingual/ESL, - 211 - Title I, Part A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Saturday TELPAS camp will be offered to EB students.<br>**Strategy's Expected Result/Impact:** Students TELPAS proficiency rating will increase by at least one level.<br>**Staff Responsible for Monitoring:** Assistant Principal, Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - 199 - State Bilingual/ESL, - 211 - Title I, Part A | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Students in the Bilingual Program will be instructed by Bilingual Certified staff members.<br>**Strategy's Expected Result/Impact:** Improve outcomes on TELPAS and STAAR.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - 199 - State Bilingual/ESL, - 211 - Title I, Part A | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Implement a comprehensive ENGLISH Language development program or resources that provide teachers with what they need for effective instruction including domain-based instruction for focus on academic language and vocabulary development, thematic, content-based instruction; differentiated instruction for language and literacy and a daily instructional routine in oral language , reading and writing.<br>**Strategy's Expected Result/Impact:** Summit k-12<br>STAAR<br>TELPAS<br>EOY LPAC Student Summary Reports<br>STATE test results<br>Amplify Reading<br>IMPACT:<br>Student Effective English Learning<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Lead Teacher<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - 199 - State Bilingual/ESL, - 211 - Title I, Part A | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Implement a bilingual reading program that follows the guidelines for Early exit program which includes reading instruction based on students' English Proficiency levels.<br>**Strategy's Expected Result/Impact:** Strategy's Expected Result/Impact<br>Implementation : Amplify Reading<br>MAP Growth data<br>TELPAS<br>LPAC Recommendations for EBs<br>SUMMIT K-12 PRPs<br>**Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** - 199 - State Bilingual/ESL, - 211 - Title I, Part A | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** Purchase supplemental scientific research -based supplies and materials that includes technology hardware and supplies as well as hands on materials for instruction in the classroom<br>**Strategy's Expected Result/Impact:** Increased scores on STAAR, TELPAS and district assessments through the use of these materials.<br>**Staff Responsible for Monitoring:** RTI Teacher<br>Campus Administration<br>Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 4:** For the 2025-2026 school year, Develop College, Career and Military readiness skills through learning activities for 100% students in grades PK-5.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** In order to provide a multitude of opportunities to the students of La Encantada Elementary, the campus will host Career Days where community members, parents, and alumni are invited to share their careers with students through presentations and interactive activities.<br>**Strategy's Expected Result/Impact:** Student participation in Career Day and related activities will develop social-emotional skills such as communication, goal setting, and self-awareness.<br>Students will increase awareness of different careers and the education/training required to pursue them as measured by student reflections.<br>**Staff Responsible for Monitoring:** Counselor, Administration, Teachers, CIS | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide College, Career, and Military Readiness (CCMR) parent awareness presentations to increase family understanding of college and career pathways, academic expectations, and long-term planning beginning in PK-5.<br>**Strategy's Expected Result/Impact:** Increased parent knowledge and engagement in College, Career, and Military Readiness (CCMR) expectations and opportunities. | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

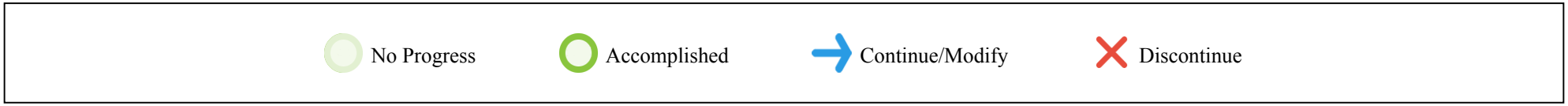
**Performance Objective 5:** During the 2025-2026 school year, counselors will implement developmentally appropriate Child Abuse Prevention guidance activities for all PK-5th grade students and provide responsive support services to any student who discloses concerns related to child abuse."

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Facilitate annual classroom guidance lessons on child abuse prevention for all PK-5th grade students.<br>**Strategy's Expected Result/Impact:** Students will receive developmentally appropriate education on recognizing, preventing, and reporting child abuse.<br>Students will demonstrate increased awareness of safe and unsafe situations and understand how to seek help from trusted adults.<br>**Staff Responsible for Monitoring:** Counselor, Administration | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Coordinate with local child safety professionals or law enforcement personnel to deliver developmentally appropriate presentations on personal safety to students.<br>**Strategy's Expected Result/Impact:** Students will gain a deeper understanding of personal safety, recognize potential risks, and know how to respond appropriately in unsafe situations.<br>Students will be better equipped to protect themselves and others, strengthening overall school safety and fostering trust between students and community safety professionals.<br>**Staff Responsible for Monitoring:** Counselor, Administration | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** The counselor will provide timely, confidential support to students who disclose abuse and coordinate with families and appropriate agencies to ensure safety.<br>**Strategy's Expected Result/Impact:** Students who disclose concerns will receive immediate support and guidance, ensuring their safety and emotional well-being.<br>Students will feel supported and protected, fostering trust in school staff and promoting a safer, more responsive school environment.<br>**Staff Responsible for Monitoring:** Counselor, Administration | | | | |


No Progress
Accomplished
Continue/Modify
Discontinue

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 6:** Throughout the 2025-2026 school year, the counselor will provide developmentally appropriate education to all 3rd-5th grade students on the effects of vaping, tobacco, drug, and alcohol use--including definitions, legal and school policies, statistics, and consequences--and will provide responsive support to any student who discloses concerns or is subject to disciplinary action related to these substances.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement structured, age-appropriate lessons for 3rd-5th graders on substance use, including definitions, health effects, and school and legal consequences.<br>**Strategy's Expected Result/Impact:** Students in 3rd-5th grade will gain knowledge about the risks and consequences of substance use, demonstrating an understanding of healthy choices and school expectations.<br>Students will be better prepared to resist peer pressure, make safe decisions, and contribute to a healthier, drug-free school environment.<br>**Staff Responsible for Monitoring:** Counselor | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Facilitate referrals for students and families to community-based treatment programs, mental health services, or support network<br>**Strategy's Expected Result/Impact:** Students and families will have access to appropriate community resources to address substance use and related mental health concerns.<br>**Staff Responsible for Monitoring:** Counselor | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 7:** During September and October of the 2025-2026 school year, the counselor will provide guidance activities to all students addressing bullying, harassment, and other concerning behaviors--including definitions, legal frameworks, David's Law, SBCISD policies, statistics, consequences, and the STOPit anonymous reporting system--and will provide responsive support to any student who discloses being a victim or is subject to disciplinary action related to these behaviors.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Deliver age-appropriate guidance lessons to all PK-5 students on bullying, harassment, cyberbullying, and David's Law.<br>**Strategy's Expected Result/Impact:** Students will understand David's Law and SBCISD policies, empowering them to recognize, prevent, and report concerning behaviors.<br>Increased student awareness will promote a safer, more respectful school climate with reduced incidents of bullying.<br>**Staff Responsible for Monitoring:** Counselor<br>Administration | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Teach students how to access and use the STOPit anonymous reporting system to report bullying or safety concerns.<br>**Strategy's Expected Result/Impact:** Students will develop awareness of safe and appropriate ways to report bullying, harassment, or safety concerns.<br>Increased student confidence in using the STOPit system will lead to earlier reporting and quicker interventions.<br>Decrease in incidents involving bullying, harassment, and concerning behaviors.<br>**Staff Responsible for Monitoring:** Counselor<br>Administration | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 8:** During the 2025-2026 school year, the counselor will provide and/or facilitate guidance activities addressing mental health to all students and offer responsive support to any student exhibiting mental health concerns, including self-harm or threatening behaviors with respect to other students, the school and school staff.

**Evaluation Data Sources:** Ripple Effects Reports
Behavior Threat Assessment Documentation
Campus Counseling Plan

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Incorporate SEL (social-emotional learning) programs and mindfulness activities into classroom guidance lessons.<br>**Strategy's Expected Result/Impact:** Students will demonstrate improved self-awareness, emotional regulation, and overall mental well-being.<br>**Staff Responsible for Monitoring:** Counselor | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Implement immediate response protocols for students showing self-harm or threatening behaviors.<br>**Strategy's Expected Result/Impact:** Reduced risk of harm, increased student safety, and timely support for students in crisis.<br>**Staff Responsible for Monitoring:** Counselor, Administration | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Connect students and families with local mental health services, treatment programs, or support groups.<br>**Strategy's Expected Result/Impact:** Improved access to professional support, enhanced student well-being, and strengthened family involvement in mental health care.<br>**Staff Responsible for Monitoring:** Counselor, Administration | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 9:** By May 2026, students in Pre-K 3- 5th grade will develop college and career readiness skills through relevant research-based presentations, speakers, and educational, cultural, and college campus visits field trips to encapsulate the learning of all TEKS to prepare for post-secondary readiness.

**Evaluation Data Sources:** Improvement in Math, RLA and Science scores
Scheudled Career Day
College and Career Spirit Week
College Field Trip
College Day Thursdays

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Scholars will be offered opportunities to participate in educational/cultural and college field trips. For example, but not limited to operas, plays, college visits, museum visits, zoo etc to increase TEKS enhancement and encapsulate the learning objectives for post secondary skills.<br>**Strategy's Expected Result/Impact:** Scholars will be offered opportunities to participate in educational/cultural and college field trips. For example, but not limited to operas, plays, college visits, museum visits, zoo etc to increase TEKS enhancement and encapsulate the learning objectives for post secondary skills.<br>**Staff Responsible for Monitoring:** Principal,Assistant Principal, Counselor and Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Increase student knowledge of different career and technical paths available to them at the Secondary level. This will include various speakers to discuss different career clusters offered at San Benito High School through CTE (Career and Technical Education).<br>**Strategy's Expected Result/Impact:** Increased exposure to to different career and technical pathways available to students at the Secondary Level.<br>**Staff Responsible for Monitoring:** Counselor<br>Principal<br>Assistant Principal | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 10:** During the 2025-2026 school year, students will be given Perfect Attendance Incentive Awards to increase student attendance.

**Evaluation Data Sources:** Attendance Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Purchase items to provide incentives to students who have monthly Perfect Attendance.<br>**Strategy's Expected Result/Impact:** Increase student attendance<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Counselor<br><br>**Funding Sources:** - 199 - General Fund - $3,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide activities for students who have Perfect Attendance<br>**Strategy's Expected Result/Impact:** Increase student attendance<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 11:** During the 2025-2026 school year, we will increase staff attendance by promoting the district Attendance Incentive and rewarding teachers with good attendance.

**Evaluation Data Sources:** Teacher Attendance Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Reward teachers with good attendance<br>**Strategy's Expected Result/Impact:** Increase Teacher Attendance<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 12:** During the 2025-2026 school year, the campus will offer extended learning opportunities to students in grades K-5 to ensure that struggling students master grade level standards in RLA, Math, and Science

**Evaluation Data Sources:** Accelerated Reading Goals, after school tutorials, campus interventionist , District Formative Assessments, scheduled interventions

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 13:** During the 2025-2026 school year, all discipline needs at La Encantada Elementary will be fully addressed through the components of the Positive Behavior Intervention System (PBIS) in alignment with our campus core values.

**Evaluation Data Sources:** Discipline Referrals
Teacher reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Reinforce the campus-wide PBIS plan to decrease disciplinary referrals, which includes Fun Friday and Nine Week Red Bucks Incentive.<br>**Strategy's Expected Result/Impact:** Decrease in discplinary referrals<br><br>Increase in instructional time<br>**Staff Responsible for Monitoring:** Principal<br><br>Assistant Principal<br><br>Counselor<br><br>Librarian<br><br>Classroom Teachers<br><br>**Funding Sources:** - 199 - General Fund | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/La Encantada will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service by the end of the 2026 school year.

**Performance Objective 14:** For the 2025-2026 school year, La Encantada will achieve 100% compliance with key safety protocols--including but not limited to-keeping all classroom doors closed and locked during instruction, conducting all required emergency drills, and ensuring staff and students do not open exterior doors to unauthorized individuals--as measured by monthly safety audits, drill logs, and staff/student surveys.

**Evaluation Data Sources:** Drill Logs,
Safety Audits
Student and Staff Surveys

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Reinforce Door Safety Protocols as follows:<br>Require all classroom doors to remain closed and locked during instructional time.<br><br>Conduct random checks twice monthly to ensure compliance.<br><br>Post visual reminders on doors and hallways.<br><br>Conduct Emergency Drills Consistently<br><br>Execute all required drills (fire, lockdown, evacuation, shelter-in-place) according to district/state guidelines.<br><br>Debrief with staff after each drill to review effectiveness and address issues.<br><br>Educate Staff and Students on Secure Access Protocols<br><br>Train all students and staff on the importance of not opening exterior doors to visitors or unknown individuals.<br><br>Implement regular safety announcements and include training during student orientation.<br><br>Engage Families and Community in Safety Practices<br><br>Communicate safety policies clearly to parents, including visitor check-in procedures.<br><br>Encourage parent partnership in reinforcing student awareness of safety expectations<br>**Strategy's Expected Result/Impact:** Drill Logs and Audit results, surveys<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, all staff and Campus Resource Officer. | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD/La Encantada will build a high-performing, compliant, and supportive workforce by the end of the 2026 school year.

**Performance Objective 1:** ESSA: Quality professional development during the 2025-2026 school year will be provided to 100% of instructional staff thus ensuring student success.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Based on teacher goals, staff development will be aligned to teacher self assessment and goals to meet individual and grade level needs.<br>**Strategy's Expected Result/Impact:** Teacher professional growth, thus student performance will increase.<br>**Staff Responsible for Monitoring:** Administrative Staff<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** All teachers, support staff, and administration will attend district required professional development, and participate in other trainings identified in the campus comprehensive Needs Assessment done in preparation for the new school year.<br>**Strategy's Expected Result/Impact:** Improve teacher performance<br>**Staff Responsible for Monitoring:** Administrative Staff<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** All teachers, support staff, and administration will attend district required professional development, and participate in other trainings identified in the campus comprehensive Needs Assessment done in preparation for the new school year. Some of the needed identified training includes:<br><br>*Teacher Clarity<br>*Strategies for teaching bilingual students<br>*Transitioning students to English<br>*School safety/welfare<br>* NEW SCIENCE TEKS<br>*Differentiated Instruction<br>*Behavior Strategies<br>*Revising and Editing-RLA<br>* Assistive Technology<br>*TEKS<br>*Region One Trainings<br>**Strategy's Expected Result/Impact:** Increase results on: STAAR, Amplify, PBMAS, STAAR, NWEA, CLI, TELPAS<br>Decrease on student referrals<br>**Staff Responsible for Monitoring:** Administration<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A, - 199 - State Bilingual/ESL | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Conduct a comprehensive needs assessment, taking into account, state achievement and other important data, to identify areas where teachers need support for students.<br>**Strategy's Expected Result/Impact:** Teacher Walthroughs<br>Amplify Data<br>NWEA DATA<br>TESS FORMAL Observations<br>STAAR DATA<br>TELPAS<br>CLI DATA<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>RTI Teacher<br><br>**Funding Sources:** - 199 - General Fund, - 211 - Title I, Part A, - 199 - State Bilingual/ESL | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Teachers and support staff will be able to observe teachers within the campus, district and outside district to enhance instruction to ensure student success.<br>**Strategy's Expected Result/Impact:** Improve teacher performance<br>Improved scores on NWEA, AMPLIFY. CLI, STAAR,<br>TTESS<br>Walkthoughs<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>RTI | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD/La Encantada will build a high-performing, compliant, and supportive workforce by the end of the 2026 school year.

**Performance Objective 2:** Teachers and support staff will be able to observe teachers within the campus, district and outside district to enhance instruction to ensure student success.

Strategy's Expected Result/Impact
Improve teacher performance
Improved scores on NWEA, AMPLIFY. CLI, STAAR,
TTESS
Walkthoughs

Staff Responsible for Monitoring
Principal
Assistant Principal
RTI

**Goal 2:** SBCISD/La Encantada will build a high-performing, compliant, and supportive workforce by the end of the 2026 school year.

**Performance Objective 3:** The campus will keep streamlined communication with all staff and incentivize when deemed to increase staff retention and value.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Faculty meetings will be held along with PLC meetings/Grade Level meetings will be held weekly/bi-weekly/monthly as needed and strategies from Capturing Kids Hearts will be utilized such as Good Things.<br>Regular staff meetings will provide:<br>A. Updated information on changes, and/or new guidelines for curriculum, assessments and programs.<br>B. Time for discussions and decisions by teachers concerning instruction and assessments.<br>C. Time for additional training for teachers in the depth and rigor of instruction in the TRS curriculum and the Fundamental Five HIgh Yield Strategies,to name a few.<br>Improve campus climate through shared information and incentives.<br>**Strategy's Expected Result/Impact:** Faculty and staff will be kept abreast of upcoming events and activities.<br>**Staff Responsible for Monitoring:** Administration<br><br>**Funding Sources:** - 199 - General Fund | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Weekly bulletins will be created and sent to staff via Google Classroom/Email to use as a communication tool.<br>**Strategy's Expected Result/Impact:** Faculty and staff will be kept abreast of upcoming events and activities<br>**Staff Responsible for Monitoring:** ADMNISTRATION | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Improve campus unity by uniting staff as a cohesive group including the use of a staff shirt and other incentives.<br>**Strategy's Expected Result/Impact:** Build campus unity and cohesiveness.<br>**Staff Responsible for Monitoring:** Administration | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** SBCISD/La Encantada will improve public relations, communications, and community engagement skills by the end of the 2026 school year.

**Performance Objective 1:** By May 2026, 90% of all students' parents/guardians/families and other stakeholders will participate in at least one school-sponsored academic/community/district activity to increase parent involvement participation and be given the opportunity for parent input.

**Evaluation Data Sources:** Parent Surveys
Sign In sheets for School Event
Phone Logs
DOJO Communication

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Red "Friday" Folders will be sent home on a weekly basis to keep parents informed about school functions, and Green "Homework" folders will be provided for all students to ensure parents have the opportunity to help students at home. Parents will be sent messages from Teachers, Counselor, and Administration via Class DOJO.<br>**Strategy's Expected Result/Impact:** Increase parent involvement for parents by keeping them informed of campus activities.<br>**Staff Responsible for Monitoring:** Teachers<br><br>**Funding Sources:** - 199 - General Fund - $1,200 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** All stakeholders will be invited to parental involvement activities, including Kinder graduation, PK-5th Grade Awards assemblies, PTO meetings, board meetings, Campus Grade Level Luncheons and district and community events.<br>**Strategy's Expected Result/Impact:** Increase parental involvement for parents by increased participation in school activities.<br>**Staff Responsible for Monitoring:** Principal<br>Teachers<br><br>**Funding Sources:** - 199 - General Fund - $3,200 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** SBCISD/La Encantada will improve public relations, communications, and community engagement skills by the end of the 2026 school year.

**Performance Objective 2:** By May 2026, School Counselor, Campus Officer, RtI Teacher, Nurse, FACE, and Librarian will provide Parent Education Sessions, to increase parental awareness and knowledge on topics that impact school-age children including appropriate discipline/consequences, effective communication skills, responsible use of social media and technology, bullying, drug awareness, suicide awareness, School Safety, Response to Intervention, Library topics such as Accelerated Reader and college and career readiness.

**Evaluation Data Sources:** Parent Education Session sign in sheets from each campus.
Parent Education Session evaluation forms.
Pre and Post-Assessments by branching minds Mini-Dessa

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Campus staff such as school counselor, campus officer, librarian, RtI Teacher will provide a parent education session twice per semester along with Parent Specialist.<br>**Strategy's Expected Result/Impact:** Parents will gain knowledge and skills to help them with their child's social-emotional needs as evidenced by pre and post assessments.<br><br>Increase parental involvement.<br>**Staff Responsible for Monitoring:** Parent Specialist<br>School Counselor<br>Administration | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** SBCISD/La Encantada will improve public relations, communications, and community engagement skills by the end of the 2026 school year.

**Performance Objective 3:** By May 2026, campus will improve on intentional communication efforts with parents to keep parents well informed of events. Campus will utilize Facebook, DOJO and will incorporate School Messenger to communicate with parents.

**Evaluation Data Sources:** Reports from platforms.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Recieve training on School Messenger to use this platform for this 24-25 school year.<br>**Strategy's Expected Result/Impact:** Increase parent communication.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal and Counselor. | | | | |

No Progress | Accomplished | Continue/Modify | Discontinue

**Goal 4:** SBCISD/La Encantada will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability by the end of the 2026 school year.

**Performance Objective 1:** Federal Funds: To ensure compliance and fiscal responsibility and that Federal Funds are being used to target improvement in student achievement, La Encantada will ensure compliance of federal funds and federal and state requirements to stay current with federal, state and local and procedures.

**Evaluation Data Sources:** CIP, Budget Review, Required Field Trip forms for documenting Federal Funds use

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** To ensure all the needs of La Encantada students are being met for student achievement, La Encantada will allocate federal funds for activities to raise student achievement such as Field Trips, Technology, Instructional Resources, Instructional Technology platforms, Instructional Materials, and other technology resources to encapsulate an enhance the learning.<br>**Strategy's Expected Result/Impact:** Increase in STAAR Scores, NWEA Scores, Amplify Scores and I-READY Scores.<br>**Staff Responsible for Monitoring:** Principal, Assisant Principal, Teachers, RtI Teachers<br><br>**Funding Sources:** - 211 - Title I, Part A | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

# San Benito Consolidated Independent School District

# La Paloma Elementary School

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

### Mission

The mission of La Paloma Elementary 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

#### Vision

The vision of La Paloma Elementary School is that every student will acquire the academic skills, confidence and desire to become graduates and life long learners.

# Value Statement

• 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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# Goals

**Goal 1:** La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 1:** By June 2026, 90% of all students at La Paloma Elementary will meet approaching standards on state assessments, 60% obtaining "meets", and 30% obtaining mastery. To attain this goal we will have a concentrated effort on special populations (EL, EB, SPED, GT, 504).

**HB3 Goal**

**Evaluation Data Sources:** STAAR Assessments 3-5; NWEA MAP; iReady

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Monitor, evaluate, and analyze student performance data in order to identify strengths and weaknesses in curriculum implementation, program effectiveness and student success.<br>**Strategy's Expected Result/Impact:** Improved student performance through increased use of effective strategies. Follow the TEKS Resource system. Walkthroughs. Peer to peer interactions through vertical PLCs<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, RTI teacher and teachers<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Identify students' areas of of concerns; provide interventions; monitor progress and concerns<br>**Strategy's Expected Result/Impact:** Increase academic strategies for struggling students.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, RTI Teacher and Classroom Teachers | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Analyze student data in order to identify strengths and weaknesses through the use of Eduphoria, Data ONsuite, and State assessment data<br>**Strategy's Expected Result/Impact:** Target the needs of each student based on the objectives needed for improvement.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Offer tutorials that will allow all students the opportunity to succeed on local and state assessments<br>**Strategy's Expected Result/Impact:** Improvement on local and state assessments.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- Targeted Support Strategy** | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Purchase and update technology equipment such as but not limed iPads, laptops, desktops, T.Vs , apple TVs, etc.. in order to enhance daily classroom instruction.<br>**Strategy's Expected Result/Impact:** Increased student performance.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments<br>**Funding Sources:** Laptops; iPads, Desktops, TVs - 199 - State Compensatory Education (SCE), Computer on Wheels Carts Updates and Repairs - 199 - General Fund, Chromebooks, ipads, desktops - 211 - Title I, Part A | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** Order instructional materials, technology software, and any other supplies needed to address all student needs to include special populations' needs such as at-risk, migrant, bilingual, LEP, Special Education, Dyslexia and Gifted and Talented, for the completion of special projects, interventions, and differentiated assignments.<br>**Strategy's Expected Result/Impact:** Increased student performance<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 7:** Order and provide equipment and supplies needed to enhance classroom teaching,such as Epson projectors and smart boards, center activities, and student learning for daily functions within the instructional day.<br>**Strategy's Expected Result/Impact:** Align activities to student objectives and increase student performance<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 8:** Provide incentives for students to promote positive and productive environment, such as but not limited to trophies, certificates, etc<br>**Strategy's Expected Result/Impact:** Promote student academic achievement and attendance.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 9:** Provide teachers and students with homework planners and folders to teach and model organizational skills and maintain parental communication.<br>**Strategy's Expected Result/Impact:** Increase responsibility and establish communication with parents<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** Students in 3rd, 4th and 5th Grade will increase performance on Reading by 12% on state assessments for grades 3-5 and NWEA for grades K - 2.

**HB3 Goal**

**Evaluation Data Sources:** Spring 2026 STAAR Scores, EOY NWEA MAP results and iReady results.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The campus will order supplemental materials addressed to deficits in STAAR mastery such as Forde Ferrier<br>**Strategy's Expected Result/Impact:** Increased Student performance on STAAR Reading/Writing<br>**Staff Responsible for Monitoring:** Principals, Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide after school and Saturday tutorials to assist and promote small group instruction in order to facilitate acquisition of knowledge.<br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** Students in the 3rd, 4th and 5th grade will increase performance on STAAR by 11% in Mathematics. Students in grades K - 2 will increase performance on NWEA MAP by 10% in Mathematics.

**HB3 Goal**

**Evaluation Data Sources:** 2026 STAAR Results, EOY NWEA MAP results, and iReady results.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Students in the 3rd, 4th and 5th grade will increase performance on STAAR by 5% in Mathematics<br>**Strategy's Expected Result/Impact:** Increase Student Performance on STAAR Math.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide after school and Saturday tutorials to assist and promote small group instruction in order to facilitate acquisition of knowledge.<br>**Strategy's Expected Result/Impact:** Increased number of students reaching approaches status in Math.<br>**Staff Responsible for Monitoring:** K-5 teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** The campus will order up to date materials to ensure that Bluebonnet math is delivered with fidelity<br>**Strategy's Expected Result/Impact:** Increased number of students reaching approaches status in Math.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** The campus will order supplemental materials addressed to deficits in STAAR mastery such as Lone STAAR and Forde Ferrier<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- Targeted Support Strategy - Additional Targeted Support Strategy** | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 4:** Students in 5th grade will increase performance in Science by 30% in the state assessment. Students in K - 4 will increase performance in Science by 10% on the NWEA MAP exam.

**Evaluation Data Sources:** Spring 2026 STAAR Scores, EOY NWEA MAP, and iReady results.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 1:** Purchase computer or online based programs such as, STEM Scopes to ensure Science improvement.<br>**Strategy's Expected Result/Impact:** Increase student performance on STAAR science<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal; Teachers, RTI Teacher | Dec | Mar | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 2:** Purchase TEKS Objective and STAAR related supplemental matters for Science such as Lone STAAR, generation genius, and Forde Ferrier<br>**Strategy's Expected Result/Impact:** Increased Student Performance on STAAR Science<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal | Dec | Mar | May | June |
| | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 5:** Students in PK-5th Grade (including 3year old Program, Special Education ECSE; ACU, Migrant and Gifted and Talented) will increase one grade level in all the content areas: Reading, Math, Science and Social Studies

**Evaluation Data Sources:** Report cards; Amplify Reports; MAP Reports; iReady Reports; Campus and District Benchmarks; CLI scores and ULS scores

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Purchase software including online based programs & APPs to use in the classroom through laptops, iPads to enrich student learning. Such as but not limited to; Reading, Math, AR programs, etc.. **Strategy's Expected Result/Impact:** Increase student performance in all content areas. **Staff Responsible for Monitoring:** Principal, Assistant Principal; Teachers, RTI Teacher | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Purchase materials supplies such as but not limited to paper; colored paper, tagboard; chart tablets, pencils, composition notebooks, journals, modeling clay, glue, etc...) **Strategy's Expected Result/Impact:** Increase Student Performance in all content areas. **Staff Responsible for Monitoring:** Principal and Assistant Principal | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Purchase laptops, iPads, hardware, keyboards and desk top computers for classroom and computer lab to enhance student learning and exposure. **Strategy's Expected Result/Impact:** Increase Student Performance in all content areas. **Staff Responsible for Monitoring:** Principal and Assistant Principal | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Hire interventionists to assist in closing the gaps for struggling ELL students in all grade levels in the areas of ELAR and math **Strategy's Expected Result/Impact:** Close academic gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Teacher | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Expose students to real world situations and help them build on their background knowledge through instructional field trips.<br>**Strategy's Expected Result/Impact:** Build on background knowledge and improve student performance.<br>**Staff Responsible for Monitoring:** Teachers, Principal and Assistant Principal. | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** Pre-Kindergarten students will be provided with a daily snack to ensure that they have the energy to focus on academics for the second half of the day. | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 7:** La Paloma will purchase functional items and furniture for the ECSE and the ACU geared toward life-skills.<br>**Strategy's Expected Result/Impact:** Safe and supportive learning environment to suit needs of SPED students.<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Effective Instruction<br>**- Targeted Support Strategy** | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 8:** La Paloma Elementary will purchase smart tv's to display to the classroom and replace malfunctioning smart boards<br>**Strategy's Expected Result/Impact:** 100% student engagement<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Secretary<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments<br>**- Targeted Support Strategy** | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 6:** 85% of students will make significant progress towards meeting college readiness requirements by June 2025.

**Evaluation Data Sources:** STAAR Scores; TELPAS

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Purchase headsets, mouse (mice), and keyboards for computer use during TELPAS testing, Station, Imagine Learning and other district provided online platforms.<br>**Strategy's Expected Result/Impact:** Improvement in state and local assessments and district initiatives.<br>**Staff Responsible for Monitoring:** Principals and Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- Targeted Support Strategy** | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Purchase dictionaries for students for all 3rd, 4th and 5th grade students for classroom use during instruction and testing.<br>**Strategy's Expected Result/Impact:** Improvement in state and local assessments and district initiatives.<br>**Staff Responsible for Monitoring:** Principals and Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- Targeted Support Strategy** | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Purchase equipment towards enrichment electives and the arts including but not limited to: musical instruments, science lab supplies, technology, educational material.<br><br>**TEA Priorities:**<br>Connect high school to career and college | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Purchase equipment towards enrichment electives and the arts including but not limited to: musical instruments, science lab supplies, technology, educational material.<br>**Staff Responsible for Monitoring:** Principal Assistant Principal | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Students will attend fine arts field trips and conduct presentations in the following items but not limited to sounds of the season, and veterans day activities.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal<br><br>**TEA Priorities:**<br>Connect high school to career and college | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Organize a Career Day and/or College Field trip each year where professionals from diverse fields come to share their experiences and insights. Invite these professionals to also participate in classroom discussions, allowing students to ask questions related to their subjects and potential career paths. 3-5th grade students will attend a college field trip.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** The yearly induction of new students into the National Elementary Honor Society, promoting college preparedness.<br>**Strategy's Expected Result/Impact:** Prinicipal, Assistant Principal<br><br>**TEA Priorities:**<br>Connect high school to career and college | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 7:** SBCISD/ La Paloma Elementary School's commitment is to introduce comprehensive safety initiatives and anti-drug programs for our students and staff.

**Evaluation Data Sources:** Fitness Gram and number of discipline referrals.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Students will learn the difference between right and wrong through counseling, Capturing Kids' Hearts activities and guest speakers presentation on character lessons, PBIS refreshers, drug awareness activities. Weekly counseling.<br>**Strategy's Expected Result/Impact:** Weekly Counseling lessons<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor and teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Coordinate with school nurse to ensure that students receive vision and hearing screenings yearly. Health lesson on a weekly basis with all students, with an emphasis on social-emotional student status.<br>**Strategy's Expected Result/Impact:** Healthy students. Higher Attendance; Proper Hygiene. Higher increase in academics.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Nurse | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Students and staff will participate in a Bully Free environment.<br>**Strategy's Expected Result/Impact:** Creation and maintenance of a Safe Environment at La Paloma Elementary<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Counselor | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Custodians will be provided with essential items, including uniforms, which are necessary to keep the campus safe and clean.<br>**Strategy's Expected Result/Impact:** Safe and clean campus<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Head Custodian.<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** 100% of the school staff will utilize Positive Behavior Intervention Support (PBIS) campus model to enhance academic and social behavior outcomes for all students. Campus Leadership Team will review and make adjustments to campus PBIS manual. Three PBIS incentives will be held throughout the year to reward model behavior.<br>**Strategy's Expected Result/Impact:** Maintain a safe and positive learning environment.<br>**Staff Responsible for Monitoring:** Principal; Assistant Principal, Counselor, RTI Teacher and Classroom Teachers<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 8:** 100% of the students will participate in physical activity through the campus' Physical Education Program.

**Evaluation Data Sources:** Percent of students considered fit through the Fitness Gram.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Students will learn the benefits of staying healthy through a well balance diet and proper exercise through the instruction of the school nurse and through the physical education teacher.<br>**Strategy's Expected Result/Impact:** Healthy students.<br>**Staff Responsible for Monitoring:** Principal, P.E Teacher, Nurse<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Implement a safe and healthy environment for students to participate in required physical activity and increase parental involvement in students' physical education.<br>**Strategy's Expected Result/Impact:** Healthy Students<br>**Staff Responsible for Monitoring:** Principal, P.E Teacher, Nurse<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 9:** The campus will maintain a safe and secure environment at all times through constant communication through the use of communication devices.

**Evaluation Data Sources:** Principal and Assistant Principal

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The school will use radios to communicate and ensure student safety all times.<br>**Strategy's Expected Result/Impact:** An added layer of student safety through enhanced communication<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** The school will use Raptor system, or other software needed to ensure students are checked in/out as they arrive/depart from campus.<br>**Strategy's Expected Result/Impact:** Student Safety<br>**Staff Responsible for Monitoring:** Principal and Assistant Principal<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 10:** La Paloma Elementary will maintain a sanitary learning environment for staff and students during the school day by providing a clean and safe environment.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Daily Cleaning Checklists: Implement detailed cleaning checklists for custodial staff to ensure all areas are cleaned thoroughly every day, with accountability measures in place.<br>**Staff Responsible for Monitoring:** Principal/ Assistant Principal/Custodians | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Student and Staff Involvement: Encourage students and staff to participate in cleanliness initiatives, such as "Clean-Up Days," to foster a sense of ownership and responsibility for their environment.<br>**Staff Responsible for Monitoring:** Principal/Assistant Principal/ Custodians<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 11:** Enhance Safety Protocols: Implement and regularly update safety procedures and protocols for emergencies, ensuring that all staff and students receive training and drills to prepare for various scenarios.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Regular Drills: Schedule quarterly drills simulating different emergency scenarios (fire, lockdown, evacuation) to ensure everyone is familiar with the procedures.<br>**Staff Responsible for Monitoring:** Principal/Assistant Principal<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Training Workshops**: Conduct biannual training sessions for staff to keep them updated on safety protocols and emergency response techniques.<br>**Staff Responsible for Monitoring:** Principal/Assistant Principal<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 12:** Enhance Communication and Reporting Systems: Create accessible channels for reporting safety concerns and establish a feedback mechanism for students, staff, and parents to actively contribute to ongoing improvement of the school environment

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Regular Feedback Surveys: Conduct biannual surveys to gather feedback from students, staff, and parents about safety measures and areas for improvement, with results shared transparently.<br>**Staff Responsible for Monitoring:** Principal/Assistant Principal<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Communication Workshops: Offer workshops for staff, parents and students on effective communication strategies, emphasizing the importance of reporting concerns and participating in the dialogue about safety.<br>**Staff Responsible for Monitoring:** Principal/Assistant Principal<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** La Paloma Elementary School will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 13:** La Paloma Elementary will provide attendance incentives every six weeks for students and classes who have perfect attendance.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** La Paloma will purchase incentives and small items for students and classes who have perfect attendance.<br>**Strategy's Expected Result/Impact:** Improved ADA<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, PEIMS clerk<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** La Paloma Elementary School will build a high performing, complaint, and supportive workforce.

**Performance Objective 1:** All teachers will participate in high quality professional development.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** All teacher will receive high quality professional developments and or conferences in areas identified as needs for improvement and any relevant training that includes but is not limited to, content core subject areas<br>**Strategy's Expected Result/Impact:** Effective delivery of instruction.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, District Staff development | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Teachers and Administrators will participate in PLC grade level meeting in all subject areas weekly.<br>PLC:<br>Vertical Teaming<br>Data Analysis<br>**Strategy's Expected Result/Impact:** Teacher input on data and program usage<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, teachers, RTI teacher | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** PLC Vertical Team Meeting four times yearly. All Teachers come together to share ideas and accomplishments.<br>**Strategy's Expected Result/Impact:** Teacher input on data and accomplishments.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, All teachers | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** PLC data meeting. Team meets once a month to review data from benchmarks, Amplify, NWEA MAP, CFA, etc.<br>**Strategy's Expected Result/Impact:** Close academic gaps.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, RTI teacher, teachers | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Administrators will attend professional development and leadership trainings conferences, etc..c on topics related to student performance, data analysis, etc. such as but not limited to, TEPSA , Lead4Ward, Bilingual Conferences.<br>**Strategy's Expected Result/Impact:** Impact campus performance through ongoing adult learning.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** All campus personnel including professionals, para-professionals, custodial and cafeteria staff will receive training on Bullying prevention; Suicide Prevention, and FERPA.<br>**Strategy's Expected Result/Impact:** Safe environment for all of the campus' stakeholders.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** La Paloma Elementary School will build a high performing, complaint, and supportive workforce.

**Performance Objective 2:** 100% of all teachers will meet the state requirements for certification in area teaching.

**Evaluation Data Sources:** SBEC Certification

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Follow and collaborate with district guidelines for hiring to ensure all teachers meet state requirements for certification in area teaching.<br>**Strategy's Expected Result/Impact:** High Quality Teachers<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Teachers with current GT students in their classroom will meet the 30 hour GT professional development requirement and/or the 6 hour GT update requirements.<br>**Strategy's Expected Result/Impact:** GT students receiving a instruction by a highly qualified teacher.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Teachers teaching bilingual students will attend training required as per district initiatives.<br>**Strategy's Expected Result/Impact:** Meet the needs of the bilingual students by a highly qualified teacher.<br>**Staff Responsible for Monitoring:** Principal<br>LPAC Coordinator; LPAC Lead Teacher, | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** La Paloma Elementary School will build a high performing, complaint, and supportive workforce.

**Performance Objective 3:** Develop and communicate clear pathways for teachers to qualify for the Teacher Incentive Allotment, ensuring that all eligible teachers are informed and receive support in applying for these incentives, with a target of increasing applications by 20% by the end of the school year.

**Evaluation Data Sources:** TIA incentive allotment recipient list

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Host information sessions at the beginning of the school year where administrators explain the Teacher Incentive Allotment and eligibility criteria. These sessions should also include testimonials from teachers who successfully navigated the application process.<br>**Strategy's Expected Result/Impact:** Increased motivation to attain TIA designation amongst teachers.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal. RTI<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Host information sessions at the beginning of the school year where administrators explain the Teacher Incentive Allotment and eligibility criteria. These sessions should also include testimonials from teachers who successfully navigated the application process.<br>**Strategy's Expected Result/Impact:** Increased motivation to attain TIA designation amongst teachers.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, RTI<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** La Paloma Elementary will improve public public relations, communications, and community engagement skills.

**Performance Objective 1:** Weekly parental involvement participants will increase by 20% by June, 2026

**Evaluation Data Sources:** Parent Center Logs, Sign in Sheets, School Messenger Logs, etc

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Maintain Parental Involvement center open every Wednesday weekly.<br>**Strategy's Expected Result/Impact:** Increase parental involvement<br>**Staff Responsible for Monitoring:** Principal; Parental Involvement Liaison | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Host an Annual Volunteer Fair: Organize an event at the school where parents can meet teachers, see the programs available, and learn how they can contribute to school activities.<br>**Strategy's Expected Result/Impact:** Increase Parent Involvement<br>**Staff Responsible for Monitoring:** Principal; Parental Involvement Liaison | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** La Paloma Elementary will improve public public relations, communications, and community engagement skills.

**Performance Objective 2:** Daily contact with students that are absent. Phone calls will be made before 10:00 a.m. to encourage parents to bring their children to school.

**Evaluation Data Sources:** Parental Involvement Liaison, Communities In School Case Worker, PEIMS Clerk

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 1:** Increase student attendance and target the habitual absentees.<br>**Strategy's Expected Result/Impact:** Increase attendance.<br>**Staff Responsible for Monitoring:** Parental Involvement Liaison, Communities in School Caseworker, PEIMS clerk. | Dec | Mar | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 2:** Activities will be planned to encourage parents to visit the school and interact with their child and teachers. Activities will include Meet the Teacher Night, Luncheons, pick nicks, parent/teacher conferences, PTO, student programs and displays. Open House- Texas Public Schools Week.<br>**Strategy's Expected Result/Impact:** Increase parental involvement.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, all teachers, Fine Arts Teacher | Dec | Mar | May | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 3:** Ensure homeless families bring their children to school on a daily basis. Assist in getting them needs, such as clothing and assistance with shelter and utilities.<br>**Strategy's Expected Result/Impact:** Student performance and attendance.<br>**Staff Responsible for Monitoring:** Parental Involvement Liaison, Communities In School Caseworker. | Dec | Mar | May | June |
| | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** La Paloma Elementary will improve public public relations, communications, and community engagement skills.

**Performance Objective 3:** Establish Regular Communication Channels: Develop social media updates and websites to keep families informed about school events, resources, and opportunities for involvement, aiming for a 20% increase in response rates from parents.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Utilize Social Media Platforms: Set up dedicated school pages on platforms like Facebook and Instagram to share real-time updates and engage with families through polls or Q&A sessions<br>**Staff Responsible for Monitoring:** Principal, Campus Web Liaison | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Develop a Parent Portal: Implement an easy-to-navigate section on the school's website where parents can access important information, event calendars, and communication from teachers.<br>**Staff Responsible for Monitoring:** Principal, Campus Web Liaison | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** La Paloma Elementary will purchase speaker equipment, microphones, tv's and communication tools to enhance the cafeteria during Title 1 meetings, Parent data meetings, School Luncheons, Open House, and Meet the Teacher.<br>**Strategy's Expected Result/Impact:** An increase in parental engagement during meetings.<br>**Staff Responsible for Monitoring:** Principal, Assistant principal, secretary<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** La Paloma Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 1:** To ensure compliance and fiscal responsibility and that Federal funds are being used to target improvement in student achievement, La Paloma Elementary 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 teachers and staff members and stay current with federal, state and local law and procedures.

**Evaluation Data Sources:** End of year financial audit and meeting with director of finance.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** La Paloma Elementary will purchase computers, hardware, monitors to ensure that all financial operations are up to date.<br>**Strategy's Expected Result/Impact:** An increase of 10% of federal and local funds spent in the upcoming year.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Secretary<br><br>**ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** La Paloma Elementary will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 2:** To ensure that the needs of all students are being met, La Paloma Elementary will allocate and distribute federal funds to eligible departments, classes, and grade levels systematically.

**Evaluation Data Sources:** An increase of 10% will be made in spending for student needs for individual classes and grades.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** PLC's and digital wish lists will be sent out to gather information from teachers and staff concerning items of need which would benefit student needs.<br>**Strategy's Expected Result/Impact:** An increase of 10% will be made in spending for student needs for individual classes and grades.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Secretary<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

# San Benito Consolidated Independent School District

# Miller Jordan Middle School

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

The Mission of Miller Jordan Middle School is to provide a nurturing and safe learning environment that supports the educational achievements and development of all students.

# Vision

The vision of Miller Jordan Middle School is to be a gold standard campus through the commitment of integrity, loyalty and excellence. Achieved by the dedication to the belief that all students can meet and excel in their educational endeavors. Our team will continuously work collaboratively to improve our school, teachers, and community culture to mold our students in becoming their best.

“A Miller Jordan Cougar will be Respectful, Responsible, Ready and Righteous.”

# Value Statement

Miller Jordan Focuses on these Core Values: Trust, Excellence, Accountability, and Mutual Respect

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# Goals

**Goal 1:** Miller Jordan Middle School will ensure academic excellence by providing innovative, a high- quality learning environment that prepares every student for success in college, career, or military service.

**Performance Objective 1:** By June 2026, 80% of students, with a concentrated effort on all special populations, will meet established standards on the state assessments.

**Evaluation Data Sources:** Lesson plans
Mini-marks
District CFA's
Usage Reports
Confidential Student Reports
Campus Report Card
NWEA Data
STAAR Interim Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide intensive, systematic, research-based accelerated instruction in the content areas for identified at-risk students.<br>**Strategy's Expected Result/Impact:** Improved instruction thereby improving student learning and achievement as noted in lesson plans, walkthroughs<br>Instructional Rounds<br>Increased student engagement<br>Increased Student Differentiated Instruction<br>Increased student learning as measured on interim assessments, unit assessments, and STAAR.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal(s)<br>Mentor Teachers<br>Teachers<br>Dean of Instruction<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**- Additional Targeted Support Strategy**<br>**Funding Sources:** Tutorials, online programs, - 211 - Title I, Part A - $50,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Consistent Classroom Logistics Across the Campus:<br>1. Daily content and language objectives posted where students can view them and use them<br>2. Daily bell-to-bell instruction<br>3. Daily Exit Tickets to check for student understanding<br>4. Student-centered desk configurations that facilitate cooperate learning and traffic flow<br>5. Integration of Technology<br>**Strategy's Expected Result/Impact:** Improved student learning as measured on mini-marks, unit assessments, District CFA's and STAAR<br>**Staff Responsible for Monitoring:** Walk-throughs by<br>1. Admin.<br>2. Master Teachers<br>3. Dean of Instruction<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Unit Assessments and Interim assessments will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction to determine weaknesses and strengths.<br>**Strategy's Expected Result/Impact:** Improved classroom instruction thereby improving student learning and achievement as noted in lesson plans, walkthroughs and Instructional Rounds<br><br>Increased student engagement<br>Increased student learning as measured on CFAs, Benchmarks and STAAR.<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Teachers | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** After School tutorials will be provided for ALL student populations.<br>**Strategy's Expected Result/Impact:** Effectively utilize learning time,<br>increase student learning, increase student achievement; and increase teacher knowledge thereby improving student learning and achievement.<br>**Staff Responsible for Monitoring:** Principal,<br>Asst Principals,<br>Dean<br>Teachers,<br>Master Teachers | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** During PLC time, administration will lead teachers through Data Driven and Data Conversations to extract student data from Eduphoria or their assessments and identify areas of need.<br>**Strategy's Expected Result/Impact:** Increase teacher content knowledge thereby improved student learning and achievement<br>**Staff Responsible for Monitoring:** Principal,<br>Asst Principals,<br>Dean of instruction,<br>Master Teachers,<br>Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** Teachers will be trained in unpacking the standard into the knowledge and the skill.<br>**Staff Responsible for Monitoring:** Dean<br>Administrators<br>Teachers<br><br>**TEA Priorities:**<br>Improve low-performing schools | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** Miller Jordan Middle School will ensure academic excellence by providing innovative, a high- quality learning environment that prepares every student for success in college, career, or military service.

**Performance Objective 2:** By June 2026, Special Populations (EBs, SpEd, At-Risk) will achieve academic success increasing one performance level at minimum on NWEA MAP diagnostic assessments and growth from the previous school year in STAAR and TELPAS.

**Evaluation Data Sources:** Mini-marks
District CFA's
Usage Reports
Confidential Student Reports
Campus Report Card
NWEA Data
STAAR Interim Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Increase effective Math instruction by ensuring teachers use the district developed pacing guide to teach the TEKS, as well as to incorporate TEKS Resource System and Activities, Lead4Ward resources, all in order to provide bell-to-bell instruction to improve student learning and achievement.<br>**Strategy's Expected Result/Impact:** Improved instruction thereby improving student learning and achievement as noted in lesson plans, walkthroughs and Instructional Rounds<br><br>Increased student engagement<br>Increased student learning as measured on minimarts, Benchmarks and STAAR.<br>**Staff Responsible for Monitoring:** Assistant Principal(s),<br>Core Subject Teachers,<br>Dean of Instruction,<br>Department Heads,<br>Math Department Chair,<br>Principal,<br>Teachers<br><br>**Funding Sources:** Math Workbooks - 199 - General Fund - $5,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Consistent Classroom Logistics Across the Campus:<br>1. Daily content and language objectives posted where students can view them and use them<br>2. Daily bell-to-bell instruction<br>3. Daily Exit Tickets to check for student understanding<br>4. Student-centered desk configurations that facilitate cooperate learning and traffic flow<br>5. Integration of Technology<br>**Strategy's Expected Result/Impact:** Improved student learning as measured on CFA, Benchmarks, and STAAR<br>**Staff Responsible for Monitoring:** Walk-throughs by:<br>1. Administrators<br>2. Master Teachers | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Unit Assessments will be administered and staff will participate in data analysis, disaggregation, and TEKS deconstruction.<br>**Strategy's Expected Result/Impact:** Improve data-decision making to focus instruction in order to improve student learning.<br>**Staff Responsible for Monitoring:** Dean of Instruction | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** After School and Saturday morning tutorials will be provided for ALL student populations.<br>**Strategy's Expected Result/Impact:** Increase student learning<br>Increase student achievement<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal(s)<br>Teachers<br>Dean of Instruction<br>Secretary<br>Custodian<br>Transportation<br>**Funding Sources:** Tutorials - 199 - General Fund - $50,000 | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** MJMS Math teachers will attend staff development targeting Math concepts.<br>**Strategy's Expected Result/Impact:** Improved teacher knowledge thereby increasing student learning and achievement<br>**Staff Responsible for Monitoring:** Principal<br>Asst. Principals<br>Dean of Instruction<br>Master Teachers<br>Mentor Teachers<br>Teachers | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** During PLCs, Administration will conduct Data Conversations with Teachers as teachers learn to extract student data from Eduphoria<br>**Strategy's Expected Result/Impact:** teacher growth in interpreting data and using it to guide instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** Miller Jordan Middle School will ensure academic excellence by providing innovative, a high- quality learning environment that prepares every student for success in college, career, or military service.

**Performance Objective 3:** TECHNOLOGY INTEGRATION : All MJMS students will use technology devices and programs that will enhance student learning outcomes.

Re-establishing a culture of high expectations will need to be key priority so that the majority of time is spent on high quality instruction, 100% of MJMS 6th, 7th and 8th grade students will have opportunities to master grade level content with meaningful and relevant lessons.

**Evaluation Data Sources:** Technology Software Usage Reports (Progress Learning, Sirius, Summit K12, Edgenuity)
Mini-marks
District CFA's
Usage Reports
Confidential Student Reports
Campus Report Card
NWEA Data
STAAR Interim Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** 1) Integrate and utilize technology hardware and software programs, updates, and licenses including but not limited to: Progress Learning, IXL, Nearpod, Summit K12, Edgenuity, and Eduphoria to implement mastery of the TEKS objectives (Title 1 SW: 2, 3) (Target Group: All) (NCLB: 1, 2, 3, 4, 5)<br>**Strategy's Expected Result/Impact:** Summative - Benchmarks and assessments will be reviewed to monitor student improvement. Usage Reports of electronic programs.<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Campus Instructional Technologist, Core Subject Teachers, Dean of Instruction, Librarian, Principal | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** Miller Jordan Middle School will build a high-performing, compliant, and supportive workforce.

**Performance Objective 1:** Quality professional development will be provided to 100% instructional staff thus ensuring student success in Reading, Writing, and Vocabulary.

**Evaluation Data Sources:** Staff development attendance, surveys, and feedback.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide professional development in areas relevant to subject area, content areas, and in special populations such as At-Risk, Dyslexia, GT, SpEd, Migrant & ELL.<br>**Strategy's Expected Result/Impact:** Increased teacher knowledge and skills<br>Improved teaching and learning<br>Increased student achievement as noted on mini marks, Benchmarks, and STAAR<br>**Staff Responsible for Monitoring:** Principal,<br>Assistant Principal(s),<br>Dean of Instruction,<br>Teacher(s)<br><br>**Funding Sources:** - 199 - General Fund - $5,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Attend Gifted and Talented Update Training (GT Teachers) and the Texas Performance Standards Project (TPSP) Scoring training to improve rigor and relevance of academic instruction.<br>**Strategy's Expected Result/Impact:** Teachers' certificate of participation.<br>**Staff Responsible for Monitoring:** Campus GT Coordinator Teacher(s)<br><br>**Funding Sources:** GT Training, Pre AP Training - 199 - General Fund - $20,000 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Administrator, dean and counselors at Miller Jordan Middle School who have authority for program decisions related to Gifted/Talented students will receive six or more hours of professional development that includes nature and needs of gifted/talented students and program options.<br>**Strategy's Expected Result/Impact:** Expense reports for fees&travel. Certificate(s) of participation.<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Dean of Instruction, Principal<br><br>**Funding Sources:** - 199 - General Fund - $5,000 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Attend/provide training in areas of : Eduphoria and Excel to analyze data and identify student/campus needs, Skyward Gradebook and Google Classroom as well as communication apps, such as Remind and School Messenger.<br>**Strategy's Expected Result/Impact:** Agenda, Eduphoria Strive Registrations, Sign in Sheets<br>**Staff Responsible for Monitoring:** Principal,<br>Assistant Principal(s), Counselor(s)<br>Dean of Instruction,<br>Teacher(s)<br><br>**Funding Sources:** District Trainings. Campus Trainings - 199 - General Fund - $2,500 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Staff will attend the Texas Teachers Evaluation Support System (TTESS) professional development which will review the TEA appraisal process.<br>**Strategy's Expected Result/Impact:** Agenda, Eduphoria Strive Registration, Sign In<br>**Staff Responsible for Monitoring:** Principal,<br>Assistant Principal(s), Counselor(s)<br>Dean of Instruction,<br>Teacher(s)<br><br>**Funding Sources:** Trainings - 199 - General Fund - $5,000 | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** Support new teachers for growth and development through mentors, workshops, and PLC.<br>**Strategy's Expected Result/Impact:** Increased Rigor and Relevance throughout classroom instruction;<br>Increase student learning;<br>Increase student achievement as noted on CFAs, benchmarks, and STAAR<br>**Staff Responsible for Monitoring:** Principal<br>Asst. Principals<br>Dean of Instruction<br>Master Teachers, Teachers | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** Miller Jordan Middle School will build a high-performing, compliant, and supportive workforce.

**Performance Objective 2:** 100% of all teachers will meet state requirements for certification in their content area of instruction.

**Evaluation Data Sources:** SBEC Certification Records

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** In accordance with ESSA, Miller Jordan MS employs only teachers who meet the criteria of being "highly qualified" as fully defined in Section 200.55 34 of CFR Part 200.<br>**Strategy's Expected Result/Impact:** Summative- personnel Records showing 100% HQ Personnel.<br>**Staff Responsible for Monitoring:** District Directors, Principal | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Miller Jordan MS follows district-level guidelines and employs only applicants who have satisfied the district-level requirements for meeting the highly qualified teacher and para professional guidelines set down in Section 1119 of P.L. 107-110, NCLB.<br>**Strategy's Expected Result/Impact:** Summative- District personnel records showing 100% HQ Personnel.<br>**Staff Responsible for Monitoring:** District Directors, Principal | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Cooperate with university to support student teachers.<br>**Strategy's Expected Result/Impact:** Number of student teachers requesting to do internship on campus.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal(s) Teacher(s) | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Miller Jordan MS will assign a mentor to new and struggling teachers<br>**Strategy's Expected Result/Impact:** Teachers will build high level of teaching skills, curriculum knowledge, highly effective communication skills, and positive working relationships.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Mentors | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** Miller Jordan Middle School  will build a high-performing, compliant, and supportive workforce.

**Performance Objective 3:** Teachers will participate in peer observations (instructional rounds) and feedback session.

**Evaluation Data Sources:** Teachers will provide feedback on best teaching practices and collaborate to plan with their respective teams.

**Goal 3:** Miller Jordan Middle School will improve public relations, communications, and community engagement skills.

**Performance Objective 1:** By May 2026, increase family engagement through school communications by 30%, as measured by responses to school announcements, newsletters, and surveys.

**Evaluation Data Sources:** Meeting sign in sheets
Parent contact logs
Agendas
Invitations to parent events

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Launch a monthly bilingual e-newsletter that includes school events, student highlights, and academic updates. | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Use Remind, ClassDojo, and school social media platforms to share important announcements in real-time. | Formative | | | Summative |
| | Dec | Mar | May | June |
| **ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Conduct quarterly family communication feedback surveys to identify preferred communication methods and improve clarity. | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Staff Responsible for Monitoring:** Leadership Team<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** Miller Jordan Middle School will improve public relations, communications, and community engagement skills.

**Performance Objective 2:** By the end of the school year, increase participation of community members and local organizations in school events by 25%.

**Evaluation Data Sources:** Event sign in sheets
Photos/videos of participation

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Create a Community Partnership Program to invite local businesses and leaders to mentor students or sponsor events. | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Host monthly community events such as literacy nights, student showcases, or open houses that encourage public participation. | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Develop a volunteer registry and train community members to support school activities and classroom needs. | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** Miller Jordan Middle School will improve public relations, communications, and community engagement skills.

**Performance Objective 3:** By the end of the school year, improve public perception of the school as measured by a 20% increase in positive responses on a community perception survey.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Highlight student and staff achievements through press releases, school website updates, and local news partnerships. | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Create a "Miller Jordan in the Community" outreach team to represent the school at district and city events. | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Implement a student media team to produce positive digital content such as videos, blogs, and podcasts about campus life. | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** Miller Jordan Middle School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 1:** By May 2026, Miller Jordan Middle School will increase transparency in campus budget and finance processes by allowing for accessibility to financial reports.

**Evaluation Data Sources:** Campus Principal

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Develop financial summaries to be accessible as needed during parent/community meetings.<br>**Strategy's Expected Result/Impact:** Expected results are open communication and transparancy for parents and community stakeholders<br>**Staff Responsible for Monitoring:** School Leadership Team | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Hold biannual budget forums for parents, staff, and community members to review budget allocations and offer input (i.e. Open House)<br>**Strategy's Expected Result/Impact:** The expected result is that our parents will be better informed.<br>**Staff Responsible for Monitoring:** School Leadership Team, campus committes and principal secretary | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Create a budget transparency section on school website and stakeholder meetings to communicate key spending decisions.<br>**Strategy's Expected Result/Impact:** Stakeholders will have up-to-date budget allocations and expenditures via campus website.<br>**Staff Responsible for Monitoring:** Social Media Specialist | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** Miller Jordan Middle School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 2:** Conduct a resource equity audit and ensure at least 90% of identified high-priority student needs are addressed.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Conduct a needs-based assessment involving staff and student data (e.g., academic support, special populations, technology gaps). | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Establish a Campus Resource Equity Committee that includes teachers, parents, and administrators to review and prioritize budget recommendations. | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Align resource allocation decisions with student performance and engagement data to ensure equity-focused planning. | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** Miller Jordan Middle School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 3:** By the end of the school year, reduce non-instructional operational costs by 10% without impacting student services.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Implement energy efficiency measures (e.g., turning off unused electronics, efficient HVAC scheduling). | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Digitize administrative processes such as field trip forms, supply orders, and leave requests to reduce paper and printing costs. | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Collaborate with the district to participate in bulk purchasing and shared service agreements to lower costs on supplies and services. | Formative | | | Summative |
| | Dec | Mar | May | June |
| | | | | |

 No Progress Accomplished Continue/Modify Discontinue

# San Benito Consolidated Independent School District

# Positive Redirection Center

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

Mission

The mission of the SBCISD Postive Redirection Center and the SCAN Program is to provide Academic Instruction within a structured environment to help students increase positive behaviors and to develop the academic and social skills necessary for success in their families, school and community.

# Vision

Vision

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to prepare all our students for success in their schools, families and communities. Our ideology is reflected in our fundamental beliefs, commitments and core values that guide us in our daily practices.

# Value Statement

At the San Benito CISD Positive Redirection Center we value the unique differences and capabilities that each of our students possess. We value the opportunity to have a positive impact on the daily lives of our students and to contribute to their success in all areas.

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# Goals

**Goal 1:** SBCISD/Positive Redirection Center will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

**Performance Objective 1:** ESSA:By May 2026 80% of all students, will show progress through the use modules, Edgenuity, TEKS/CCRS based lessons. .

**Evaluation Data Sources:** STAAR Reports for grades 6-EOC. Benchmarks will be used. Pre and post test will be administered for all SCAN students to determine grade level as well as improvement.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** We will be determining progress by analyzing benchmark/BOY/CFA student results and STAAR assessment results.<br>**Strategy's Expected Result/Impact:** The results should reflect student achievement growth.<br>**Staff Responsible for Monitoring:** Administrators, Counselor, and Teachers<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction<br>**Funding Sources:** benchmarks, release tests - 199 - General Fund - $0 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Positive Redirection Center will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

**Performance Objective 2:** Math: By June 2026 PRC/SCAN Program Students will demonstrate increased academic performance of assessed curriculum through the use of modules, Pearson, TEKS and CCRS based lessons.

**Evaluation Data Sources:** PRC will monitor Edgenuity assignments as well as pre and post assessments. Benchmark data will be analyzed to target those TEKS in need of remediation..

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teacher will use and develop units of study to integrate math curriculum with TEKS objectives and STAAR strategies.<br>**Strategy's Expected Result/Impact:** Increase passing rate on benchmarks and STAAR and overall improved grades.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Funding Sources:** TEKS based curriculums - 199 - General Fund | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Utilize supplemental materials including workbooks, textbooks, educational software, videos, critical thinking games.<br>**Strategy's Expected Result/Impact:** Observation by teachers and principal.<br>**Staff Responsible for Monitoring:** Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** workbooks, software, textbooks, games - 199 - General Fund - $500 | | | | |

No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Positive Redirection Center will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

**Performance Objective 3:** Social Studies: By June 2026 PRC/SCAN Program students will demonstrate increased academic performance of assessed curriculum through the use of modules, Pearson, as well as using TEKS and CCRS based lessons.

**Evaluation Data Sources:** PRC will monitor Edgenuity assignments and completion rates..

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teacher will use and develop units of study to integrate social studies curriculum with TEKS objectives and STAAR strategies<br>**Strategy's Expected Result/Impact:** Improved grades. Improved benchmarks.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Funding Sources:** professional PD - 199 - General Fund - $0 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Utilize supplemental materials including workbooks, textbooks, educational software, videos, critical thinking games<br>**Strategy's Expected Result/Impact:** Improved grades. Improved benchmarks<br>**Staff Responsible for Monitoring:** Principal<br><br>**Funding Sources:** - 199 - General Fund - $1,500 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Field trips to local historical sites/museums/national landmarks.<br>**Strategy's Expected Result/Impact:** summarization of outing projects/essays/oral presentations<br>appreciation of learning<br>**Staff Responsible for Monitoring:** Principal<br><br>**Funding Sources:** gasoline, bus - 199 - General Fund - $500 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/Positive Redirection Center will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

**Performance Objective 4:** ELA: By June 2026 PRC/SCANS Program students will demonstrate increased academic performance of assessed curriculum through the use of modules, Pearson, as well as using TEKS and CCRS based lessons.

**Evaluation Data Sources:** PRC will monitor completed Edgenuity assignments as well as teacher created pre and post assessments. Edgenuity usage will also be monitored as well as the amount of credits received through Edgenuity and modules.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teacher will use and develop units of study to integrate ELA curriculum with TEKS objectives and STAAR strategies<br>**Strategy's Expected Result/Impact:** Improved grades. Improved benchmarks<br>**Staff Responsible for Monitoring:** Principal<br>Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Utilize supplemental materials including workbooks, textbooks, educational software, videos, critical thinking games.<br>**Strategy's Expected Result/Impact:** Improved grades. Improved benchmarks<br>**Staff Responsible for Monitoring:** Principal<br><br>**Funding Sources:** - 199 - General Fund - $1,500 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Utilize hands on activities and projects in order to engage students learning using higher order thinking skills.<br>**Strategy's Expected Result/Impact:** completed projects<br>presentations<br>assessments<br>**Staff Responsible for Monitoring:** Principal | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Positive Redirection Center will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

**Performance Objective 5:** SPED/Migrant/ESL/Bilingual: Students at PRC/SCAN with special needs and talents will demonstrate increased academic performance of assessed curriculum through the use of strategies determined by best practices. SPED student's grades and and progress will be monitored in relation to IEP implementation. To increase effective use of time and demonstrate academic performance Migrant, ESL/Bilingual, and SPED students will use computer programs including PLATO and Edgenuity.

**Evaluation Data Sources:** Additional instruction, tutorials, consultant services, additional support services, and supplemental materials to assist all special populations in all subject areas to increase student performance. Based on Pre Tests and Post Test Bechchmark scores, teachers will desegregate and analyze all special population student scores to ensure prescriptive instruction.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teacher will use and develop units of study to integrate Core curriculum with TEKS objectives and STAAR strategies<br>**Strategy's Expected Result/Impact:** Improved grades. Improved benchmarks and STAAR/EOC scores.<br>**Staff Responsible for Monitoring:** Teachers<br>Principal<br><br>**Funding Sources:** TEKS workbooks, released tests - 199 - General Fund - $500 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** sped and 504 students - Special education and general education teachers will collaborate in order to implement IEPs<br>**Strategy's Expected Result/Impact:** Progress monitoring for their goals and objectives in their IEPs<br>Improved grades<br>Passing classes<br>**Staff Responsible for Monitoring:** Teachers | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** ELL students - Bilingual strategies will be implemented for students that are identified as ELLS.<br>**Strategy's Expected Result/Impact:** Improved vocabulary, reading level, and fluency.<br>**Staff Responsible for Monitoring:** Teachers<br>Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**Funding Sources:** Write2Learn/Professional Development - 211 - Title I, Part A - $1,300 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Positive Redirection Center will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

**Performance Objective 6:** Science: By June 2026 PRC/SCAN Program Students will demonstrate increased academic performance of assessed curriculum through the use of modules, Edgenuity, as well as using TEKS and CCRS based lessons.

**Evaluation Data Sources:** STAAR Reports for grades 6-EOC. Benchmarks will be used. Pre and post test will be administered for all SCAN and PRC L3 students to determine grade level as well as improvement

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teacher will use and develop units of study to integrate math curriculum with TEKS objectives and STAAR strategies.<br>**Strategy's Expected Result/Impact:** Increase passing rate on benchmarks and STAAR and overall improved grades.<br>**Staff Responsible for Monitoring:** Principal | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Utilize supplemental materials including workbooks, textbooks, educational software, videos, critical thinking games<br>**Strategy's Expected Result/Impact:** Observation by teachers and principal<br>**Staff Responsible for Monitoring:** Principal | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Positive Redirection Center will increase student academic achievement for all student populations thereby closing academic and social - emotional gaps created by multiple factors by the conclusion of the 2025- 2026 school year.

**Performance Objective 7:** All students: By June 2026 PRC will maintain adequate technology inventories to ensure all students have access to iPads, and laptops on a one to one basis.

**Evaluation Data Sources:** Technology inventories

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** PRC will make annual technology purchases to ensure all students have access to the curriculum. | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD/Positive Redirection Center will recruit, develop, and support effective teachers, principals, and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2025- 2026 school year.

**Performance Objective 1:** ESSA: By May 2026 Quality professional development including CCRS, TEKS, TRS will be provided to all instructional staff thus ensuring student success. During PLC meetings teachers will present to peers utilizing the mini training concept.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** By May 2026, 100% of PRC teachers will participate in professional development to ensure direct impact on student success.<br>**Strategy's Expected Result/Impact:** Increasing teacher proficency will have a direct correlation to increased student performence in all areas.<br>**Staff Responsible for Monitoring:** Administration<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning<br>**Funding Sources:** - 211 - Title I, Part A - $4,000 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD/Positive Redirection Center will recruit, develop, and support effective teachers, principals, and other instructional staff through leadership preparatory training, ongoing coaching and mentoring supports, and competitive pay structures to increase our retention rate and reduce our turnover rate by 5 percent for the 2025- 2026 school year.

**Performance Objective 2:** By June 2026 teachers will receive professional development on effective teaching strategies including web based programs, TRS, TEKS/CCRS, bully prevention, suicide awareness and drug/gang awareness in order to increase academic performance.

**Evaluation Data Sources:** Teachers will attend professional development workshops and trainings based on campus and teacher needs. Teachers wil lbe sent to district trainings i.e. Thinking Maps, LPAC Trainings, CPI updates and monthly Special Education Cluster meetings in order to be able to incorporate the training into the daily lessons in the classrooms.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** By June 2026 100% of PRC instructional staff will participate in professional development directly impacting student academic performance and/or behavior.<br>**Strategy's Expected Result/Impact:** Students will be actively engaged in the learning process.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Funding Sources:** Professional Development - 211 - Title I, Part A - $3,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 1:** By May 2026 PRC will see a 50% decrease in behavior concerns including bullying, fights and 25% decrease in referrals through a structured environment in which students will also learn soft skills including communication, leadership, teamwork, problem-solving as well as manners and respect.

**Evaluation Data Sources:** Number of referrals being decreased as well as surveys and assessments.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Preventive counseling guidance lessons will be in place including:<br>1. Values curriculum<br>2. anti-bullying campaign and signing pledge<br>3. Guidance lesson educating students on bullying policies and procedures.<br>4. Law enforcement presentations.<br>5. Team work building activities.<br>**Strategy's Expected Result/Impact:** Impact will be positive school climate as demonstrated by decrease referrals.<br>**Staff Responsible for Monitoring:** Counselor<br><br>**Funding Sources:** parental room, newsletters, copies, pamphlets, computer, eiki - 199 - General Fund | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 2:** By June 2026 PRC will partner with various organizations to help improve academic success and student performance and attendance. PRC will also partner with RGV SCAN and the Mesquite Treatment Center.

**Evaluation Data Sources:** PRC students will participate in community projects and the increase in participation will be measured. Various organizations will present to students. Evidenced by sign in sheets from counselors, presenters and Mesquite.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** PRC will seek out and establish contact/alliances with community based organizations which facilitate student success in all areas.<br>**Strategy's Expected Result/Impact:** Students will develop life and coping skills leading to successful outcomes.<br>**Staff Responsible for Monitoring:** CLT<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 3:** By the end of June 2026 PRC will support academic success by providing a safe environment and equal opportunity for learning.

**Evaluation Data Sources:** Testing and benchmark data as well as disciplinary incidents combined will be used to measure progress.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Have communication devices readily available including radios, alarm system, surveillance cameras, fire extinguishers.<br>**Strategy's Expected Result/Impact:** Expected result is the overall sense of safety.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Funding Sources:** cameras, 2way radios, - 199 - General Fund - 6399 - $4,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Routine searches by Behavioral Aides and/or security officers daily upon campus arrival.<br>All visitors and personnel will sign in and out at front office.<br>K9 presentations and random searches.<br>**Strategy's Expected Result/Impact:** Increase sense of safety<br>Decrease behavioral concerns including bullying and fighting.<br>**Staff Responsible for Monitoring:** Behavioral Aides<br>Security<br>SBCISD PD<br>Principal<br><br>**TEA Priorities:**<br>Improve low-performing schools | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 1:** By May 2026, 50% of all students' parents/guardians/families will participate in at least one school sponsored academic activity. Academic activities include graduation requirements done during parental meetings and/or a locked-in evening of rotating centers including introduction to web, setting up email on web and phone, Historical movie, ESL Rosetta Stone, and reading/Writing Critique on short story.

**Evaluation Data Sources:** Evidenced by sign in sheets

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** PRC will sponsor or host a parent night to expose parents to academic instruction and campus climate. | Formative | | | Summative |
| | Dec | Mar | May | June |
| Veteran's Day<br>Law Enforcement<br>Woodworks<br>Kites<br>Texas Public School Week<br>Wellness Walk<br>Career Fair<br>Christmas Angels<br>Autism Walk<br>Professional Empowerment Training<br>**Strategy's Expected Result/Impact:** Parents will increase involvement in their children's school success.<br>**Staff Responsible for Monitoring:** Principal<br>Parental Involvement<br><br>**TEA Priorities:**<br>Improve low-performing schools | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

# San Benito Consolidated Independent School District

# Rangerville Elementary School

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

Mission

Rangerville Elementary seeks to provide a comprehensive educational experience for each student in a nurturing, intimate, academic environment.

# Vision

The Vision of Rangerville Elementary is to be the GOLD Standard in all areas of public education.

# Value Statement

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

In this school....

We do second chances

We apologize

We forgive

We respect each other

We keep our promises

We never give up

We encourage one another

We laugh often

We belong

We Are A Family

WE ARE RANGERVILLE!!

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# Goals

**Goal 1:** SBCISD/Rangerville Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 1:** Monitor and evaluate academic progress in all content areas and meet established standards on the state assessments.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Interim Assessments
CFA Assessments
HMH Modules
NWEA MAP Assessments,
Formative and summative assessments
Data Analysis
Student trackers

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teachers will implement the Fundamental Five in their daily instruction to build and maintain a strong academic foundation. Supplies will be purchased to enhance classroom lessons, increase student engagement, and incorporate small group instruction.<br>**Strategy's Expected Result/Impact:** Formative assessments<br>Report Card grades<br>COVID-19 Gap<br>Teacher Observations<br>Teacher Schedules<br>**Staff Responsible for Monitoring:** Teachers<br>Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br>**- Targeted Support Strategy - Additional Targeted Support Strategy**<br>**Funding Sources:** - 211 - Title I, Part A - $8,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Purchase classroom furniture for an enhanced learning environment and flexible learning spaces.<br>**Strategy's Expected Result/Impact:** An inviting classroom environment will help facilitate student learning.<br>**Staff Responsible for Monitoring:** Teacher<br>Principal<br><br>**Funding Sources:** - 199 - General Fund | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Tailor teaching method such as tutoring to meet the varied needs of students, allowing for different learning styles.<br>**Strategy's Expected Result/Impact:** Targeted instruction will be aimed towards STAAR success for all.<br>**Staff Responsible for Monitoring:** RTI Teacher<br>Teachers<br>Resource Teacher<br>Principal<br><br>**Funding Sources:** - 199 - State Compensatory Education (SCE) - 15,000.00 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Scholastic Book Fair will be offered at least twice a year to promote and encourage reading.<br>**Strategy's Expected Result/Impact:** Build reading fluency.<br>**Staff Responsible for Monitoring:** Librarian<br>Principal | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Rangerville Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** 100% of students from PK to 5th grade will develop College and Career readiness skills through relevant research based presentations, speakers, and activities.

**HB3 Goal**

**Evaluation Data Sources:** Career Day
Speakers
Career Exporation

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide academic support, enrichment and college and career readiness through classes and clubs during counseling sessions.<br>**Strategy's Expected Result/Impact:** Implementation: Create opportunities for students during and after school activities.<br>**Staff Responsible for Monitoring:** Teachers<br>Counselor<br>Principal<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/Rangerville Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** Special Education, 504 students, Emergent Bilinguals, and GT students will improve academic performance on state assessments using a variety of resources that meet students' needs and IEP goals by utilizing updated research-based instruction through varied activities including hands-on, print rich environment, resources, and manipulatives.

**HB3 Goal**

**Evaluation Data Sources:** STAAR Assessment
Standardized Assessments
IEP and Progress Reports.
Report cards

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Materials and resources needed will be purchased to support learning and facilitate students individual education plans.<br>**Staff Responsible for Monitoring:** Classroom Teacher<br>Special Education Teachers<br>Assistant Principal<br>Principal | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Rangerville Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 4:** The Fine Arts programs will support the academics in the core subject areas by putting in place special event programs to enhance the learning and participation of students in order to gain confidence and explore their personal artistic talents.

**Evaluation Data Sources:** Community event participation
special programs
Student counts and participation

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Recruitment of students, resources and supplies will be purchased to grow the Performance Arts Club.<br>**Strategy's Expected Result/Impact:** Positive appearance which leads to a positive self esteem<br>**Staff Responsible for Monitoring:** Fine Arts Teacher<br><br>**Funding Sources:** - 199 - General Fund | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/Rangerville Elementary will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 5:** 100% of students at Rangerville will have visited at least one college or university by the end of their 5th grade year.

**HB3 Goal**

**Evaluation Data Sources:** Agenda, Field Trip flyer and packet, and student rosters

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Presenters will be invited to conduct presentation to educate students on college readiness, college bound and career paths.<br>**Strategy's Expected Result/Impact:** Students will be aware of college opportunties.<br>**Staff Responsible for Monitoring:** Counselor<br>Teachers<br>Principal<br><br>**TEA Priorities:**<br>Connect high school to career and college | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD/ Rangerville Elementary School will build a high-performing, compliant, and supportive workforce.

**Performance Objective 1:** Campus teachers will attend professional development trainings such as Reading Academies, Dr. ET sessions, CKH, and district and campus trainings.

**Evaluation Data Sources:** Professional Development certificates
Vertical alIgnment trainings
Instructional Coaches training

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Actively participate in Professional Learning Communities, faculty and Vertical alignment meetings to target specific grade level needs and enhance delivery of instruction.<br>**Strategy's Expected Result/Impact:** meet campus instructional goals, academic achievement and develop staff capacity.<br>**Staff Responsible for Monitoring:** RTI<br>Teachers<br>Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** 100% of teachers will complete online GT Modules for updated certification.<br>**Strategy's Expected Result/Impact:** Improve the academic rigor and relevance of instruction.<br>**Staff Responsible for Monitoring:** GT Coordinators<br>Counselor<br>Teachers<br>Assistant Principal<br>Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** GT Training - 199 - State Gifted and Talented (G/T) | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Instructional Coaches will be utilized for additional support in the implementation of instruction, and teachers will participate in school Instructional Learning Walks to gain ideas to improve daily instruction.<br>**Strategy's Expected Result/Impact:** Lesson Plans, delivery of instruction<br>**Staff Responsible for Monitoring:** Teachers<br>Principal | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD/ Rangerville Elementary School will build a high-performing, compliant, and supportive workforce.

**Performance Objective 2:** Recruitment & Retention-
Maintain a 90% or higher teacher retention rate annually by fostering a supportive work environment and providing recognition programs.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement recognition programs for students and staff with high attendance rates, such as awards or privileges.<br>**Strategy's Expected Result/Impact:** This will increase campus morale and motivation. for both students and stafgf<br>**Staff Responsible for Monitoring:** Principal<br>Counselor | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD/ Rangerville Elementary School will build a high-performing, compliant, and supportive workforce.

**Performance Objective 3:** Teachers academic progress acknowledgment, recognition, and celebrations for positive campus morale.

**Evaluation Data Sources:** Teacher of the Month
Teacher Recognitions

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teachers will be recognized for their efforts throughout the year.<br>**Strategy's Expected Result/Impact:** Teacher retention<br>teacher motivation<br>**Staff Responsible for Monitoring:** RTI<br>Principal | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD/ Rangerville Elementary School will build a high-performing, compliant, and supportive workforce.

**Performance Objective 4:** Class Challenges: and Community Partnerships

**Evaluation Data Sources:** Organize friendly competitions between classes to promote attendance, with rewards for the highest attendance rates and partner with local organizations to provide resources and support for families in need.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Organize friendly competitions between classes to promote attendance, with rewards for the highest attendance rates and partner with local organizations to provide resources and support for students who reached their goals.<br>**Strategy's Expected Result/Impact:** Students will be motivated to go to school daily due to rewards.<br>**Staff Responsible for Monitoring:** Coumselor<br>Principal | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD/ Rangerville Elementary School will build a high-performing, compliant, and supportive workforce.

**Performance Objective 5:** Capturing Kids Hearts implementation.

**Evaluation Data Sources:** Capturing Kids Heart
Student Surveys
Teacher Surveys
Capturing Kids Heart Trainings

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The Leadership/ Discipline Team will meet to discuss progress and make adjustments as needed.<br>**Staff Responsible for Monitoring:** Classroom Teachers<br>Discipline Committee<br>Leadership Team | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Rattler Roundup will be used to reward all students practicing appropriate, expected behaviors.<br>**Strategy's Expected Result/Impact:** Various activities will be available for true blue students.<br>Celebrations<br>**Staff Responsible for Monitoring:** Teachers<br>Principal<br>**Funding Sources:** Material for activity stations - 461 - Campus Activity Fund - Student Activity - $1,000 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** SBCISD/ Rangerville Elementary School will improve public relations, communications, and community engagement skills.

**Performance Objective 1:** Parent educational/training sessions on relevant topics regarding student expectations and academic success.

**Evaluation Data Sources:** Agendas
Sign in sheets for attendance of sessions
Trainings
Speakers

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Sessions on how to assist students with homework, study strategies that are beneficial and relevant to student's/ community's needs.<br>**Strategy's Expected Result/Impact:** Increase in student HW completion and study skills through Parent Student Compact and montly parental volunteer campus visits.<br>**Staff Responsible for Monitoring:** Parent Laison<br>Campus/district staff<br><br>**Funding Sources:** - 199 - General Fund - $1,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** SBCISD/ Rangerville Elementary School will improve public relations, communications, and community engagement skills.

**Performance Objective 2:** Increase family participation and parent involvement with campus activities.

**Evaluation Data Sources:** Weekly meeting agendas
Sign up sheets for Activities

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Increase membership and attendance at PTO meetings. Make meeting times accessible to all parents. Initiate Parent/Family Nights such as:<br>( 1 per semester)<br>Veterans Day<br>-Track Meet<br>-Meet the Parent<br>-Parent Luncheons<br>-Graduation Ceremonies<br><br>Community Events such as: Parades, Wellness Walk, Lighting of the Christmas Tree, etc.<br>**Strategy's Expected Result/Impact:** Increase in parent/community participation in meetings and activities<br>**Staff Responsible for Monitoring:** PTO Officers<br>Teachers<br>Assistant Principal<br>Principal<br><br>**Funding Sources:** - 199 - General Fund - $1,500 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** SBCISD/ Rangerville Elementary School will improve public relations, communications, and community engagement skills.

**Performance Objective 3:** Intentional Parent and Community Communication Efforts

**Evaluation Data Sources:** Newsletters, Social Media, FaceBook, ClassDojo, Flyers, Phone Calls

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement a Multi-Channel Communication Plan by using newsletters, social media, and Class Dojo to keep parents informed about school activities, academic resources, and opportunities for involvement. | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** SBCISD/Rangerville Elementary School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 1:** Ensure 100% compliance with all district, state, and federal financial policies and reporting requirements.

**Evaluation Data Sources:** Skyward Budget Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Conduct annual budget review meetings with the Campus Improvement Team (CIT) to align spending with campus priorities.<br>**Staff Responsible for Monitoring:** Principal<br><br>**ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments | | | | |

No Progress | Accomplished | Continue/Modify | Discontinue

**Goal 4:** SBCISD/Rangerville Elementary School will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 2:** Allocate campus resources equitably so that 100% of instructional programs and student groups have access to the materials, technology, and support needed for academic success. Review and adjust budget priorities quarterly to align with student performance data and campus needs.

**Evaluation Data Sources:** Skyward Budget Reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Track inventory and procurement to ensure timely delivery of instructional resources.<br>**Staff Responsible for Monitoring:** Principal<br><br>**ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

# San Benito Consolidated Independent School District

# Riverside Middle School

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

**Educate. Empower. *Excel.***

# Vision

**Always W.O.R.C.** (Winning in Our Relationships through Collaboration) **and Never L.O.S.E.** (Let Ourselves Stop Excelling)

# Value Statement

**We are D.A.W.G.S.** (Dignity, Attitude to Win, Grit, Service above Self)!

School Motto: **We Play To Win**

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# Goals

**Goal 1:** RMS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 1:** Campus stakeholders will work to grow academic performance on STAAR Math, RLA, Science, Social Studies, and Algebra I in efforts to have all students achieve the growth of one performance level for every student.

**Evaluation Data Sources:** 6-8 STAAR Reading Scores
8 STAAR Social Studies Scores
Tutorial participation
NWEA MAP BOY
MOY
EOY Data
iReady Math and Reading

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** RLA, Math, Science- Students in grades 6-8 identified as needing interventions in ELA/Reading/Writing by the NWEA MAP scores, M-Class scores for 6th Grade, ISIP iStation scores, previous STAAR scores and student grades will participate in the morning, after school and in-school school tiered interventions via AA class. The master schedule will be utilized strategically to provide increased instruction to improve student achievement (Ex. 58 min ELAR class , small group assistance, and the AA/Flex Period provided daily based on district and classroom assessments.)<br>**Strategy's Expected Result/Impact:** - Students will show increased growth as measured by teacher observations and common formative assessments in reading.<br>-Increase the percentage passing in STAAR's Approaches, Meets, and Masters<br>- Increase the number of students who show growth from one performance level to the next in STAAR tests.<br>**Staff Responsible for Monitoring:** Teachers<br>Dean<br>Principal<br>Assistant Principal<br>RTI Teacher<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** extra duty pay - 199 - State Compensatory Education (SCE) - $10,000, Interventions - 211 - Title I, Part A - 6397 - $5,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** RLA, Math, Science- Teachers will utilize the TEKS Resource System curriculum and the Lead4ward strategies, to plan and deliver engaging, data-driven instruction to include novels, interest magazines, workbooks, computer intervention programs/software, professional development, consultants, and print & digital media (such as Accelerated Reader, Edgenuity, Amplify, Scholastic Magazine, Imagine Math and Summit K-12).<br>**Strategy's Expected Result/Impact:** - increase assessment scores, including unit exams, benchmarks, and STAAR<br>- decrease failure rate<br>- increase proficiency of EB students<br>-Student engagement and success will increase and demonstrated in formative and summative assessments.<br>**Staff Responsible for Monitoring:** Teachers<br>Department Leaders<br>Dean<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**Funding Sources:** workbooks - 211 - Title I, Part A - $4,000, magazines & books - 199 - General Fund - $1,000, consultation, professional development - 211 - Title I, Part A - 6219 - $5,000, AR - 199 - State Compensatory Education (SCE) - $8,000, - 199 - State Bilingual/ESL - $4,000 | | | | |

| Strategy 3 Details | Reviews | | | |
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| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Teachers will include district initiatives (Fundamental 5, Instructional Playbook, and Capturing Kids Hearts) in the classroom instruction to promote student engagement, increase rigor, and bring relevance to the curriculum.<br>**Strategy's Expected Result/Impact:** Increased student engagement and interaction with the curriculum.<br>**Staff Responsible for Monitoring:** Dean<br>Teacher<br>Administrator | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Social Studies teachers will utilize current events, historical selections, art, music, literature to:<br>-Emphasize main idea, summarization, basic understanding and comprehension skills through state adopted textbook for 7th grade.<br>-Construct maps, charts, timelines and graphs.<br>**Strategy's Expected Result/Impact:** Improved student scores on Unit Assessments, CBAs, Benchmarks and STAAR.<br><br>Improve Performance of ELLs and SPEDs.<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Teachers | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Students in Social Studies classes 6th -8th grade will participate in Google Classroom, Online Material, Utilize Online resources such as the use of Discovery Education, STEM Scopes, Lowman, and Nearpod.<br>**Strategy's Expected Result/Impact:** Increase student use of technology in the classroom.<br>Increase classroom participation through digital tools.<br>Increase student to student learning, by collaboration utilizing technology tools and textbook use.<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Teacher | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** SS - Teachers will provide tutorials based on CBA's for students identified as needing intervention to master the State Standards. Tutorials will be provided to assist small groups after school and possibly Saturday Academies.<br>**Strategy's Expected Result/Impact:** Increase in student growth from one performance level to the next.<br>Increase in student performance on Unit Assessment, CBAs and Benchmarks.<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Teachers | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 7:** Social Studies Teachers from 6th and 7th grade will provide vertical alignment support through the use of 8th grade U.S. History concepts when applicable.<br>-6th Grade- Geography and Culture (Maps, Charts, Graphs and Academic Terms.)<br>-7th Grade- Geography, Government, Political, Social and Economic. (PEGS) (Maps, Charts, Graphs, Cause & Effect and Academic Terms)<br>**Strategy's Expected Result/Impact:** Establishing baseline for measuring growth from data for 8th grade Teachers.<br>Increase exposure to 8th grade hotspots.<br>Improve 8th grade STAAR scores.<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Teachers | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** RMS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** SPECIAL POPULATION GROUPS
ESL - The percentage of English Learners will show yearly growth toward being proficient in English on TELPAS. All AH ELs will be reclassified from the ESL Program.
SpEd - The percentage of special education learners will show growth and/or increase percentage in the Approaches Grade Level and Meets Grade Level
Migrant - Students will demonstrate competency in TEKS, ELPS, CCRS, and increase percentage of Approaches Grade Level and Meets Grade Level in all sections of STAAR.
At-Risk - Students will set goals for growth from DNM to the 110% growth level.

**Evaluation Data Sources:** ESL - TELPAS Scores & STAAR Reading Scores
SpEd and Migrant - STAAR Scores
Tutorial participation

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** ESL students including newcomers and first & second year immigrants, will receive a continuum of services ranging from one class of ESL (with intensive language support provided) to all other content areas in the regular classroom to ensure growth towards English language proficiency and academic progress leading to on-time graduation.<br>**Strategy's Expected Result/Impact:** LPAC committee will meet to determine placement for each individual student which will assist in increased TELPAS ratings.<br>**Staff Responsible for Monitoring:** ESL Teachers<br>School Counselor<br>ESL Teacher Aide<br>Dean<br>LPAC Lead Teacher<br>LPAC Administrator<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** The LPAC Committee will make recommendations for assessments of 1st year and 2nd year ESL students needing to participate in STAAR assessments with linguistic accommodations to ensure EL students are successful on STAAR to be able to meet EB reclassification criteria and be reclassified from the ESL program by the end of the academic school year.<br>**Strategy's Expected Result/Impact:** Increase of students who exit the program and continue to be monitored as M1, M2, M3, and M4.<br>**Staff Responsible for Monitoring:** ESL/RLA Teachers<br>School Counselor<br>LPAC Administrator<br>LPAC Lead Teacher<br>Dean | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** ESL/RLA teachers will provide supplemental tutorials, and/or tiered instruction through small group assistance, or before school, after school, and during instructional day.<br>**Strategy's Expected Result/Impact:** Students will be identified for tutoring based on benchmark scores, previous STAAR assessment scores, and grades. Students will be assigned tutoring dates based on tiered interventions.<br>**Staff Responsible for Monitoring:** ESL/RLA Teachers | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** TELPAS training will be provided to all core area teachers who will rate EB students and prepare students for TELPAS Assessment. Teachers will also attend professional development that will contribute to their knowledge. of strategies for EB students (TABE, RGV TABE, Ellevation, Etc)<br>**Strategy's Expected Result/Impact:** They will utilize TELPAS Training techniques to better support students to show growth on TELPAS.<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>LPAC Lead Teacher<br>LPAC Administartor | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** RMS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** Fine Arts: The fine arts department will receive superior ratings at UIL Evaluations and competitions through regular practices, special competitions and exhibitions, and specialized instruction focusing on the growth of skills.

**Evaluation Data Sources:** Department Lesson Plans, Teacher-Made Assessments, Classroom Observations
Rewards

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The fine arts department will receive excellent to superior ratings at UIL Evaluations and art competitions through the use of weekly chair tests, and teacher based evaluations created by reviewing our TEKS and SLO trackers. This goal will address pit falls in musical literacy and retention of the seven elements of art.<br>**Strategy's Expected Result/Impact:** Regular and thoughtful assessments that reflect where students are in their learning will ensure that students are meeting their short term goals, and learning in a cohesive, progressive manner that will support superior ratings at their summative evaluations.<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Fine Art Teachers (Art, Music, Band) | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** The fine arts department will create a culture of year long, optimal learning through the immediate implementation of thoughtful classroom practices and strategic procedures.<br>**Strategy's Expected Result/Impact:** The practices and procedures put in place at the beginning of the year will lead to maximum time efficiency in each class period, and result in few, if any, distractions while each lesson is being taught, thus resulting in improved performance on every level by the end of the year. This can be measured through evidence of greater acquisition of musical and artistic knowledge. Given that we will be more efficient with our use of time and classroom management, we will be able to delve into more chapters/sections of our pedagogy that had previously not been reached.<br>**Staff Responsible for Monitoring:** Deans of Instruction<br>Fine Arts Teachers (Art, Music, Band) | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** RMS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

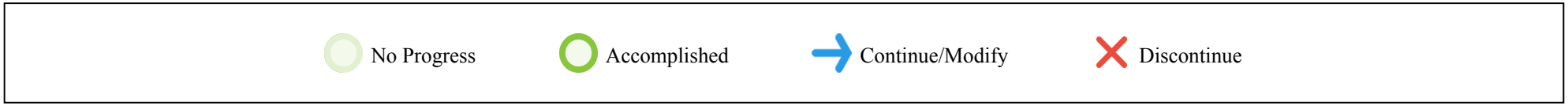
**Performance Objective 4:** ATHLETICS - 100% of Athletics/PE coaching staff will implement department-wide strategies that will promote a healthy and active lifestyle for student athletes and increase the level of team and individual performances, focused on placing in district competitions and improving yearly records.

**Evaluation Data Sources:** Department Lesson Plans

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Coaches will utilize measurement techniques to observe growth in student activity and health awareness. School will provide opportunities for students to obtain a comprehensive physical evaluation through the fitness gram.<br>**Strategy's Expected Result/Impact:** -increase the number of students in the average and above average stamina and endurance level.<br>-increase the number of athletes who participate in UIL sports.<br>**Staff Responsible for Monitoring:** Coaches<br>Health Teacher | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Coaches will attend professional development provided by district, campus, regional, or state to identify strategies for developing athletic achievement across all grade levels.<br>**Strategy's Expected Result/Impact:** -provide quality education in physical education<br>-improve student participation in athletics<br>**Staff Responsible for Monitoring:** District Personnel<br>Coaches<br>Health Teacher | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Coaches will attend wellness conferences, CPR/AED training, and disease/illness awareness training sessions<br>**Strategy's Expected Result/Impact:** -provide a safe environment in classroom setting<br>-enhance awareness about diabetes, obesity, and hypertension<br>-decrease adolescent degenerative diseases<br>**Staff Responsible for Monitoring:** Coaches<br>Health Teacher<br><br>**ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | | | | |


No Progress
Accomplished
Continue/Modify
Discontinue

**Goal 1:** RMS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 5:** RTI teacher will support teachers by working one-to-one and/or in small groups with students to enhance comprehension in core areas and increase higher-order thinking questioning/thinking, address attendance and behavior concerns and develop comprehensive plans for addressing common hurdles faced by students in their learning.

**Evaluation Data Sources:** RTI Documents (Sign Ins)
Individual RTI Progress Tracker (Assessment Tracker)

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Use a variety of research based strategies and platforms to assist low performing students (flash cards, one-on-one tutoring, software programs like Edgenuity, iStation, Amplify Summit K-12, Get More Math, and Imagine Math.)<br>**Strategy's Expected Result/Impact:** Improved student achievement (pass class, pass STAAR)<br>**Staff Responsible for Monitoring:** RTI Teacher | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** The RTI Committee will make placement recommendations for students who are receiving RTI services based on progress monitoring.<br>**Strategy's Expected Result/Impact:** Data will be collected from formal assessments both teacher and district.<br>Fundamental 5<br>Capturing Kids Hearts<br>**Staff Responsible for Monitoring:** RTI Teacher<br>Content Area Teacher<br>Adminsitator | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** RTI teacher will assist content area teachers with supplemental tutorials after school through small group instruction as needed.<br>**Strategy's Expected Result/Impact:** Improve student achievement of targeted RTI students<br>**Staff Responsible for Monitoring:** Content Area Teacher<br>RTI Teacher | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** RTI teacher will attend professional development and trainings of programs and platforms that teachers will be utilizing this academic school year. RTI teacher will train content area teachers who will be implementing the programs.<br>**Strategy's Expected Result/Impact:** Increased utilizing of district adopted educational platforms<br>**Staff Responsible for Monitoring:** RTI Teacher | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** RMS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 6:** TECHNOLOGY - Students will utilize technology to provide individualized support in Reading, Math and Science. Platforms and programs such as Lowman, etc. will be used in a structured manner and with fidelity to address individual needs for students.

**Evaluation Data Sources:** Walk throughs, observations, surveys

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teachers will attend technology conferences, review and purchase technology devices, software, and other future-focused equipment/products/merchandise that is aligned to our curriculum when applicable.<br>**Strategy's Expected Result/Impact:** Share tech/train teachers on utilization of tech with teachers to increase student achievement.<br>**Staff Responsible for Monitoring:** CTE teachers<br>Dean<br><br>**Funding Sources:** - 199 - State Career & Technical Education (State CT - 6411 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:**<br>The Project Lead the Way (PLTW) teacher will facilitate the PLTW curriculum which incorporates the activity-project-problem based (APB) design.<br>**Strategy's Expected Result/Impact:** 1. Students will develop essential skills of problem solving, critical and creative thinking, communication, collaboration and perseverance.<br><br>2. Students will develop an understanding of the characteristics, scope, and core concepts of technology.<br><br>3. Students will develop an understanding of engineering design.<br><br>4. Students will develop the abilities to apply the design process.<br>**Staff Responsible for Monitoring:** CTE Director, CTE Coordinator, PLTW teacher<br><br>**TEA Priorities:**<br>Connect high school to career and college | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** The career and Technology Education teacher will administer Xello for career and college assessment. The Career and Technology Teacher will administer Xello to students to research their career interest, and explore post-secondary educational options.<br>**Strategy's Expected Result/Impact:** Increase career awareness<br>Increase occupational & labor awareness<br>Increase career interest<br>Increase academic achievement<br>Increase post secondary awareness<br>**Staff Responsible for Monitoring:** Counselor - CTE<br>Dean of Instruction<br>Exploring Careers - CTE Teacher<br><br>**TEA Priorities:**<br>Connect high school to career and college | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Attend professional development for various technology hardware and software applications by attending state and local technology conferences. Texas Computer Education Association Conference - Region One Technology Conference.<br>**Strategy's Expected Result/Impact:** Attendees will share the newly obtained knowledge with other teachers and students.<br>Improve instructional effectiveness<br>Increase knowledge and skills utilizing technology programs.<br>**Staff Responsible for Monitoring:** Dean<br>Assistant Principal<br>Principal | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** RMS will build a high-performing, compliant, and supportive workforce.

**Performance Objective 1:** Quality professional development will be provided to 100% instructional staff and support staff (as needed) to ensure student success or legal compliance with a focus on Reading, Writing and Vocabulary.

**Evaluation Data Sources:** Staff development attendance, surveys, and feedback.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Professional development will be provided to the staff in any areas of need as well as areas for legal compliance.<br>**Strategy's Expected Result/Impact:** Increased knowledge (efficacy)<br>Increased student achievement<br>**Staff Responsible for Monitoring:** Dean<br>Principal<br>Department Chairs<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**Funding Sources:** Training - 199 - State Compensatory Education (SCE) | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** RMS will build a high-performing, compliant, and supportive workforce.

**Performance Objective 2:** With support from the district, the number of state certified teachers and teachers with ESL endorsement will increase.

**Evaluation Data Sources:** Teaching Certificates

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Riverside Middle School will continue to hire highly qualified staff, and will work with the district to find more teachers who have ESL certification to teach in core content areas at all grade levels.<br>**Strategy's Expected Result/Impact:** - increased student proficiency across content areas<br>-differentiate instruction to increase student achievement<br>**Staff Responsible for Monitoring:** HR Personnel<br>Principal | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Riverside Middle School staff will participate in district, regional, state, and campus professional development workshops/conferences identified in the Comprehensive Needs Assessment; including, PLCs, CBA data reviews, and grade level planning as well as additional PD hours based on staff needs.<br>**Strategy's Expected Result/Impact:** - integration of strategies into lesson plans and classroom instruction<br>- increased student achievement in all assessments<br>-students will apply knowledge to new and unpredictable situations<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Assistant Principal<br><br>**Funding Sources:** - 255 - Title II, Part A, TPTR - $7,000 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** ESL Educators and administrators will have the opportunity to attend bilingual education conferences, such as TABE, and professional development to ensure they are aware of research-based instructional strategies for bilingual academia.<br>**Strategy's Expected Result/Impact:** - implementation of strategies in lesson plans and classroom instruction<br>- increased proficiency/growth of EL students in TELPAS ratings<br>- increased number of EL students exiting ESL program<br>**Staff Responsible for Monitoring:** ESL Teachers<br>Principal<br>LPAC Administrator<br>Bilingual Director<br><br>**Funding Sources:** - 255 - Title II, Part A, TPTR - $300 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Riverside Middle School will provide the needed technology and equipment for teachers to use during instruction, professional development sessions, and classroom observations.<br>**Strategy's Expected Result/Impact:** -increased use of technology in the classroom<br>-increased differentiated lessons in the classroom to address students' needs; targeted feedback during classroom observations that will impact instruction<br>-increase student performance and academic achievement<br>**Staff Responsible for Monitoring:** Principal<br>Dean of Instruction<br>Campus Tech Rep<br>District Technology Director<br><br>**Funding Sources:** Computers, Digital Projectors, Document Cameras - 199 - General Fund - $2,000, Chrome books & charging carts - 199 - State Compensatory Education (SCE) - $16,000, Chromebooks & charging carts - 199 - State Bilingual/ESL - $8,000, Poster-maker and other professional publishing equipment - 211 - Title I, Part A - $2,000 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** In order to attract and retain highly qualified teachers, teachers will receive special recognition awards throughout the year and during Teacher Appreciation Week. Teachers will also attend professional collaboration and shared decision-making workshops and trainings.<br>**Strategy's Expected Result/Impact:** - promote a positive campus climate<br>- increase retention rates of teachers<br>-increase quality of instruction<br>**Staff Responsible for Monitoring:** - Principal<br>- Dean of Instruction<br>- Department Heads<br><br>**Funding Sources:** awards - 199 - General Fund - $1,000 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** RMS will improve public relations, communications, and community engagement skills.

**Performance Objective 1:** The number of Riverside Middle School parents who attend campus events and volunteer in the campus Parental and Family Engagement Center will increase.

**Evaluation Data Sources:** Meeting sign in sheets, parent contact logs, and agendas

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teachers will invite parents to attend parent/teacher conferences at least twice a year.<br>**Strategy's Expected Result/Impact:** - increased parental involvement on campus<br>- increased student attendance rates<br>- decreased failure & retention rates<br>**Staff Responsible for Monitoring:** Principal<br>Teacher(s) | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** The campus Family and Community Engagement center will be open weekly to provide parenting sessions, communicate upcoming events and assessments, provide opportunities for parents to assist teachers, as needed, and give parents an opportunity to make suggestions on how to improve the parental involvement program.<br>**Strategy's Expected Result/Impact:** - increase parental involvement on campus<br>- increase community involvement on campus<br>- increase communication to parents<br>**Staff Responsible for Monitoring:** F.A.C.E. Liaison<br>Principal | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Riverside Middle School will provide timely information in English and Spanish via mail, email, and Parent Messenger, to parents in a language they can understand regarding general school information, the level of achievement their child earns in each of the required state assessments, and parental involvement opportunities.<br>**Strategy's Expected Result/Impact:** - increased parental involvement on campus<br>- decreased failure rates<br>- increase student achievement on assessments and other academic instruction<br>**Staff Responsible for Monitoring:** Principal<br>School Counselors<br>F.A.C.E. Liaison<br>Communities In Schools Representative | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** The Community in Schools Site coordinator along with the Family and Community Engagement liaison will assist campus faculty with parent communication by making home visits, as needed.<br>**Strategy's Expected Result/Impact:** - increased communication between school and parents<br>- increased parental engagement on campus<br>- increased student attendance rate per nine weeks<br>- Increase promotion rate<br>- Decrease disciplinary incidents<br>- Increase student participation<br>**Staff Responsible for Monitoring:** CIS Campus Coordinator<br>F.A.C.E. liaison<br>Principal | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Riverside Middle School provides adult literacy classes in partnership with UTRGV.<br>**Strategy's Expected Result/Impact:** - increase parental engagement on campus<br>- empower the parents and community to increase collaboration between school and home<br>**Staff Responsible for Monitoring:** Adult Literacy Teacher<br>Principal<br>F.A.C.E. Liaison<br>Communities in Schools | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** Riverside Middle School will host a "Meet the Teacher" night, in the Fall Semester, to give parents an opportunity to tour the campus and greet teachers. RMS will also host an "Open House" so parents may meet with teachers and observe student work.<br>**Strategy's Expected Result/Impact:** - increase parental engagement on campus<br>-increase collaboration amongst teachers and parents<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Dean of Instruction<br>Teachers<br><br>**Funding Sources:** refreshments - 461 - Campus Activity Fund - $500 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 3:** RMS will improve public relations, communications, and community engagement skills.

**Performance Objective 2:** Parent sessions supporting student attendance, academics, CCMR, and other instructionally focused topics will be provided to as many parents as possible. RMS will also provide enhanced opportunities for feeder elementaries to visit and experience the campus as part of the recruitment and retention of student enrollment.

**Evaluation Data Sources:** Event sign in sheets
Photos and video

**Goal 3:** RMS will improve public relations, communications, and community engagement skills.

**Performance Objective 3:** Parent organizations focused on building relational capacity will be planned and begin forming this year. Parent leaders will be trained and provided opportunities to take part in events empowering parents to be involved and take interest in student learning at school as well as at home.

**Evaluation Data Sources:** Meeting sign in sheets
Trainings and planning sessions
Events (photos and videos)

**Goal 4:** RMS will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 1:** Protocols and procedures for progress monitoring attendance in efforts to increase ADA to 95%.

**Evaluation Data Sources:** ADA reports
Home visits

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 1:** Attendance Committee meetings will be conducted each 9 weeks.<br>**Strategy's Expected Result/Impact:** Improved communication and information on students with attendance issues. | Dec | Mar | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| **Strategy 2:** Provide students meeting the 96% attendance goal incentives and increased choices.<br>**Strategy's Expected Result/Impact:** Students meeting the goal will increase. | Dec | Mar | May | June |
| | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** RMS will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 2:** Campus beautification of areas highly visible to passing traffic, including new fence lines, marquees, etc. will be a priority to ensure the best image of a well-maintained, welcoming and prideful campus is being presented to the community.

**Goal 4:** RMS will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 3:** Campus social media sites and web site will be kept up-to-date and showcase as many student events, accomplishments, etc. as possible. Campus Audio Visual Production teams will also work to provide insight and student perspective to the community about RMS.

**Goal 4:** RMS will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 4:** Capturing Kids Hearts will continue to be implemented at all levels. Intentional initiatives to improve implementation will be conducted. Social Contracts are non-negotiable in all areas of the campus.

**Evaluation Data Sources:** Observations
Meetings
Trainings
Campus Visits
Surveys

# San Benito Consolidated Independent School District

# San Benito High School

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

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

# Vision

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

# Value Statement

**SAN BENITO HIGH SCHOOL BELIEVES IN:**

**LEARNING TODAY, LEADING TOMORROW**

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# Goals

**Goal 1:** SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 1:** By July 2026, SBHS will increase student academic growth of all students and passing rate on STAAR End of Course exam.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** SBHS will disaggregate all of the STAAR End of Course (EOC) scores to include a breakdown by reporting category, by student expectations (SE), and readiness standards.<br>**Strategy's Expected Result/Impact:** 1. T-TESS Formative and Summative Evaluation indicating implementation of strategies and student growth with all students and special populations.<br>**Staff Responsible for Monitoring:** Principals, Assistant Principals, Dean of Instruction, Counseling Department, Department Leaders, Teachers, Special Population Teachers (inclusion teachers)<br><br>**TEA Priorities:**<br>Build a foundation of reading and math | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** SBHS will conduct departmental Collaborative Training Meetings and utilize the Professional Learning Communities process to review data and plan for required interventions.<br>**Strategy's Expected Result/Impact:** Increased and improved collaboration among all staff in development curriculum and lessons to drive student growth. Expected result will be increased student growth and an increase in students scoring Meets and Masters on their STAAR End of Course assessments.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction, Department Leaders & professional teaching staff.<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** SBHS will utilize campus deans and district instructional coaches to assist with critical areas and all necessary resources developed in common planning for instruction.<br>**Strategy's Expected Result/Impact:** Increase teacher support for foundational courses.<br>**Staff Responsible for Monitoring:** Secondary Director, Principal, Dean of Instruction, Assistant Principals<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** SBHS will implement after-school tutoring and Saturday academies throughout the year to address the academic needs of all students.<br>**Strategy's Expected Result/Impact:** 10% performance increase on STAAR EOCs.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean of Instruction, Teachers, After School Program Site Coordinator<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** SBHS will utilize technology (in particular student laptops) to continue to address learning gaps in instruction and increase student academic performance. Teachers will be provided with technology to address gaps in instruction and student learning.<br>**Strategy's Expected Result/Impact:** Increased student familiarity with device use for instructional needs and performance assessments.<br>**Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** In order to serve all students' needs, all eligible students will have the opportunity to receive needed eye exams and glasses.<br>**Strategy's Expected Result/Impact:** Reduce the impact of not having necessary access to eye wear.<br>**Staff Responsible for Monitoring:** Principal, School Nurse, Communities in School<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** By May 2026, SBHS will have growth of 20% in the College, Career and Military Readiness (CCMR) accountability rating compared to the 2024-2025 SY.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** SBHS will provide multiple opportunities for students to take the Texas Success Initiative (TSIA2), ACT and SAT exams throughout the 2025-2026 school year including a school-wide SAT day.<br>**Strategy's Expected Result/Impact:** SBHS will have a 10 percent increase in the number of students who pass both the Reading and Math TSIA exams and well as a 10 increase in the number of students who take the ACT and SAT exams.<br>**Staff Responsible for Monitoring:** Principal, Dean of Instruction, Higher Education Coordinator<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** SBHS will meet periodically to review TSIA percentages and discuss various campus initiatives to improve TSIA outcomes.<br>**Strategy's Expected Result/Impact:** Increase of TSIA completion from the student population.<br>**Staff Responsible for Monitoring:** Secondary Director, Principal, Assistant Principals, Higher Education Coordinator, Counselors.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Periodic and scheduled presentations will be conducted and arranged by SBHS Higher Education Coordinator about College and Career Readiness.<br>**Strategy's Expected Result/Impact:** Agenda, Sign-in Sheets,<br>**Staff Responsible for Monitoring:** Principal, Higher Education Coordinator, | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** By July 2026, increase the Meets and Masters Grade Level performance of all students taking STAAR End of Course US History, and ELA 2 exams including SPED and LEP populations.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The Deans of Instruction will work with all core content teachers to identify and select supplemental resources such as online curriculum and test preparation to be used to support teacher lessons and provide high level instruction with a concentration on special populations.<br>**Strategy's Expected Result/Impact:** Use digital resources for teachers to supplement and support their instruction. Digital supports that students can access from home.<br>**Staff Responsible for Monitoring:** Dean of Instruction, Department Leaders, Teachers<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** ELA and Math teachers will use online Test Preparation programs to establish a data baseline and a projected student performance goal on TSI Math and English.<br>**Strategy's Expected Result/Impact:** Students will take the online pre-assessment to anticipate likelihood of passing the TSI Math /English exam. Based on results students will attend TSI Math/English tutorials prior to attempting the TSI exam. Passing TSIA2 Math and/or Reading will replace EOC exams requirement.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean of Instruction, Department Leaders, TSI Proctor Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** EOC re-testers will have the opportunity to participate in interventions in the form of tutorials, blitzes, and Saturday school.<br>**Strategy's Expected Result/Impact:** Increase the percentage of passing for our EOC re-testers.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean of Instruction, Department Leaders | | | | |

 No Progress Accomplished Continue/Modify Discontinue

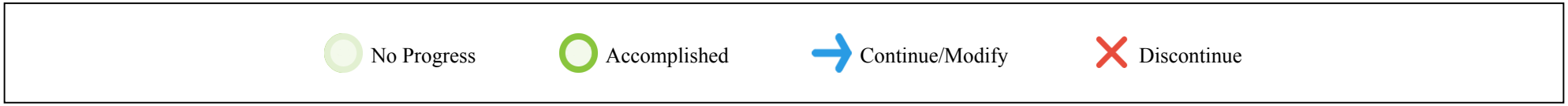
**Goal 1:** SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 4:** By July 2026, SBHS will improve Special Population (Special Education, Section 504. Emergent Bilingual, Migrant and At Risk) instruction and STAAR End of Course exam results with a focus on student growth and performance.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Ensure appropriate Special Education identification, evaluation, and Individual Education Plan (IEP) implementation through:<br><br>- Opportunities for staff development<br>- Provision of instructional materials and supplementary aides and services as needed for IEP implementation<br>- Monitoring the frequency and duration of the IEP<br>- Consideration of language, cultural, and other sociological factors throughout the process<br>**Strategy's Expected Result/Impact:** ARD Sign-in Sheets, IEP, eStar, 10% increase in students passing core subjects and meeting standard on STAAR EOC.<br>**Staff Responsible for Monitoring:** Director of Special Education, Principal, Assistant Principal of Special Education, Department Leader of Special Education, Special Education Case Manager<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Utilize latest technologies available to work with At-Risk students including students in RTI, 504, Dyslexia, ELL and SPED programs to develop their reading and language skills.<br>**Strategy's Expected Result/Impact:** Increased student ability to read (greater Lexiles and a smaller gap between ability and actual grade level).<br>**Staff Responsible for Monitoring:** RTI, Principal, Assistant Principal | | | | |


No Progress
Accomplished
Continue/Modify
Discontinue

**Goal 1:** SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 5:** By May 2026, SBHS will increase the percentage of students successfully passing the Texas Success Initiative (TSI) assessment by the conclusion of the academic year.

**Evaluation Data Sources:** * TSI Assessment Results
* Tutoring Participation Records
* Progress Monitoring Reports
* TSI In-class & Saturday Blitz (specialized groups) tutoring Records

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Students in English III and English IV will test BOY, MOY, and EOY and receive support for successful TSI results.<br>**Strategy's Expected Result/Impact:** Increase in TSI scores thus increasing CCMR percentage.<br>**Staff Responsible for Monitoring:** Teachers, Deans, Administration<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Students will have scheduled test dates during the week with the Student Advisor to re-test and have a personalized plan for TSI success.<br>**Strategy's Expected Result/Impact:** Increase the number of student successful on TSI<br>**Staff Responsible for Monitoring:** Higher Education Coordinator, Assistant Principals, Deans, Principals<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 6:** By 2026, San Benito High School will increase the number of students earning college credit through AP exams by 10% from the previous year.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** AP teachers will use Advanced Placement exam preparation programs to support their curriculum and administer practice exams over specific content to monitor student progress and make necessary adjustments to lessons so students will be successful on AP exams.<br>**Strategy's Expected Result/Impact:** Improved classroom instruction resulting in improved AP-exam scores.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction, Department Leader, Department AP Teachers<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Increase AP enrollment by promoting AP courses to a wider range of students, and emphasizing the benefits of college credit.<br>**Strategy's Expected Result/Impact:** Increase the number of students taking AP courses.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction, Department Leader, Department AP Teachers<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 7:** Increase parental engagement in College and Career activities and events by 20% by the conclusion of the academic year.

**Evaluation Data Sources:** * Event Attendance Records
* Surveys and Feedback Forms
* Program Participation Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Designated personnel along as support staff will conference with students and families to promote awareness of the importance of graduating CCMR complete.<br>**Strategy's Expected Result/Impact:** TSI, SAT, Dual Enrollment, AP course participation will increase.<br>**Staff Responsible for Monitoring:** Higher Education Coordinator, Counselors, Assistant principals, Deans, and Principal<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Increase the importance of scheduling for students to increase CCMR percentages.<br>**Strategy's Expected Result/Impact:** Higher number of students graduating as CCMR complete.<br>**Staff Responsible for Monitoring:** Counselors, Deans, Assistant Principal, Principal.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 8:** All students and staff will be trained on the most up to date safety and security measures as released by TEA. All Safety and Security measures will be strictly enforced.

**Evaluation Data Sources:** Training sign in sheets
Spot check documents

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** All administration will attend training provided with designated training personal such as police and fire personal. Administration will train all staff and rehearse roles and responsibilities. Administration and staff will review all procedures with all students and make sure they all understand roles and responsibilities.<br>**Strategy's Expected Result/Impact:** Increased awareness of safety and security measures. All students and staff and stakeholders will know how to safely and confidentially report any safety and security issues. All reports will be thoroughly investigated with appropriate actions taken.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean of Instruction. Counselors. Security Officers. All Staff<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Student safety will be enhanced via the use of technology (surveillance cameras), security and police officers, use of trained K9, and active monitoring by campus faculty and staff.<br>**Strategy's Expected Result/Impact:** Reduction of student referral.<br>Reduction of incident reports.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Chief of Police<br>SBHS Security Head<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Student Safety will increase due to vape detectors in the restrooms.<br>**Strategy's Expected Result/Impact:** Less students vaping in the school.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>Chief of Police<br>SBHS Security Head<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 9:** SBHS Counseling Department will conduct presentations of Cyberbullying, Bullying, Suicide Prevention, Dating Violence, and Sexual Harassment.

**Evaluation Data Sources:** Agendas, Sign-in Sheets of participants

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The counseling department will visit classrooms and conduct presentations on Cyberbullying to reduce the number of bullying incidences.<br>**Strategy's Expected Result/Impact:** Reduce incidents of cyberbullying and bullying and make sure that all students are aware of how to safely report incidents of cyberbullying and bullying.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Lead Counselor<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** The counseling department will provide training on Suicide Prevention for professional and paraprofessional staff on procedures to identify warning sign, responding to outcry and reporting incidents.<br>**Strategy's Expected Result/Impact:** All students and staff will know how to safely and confidentially report thoughts of suicide by a student or staff member.<br>**Staff Responsible for Monitoring:** Campus Crisis Team<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 10:** 100% of students will receive drug awareness and prevention education to the dangers of vaping, tobacco, and alcohol use.

**Evaluation Data Sources:** Physical Education rosters and TEKS objective timelines.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** The counseling department will visit classrooms and have presentations for students on drug awareness and prevention.<br>**Strategy's Expected Result/Impact:** Counselor Presentations, agendas, sign-in sheets, PE Instructors lesson plans<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals<br>Counselors, PE Instructors | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Students will have guest speakers who focus on drug prevention.<br>**Strategy's Expected Result/Impact:** Students will be well versed on the harm of drugs.<br>**Staff Responsible for Monitoring:** Counselors<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 11:** SBHS will provide sessions and conduct school-wide events with all staff members to promote a healthy and positive work environment.

**Evaluation Data Sources:** discipline referrals, counselor sign-in sheets

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Working luncheons will be held for all staff to improve morale and create a positive work environment.<br>**Strategy's Expected Result/Impact:** increase attendance<br>**Staff Responsible for Monitoring:** administrators<br>counselors<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Staff and students will be recognized every month and voted on by their peers and/or teachers for their outstanding work.<br>**Strategy's Expected Result/Impact:** Positive campus climate<br>**Staff Responsible for Monitoring:** Administration, Deans<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/SBHS will ensure academic excellence by providing innovative, high-quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 12:** Provide the OFSDP for students

**Evaluation Data Sources:** Student Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Identify students at-risk that qualify for the program.<br>**Strategy's Expected Result/Impact:** Students will get credit for the time they are in class.<br>**Staff Responsible for Monitoring:** Teachers, Attendance Clerks, PEIMS<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Parental Meetings to inform parents of the program<br>**Strategy's Expected Result/Impact:** Increase in students that qualify for program<br>**Staff Responsible for Monitoring:** Attendance Committee, Principal, Assistant principal, RTI, PEIMS<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 1:** SBCISD/SBHS will recruit, retain, and empower highly qualified faculty and staff by posting positions and using content specific interview questions to fill vacancies.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Jobs fairs will be available at the campus during the spring for upcoming vacancies.<br>**Strategy's Expected Result/Impact:** Vetting of professional staff that are well versed in content specific curriculum<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Deans, and Department Heads<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Connect high school to career and college | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Provide a mentor for all novice teachers at the campus.<br>**Strategy's Expected Result/Impact:** Teachers working collaboratively to improve student outcomes.<br>**Staff Responsible for Monitoring:** Deans of Instruction<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals<br>**Problem Statements:** Demographics 1 - Student Learning 1<br>**Funding Sources:** - 199 - General Fund | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Ensure all staff are highly qualified and certified in their respective areas.<br>**Strategy's Expected Result/Impact:** Students will recieve quality instruction with a teacher that is well versed in their content.<br>**Staff Responsible for Monitoring:** HR, Administration, Deans of Instruction<br><br>**Title I:**<br>2.52, 2.532, 2.534<br>- **TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>- **ESF Levers:**<br>Lever 2: Strategic Staffing<br>**Problem Statements:** Student Learning 1 - School Processes & Programs 1<br>**Funding Sources:** - 199 - General Fund | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards. **Root Cause**: Lack of follow through with systematic supports for low performing students to increase academic success. |
| **Student Learning** |
| **Problem Statement 1**: Below State Average Performance in all EOC Examinations for the ELL populations. **Root Cause**: Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students. |
| **School Processes & Programs** |
| **Problem Statement 1**: Student success in Advanced Placement (AP) exams, ACT, SAT, Dual Enrollment Courses and TSI falls below state passing standards. **Root Cause**: Students lack of readiness skills and knowledge of rigorous academic opportunites to perform successfully in advanced course work. |

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

**Performance Objective 2:** ESSA: Quality professional development during the 2025-2026 school year will be provided to 100% of instructional staff thus ensuring student success.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teachers will be provided with opportunities to attend professional development workshops within the district (SBCISD), region (Region 1 ESC), and state workshops.<br>**Strategy's Expected Result/Impact:** Improved curriculum development and lesson delivery. Increased awareness of new technology and software.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean of Instruction, Department Leaders<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Teachers will be well versed in content specific TEKS and YAG by attending TCMPC professional development.<br>**Strategy's Expected Result/Impact:** Teachers will be using pacing guides and resources to demonstrate student acheivement.<br>**Staff Responsible for Monitoring:** Deans of Instruction<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 3:** By June 2026, all of professional staff will receive professional development in the strategies and processes of The Fundamental 5 book.

**Evaluation Data Sources:** T-TESS Summative Evaluation
T-TESS Walkthrough Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** SBHS Administration and staff will review The Fundamental 5 book and provide professional development opportunities to understand the instructional practices discussed in the book.<br>**Strategy's Expected Result/Impact:** Teachers understanding the Powerwalk process and how it is designed to support teachers and lesson delivery with the ultimate goal of student mastery of content.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** The teachers will utilize the critical writing of Fundamental 5 to support writing in all content areas.<br>**Strategy's Expected Result/Impact:** Increased writing scores across all content areas.<br>**Staff Responsible for Monitoring:** Principal, AP's, and Deans of Instruction.<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 1:** ESSA: By June 2026, SBHS will have an increase in parents/guardians/families participation in at least one school sponsored academic activity.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Information regarding school sponsored academic activities will be announced using SBCISD district website banner, San Benito High School website, school messengers announcements to parents, social media sites and poster flyers at SBHS campus entrance and hallways.<br><br>Communications through SBHS Parental Involvement Liaison.<br>**Strategy's Expected Result/Impact:** Increased student participation in academic activities such as various honor societies, dual enrollment classes, AP classes, TSI, ACT, SAT and ASVAB testing. Increased parent communication with College and Career center and counselors regarding academic opportunities for students at SBHS.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counseling Department, Parental Involvement Liaison.<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments<br>**Problem Statements:** Student Learning 2<br>**Funding Sources:** - 199 - General Fund | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Meetings with the principal will be done once per six weeks to increase collaboration between parents and the campus.<br>**Strategy's Expected Result/Impact:** Increased parental involvement with administration at the campus.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, FACE Representative.<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 1 Problem Statements:**

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

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

**Performance Objective 2:** By June 2026, SBHS will have an increase in community events (i.e. community service, community parades, etc.) from students, teachers, and administrators.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Inivitations for community events will be passed to our SBHS clubs to increase participation.<br>**Strategy's Expected Result/Impact:** Increased community involvement by teachers and students.<br>**Staff Responsible for Monitoring:** Club sponors<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture<br>**Problem Statements:** Demographics 2<br>**Funding Sources:** - 199 - General Fund | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Administration will participate in large community events to collaborate once per quarter.<br>**Strategy's Expected Result/Impact:** Increased collaboration between community and campus administrators<br>**Staff Responsible for Monitoring:** Principal/Assistant Principals/Deans<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture<br>**Funding Sources:** - 199 - General Fund | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 2**: Student attendance rate is low. **Root Cause**: Lack of student engagement or connection to school. |

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

**Performance Objective 3:** By 2026, SBHS will decrease of the number of discipline referrals due to parent partnerships.

**Evaluation Data Sources:** PEIMS data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Administration and Teachers will meet with parents through scheduled and non-scheduled meetings to discuss student behavioral concerns.<br>**Strategy's Expected Result/Impact:** Less discipline referrals allowing students to maximize instruction.<br>**Staff Responsible for Monitoring:** Assistant Principals, Principals, PEIMS<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Counselors will meet with at-risk youth to counsel them on all social emotional concerns.<br>**Strategy's Expected Result/Impact:** Student and Counselor partnership and safe space.<br>**Staff Responsible for Monitoring:** Counselors, Student Specialist<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 4:** SBHS will track and review attendance data to identify students that do not meet a 95% Average Daily Attendance.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Attendance Committee will meet once per six week period to address attendance reports for staff and students.<br>**Strategy's Expected Result/Impact:** Increased attendance from students and staff members.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean of Instruction, and Attendance Committee.<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Students identified will be give the option to retain loss credit due to absences.<br>**Strategy's Expected Result/Impact:** Students will make up course work if needed on Edgenutiy.<br>**Staff Responsible for Monitoring:** Attendance Committee, counselor, assistant principal, attendance clerks | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 5:** SBHS will increase parental awareness on the importance of attendance.

**Evaluation Data Sources:** Parent sign in sheets

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Parental Attendance Meetings to discuss credit recovery options.<br>**Strategy's Expected Result/Impact:** Increase the number of students that lost credit due to attendance<br>**Staff Responsible for Monitoring:** Principal, assistant principal, counselors, RTI<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Guest Speakers to discuss attendance importance<br>**Strategy's Expected Result/Impact:** Parental Awareness<br>**Staff Responsible for Monitoring:** Attendance committee, assistant principal, principal, counselors, RTI | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SBCISD/SBHS will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 1:** Compliance and fiscal responsibility of Title One funds will be used to target improvement in student achievement.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Tutorials will be provided for students for succes in End of Course exams (English I, English II, Algebra, Biology, U.S. History) needed for graduation.<br>**Strategy's Expected Result/Impact:** Increase of student success and/or growth in EOC exams.<br>**Staff Responsible for Monitoring:** Administration, Deans of Instruction, Teachers<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.532, 2.533<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 - Student Learning 1<br>**Funding Sources:** Tutorial Materials - 199 - State Compensatory Education (SCE) | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Tutorials will be provided for students that have lost credit due to excessive absences and/or due to failing grade.<br>**Strategy's Expected Result/Impact:** Increase in number of student being promoted to the next grade level and/or increase in graduation percentage.<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Counselors, Teachers<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.533, 2.534<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1, 2 - School Processes & Programs 2<br>**Funding Sources:** Resources Needed - 199 - State Compensatory Education (SCE) | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards. **Root Cause**: Lack of follow through with systematic supports for low performing students to increase academic success. |
| **Problem Statement 2**: Student attendance rate is low. **Root Cause**: Lack of student engagement or connection to school. |
| **Student Learning** |
| **Problem Statement 1**: Below State Average Performance in all EOC Examinations for the ELL populations. **Root Cause**: Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students. |
| **School Processes & Programs** |
| **Problem Statement 2**: The After- School Credit Recovery program is a digital platform that is monitored by a teacher not required to be certified in the students' subject area of need. **Root Cause**: Students fail courses due to instructional gaps, lack of remediation, and absenteeism. |

**Goal 4:** SBCISD/SBHS will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 2:** Compliance and fiscal responsibility of Federal Funds will be used for students, classrooms so that they are quipped with up-to-date technologies and improved infrastructures to promote environments conducive to high levels of learning and address gaps in instruction.

**Evaluation Data Sources:** Student technology requests, classroom facility walk-throughs, work orders, e-tickets, technology inventories

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** New Technology will be purchased for student use and to support platforms needed for student success.<br>**Strategy's Expected Result/Impact:** Increase of student success on EOC examinations.<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, Teachers<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.532, 2.533<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1<br>**Funding Sources:** New Ipads - 211 - Title I, Part A | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** SBHS will continue to outfit as many classrooms as possible with interactive TV's for instruction and provide training to teachers who are receiving the technology.<br>**Strategy's Expected Result/Impact:** Lessons will incorporate many more interactive components enhancing engagement in the classroom to improve student performance.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Technology Director<br><br>**Title I:**<br>2.51, 2.52, 2.53, 2.532, 2.533<br>**- TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction<br>**Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2<br>**Funding Sources:** Interactive TVs - 211 - Title I, Part A | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Develop technology inventory system to account for all technology on campus and age of technology. Have systems in place to replace old technology with new up to date technology on a yearly bases.<br>**Strategy's Expected Result/Impact:** System in place to remove old and out dated technology and replace with newer technology to meet the growing needs our students.<br>**Staff Responsible for Monitoring:** Principal, Dean of Instruction, Higher Education Coordinator, Librarian<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Connect high school to career and college<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

## Performance Objective 2 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Student performance in state standardized assessments, student learning objectives mastery, or overall student course progress is below district and state standards. **Root Cause**: Lack of follow through with systematic supports for low performing students to increase academic success. |
| **Problem Statement 2**: Student attendance rate is low. **Root Cause**: Lack of student engagement or connection to school. |
| **Student Learning** |
| **Problem Statement 1**: Below State Average Performance in all EOC Examinations for the ELL populations. **Root Cause**: Inconsistent instructional implementation of content and language supports, resources, and initiatives to support low performing students. |
| **Problem Statement 2**: Below State Standard in CCMR accountability-AP, SAT/ACT, and TSI Examinations. **Root Cause**: Inconsistent systematic approaches, resources, and initiatives to increase student participation and support student readiness for CCMR accountibility for post secondary readiness. |
| **School Processes & Programs** |
| **Problem Statement 1**: Student success in Advanced Placement (AP) exams, ACT, SAT, Dual Enrollment Courses and TSI falls below state passing standards. **Root Cause**: Students lack of readiness skills and knowledge of rigorous academic opportunites to perform successfully in advanced course work. |
| **Problem Statement 2**: The After- School Credit Recovery program is a digital platform that is monitored by a teacher not required to be certified in the students' subject area of need. **Root Cause**: Students fail courses due to instructional gaps, lack of remediation, and absenteeism. |

# San Benito Consolidated Independent School District

# Sullivan Elementary School

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

The mission of SESA is to provide our students with transformational learning experiences that foster college and career readiness as well as environmental stewardship.

# Vision

Vision:
The vision of SESA is to be the Gold standard in all areas of primary education, while setting the Green standard in environmental science education.

# Value Statement

#SESACares

At Sullivan ESA, our scholars are held to a very high standard.  We believe in, and instill the following core values with all of our SESA community.

Compassion

Accountability

Respect

Environmental Stewardship

Service

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# Goals

**Goal 1:** SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high qualify learning environments that prepare every student fort success in college, career, or ,military service.

**Performance Objective 1:** ESSA: By June 2026, 80% of all students, with a focused effort on special populations, will meet or exceed state assessment standards. This goal will be achieved through the implementation of targeted instructional strategies, including Professional Learning Communities (PLCs), leadership coaching, effective feedback practices, and the Effective Schools Framework, to ensure continuous improvement and equitable outcomes for all students

**HB3 Goal**

**Evaluation Data Sources:** STAAR reports for grades 3rd - 5th Grade

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** K - 5th grade students will be provided with a minimum of 90 minutes daily of Reading and Bluebonnet Math instruction. K- 1st grade will follow Scope and Sequence for Write Connection. K- 5th grade will follow the scope and sequence of the TEKS Resource System utilizing resources such as HMH, Accelerated Reader, GF Educators, Lowman Consulting, Lone Star Learning Plus, Saxon Phonics and Heggerty.<br>**Strategy's Expected Result/Impact:** IMPLEMENTATION: Year long<br><br>IMPACT:<br>**Staff Responsible for Monitoring:** Teachers Librarian<br>Assistant Principal<br>Principal<br>RTI Teacher<br>SPED Teachers<br><br>**Funding Sources:** Consumable Workbooks - 211 - Title I, Part A - $15,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Continue Professional Learning Communities (PLCs) to unpack TEKS, review student data, student progress, and plan collaboratively to meet the needs of all students.<br>**Strategy's Expected Result/Impact:** District and Campus Based Benchmarks<br>STAAR Scores (3rd-5th)<br>Amplify (MClass), iReady, and NWEA Reports<br>**Staff Responsible for Monitoring:** Campus Leadership Team<br><br>**Funding Sources:** General Supplies - 199 - General Fund - 199-13-6399-00 - $2,500 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** RTI teacher to assist teachers in identifying students in need of intervention, provide interventions to students, and provide guidance to teachers in completing required documentation and make intervention recommendations.<br>**Strategy's Expected Result/Impact:** Increase the number of students that are receiving intervention and making progress.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>RTI Teacher<br><br>**Funding Sources:** - 211 - Title I, Part A - 211-11-6119-00-110-8-30-A-00 - $53,569 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Students in K-2nd Grade will use Saxon Phonics and Heggerty to build a strong foundation in reading.<br>**Strategy's Expected Result/Impact:** Students will see an increase in reading fluency.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>RTI Teacher<br><br>**Funding Sources:** - 199 - General Fund - 199-11-6399-00-110-8-30-! - $9,950 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** Campus book fairs will be held twice a year to provide access to a variety of book titles and engage parents in selection of books for household use.<br>**Strategy's Expected Result/Impact:** Students will have develop a love for reading and have a range of titles to read at home.<br>**Staff Responsible for Monitoring:** Librarian | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** Analyze student performance and attendance data to guide instruction, improve programs, and recognize strong attendance.<br>**Strategy's Expected Result/Impact:** Improved student performance through minimizing student absences.<br>**Staff Responsible for Monitoring:** Principal<br>Asst. Principal<br>RTI Teacher<br>Teachers<br>Counselor<br>Parent Specialist | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 7:** Provide flexible scheduling through inclusion and/or resource classes for our special education students.<br>**Strategy's Expected Result/Impact:** Special Education students will meet system safeguards.<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers<br>Special Education Teachers | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 8:** In order to serve all students' needs, all eligible students with parental consent will have the opportunity to receive needed eye exams and glasses.<br>**Strategy's Expected Result/Impact:** Detecting and correcting vision problems<br>**Staff Responsible for Monitoring:** School Nurse | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high qualify learning environments that prepare every student fort success in college, career, or ,military service.

**Performance Objective 2:** Provide ample opportunities for students and teachers to utilize technology to support classroom instruction and improve areas requiring enrichment and remediation.

**Evaluation Data Sources:** STAAR Reports, Benchmark Reports, Weekly Assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Acquire new technologies and train teachers to utilize these technologies for classroom instruction and regular scholar use.<br>Including but not limited to:<br>Espon Smart Projectors<br>SMART Notebook Software<br>**Strategy's Expected Result/Impact:** Higher student engagement<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Technology Representative<br><br>**Funding Sources:** Epson Projectors - 211 - Title I, Part A - 211.11.6396.00.110.0.23.000 - $5,688.92 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Laptops will be purchased for Science Lab and other instructional settings<br>**Strategy's Expected Result/Impact:** Students will be able to view samples of work in color.<br>**Staff Responsible for Monitoring:** Science Lab Teacher<br>RTI Teacher<br>Assistant Principal<br><br>**Funding Sources:** Color Printers - 199 - General Fund | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** All qualifying students in grades three thru five will be taught how to use online embedded supports.<br>**Strategy's Expected Result/Impact:** Increase in Special Education students passing the STAAR.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>RTI Teacher<br>Resource Teacher | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high qualify learning environments that prepare every student fort success in college, career, or ,military service.

**Performance Objective 3:** Title III:  By June 2026, 80% of all students, with a concentrated effort on Bilingual students, will meet established standards on the state assessments.

**Evaluation Data Sources:** STAAR Reports for grades 3rd-5th grade

**Goal 1:** SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high qualify learning environments that prepare every student fort success in college, career, or ,military service.

**Performance Objective 5:** To improve reading, Saxon Phonics and Spelling will be implemented in Kinder - 2nd Grade for 60 minutes daily. (Title I SW: 2)
(Target Group: All) (NCLB: 1,2,3,4,5)

**HB3 Goal**

**Evaluation Data Sources:** Teacher Observations, Walkthroughs, Lesson Plans,
End of Unit Assessments,
Progress Monitoring Checklist

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** To improve reading, Saxon Phonics and Spelling will be implemented in Kinder - 2nd Grade for 60 minutes daily. (Title I SW: 2)<br>(Target Group: All) (NCLB: 1,2,3,4,5)<br>**Strategy's Expected Result/Impact:** Students will acquire a solid foundation in reading which will increase overall reading performance.<br>**Staff Responsible for Monitoring:** RtI Teacher<br>Assistant Principal<br>Principal<br>**Funding Sources:** Saxon Phonics - 199 - General Fund - 199.e.11.6399. .110.0.30.100 - $2,000, Saxon Phonics - 211 - Title I, Part A - 211.11.6399.00.110.9.30.100 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high qualify learning environments that prepare every student fort success in college, career, or ,military service.

**Performance Objective 5:** ESSA: Develop College and Career readiness skills through learning activities for 100% of students on grades PK-5TH

**HB3 Goal**

**Evaluation Data Sources:** Lesson Plans, School Wide Events

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Instructional Materials will be purchased to supplement the Bilingual Curriculum from vendors such as Lakeshore, School Specialty and EAI Education.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high qualify learning environments that prepare every student fort success in college, career, or ,military service.

**Performance Objective 6:** An emphasis on Environmental Education will be required of all professional teaching staff through the acquisition of Certification by the Texas Association of Environmental Educators.

**Evaluation Data Sources:** Portfolios

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** 80% of teachers at SESA will obtain certification from the National Association of Environmental Educators. Yearly dues will be paid for each teacher.<br>**Strategy's Expected Result/Impact:** NAEE Certification status.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br><br>**Funding Sources:** Teacher Certification Fees - 289 - Title IV - 289.E.11.6399 - $3,000 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high qualify learning environments that prepare every student fort success in college, career, or ,military service.

**Performance Objective 7:** School counselors will contribute to increasing the percentage of students who meet College, Career, and Military Readiness (CCMR) indicators through targeted academic advising, guidance services, and postsecondary planning support.

**Evaluation Data Sources:** School Counselor Conference logs

**Goal 1:** SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high qualify learning environments that prepare every student fort success in college, career, or ,military service.

**Performance Objective 8:** Strengthen early childhood literacy and math foundations to ensure long term student success

**Evaluation Data Sources:** CLI diagnostic report
MAP reports
Amplify reports

**Goal 1:** SBCISD/Sullivan Environmental Science Academy will ensure academic excellence by providing innovative, high qualify learning environments that prepare every student fort success in college, career, or ,military service.

**Performance Objective 9:** By the end of the academic year (June 2026), increase overall campus safety by implementing targeted improvements in infrastructure, training, and communication systems. This will be measured through a 20% reduction in safety-related incidents, as well as the completion of safety training for 100% of staff, and the installation of additional security features (e.g., surveillance cameras, emergency exits, lighting upgrades) in at least 3 high-risk areas of the campus.

**Evaluation Data Sources:** Safety Audits
Crisis Safety Plan documentation
Drills
Training sign in sheets
Safety checks will be conducted daily conducted by SRO

**Goal 2:** SBCISD/Sullivan Environmental Science Academy will build a high performing compliant and supportive workforce

**Performance Objective 1:** ESSA: Quality professional development will be provided to all instructional staff thus ensuring student success.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Teachers in need of professional development will be provided a variety of training opportunities.<br>**Strategy's Expected Result/Impact:** Students will be instructed in a setting that has consistent and effective routines and procedures as well as appropriate content.<br>**Staff Responsible for Monitoring:** Teacher<br>Assistant Prinicipal<br>Principal | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** San Benito CISD Staff Development department will provide meaningful, scientifically researched based professional development for all teachers and paraprofessionals so that a better understanding of the TEKS can be had by all stakeholders.<br>**Strategy's Expected Result/Impact:** Increase the scores on standardized assessments.<br>**Staff Responsible for Monitoring:** Principal<br>Asst. Principals<br>Teachers<br>Support Staff | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Administrators will attend professional development, conferences, and trainings on topics to increase student performance and data analysis.<br>**Strategy's Expected Result/Impact:** Increased knowledge of instructional practices.<br>**Staff Responsible for Monitoring:** Administrators<br><br>**Funding Sources:** - 199 - General Fund, - 255 - Title II, Part A, TPTR | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** All school staff to include professionals, teacher assistants, cafeteria employees and custodians will receive training on Bullying Prevention strategies. These strategies will concentrate on identifying, how to respond to, and reporting incidents of student bullying.<br>**Strategy's Expected Result/Impact:** Bullying prevention knowledge helps staff fosteri a more inclusive and safer learning environment for students.<br>**Staff Responsible for Monitoring:** Administrators<br>Counselor<br>Teachers<br>Teacher Assistants | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 5:** All school staff to include professionals, teacher assistants, cafeteria employees and custodians will receive training on Suicide Prevention strategies. These strategies will concentrate on identifying, how to respond to, and reporting incidents of student outcry of suicide.<br>**Strategy's Expected Result/Impact:** Suicide prevention training helps school staff recognize and respond to the warning signs of suicide, creating a supportive environment for students and potentially saving lives. Since teachers and other school personnel interact with students daily, they are in a prime position to identify and help vulnerable youth.<br>**Staff Responsible for Monitoring:** All school personnel | | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 6:** 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.<br>**Strategy's Expected Result/Impact:** Increased scores.<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** SBCISD/Sullivan Environmental Science Academy will build a high performing compliant and supportive workforce

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

**Evaluation Data Sources:** SBEC Certification Records

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** 80% of professional teachers at SESA will acquire certification from the Texas Association of Environmental Educators.<br>**Strategy's Expected Result/Impact:** Teachers will become state certified in the area of EE.<br>**Staff Responsible for Monitoring:** Principal<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college<br>**Funding Sources:** - 289 - Title IV - 289.11.6411 - $3,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 2:** SBCISD/Sullivan Environmental Science Academy will build a high performing compliant and supportive workforce

**Performance Objective 3:** 100% of the teaching staff will be highly qualified. 30% of all staff will be bilingually certificated and 90% of all teachers will be gifted and talented certified.

**Evaluation Data Sources:** SBEC Teacher Certifications

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Sullivan Environmental Science Academy will follow all district guidelines for hiring to ensure all teachers meet state requirements for certification in the area they are teaching.<br>**Strategy's Expected Result/Impact:** 100% of teachers will be properly certified.<br>**Staff Responsible for Monitoring:** Administrators<br>Counselor<br>Teachers | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** SBCISD/Sullivan Environmental Science Academy will improve public relations, communications, and community engagement skills and parent/ community engagement

**Performance Objective 1:** Objective 3.1 Improve and diversify all communication methods with stakeholders, including campus website, social media, print publications, and various media outlets.

**Evaluation Data Sources:** Campus web page and social media platforms

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** GT students will receive enhanced academic opportunities and will work in collaborative groups or individually to complete a project using the Texas Performance Standards and that meets the Texas State Plan for the Education of Gifted Students.<br>**Funding Sources:** - 199 - General Fund - Gifted and Talented Funds - $300 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Thursday will be designated as College & Military Awareness Day at Sullivan Environmental Science Elementary. Students and staff may wear a college or military T-shirt on this day.<br>**Strategy's Expected Result/Impact:** Students will become more aware of colleges/universities.<br>**Staff Responsible for Monitoring:** Administrators<br>Teachers | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** College Awareness Week will be held in conjunction, with our Career Fair. Activities, will be planned for the Spring semester. This will include speakers such as local community leaders, etc. which will speak on the value of education.<br>**Strategy's Expected Result/Impact:** Students will receive experiences and motivation to see out educational success and college preparation.<br>**Staff Responsible for Monitoring:** Administrators<br>Counselor<br>Teachers | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** SBCISD/Sullivan Environmental Science Academy will improve public relations, communications, and community engagement skills and parent/ community engagement

**Performance Objective 2:** Parent-Teacher Communication, Ensure 100% of teachers use at least one standardized communication tool with families consistently throughout the year.

**Evaluation Data Sources:** Branching minds weekly logs

**Goal 3:** SBCISD/Sullivan Environmental Science Academy will improve public relations, communications, and community engagement skills and parent/ community engagement

**Performance Objective 3:** Newsletter Consistency Publish a digital and/or print parent calendar at least once per month highlighting campus events, student achievements, and upcoming deadlines.

**Evaluation Data Sources:** Monthly calendars

**Goal 4:** SBCISD/Sullivan Environmental Science Academy will work to increase staff and student attendance by 1.8% by the end of the 2025 - 2026 school year by providing a safe and clean environment in support of higher educational achievement.

**Performance Objective 1:** Recognize and reward perfect attendance for students and staff

**Evaluation Data Sources:** attendance logs/reports

**Goal 4:** SBCISD/Sullivan Environmental Science Academy will work to increase staff and student attendance by 1.8% by the end of the 2025 - 2026 school year by providing a safe and clean environment in support of higher educational achievement.

**Performance Objective 2:** Implement monthly and quarterly student attendance recognition (certificates, prizes, special events).

**Evaluation Data Sources:** Daily attendance

**Goal 4:** SBCISD/Sullivan Environmental Science Academy will work to increase staff and student attendance by 1.8% by the end of the 2025 - 2026 school year by providing a safe and clean environment in support of higher educational achievement.

**Performance Objective 3:** Provide professional development for staff on strategies to foster a safe and supportive school climate.

**Evaluation Data Sources:** Capturing Kids Hearts

# San Benito Consolidated Independent School District

# Veterans Memorial Academy

# 2025-2026 Goals/Performance Objectives/Strategies

# Mission Statement

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

# Vision

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

# Value Statement

*“Think gold and strive for excellence!*

*Challenge yourself and achieve all your goals.”*

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

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# Goals

**Goal 1:** SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** 1. Implement state scientific, research-based programs at VMA to achieve rigor for reading, writing, math, social studies, science, foreign language, professional development, counseling and vocational careers. (Title I SW: 1,2,3) (Target Group: All)<br>**Strategy's Expected Result/Impact:** Summative - TAPR Report; STAAR Summary Report<br>**Staff Responsible for Monitoring:** Principal<br>**Funding Sources:** - 211 - Title I, Part A - $2,500, - 212 - Title I, Part C, Migrant - $500, - 255 - Title II, Part A, TPTR - $1,000, - 263 - Title III, LEP - $500 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Implement intentional, focused, and comprehensive tutoring after school, on Saturdays, and during Academic Team Planning Period. (Title I SW: 2,8,10) (Target Group: Migrant, LEP, SPED, At Risk)<br>**Strategy's Expected Result/Impact:** Summative - STAAR results<br>**Staff Responsible for Monitoring:** Assistant Principal(s), Core Subject Teachers, Counselor(s), Dean of Instruction, Department Heads, Migrant Teachers, Principal, Special- Ed Teachers, Teacher Assistants<br>**Funding Sources:** - 211 - Title I, Part A - $25,000, - 212 - Title I, Part C, Migrant - $10,000, - 199 - General Fund - $7,000 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Administer and analyze CFA diagnostic tests and interim assessments in order to provide instruction in target areas. (Title I SW: 1,2,8) (Target Group: All)<br>**Strategy's Expected Result/Impact:** Summative - Diagnostic tests & STAAR results<br>**Staff Responsible for Monitoring:** Deans of Instruction, Department Heads, Principal, Special Ed Teachers, Teacher(s), Testing Coordinator<br><br>**Funding Sources:** - 211 - Title I, Part A - $1,000 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Provide additional training opportunities for teachers to address students with special needs.<br>**Strategy's Expected Result/Impact:** Improve scores for Special Education students<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean of Instruction, Special Education Director, Special Education Coordinator<br><br>**Funding Sources:** - 255 - Title II, Part A, TPTR - $5,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 2:** By June 2026, 100% of all VMA freshmen students will be placed into an appropriate Career Cluster that will help meet college-ready requirements.

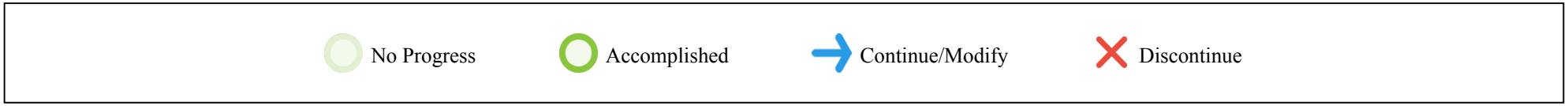
**Evaluation Data Sources:** TSIA2 scores, PSAT 8/9 scores, and CTE coherent sequence completion

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide tutoring sessions to prepare students to be successful on TSIA2 ELAR MC/Writing and Math tests. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** TSIA2 test results<br>**Staff Responsible for Monitoring:** Assistant Principal/Dean<br><br>**Funding Sources:** - $3,000 | Dec | Mar | May | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide a College & Career Go Center on Campus and virtually. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** The College and Career Go Center will create a school -wide college-bound culture and promote college awareness for students.<br>**Staff Responsible for Monitoring:** Higher Education Coordinator | Dec | Mar | May | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Provide availability for TSIA2 testing | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Students will test to enroll in dual enrollment courses<br>**Staff Responsible for Monitoring:** Higher Education Coordinator | Dec | Mar | May | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Offer Dual Enrollment courses during the Fall and Spring semester. | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Students will complete their dual enrollment courses.<br>**Staff Responsible for Monitoring:** Administration<br>Higher Education Coordinator<br><br>**Funding Sources:** | Dec | Mar | May | June |
| | | | | |


No Progress
Accomplished
Continue/Modify
Discontinue

**Goal 1:** SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 3:** Select, provide, and support short-term instructional strategies and interventions for students needing academic assistance as evident by assessment data. (Target Group: Migrant, LEP, SPED, At Risk, 504) (ESSA)

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Use data to drive instructional decisions and target academic deficiencies for special populations.<br>**Strategy's Expected Result/Impact:** Students will increase their performance and passing rates on CFAs, district benchmark exams, and state assessments such as STAAR EOC and TELPAS.<br>**Staff Responsible for Monitoring:** Dean of Instruction, District Directors, Principal, teacher(s) | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:**<br>Provide summer school for student groups being retained and/or failing courses and will retest STAAR End-of-Course Exams.<br>**Strategy's Expected Result/Impact:** Students will be successful in earning their credits. There will be a reduction in retention rates and an increase in STAAR End-of-Course rates.<br>**Staff Responsible for Monitoring:** Deans of Instruction, Federal Programs Director, Principal<br><br>**Funding Sources:** - 211 - Title I, Part A - $25,000, - 224 - IDEA B, Formula SpEd - $10,000 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Be proactive in ensuring that all student groups and subpopulations are following the student code of conduct to reduce the number of special education students placed in ISS and at PRC.<br>**Strategy's Expected Result/Impact:** A reduction of students within subpopulation groups being assigned alternative discipline.<br>**Staff Responsible for Monitoring:** Assistant Principals, Dean of Instruction, Prncipals, SBCISD Police officer, Teacher(s) | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 4:** Write across the curriculum by incorportating a writing rubric and APES for support with teacher implementation in all subjects, including practical writing classes, to improve achievement in all STAAR EOC components. (Title I SW: 1,2,3) (Target Group: Migrant, LEP, SPED, AtRisk, Dys) (ESSA)

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement effective instruction for academic language to better prepare students in sub-populations. Students focusing on vocabulary attainment for reaching personal success across all content areas.<br>**Strategy's Expected Result/Impact:** Attain an increase in overall success in relation to state assessments.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Create, administer, and analyze assessments administered to special populations and RTI students which are aligned to the TEKS Resource curricular timelines. Use data to drive instruction for all accountability populations, to identify performance gaps to meet state standards.<br>**Strategy's Expected Result/Impact:** Instruction will be more data driven and targeted to ensure success on state assessments for all subpopulations.<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean of Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 5:** By June 2026, 80% of VMA students participating in a reading program will show an improvement in over all literacy skills. (Title 1 SW: 1,2,3) (Target Group: ESL, Migrant, LEP, SPED, AtRisk, Dys) (Title 1TA: 1,3) (Target Group: All, ESL, LEP, SPED)

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Continue to implement a reading program to improve achievement in all State STAAR EOC components using, Language Live , My Perspective -(See Savvas), Edgenuity, CommonLit, No Red Ink, EdPuzzle (Title 1 SW: 1,2,3) (Target Group: ESL, Migrant, LEP, SPED, AtRisk, Dys) (Title 1TA: 1,3) (Target Group: All, ESL, LEP, SPED)<br>**Strategy's Expected Result/Impact:** Over all improvement of literacy skills<br>**Staff Responsible for Monitoring:** Dean of Instruction<br>Classroom Teachers<br><br>**Funding Sources:** - 211 - Title I, Part A - $4,000, - 212 - Title I, Part C, Migrant - $500, - 224 - IDEA B, Formula SpEd - $1,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 6:** 90% of CTE organization members will compete at the Regional Leadership Conference by Spring Semester.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Students pursuing careers in CTE courses have the opportunity to compete in Regional, State, and National Leadership Conferences.<br>**Strategy's Expected Result/Impact:** CTE courses will be required to establish student run organizations (BPA, HOSA, SkillsUSA, etc.) which will allow students to explore, apply critical thinking skills, collaborate, and engage in competitions that will allow them to apply real world career applications and experiences.<br>**Staff Responsible for Monitoring:** Principal, CTE Director, Club Sponsors. | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 7:** By June 2026, 70% of EL students will earn their credits and pass EOC exams. (Title I SW: 1,2,9,10) (Target Group: ESL, LEP)

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Coordinate program options for credit accrual, credit recovery and STAAR EOC Prep classes to ensure that EL students are accessing opportunities available to earn needed credits and pass the all STAAR EOC exams. (Title I SW: 1,2,9,10) (Target Group: EL, LEP)<br>**Strategy's Expected Result/Impact:** Success on earning credits and passing EOC exams<br>**Staff Responsible for Monitoring:** Administration<br>Dean of Instruction<br>Counselors<br>Classroom Teachers | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 8:** 50% of CTE students will be certified in one or more areas of Microsoft Office Specialist (MOS) by the end of the school year.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** CTE will offer MOS certifications to support student pathways with project based learning.<br>**Strategy's Expected Result/Impact:** 75% of CTE students will be certified through MOS certifications.<br>**Staff Responsible for Monitoring:** Principal, CTE Director, Teachers | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 9:** By June 2026, 80% of subgroups will meet standards on all areas of the STAAR EOC assessments.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement Best Practices for acquiring academic language to better prepare the subgroups: At-Risk, ELs, Special Education, Section 504, and migrant students-focusing on vocabulary attainment for reaching personal success including but not limited to the use of word walls, graphic organizers, S3Strategies, Texas Coach, and Sheltered Instruction. (Target Group 9th)<br>**Strategy's Expected Result/Impact:** Improvement in student academic vocabulary and usage<br>**Staff Responsible for Monitoring:** Administration<br>Dean of Instruction<br>Classroom Teachers | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 10:** By June 2026, VMA will increase EB scores in both TELPAS and STAAR EOC through the implementation of Summit K-12 (World Geography, Science, and Reading).

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Implement staff development across the core subjects through PLCs and TELPAS trainings to ensure best practices for all students, focusing on ELs.<br>**Strategy's Expected Result/Impact:** Improvement in EOC and TELPAS scores<br>**Staff Responsible for Monitoring:** Administration<br>Dean of instruction<br><br>**Funding Sources:** - 263 - Title III, LEP - $5,000 | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 11:** By the end of the academic school year, Veterans Memorial Academy will differentiate instruction by providing rigorous curriculum and instruction for Gifted and Talented learners.

**Evaluation Data Sources:** STAAR EOC resultes/Campus Masters Level percentages

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Veterans Memorial Academy will provide opportunities for teachers to attend virtual training/conferences focused on differentiated, rigorous instruction and curriculum.<br>**Strategy's Expected Result/Impact:** Challenge gifted learners in the classroom.<br>**Staff Responsible for Monitoring:** District G/T Coordinator, Campus G/T Coordinator<br><br>**Funding Sources:** - 211 - Title I, Part A - $3,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** All teachers of Gifted and Talented (G/T) students will receive the required 30 hours of G/T and 6 hour update.<br>**Strategy's Expected Result/Impact:** Improve percentage of students achieving Masters Grade Level on the STAAR EOC exams<br>**Staff Responsible for Monitoring:** Campus G/T Coordinator | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 12:** By June 2026, 70% of VMA students, with a concentrated effort on all special populations, will meet established standards on the state assessment.s.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Veterans Memorial Academy will maintain 100% highly effective staff and faculty.<br>**Strategy's Expected Result/Impact:** Improve student scores in order to meet state standards.<br>**Staff Responsible for Monitoring:** Administration, Dean of Instruction, and teachers.<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 1:** SBCISD/Veterans Memorial Academy will ensure academic excellence by providing innovative, high quality learning environments that prepare every student for success in college, career, or military service.

**Performance Objective 13:** By June 2026, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 15% increments annually as measured by PEIMS.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** VMA will implement positive behavior supports and the Student Code of Conduct, including campus-based consequences (ISS), to address student behavior, attendance, and school climate to ensure that students can experience academic success. VMA will implement a 24-48 turnaround timeframe per referral.<br>**Strategy's Expected Result/Impact:** Annual five percent reduction in student discipline reports coupled with an increase in student attendance<br>**Staff Responsible for Monitoring:** Administration | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** VMA will train students through Counseling Google Classroom on the use of the STOPIT app to report bullying and any other incidents or situations of concern to our school community's safety.<br>**Strategy's Expected Result/Impact:** 100% of VMA students will know how to use the STOPIT app.<br>**Staff Responsible for Monitoring:** Administration<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 1:** Veterans Memorial Academy will recruit, retain, and empower highly qualified faculty and staff. Post positions and interview to fill vacancies.

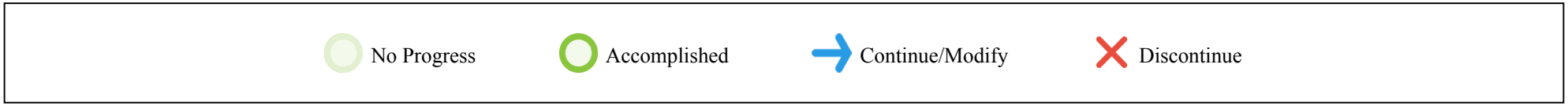
**Evaluation Data Sources:** State Board of Education Official Record of Educator Certificates

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** VMA staff will attend job fair recruitment events in order to recruit new employees. Provide professional development to enhance instruction on an ongoing basis and opportunities for networking.<br>**Strategy's Expected Result/Impact:** Improve instruction and test scores<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction<br><br>**Funding Sources:** - 255 - Title II, Part A, TPTR - $5,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Veterans Memorial Academy will provide notice to parents of students who are taught for four or more consecutive weeks by a teacher who is not highly qualified.<br>**Strategy's Expected Result/Impact:** Open communication with parents<br>**Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean of Instruction | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Provide adequate training and follow-up for programs such as Edgenuity and Language Live.<br>**Strategy's Expected Result/Impact:** Less retention, improve student scores<br>**Staff Responsible for Monitoring:** Secondary Curriculum Director, Dean of Instruction<br><br>**Funding Sources:** - 211 - Title I, Part A - $7,100 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Provide a campus mentor program for first and second year teachers and provide support for those new to the campus.<br>**Strategy's Expected Result/Impact:** Create collaboration, retain teachers, and improve campus climate<br>**Staff Responsible for Monitoring:** Administration | | | | |


No Progress
Accomplished
Continue/Modify
Discontinue

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

**Performance Objective 2:** Quality professional development will be provided to 100% of instructional staff, thus ensuring student success.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** VMA will implement professional development trainings to target all core areas, special education, counseling, and EL.<br>**Strategy's Expected Result/Impact:** VMA faculty and staff will be highly qualified and effective in all areas.<br>**Staff Responsible for Monitoring:** Administration | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 3:** Provide trainings to all staff in order for staff to implement activities and strategies to teach students alternatives to negative behavior.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Communicate student code of conduct, utilize canine services, provide staff classroom management training, conflict resolution and emergency response. Create protocol for "under the influence" students and create a standardization of discipline referral time frame.<br><br>**Strategy's Expected Result/Impact:** Reduction in the number of behavior referrals by 10% with the use of an electronic discipline referral software.<br>**Staff Responsible for Monitoring:** Assistant Principal, Principal, Deans of Instruction, RTI Teacher, counselors<br><br>**Funding Sources:** Pending Bids - Electronic Referral Software - 199 - General Fund - $1,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 4:** VMA teachers will be trained in the fundemental five and use it as a foundation for academic success.

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

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

**Performance Objective 5:** Provide high quality staff development to all San Benito VMA employees and students regarding the Bullying Prevention and Interventions plan, a comprehensive approach to addressing bulling and cyberbullying.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** All students will have access to QR codes to report bullying using the STOPIT app. All students will be trained in David's law SB 179.<br>**Strategy's Expected Result/Impact:** Disciplinary referrals will be reduced by 10% from previous year and attendance will be at 95% or higher<br>**Staff Responsible for Monitoring:** Counselors, Teachers, Assistant Principal(s), Principal, Deans of Instrustion<br><br>**Funding Sources:** Trainings - Pending Bids - 199 - General Fund | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 1:** Parents, student, and counselors will develop a personal graduation plan that will allow student to maintain focus and clarity on the road to graduation.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Counselors and staff will meet with students every semester on a one-to-one basis as needed to discuss career pathways/graduation plans.<br>**Strategy's Expected Result/Impact:** Students will have clarity and goal oriented to maintain direction towards graduation.<br>**Staff Responsible for Monitoring:** Counselors and Staff<br><br>**Funding Sources:** updated career pathways/graduation plans - 199 - General Fund | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 2:** Create Advertisements of school accomplishments by promoting at different public affairs, such as and not limited to, television, movie theaters, banners, public transportation, and etc.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Provide communication with the community via social media, campus website, Remind app, School Messenger, Fish Camp and on-site tours to promote advertisement and school information.<br>**Strategy's Expected Result/Impact:** Provide mass communication with staff, students, and parents<br>**Staff Responsible for Monitoring:** Principal and campus webmaster<br><br>**Funding Sources:** - 199 - General Fund - $50,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

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

**Performance Objective 3:** By June 2024, 70% of all students/parents/guardians/families will participate in at least one school sponsored activity.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** VMA will host family events, including a Fish Camp; Meet the Teacher Night; TSIA2 Parent Information Sessions; Dual Enrollment Information Sessions; Spring Open House; Band, Conjunto, and Choir performances; annual quinceanera; and other extra-curricular family activities.<br>**Strategy's Expected Result/Impact:** Improved academic performance and campus climate<br>**Staff Responsible for Monitoring:** Administration<br><br>**Funding Sources:** - 199 - General Fund - $10,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SBCISD/Veterans Memorial Academy will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 1:** All students, staff, and community members will feel and see a clean and safe campus.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Students will attend classes 92% of the time.<br>**Strategy's Expected Result/Impact:** Students will excessive will be placed on an attendance contract and will be subjected to calls to guardians/parents.<br>**Staff Responsible for Monitoring:** Administration, FACE personnel, attendance clerk, and teachers. | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** A teacher of the Quarter will be selected every nine weeks based on perfect attendance.<br>**Strategy's Expected Result/Impact:** Teachers with perfect attendance for the nine weeks will be entered into a raffle for reserved parking, snacks, and an extended lunch.<br>**Staff Responsible for Monitoring:** Administration<br><br>**TEA Priorities:**<br>Recruit, support, retain teachers and principals | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Goal 4:** SBCISD/Veterans Memorial Academy will implement transparent and efficient business and finance processes that guarantee equitable resource allocations and operational sustainability.

**Performance Objective 2:** Increase security with additional surveillance equipment, personnel, and needed school safety training for all staff.

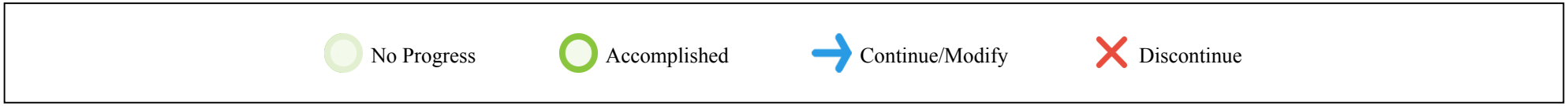
**Evaluation Data Sources:** For equipment - purchase order, installation records, and inventory such as Halo vape detectors. For personnel - incident reports/referrals and logging system updates.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 1:** Install 360 degree security cameras in areas of need. Implement periodic maintenance of cameras bi-annually.<br>**Strategy's Expected Result/Impact:** Reduction in the numbers of incident reports/referrals.<br>**Staff Responsible for Monitoring:** Principal, SRO Officer, 2 SBCISD Police officers, Site Based Committee<br><br>**Funding Sources:** Pending Bids - Fence and Cameras - 199 - General Fund - $4,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 2:** Implement Fire Extinguisher training to at least one person per pod to ensure preparedness in case of a fire on campus.<br>**Strategy's Expected Result/Impact:** Teachers will be prepared to handle a fire with a fire extinguisher. Due to COVID-19 protocols, limited staff interaction was in place.<br>**Staff Responsible for Monitoring:** Principal<br><br>**Funding Sources:** The SBCISD provided the training free of charge from the San Benito Fire Department. - 199 - State Compensatory Education (SCE) - $0 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 3:** Increase our security staff to provide added vigilance and safety on our campus.<br>**Strategy's Expected Result/Impact:** Increase safety for everyone on campus.<br>**Staff Responsible for Monitoring:** Principal | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Dec | Mar | May | June |
| **Strategy 4:** Security will use the K-9 sporadically to reduce the number of illegal substances on campus.<br>**Strategy's Expected Result/Impact:** Decrease the number of illegal substances on campus.<br>**Staff Responsible for Monitoring:** Principal | | | | |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Discontinue

# Request Approval of the Amendment to the Secondary Course Catalog for the 2025- 2026 School Year

**Superintendent's Recommendation:**
The Superintendent recommends to the Board of Trustees to approve the Amendment to the Secondary Course Catalog for the 2025-2026 school year.

**Rationale:**
The REVISED 2025-2026 San Benito CISD Course Catalogs for San Benito High School, as presented, is designed to align with state graduation requirements, support college and career readiness, and reflect the district's commitment to providing diverse, rigorous, and relevant academic opportunities for all students. The catalog has been updated to include a CTE course to expand our course offerings and pathways.

The following changes were made to the High School Course Catalog:

1. Addition of 2 English Courses to provide supplement support for students in 11th and 12th grade.
    A. Independent Studies of English for 12th Grade
    B. Humanities for 11th Grade

## Paperwork Impact:
Minimal

## Budget:
N/A

## Resource Personnel:
All Secondary Campuses
JoAnne Fernandez, Director of Secondary Instruction
Sandra Romeros, Director of Counseling/Advanced Academics
Dilia Cornett, Assistant Superintendent of Academics
Alfredo Perez, Superintendent of Schools

## Board Policy Reference and Compliance:
N/A

# San Benito Consolidated Independent School District
## High School Course Catalog
## 2025-2026

**Alfredo Perez**
*Superintendent of Schools*

### Board of Trustees

Dr. Ariel Cruz-Vela, Place 1, *President*
Crystal Hernandez, Place 2, *Vice-President*
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Rudy Corona, Place 5, *Member*
Alejandro Reyna, Place 6, *Member*
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The San Benito CISD does not discrimination on the basis of sex, handicap, race, color, and/or national origins in its educational programs. Admission into career programs is based on age, grade, aptitude and ability. Lack of English language will not be a barrier to admission and participation in any educational program.

*Board Approved __/_/__*

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# HIGH SCHOOL TESTING PROGRAM GUIDE

Beginning with the Freshman class of 2011-2012, a student must earn passing scores on 5 End-of-Course (EOC) exams, in addition to earning all required course credits for their graduation plan to earn a diploma. Students must meet all graduation course credit requirements and EOC requirements to be eligible for participation in the graduation ceremony.

*Requirements of the Foundation High School Program (FHSP) apply to students first entering 9th grade in the fall of 2014 and thereafter.

**Students who began 9th grade in the fall of 2013 and before will graduate under the requirements of the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP).

**State of Texas Assessment of Academic Readiness (STAAR)**

Students who entered the ninth grade in the 2011-2012 school year or later must pass five STAAR end-of-course tests to graduate from a Texas public school. The assessments are based on the Texas Essential Knowledge and Skills, the state curriculum standards. These tests are designed to ensure that students are learning the specific course material and are prepared to succeed in college and/or

| | | |
|---|---|---|
| *English I | *Algebra I | *U.S History |
| *English II | *Biology | |

## GRADE CLASSIFICATION

Grade level classification is the same for all students regardless of graduation plan.

Students are classified based on the number of academic credits they have earned at the beginning of the school year. All students who have completed 8th grade enter high school as freshmen regardless of the number of high school credits they may have already earned through middle school, summer school, credit by exam, and/or online learning.

| GRADE CLASSIFICATION | | |
|---|---|---|
| **GRADE** | **CLASSIFICATION** | **CREDITS** |
| 9th | Freshman | <6.0 |
| 10th | Sophomore | ≥6.0 – 12.5 |
| 11th | Junior | ≥13.0 – 19.5 |
| 12th | Senior | ≥20 |

# FOUNDATION HIGH SCHOOL PROGRAM + ENDORSEMENTS

**The following requirements apply to students first entering 9th grade in the fall of 2014 and thereafter.**

***FOUNDATION HIGH SCHOOL PROGRAM (FHSP)*** - 22 - Credit Foundation is Required for all Endorsements

**ENGLISH (4 credits)**
**Must consist of** English I, II, III (ESOL I and ESOL II may be substituted for English I and II for students with limited English proficiency), and an additional/**advanced** English course

**MATHEMATICS (3 credits)**
**Must include** Algebra I, Geometry, and an additional/**advanced** math course beyond Algebra I

**SCIENCE (3 credits)**
**Must include** one Biology credit, one credit selected from IPC, or Chemistry, or Physics; and one additional/**advanced**, lab-based science course

**SOCIAL STUDIES (3 credits)**
**Must include** U.S. History, one-half credit Government, one-half credit Economics, and World History or World Geography

**OTHER LANGUAGES (2 credits)- Must consist of** 2 levels in the same language

**FINE ARTS (1 credit)**
**May include** Choir, Band, Orchestra, Dance, Art, Theatre Arts, Art History, or Music Theory I and II; Principles & Elements of Floral Design or Digital Art & Animation or any other fine arts course

**PHYSICAL EDUCATION (1 credit)**
**May include** Athletics or PE (up to 4 credits), Foundations of Personal Fitness (.5 credit); Dance, Dance Team I, fall semesters of Marching Band or the first year of Cheerleading or any other physical education course.

**ELECTIVES (5 credits)-Must include** a communication skills component (speech class) earned.

**TOTAL FHSP CREDITS: 22**

***ADDITIONAL REQUIREMENTS FOR ENDORSEMENT***

**MATHEMATICS (1 credit)**

**SCIENCE (1 credit)**

**ADDITIONAL ELECTIVES (2 credits)**
Electives must be chosen from the five endorsement categories of STEM, Business & Industry, Arts & Humanities, Public Services, and/or Multidisciplinary Studies

**TOTAL CREDITS WITH ENDORSEMENT: 26**

## RECOGNITIONS

Students have the opportunity to earn additional recognition in the following areas.

## DISTINGUISHED LEVEL OF ACHIEVEMENT

A student may earn a distinguished level of achievement by successfully completing all curriculum requirements for the Foundation High School Program, plus each of the following:

- A fourth credit in mathematics, which must include Algebra II;
- A fourth credit in science;
- The requirements of at least one endorsement

**A student must graduate with a Distinguished Level of Achievement to be considered for the Top 10% and eligible for automatic admission to a Texas public college or university (**with the exception of UT Austin).

## PERFORMANCE ACKNOWLEDGEMENTS

A student may earn a performance acknowledgement in one or more of the following categories:

- AP test score of 3 or above;
- IB test score of 4 or above *(applies to transfer students only as the International Baccalaureate program is not offered in SBCISD)*
- Outstanding performance on the PSAT, the SAT or the ACT;
- Completion of at least 12 hours college coursework with final grades of A or B (3.0 GPA or above);
- Bilingualism and bi-literacy; and
- Earning a nationally or internationally recognized business or industry certification or license

# San Benito CISD

## Texas Education Agency Graduation Toolkit

# Endorsements – *Choices*

### Endorsements

For the first time, students will be able to earn one or more endorsements as part of their graduation requirements. Endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area.

Students must select an endorsement* in the ninth grade. Districts and charters are not required to offer all endorsements. If only one endorsement is offered, it must be multi-disciplinary studies.

Students earn an endorsement by completing the curriculum requirements for the endorsement, including 4th credit of math and science and 2 additional elective credits.

### Students can choose from 5 endorsement areas

**Science, Technology, Engineering and Mathematics (STEM)**

- Career and Technical Education (CTE) courses related to STEM
- Computer Science
- Mathematics
- Science
- Combination of no more than two of the categories listed above

**Business and Industry (one of the following or a combination of areas)**

- Agriculture
- Arts
- Audio/Video
- Finance
- Marketing
- Food and Natural Resources
- Hospitality and Tourism
- Information Technology
- Manufacturing
- Technology Applications
- Architecture and Construction
- Technology and Communications
- Business Management and Administration
- Transportation or Distribution and Logistics
- English electives in public speaking, debate, advanced broadcast journalism, advanced journalism including newspaper and yearbook

**Public Service (one of the following)**

- Human Services
- Law
- Corrections and Security
- Health Science
- Public Safety
- Education and Training
- Government and Public Administration
- Junior Reserve Officer Training Corps (JROTC)

**Arts and Humanities (one of the following)**

- 2 levels each in two languages other than English (LOTE)
- 4 levels in the same LOTE
- Courses from one or two areas (music, theater, art, dance) in fine arts
- English electives not included in Business and Industry
- Social Studies
- American Sign Language (ASL)

**Multi-Disciplinary Studies (one of the following)**

- 4 advanced courses from other endorsement areas
- 4 credits in each foundation subject area, including English IV and chemistry and/or physics
- 4 credits in Advanced Placement, International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE or fine arts

ENDORSEMENTS

*Visit your school counselor to learn more about your options. Students may earn more than one endorsement.

BR14-130-02

# ADVANCED COURSES FOR THE FOUNDATION HIGH SCHOOL PROGRAM

## English Language Arts (Advanced Courses)

English IV*

Creative Writing
AP English Literature
AP English Language
Dual Enrollment English 1301
Dual Enrollment English 1302
College Prep ELA
*(pursuant to TEC,$28.014)*

Newspaper I
Yearbook I
Yearbook II
Yearbook III
Professional Communications
(*Must be combined with another half credit from this list)*

***All students will take English IV**

## Second Science (Advanced Courses)

Integrated Physics & Chemistry (IPC)
Chemistry
Physics
AP Chemistry

AP Physics I: Algebra Based Dual Enrollment
Biology I & Lab Dual Enrollment Physics I
Special Topics in Science

## 3rd & 4th Science Credit (Advanced Course)

*(to earn an endorsement)*

Chemistry Physics
Earth and Space Environmental
Systems AP Biology
AP Chemistry
AP Environmental Science
AP Physics I: Algebra Based
AP Physics II: Algebra Based
Dual Enrollment Physics II
Locally developed science course
*(pursuant to TEC,$28.025(b-5)*

Dual Enrollment Biology II & Lab
Advanced Animal Science Advanced Plant and Soil Science
Anatomy and Physiology
Medical Microbiology
Pathophysiology
Forensic Science
Special Topics in Science Scientific Research & Design
Science course endorsed by an IHE
*(pursuant to TEC,$28.002(g-1))*

## Third Mathematics Credit (Advanced Courses)

| | |
|---|---|
| Mathematical Models with Applications Algebra II*<br>Pre-Calculus<br>Independent Study in Math<br>Calculus<br>AP Statistics<br>AP Calculus<br>AB Algebraic Reasoning | Dual Enrollment College Algebra<br>Dual Enrollment Pre-Calculus<br>Statistics<br>College Prep Math<br>*(pursuant to TEC,$28.014)* |

***All students will take Algebra II**

## Fourth Mathematics Credit (Advanced Courses)

*(to earn endorsement)*

| | |
|---|---|
| Math Models with Applications<br>Algebra II<br>Pre-Calculus<br>Independent Study in Math<br>Calculus<br>AP Statistics<br>AP Calculus AB<br>Algebraic Reasoning | Dual Enrollment College Algebra<br>Dual Enrollment Pre-Calculus<br>Statistics<br>College Prep Math<br>*(pursuant to TEC,$28.014)* |
| * ***NOTE***: *A course on this list may be taken either before or after one of the following courses: Mathematics Models with Application, Mathematical Applications in Agriculture Food and Natural Resources, Digital Electronics, Robotics Programming and Design.* | |

# COURSE DESCRIPTIONS

Courses are designed in various ways to meet the skills and interests of students. Courses are offered as Academic, Honors, and courses. Upper level courses may be offered as Academic, AP, or dual credit courses. A student's course of study may be a combination of courses with different designations. The student, parent, and school will work together to determine the best combination for each learner. See page 24 for information about the grading system, weighted grade point scale, and class ranking.

## Academic Courses

San Benito CISD's on-level academic curriculum is a college-bound curriculum. These core and elective courses use a variety of teaching strategies, student activities, and assessments. The curriculum requires students to develop critical thinking and problem-solving skills as well as master core content. Courses are taught on grade level.

## Honors/AP Courses

Honors/AP core and elective courses are designed to challenge motivated students and prepare them for success in college level coursework in high school and beyond. These advanced or above grade-level courses move at a faster pace, are more academically challenging and require more independent learning than academic courses. A few important factors to keep in mind are:

- Some AP courses have course prerequisites that must be completed. Check the course description for prerequisites.
- Honors/AP is not "all or nothing." Students may take from one to all of their core classes as Honors/AP.
- For most courses, it is possible to move from academic to Honors sections from one year to the next.

## Honors/AP Entry Guidelines

The purpose of the Honors and AP entry guidelines is to provide information to facilitate placement of students in academically challenging courses.

1. San Benito CISD recognizes the value of student participation in advanced academic coursework and encourages students to graduate from high school with at least one advanced course credit such as Advanced Placement or dual credit. To this end, San Benito CISD has an inclusive enrollment model for AP and Honors courses that provides support systems for student success. Students are encouraged to access the most rigorous curriculum in which they can be successful.

2. Honors and AP courses are designed to challenge students beyond grade-level academic courses and prepare them for success in future advanced level coursework. Student performance in related courses and teacher input are important elements for parents and students to consider in selecting advanced coursework. Students may require additional encouragement and support to be successful in these courses.

3. Students who opt to participate in AP or Honors must:
   - Successfully complete prerequisite courses as specified in the course catalog.
   - Demonstrate mastery on course-related state-mandated performance assessments including STAAR.
   - Recognize the long -term benefits of participation, seek assistance when needed, and commit to staying in the course for a minimum of one semester.

Questions about Honors/AP courses should be directed to the school counselor and/or the subject area teacher. NOTE: Due to the curricular differences between academic courses and Honors/AP and for the benefit of students, entry into a Honors/AP course from an academic course is discouraged after the beginning of each semester. It is recommended that students enter Advanced Placement courses at the beginning of the course, typically within the first week of instruction. **Exceptions must have principal approval**.

## Exit Guidelines for High School

Exit processes are in place to assist students in making sound course selection decisions. Students and parents must be aware that, depending on the timeline, grades earned in a Honors or AP course follow the student to the corresponding academic course. These grades will be included in calculating the academic course grade and may impact UIL eligibility. Consult with the school counselor for more detailed information.

It is expected that students seek assistance when needed to be successful in the course and remain in the Honors or AP course for at least one full semester.

Note: Students may not drop an Honors/AP course until the first nine weeks are over, and they must demonstrate that they attended tutorials at least twice a week.

# GENERAL COURSE DESCRIPTIONS

This section contains descriptions for all courses offered at Veterans Memorial Academy and San Benito High School, organized by content area. Courses can be identified by course title and a state-issued PEIMS Service ID.

## ENGLISH LANGUAGE ARTS

| Course Title | Grade | Credit | Prerequisite | PEIMS # |
|---|---|---|---|---|
| Creative Writing Honors | 9 | 1.0 | X | 03221200 |
| English 1 | 9 | 1.0 | ELAR Gr 8 | 03220100 |
| English 1 Honors | 9 | 1.0 | ELAR Gr 8 Honors | 03220107 03220100 |
| Practical Writing Skills | 9 10-12 | 1.0 | X | 03221300 |
| English 2 | 9 10 | 1.0 | English 1 | 03220200 |
| English 2 Honors | 9, 10 | 1.0 | English 1 Honors | 03220200 |
| English 3 | 11 | 1.0 | English 2 | 03220300 |
| English 4 | 12 | 1.0 | English 3 | 03220400 |
| Research Technical Writing | 10-12 | 1.0 | X | 03221100 |
| Humanities | 11 | .05- 1.0 | English 2 | 03221600 (1st time taken) 03221610 (2nd time taken) |
| Independent Studies of English | 12 | .05- 2.0 | English 3 | 03221800, 1st time taken) 03221810 (2nd time taken) 03221820 (3rd time taken) |
| SAT Prep | 11-12 | 0.5 | ELAR 3 or 4 | *Local Credit* |
| College Prep and TSI | 12 | 1.0 | English 4 | CP110100 |
| FILAS | 9-12 | 0.5 | LPAC Recommendation/ Placement | N1280040 |
| English 1 Speakers of Other Languages (ESOL 1) | 9-10 | 1.0 | FILAS or LPAC Recommendation/ Placement | 03200600 |
| English 2 Speakers of Other Languages (ESOL 2) | 10-11 | 1.0 | Eng 1 ESOL | 03200700 |
| Reading ESOL 1 | 9 | 1.0 | FILAS or LPAC Recommendation/ Placement | |

| | | | | |
|---|---|---|---|---|
| Reading | 9 | 1.0 | Administration Recommendation | 03270700 |
| AP English Language and Composition (English 3) | 11-12 | 1.0 | English II | A3220100 |
| AP English Literature and Composition (English 4) | 12 | 1.0 | English III | A3220200 |
| Dual Enrollment Composition I (TSC-ENGL 1301) | 11-12 | 1.0 | TSA2 ELAR | 03220300 |
| Dual Enrollment Composition II (TSC-ENGL 1301) | 11-12 | 1.0 | ENGL 1301 | 03220400 |
| Dual Enrollment Forms of Literature (TSC ENGL 2341 – ) | 12 | 1.0 | ENGL 1301 | 03221500 |
| Dual Enrollment Rhetoric and Writing (UT Austin OnRamps - RHE 306) | 11-12 | 1.0 | English II | 03220355 |
| Dual Enrollment Topics in Writing (UT Austin OnRamps - RHE 309J) | 11-12 | 1.0 | RHE 306 | 03220455 |
| Dual Enrollment Speech (Public Speaking) (TSC-SPCH 1315) | 10-12 | 0.5 | TSA2 ELAR | 03241400 |
| Dual Enrollment Speech (Interpersonal Communication) (TSC-SPCH 1318) | 10-12 | 0.5 | TSA2 ELAR | 03241200 |

**Creative Writing Honors**

**Grade:** 8, 9
**TEA:** 03221200
**Credit:** 1.0
***Prerequisite:*** ELAR Grade 8
***Course Description***: This course invites students to explore the art of writing in multiple genres, including poetry, short fiction, memoir, and dramatic scenes. Through reading, peer workshops, and revision, students will develop their unique voice and refine their literary techniques. In addition to creative exploration, students will engage in intensive preparation for the TSI and PSAT/SAT exams, strengthening their reading comprehension, grammar, and writing skills in preparation for college readiness assessments.

**English 1**

**Grade:** 8, 9
**TEA:** 03220100
**Credit:** 1.0
***Prerequisite:*** ELAR Grade 8
***Course Description***: Students will use a variety of strategies to comprehend and analyze literary genres including fiction, drama, poetry, and literary non-fiction, with informational and persuasive writing. Students will use their understanding of literary elements to make thematic connections within a diverse selection of texts. Students will use a process to create written products that communicate insightful ideas effectively using appropriate formats. Research techniques will be implemented throughout the year to expand understanding of topics and concepts. Vocabulary acquisition strategies leading to increasing reading levels will be instilled.

**English 1 Honors**

**Grade:** 9
**TEA:** 03220107  03220100
**Credit:** 1.0
***Recommended Prerequisite:*** Grade 8 ELAR Honors
***Course Description***: Students will work independently and within a learning community to critically analyze a variety of literary genres including fiction, drama, poetry, and literary non-fiction, with informational and persuasive writing. Students will use their understanding of literary elements to make thematic connections within a diverse and complex selection of texts. Students will articulate increasingly insightful ideas effectively utilizing more sophisticated and appropriate formats. A variety of research techniques will be taught to facilitate independent investigation of concepts and ideas. Vocabulary acquisition strategies leading to increasing comprehension of more complicated texts will be instilled.

**Practical Writing**

**Skills Grade:** 9-12
**TEA:** 03221300
**Credit:** .5 - 1.0
***Recommended Prerequisite:*** None
***Course Description***: The study of writing allows high school students to earn one-half to one credit while developing skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing.

**English 2**

**Grade:** 9, 10
**TEA:** 03220200
**Credit:** 1.0
***Prerequisite:*** English 1
***Course Description:*** Students will use a variety of strategies to comprehend and analyze literary genres including fiction, drama, poetry, and literary non-fiction, with informational and persuasive writing. Students will use their understanding of literary elements to make thematic connections within a diverse selection of texts that reflect a wide range of cultures and world experiences. Students will use a process to create written products that communicate insightful ideas effectively using appropriate formats. Research techniques will be implemented throughout the year to expand understanding of topics and concepts. Vocabulary acquisition strategies leading to increasing reading levels will be instilled.
**Note:** This course meets State graduation requirements for communication skills proficiency.

**English 2 Honors**

**Grade:** 9, 10
**TEA:** 03220200
**Credit:** 1.0
***Recommended Prerequisite:*** English 1 Honors
***Course Description:*** Students will work independently and within a learning community to critically analyze a variety of literary genres including fiction, drama, poetry, and literary non-fiction, with informational and persuasive writing. Students will use their understanding of literary elements to make thematic connections within a diverse and complex selection of texts that reflect a wide range of cultures and world experiences. Students will articulate increasingly insightful ideas effectively utilizing more sophisticated and appropriate formats. A variety of research techniques will be taught to facilitate independent investigation of concepts and ideas. Vocabulary acquisition strategies leading to increasing comprehension of more complicated texts will be instilled.
**Note:** This course meet State graduation requirement for communication skills proficiency

**English 3**

**Grade:** 11
**TEA:** 03220300
**Credit:** 1.0
***Prerequisite:*** English 2
***Course Description:*** Students will use a variety of strategies to comprehend and analyze a variety of genres with emphasis on American literature. Students will use their understanding of literary elements to make thematic connections within a diverse selection of texts and present their ideas articulately in a correct and appropriate written format. Students will continue to communicate more complex and insightful ideas effectively using appropriate formats. Vocabulary acquisition strategies leading to increasing reading levels will be instilled. Students will implement effective and thoughtful research strategies to produce a formal research paper with correct documentation of sources and format.

**English 4**

**Grade:** 12
**TEA:** 03220400
**Credit:** 1.0
***Prerequisite:*** English 3
***Course Description:*** Students will use a variety of strategies to comprehend and analyze a variety of genres with emphasis on British literature. Students will use their understanding of literary elements to make thematic connections within a diverse selection of texts and present their ideas articulately in a correct and appropriate written format. Students will continue to communicate more complex and insightful ideas effectively using appropriate formats. Vocabulary acquisition strategies leading to increasing reading levels will be instilled. Students will implement effective and thoughtful research strategies to produce a formal research paper with correct documentation of sources and format.

**SAT Prep**
**Grade:** 11-12
**Credit:** 1.0
***Recommended Prerequisite:*** English 3 or English 4
***Course Description:*** High school students that require or request additional honing of the study skills, especially as the students prepare for the demands of college, may enroll in the one semester course SAT Prep. In this course, students acquire techniques for learning from texts, including studying word meanings, identifying and relating key ideas, drawing and supporting inferences, and reviewing study strategies. In all cases, interpretations and understandings will be presented through varying forms, including through use of available technology. Students accomplish many of the objectives through wide reading as well as use of content texts in preparation for post-secondary schooling.

**College Prep English**
**Grade:** 12
**TEA:** CP110100
**Credit:** 1.0
***Recommended Prerequisite:*** English 4
***Course Description:*** The courses must be designed: (1) for students at the 12th grade level whose performance on: (A) an end-of-course assessment instrument required under Section 39.023(c) does not meet college readiness standards; or (B) coursework, a college entrance examination, or an assessment instrument designated under Section 51.334 indicates that the student is not ready to perform entry-level college coursework; and (2) to prepare students for success in entry-level college courses.

**Research and Technical**
**Writing Grade:** 9-12
**TEA:** 03221100
**Credit:** 1.0
***Prerequisite:*** None
***Course Description:*** The study of technical writing allows high school students to earn one-half to one credit while developing skills necessary for writing persuasive and informative texts. This rigorous composition course asks high school students to skillfully research a topic or a variety of topics and present that information through a variety of media. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. The students' evaluation of their own writing as well as the writing of others ensures that students completing this course are able to analyze and discuss published and unpublished pieces of writing, develop and apply criteria for effective writing, and set their own goals as writers.

**Humanities**
**Grade: 11**
**TEA: 03221600, 03221610**
**Credit: 0.5 to 2 credits**
***Prerequisite:***
***Course Description:*** Humanities is an interdisciplinary course in which students recognize writing as an art form. Students read widely to understand how various authors craft compositions for various aesthetic purposes. This course includes the study of major historical and cultural movements and their relationship to literature and the other fine arts. Humanities is a rigorous course of study in which high school students respond to aesthetic elements in texts and other art forms through outlets such as discussions, journals, oral interpretations, and dramatizations. Students read widely to understand the commonalities that literature shares with the fine arts. In addition, students use written composition to show an in-depth understanding of creative achievements in the arts and literature and how these various art forms are a reflection of history. All students are expected to participate in classroom discussions and presentations that lead to an understanding, appreciation, and enjoyment of critical, creative achievements throughout history. Understanding is demonstrated through a variety of media.

**Independent Studies in English**
**Grade: 12**
**TEA: 03221800, 03221810, 03221820**
**Credit: 0.5 to 1 credit**
***Prerequisite:***
**Course Description:** Students enrolled in Independent Study in English will focus on a specialized area of study such as the work of a particular author or genre. Students will read and write in multiple forms for a variety of audiences and purposes. High school students are expected to plan, draft, and complete written compositions on a regular basis and carefully examine their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English.

**Advanced Placement English Language and Composition (English 3)**
**Grade:** 11
**TEA:** A3220100
**Credit:** 1.0
***Prerequisite:*** English 2
***Course Description***: Advanced Placement English Language and Composition examines major elements of nonfiction and American literature. Students read from a variety of genres that address varying historical periods, disciplines and rhetorical contexts. From these endeavors, students apply stylistic and rhetorical strategies and techniques to their own writings. Five to eight major works are required during the school year. Additionally, students prepare for the AP English Language and Composition exam, with an emphasis on writing under time constraints. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement English Literature and Composition (English 4)**
**Grade:** 12
**TEA:** A3220200
**Credit:** 1.0
***Prerequisite:*** English 3 or English 3 AP
***Course Description:*** Advanced Placement English Literature and Composition includes the study of prose and poetry by British and World authors from the 16th century through contemporary times. Additionally, students prepare for the AP English Literature and Composition exam, with an emphasis on writing under time constraints. Five to eight major works are required during the school year. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Dual Enrollment - Composition I (TSC - ENGL 1301)**
**High School Credit: English III**
**Grade:** 11-12
**TEA:** 03220300
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR passing score
***Course Description***: Strengthen writing skills with a focus on structure, clarity, and persuasive techniques. Students will write essays based on critical reading and research—a must for college readiness across all disciplines.

**Dual Enrollment - Composition II (TSC - ENGL 1302)**
**High School Credit: English IV**
**Grade:** 11-12
**TEA:** 03220400
**Credit:** 1.0
***Prerequisite:*** completion of ENGL 1301 with a minimum grade of "C"
***Course Description***: Builds on the fundamentals from Composition I, with a deeper dive into argumentation, literary analysis, and research. Students will strengthen their writing voice and prepare for college-level communication across disciplines.

**Dual Enrollment Forms of Literature (TSC - ENGL 2341)**
**High School Credit: Literary Genres**
**Grade:** 12
**TEA:** 03221500
**Credit:** 1.0
***Prerequisite:*** completion of ENGL 1301 with a minimum grade of "C"
***Course Description***: Discover how poetry, drama, and prose reflect the human experience. This literary deep-dive challenges students to analyze themes and craft thoughtful critiques.

**Dual Enrollment Rhetoric and Writing (UT Austin OnRamps - RHE 306)**
**High School Credit: English III**
**Grade:** 11-12
**TEA:** 03220355
**Credit:** 1.0
**TSI Requirement:** None – TSI waived through UT OnRamps instructional model
***Course Description***: Develop persuasive writing and critical thinking skills through academic argumentation. This course equips students to analyze texts, build evidence-based claims, and refine their voice—perfect preparation for any college writing experience.

**Dual Enrollment Topics in Writing (UT Austin OnRamps - RHE 309J)**

**High School Credit: English IV**
**Grade:** 11-12
**TEA:** 03220455
**Credit:** 1.0
**TSI Requirement:** None – TSI waived through UT OnRamps instructional model
***Course Description***: An advanced writing course that takes a thematic approach—students explore a central topic while mastering research, synthesis, and rhetorical strategies.

**Dual Enrollment Speech (Public Speaking) (TSC-SPCH 1315)**
**High School Credit: Literary Genres**
**Grade:** 12
**TEA:** 03241400
**Credit:** 0.5
***Prerequisite:*** TSA2 ELAR
***Course Description***: This course develops students' confidence and effectiveness in public speaking through practice in crafting and delivering speeches. Emphasis is placed on audience analysis, speech organization, and communication ethics—skills that benefit students in any career path.

**Dual Enrollment Speech (Interpersonal Communication) (TSC-SPCH 1318)**
**High School Credit: Literary Genres**
**Grade:** 12
**TEA:** 03241200
**Credit:** 0.5
***Prerequisite:*** TSA2 ELAR
***Course Description***: Dive into the dynamics of one-on-one communication. Students will explore verbal and nonverbal cues, conflict resolution, and relationship building—great preparation for leadership roles and real-world interactions.

## English for Speakers of Other Languages (ESOL)

English for Speakers of Other Languages (ESOL) is offered to assist students whose native language is not English in gaining a level of fluency which will enable their completion of a high school education. A maximum of two ESOL English credits may be applied to the 4-credit English requirement for graduation. Additional ESOL courses will be counted as elective credits.

**Foundations of Intensive Language Acquisition and Support (FILAS) Grade:** 9-11
**TEA:** N1280040
**Credit:** 1.0
***Prerequisite:*** Recommended by LPAC
***Course Description:*** This one (1) credit course replaces English for Newcomers A course and is designed for recent immigrant and/or recent arrivals English language learners who are unschooled and/or have limited schooling. These students come with little or no proficiency in English and /or are pre-literate. The state approved Oral Language Proficiency Test scores of students indicate that students are at the beginning or intermediate level of proficiency in English, and in vital need of intensive language support.

**English 1 Speakers of Other Languages (ESOL)**
**Grade:** 9
**TEA:** 03200600
**Credit:** 1.0
***Prerequisite:*** FILAS or Placement based on the student's level of English proficiency.
***Course Description:*** This course teaches the same academic content as English I while supporting English Language Learners in developing interpersonal and academic vocabulary. Initial instruction focuses on listening and speaking, and reading and writing skills are developed simultaneously as the student comprehends and speaks more English.

**English 2 Speakers of Other Languages (ESOL)**
**Grade:** 10
**TEA:** 03200700
**Credit:** 1.0
***Prerequisite:*** ESOL 1
***Course Description:*** This course teaches the same academic content as English 2 while supporting English Language Learners in developing interpersonal and academic vocabulary. This is a course dedicated to vocabulary development in content areas through a whole language approach. Communicative skills are stressed.

**Reading ESOL 1**
**Grade:** 9
**TEA:** 03270700
**Credit:** 1.0
***Prerequisite:*** FILAS or Placement based on the student's level of English proficiency.
***Course Description:*** This beginner through intermediate-level ESOL course focuses on understanding and interpreting reading selections related to a thematic unit covered in ESOL-I and ESOL-2, which are taken in conjunction with this course, to develop reading skills necessary for basic skill test and mainstream course work. Research projects and development of study skills are important aspects of this course.

**Readi**
**ng**
**Grade:** 9
**TEA:** 03270700
**Credit:** 1.0
***Prerequisite:*** Administration Recommendation
***Course Description:*** This beginner through intermediate-level English course focuses on understanding and interpreting reading selections related to a thematic unit covered in English 1, which is taken in conjunction with this course, to develop reading skills necessary for basic skill test and mainstream course work. Research projects and development of study skills are important aspects of this course.

# MATHEMATICS

| Course Title | Grade | Credit | Prerequisite | PEIMS # |
|---|---|---|---|---|
| Algebra 1 | 8-9 | 1.0 | X | 03100500 |
| Algebra 1 Honors | 8-9 | 1.0 | X | 03100500 |
| Geometry | 9-12 | 1.0 | X | 03100700 |
| Geometry Honors | 9-12 | 1.0 | X | 03100700 |
| Algebraic Reasoning | 9-12 | 1.0 | Algebra I | 03102540 |
| Algebra 2 | 9-12 | 1.0 | X | 03100600 |
| Algebra 2 Honors | 9-12 | 1.0 | X | 03100600 |
| Math Models with Applications | 10-12 | 1.0 | X | 03102400 |
| Precalculus | 11-12 | 1.0 | X | 03101100 |
| AP Precalculus | 11-12 | 1.0 | Honors Precalculus | 03101100 |
| AP Calculus AB | 11-12 | 1.0 | Precalculus, DE Calculus | A3100101 |
| AP Statistics | 11-12 | 1.0 | Geometry & Algebra II | A3100200 |
| AP Computer Science Principles | 9-12 | 1.0 | Algebra I | A3580300 |
| College Prep Math | 12 | 1.0 | Administration Recommendation | CP111200 |
| Financial Math | 11-12 | 1.0 | Algebra I | 13018000 |
| Dual Enrollment College Algebra (TSC MATH 1314) | 10-12 | 1.0 | TSIA2 Math | 03100600 |
| Dual Enrollment Pre-Calculus (TSC MATH 2412) | 11-12 | 1.0 | MATH 1314 | 03101100 |
| Dual Enrollment Calculus I (TSC MATH 2413) | 12 | 1.0 | MATH 2412 | A3100101 03102500 |
| Dual Enrollment College Algebra (UT-Austin OnRamps - M 301) | 12 | 1.0 | none | 03102501 |

**Algebra I**

**Grade:** 8, 9

**TEA:** 03100500

**Credit:** 1.0

***Prerequisite*:** Grade 8 or its equivalent

***Course Description***: In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

**Algebra 1 Honors**

**Grade:** 8, 9

**TEA:** 03100500

**Credit:** 1.0

***Prerequisite*:** Grade 8 or its equivalent

***Course Description***:This course provides a more in depth experience in the concepts of Algebra 1. In Algebra I, students will build on the knowledge and skills for mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

**Geometry Grade:** 9-12

**TEA:** 03100700

**Credit:** 1.0

**Prerequisite:** Algebra I

***Course Description***: In Geometry, students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs.

**Geometry Honors Grade:** 9-12

**TEA:** 03100700

**Credit:** 1.0

**Prerequisite:** Algebra I

***Course Description***: This course provides a more in-depth experience in the concepts of Geometry. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs.

**Algebra 2**

**Grade:** 9-12

**TEA:** 03100600

**Credit:** 1.0

**Prerequisite:** Algebra I

***Course Description***: In Algebra 2, students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

**Algebra 2 Honors**
**Grade:** 9-12
**TEA:** 03100600
**Credit:** 1.0
**Prerequisite:** Algebra I
***Course Description***: This course provides a more in-depth experience in the concepts of Algebra 2. In Algebra 2, students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

**Algebraic Reasoning Grade:**
10-12
**TEA:** 03102540
**Credit:** 1.0
**Prerequisite:** Algebra I
***Course Description***: In Algebraic Reasoning, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes, and deepen a foundation for studies in subsequent mathematics courses. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, number and algebraic methods, and modeling from data using tools that build to workforce and college readiness such as probes, measurement tools, and software tools, including spreadsheets.

**Math Models with Applications**
**Grade:** 10-12
**TEA:** 03102400
**Credit:** 1.0
**Prerequisite:** Algebra I
***Course Description***: In mathematical models with applications, students will use a mathematical modeling cycle to analyze problems, understand problems better, and improve decisions. Students will also learn to apply mathematics through experiences in personal finance, science, engineering, fine arts, and social sciences. Students use algebraic, graphical, and geometric reasoning to recognize patterns and structure, model information, solve problems, and communicate solutions.

**Precalculus**
**Grade:** 11, 12
**TEA:** 03101100
**Credit:** 1.0
**Prerequisite:** Algebra I, Geometry, and Algebra II
***Course Description***: Pre-calculus is designed to provide a firm foundation for high-level mathematics courses. Topics in this college- preparatory course include functions and their graphs, conics, trigonometric identities and equations, vectors, periodic functions, trigonometric and analytic applications, concept of infinity and limit, concepts of reasoning, and logic for use with proofs.

**Advanced Placement**
**Precalculus Grade:** 11, 12
**TEA:** 03101100
**Credit:** 1.0
**Prerequisite:** Algebra I, Geometry, Algebra II, Honors Precalculus
***Course Description***: This course provides more in-depth experience in the concepts of Pre-calculus. Pre-calculus is designed to provide a firm foundation for high-level mathematics courses. Topics in this college-preparatory course include functions and their graphs, conics, trigonometric identities and equations, vectors, periodic functions, trigonometric and analytic applications, concept of infinity and limit, concepts of reasoning, and logic for use with proofs. The next course is usually Calculus. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Calculus**
**AB Grade:** 12
**TEA:** A3100101
**Credit:** 1.0
**Prerequisite:** Pre-calculus, Dual Enrollment Calculus
***Course Description*:** AP Calculus AB is equivalent to the first semester of college-level Calculus. This course explores the concepts, methods, and applications of differential and integral calculus. You'll work to understand the theoretical basis and solve problems by applying your knowledge and skills. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Statistics**
**Grade:** 11-12
**TEA**: A3100200
**Credit:**1.0
***Prerequisite*:** Geometry and Algebra II
***Course Description*:** AP Statistics is built around learning about the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. You'll explore statistics through discussion and activities, and you'll design surveys and experiments. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Computer Science Principles**
**Grade:** 9-12
**TEA:** A3580300
**Credit:** 1.0
***Prerequisite*:** Algebra I
***Course Description*:** This course students will learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. You'll work on your own and as part of a team to creatively address real-world issues using the tools and processes of computation. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**College Prep Math**

**Grade:** 12

**TEA:** CP111200

**Credit:** 1.0

***Recommended Prerequisite:*** Algebra II or Administration Recommendation

***Course Description:*** The courses must be designed: (1) for students at the 12th grade level whose performance on: (A) an end-of-course assessment instrument required under Section 39.023(c) does not meet college readiness standards; or (B) coursework, a college entrance examination, or an assessment instrument designated under Section 51.334 indicates that the student is not ready to perform entry-level college coursework; and (2) to prepare students for success in entry-level college courses.

**Financial Math**

**Grade:** 11, 12

**TEA:** 13018000

**Credit:** 1.0

**Prerequisite:** Algebra I

***Course Description***: Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. Financial Mathematics will integrate career and postsecondary education planning into financial decision making.

**Dual Enrollment College Algebra (TSC - MATH 1314)**

**High School Course: Algebra II**

**Grade:** 10-12

**TEA:** 03100600

**Credit:** 1.0

***Prerequisite*:** TSIA2 Math

***Course Description*:** This course is in-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

**Dual Enrollment Pre-Calculus (TSC - MATH 2412)**
**High School Course: Precalculus**
**Grade:** 11-12
**TEA:** 03101100
**Credit:** 1.0
***Prerequisite*:** Algebra I, Geometry, and MATH 1314
***Course Description*:** A rigorous prep for calculus covering trigonometry, advanced algebra, and analytical geometry. This course is ideal for students pursuing STEM careers and builds a strong mathematical foundation for college-level math.

**Dual Enrollment Calculus I (TSC - MATH 2413)**
**High School Course: Independent Study In Mathematics**
**Grade:** 12
**TEA:** A3100101 03102500
**Credit: 1.0**
***Prerequisite*:** completion of MATH 1314, MATH 1316, and MATH 1348 with a minimum grade of "C" MATH 2412
***Course Description*:** This course covers limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

**Dual Enrollment College Algebra (M 301 – University of Texas at Austin)**
**High School Course: Independent Study In Mathematics**
**Grade:** 12
**TEA:** 03102501
**Credit:** 1.0
***Prerequisite*:** None – TSIA2 waived through UT OnRamps instructional model
***Course Description*:** This course builds a solid foundation in algebraic concepts, focusing on functions, graphs, and problem-solving strategies. A great launchpad for students interested in business, science, or tech pathways.

# SCIENCE

| Course Title | Grade | Credit | Prerequisite | PEIMS # |
|---|---|---|---|---|
| Integrated Physics and Chemistry (IPC) Honors | 8-9 | 1.0 | | 03060201 |
| Integrated Physics and Chemistry (IPC) | 9-10 | 1.0 | | 03060201 |
| Biology | 9-12 | 1.0 | | 03010200 |
| Biology Honors | 9-12 | 1.0 | | 03010200 |
| Chemistry | 10-12 | 1.0 | X | 03040000 |
| Chemistry Honors | 10-12 | 1.0 | X | 03040000 |
| Earth and Space Science | 11-12 | 1.0 | X | 03060200 |
| Physics | 11-12 | 1.0 | X | 03050000 |
| Physics Honors | 11-12 | 1.0 | X | 03050000 |
| Environmental Systems | 11-12 | 1.0 | X | 03020000 |
| Anatomy & Physiology | 11-12 | 1.0 | X | 13020600 |
| Forensic Science | 11-12 | 1.0 | X | 13029500 |
| Specialized Topics in Science | 9-12 | 1.0 | X | 03060300 |
| Medical Microbiology | 10-12 | 1.0 | X | 13020700 |
| Pathophysiology | 11-12 | 1.0 | X | 13020800 |
| Scientific Research and Design | 11-12 | 1.0 | X | 13037200 |
| Advanced Animal Science | 11-12 | 1.0 | X | 13000700 |
| Advanced Plant and Soil Science | 11-12 | 1.0 | X | 13002100 |
| AP Biology | 11-12 | 1.0 | Biology & Chemistry | A3010200 |
| AP Chemistry | 11-12 | 1.0 | Chemistry & Algebra II | A3040000 |
| AP Environmental Science | 11-12 | 1.0 | Biology, Chemistry & Algebra I | A3020000 |
| AP Physics 1 | 11-12 | 1.0 | Algebra I, Geometry & Algebra II | A3050003 |
| Dual Enrollment BIOL 1306 – Biology I | 10-12 | 1.0 | MATH 1314 | 13037200 |
| Dual Enrollment BIOL 1307 – Biology II | 11-12 | 1.0 | BIOL 1306 | 13037200 |
| Dual Enrollment PHYS 1301 – Physics I<br>Dual Enrollment College Physics I (TSC PHYS 1301/1101) | 11-12 | 1.0 | MATH 1314 & Trigonometry<br>MATH 2412 | 03050000<br>13037200 |
| Dual Enrollment PHYS 1317 – Physics II<br>Dual Enrollment College Physics II (TSC PHYS 1302/1102) | 11-12 | 1.0 | PHYS 1301 & MATH 1314<br>PHYS 1311/1111 | 13037210 |
| Dual Enrollment Biology I (TSC BIOL 1308/1108) | 10-12 | 1.0 | TSIA2 Complete | 03060300 |
| Dual Enrollment Biology II (TSC BIOL 1309/1109) | 11-12 | 1.0 | BIOL 1308 | 03060310 |
| Dual Enrollment Anatomy and Physiology I (TSC BIOL 2301/2101) | 10-12 | 1.0 | TSIA2 Complete | 13020600 |

| | | | | |
|---|---|---|---|---|
| Dual Enrollment Anatomy and Physiology II (TSC BIOL 2302/2102) | 11-12 | 1.0 | BIOL 2301 | 03060300 |
| Dual Enrollment Chemistry I (TSC CHEM 1311/1111)) | 10-12 | 1.0 | TSIA2 Complete | 03060300 |
| Dual Enrollment Chemistry II (TSC CHEM 1312/1112) | 11-12 | 1.0 | CHEM 1311/1111 | 03060310 |
| Dual Enrollment Geoscience (UT-Austin OnRamps GEO 302E) | 11-12 | 1.0 | None | 03050000 |

**Integrated Physics and Chemistry Honors**

**Grade:** 8-9

**TEA:** 03060201

**Credit:** 1.0

**Prerequisite:** None

***Course Description***: This honors-level course introduces foundational concepts in both physics and chemistry through a hands-on, inquiry-based approach. Students explore motion, energy, matter, atomic structure, and chemical reactions while developing critical thinking and lab skills. Designed for advanced middle and early high school students, this course provides a rigorous STEM foundation that prepares students for future success in biology, chemistry, and physics.

**Integrated Physics and Chemistry Grade:** 9-10

**TEA:** 03060201

**Credit:** 1.0

**Prerequisite:** None

***Course Description***: In IPC, students conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. This course integrates the concepts of physics and chemistry using practical applications relating to topics such as: force, motion, energy, and matter

**Biology**

**Grade:** 9, 10, 11

**TEA:** 03010200

**Credit:** 1.0

**Prerequisite:** None

***Course Description***: In Biology, students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; and ecosystems and the environment. Additionally, students will receive instruction in cardiopulmonary resuscitation (CPR) as outlined in Texas Education Code §74.38. Dissections may be a part of the curriculum

**Biology**

**Honors Grade:**

9-12

**TEA:** 03010200

**Credit:** 1.0

**Prerequisite:** None

***Course Description***: This advanced version of Biology I includes all elements of that course. Instruction is at a faster pace, which permits investigation of topics at a greater depth. Six major out-of-class projects will be required. Analysis questions will be included on all tests. Dissections may be a part of the curriculum. Additionally, students will receive instruction in cardiopulmonary resuscitation (CPR) as outlined in Texas Education Code §74.38.

**Chemistry**

**Grade:** 10-12

**TEA:** 03040000

**Credit:** 1.0

**Prerequisite:** One unit of high school science and Algebra I. Suggested completion of or concurrent enrollment in a second year of mathematics.

***Course Description***: This course covers the study of matter in a traditional manner. Topics include the properties of matter, atomic structure, chemical bonding, stoichiometry, and quantum mechanics with an emphasis on high level math. Laboratory procedures, classification and measurement skills, predicting outcomes, and applications of chemistry in daily life will be emphasized. This fulfills one credit of the science requirement for all graduation plans and for college.

**Chemistry**

**Honors Grade:**

10-12

**TEA:** 03040000

**Credit:** 1.0

**Prerequisite:** One unit of high school science and Algebra I. Suggested completion of or concurrent enrollment in a second year of mathematics.

***Course Description***: This preparation course for Chemistry AP includes all the elements of Chemistry I as well as prepares the student for Chemistry AP and/or a rigorous college-level chemistry course. Instruction is at a faster pace, which permits investigation of topics at a greater depth. In addition, major emphasis will be placed on an independent research project, which includes project selection, literature search, experimental design, data collection, data analysis, and presentation of findings.

**Earth and Space Grade:** 11-12
**TEA:** 03060200
**Credit:** 1.0
**Prerequisite:** Three units of science, one of which may be taken concurrently, and three units of mathematics, one of which may be taken concurrently.
***Course Description***: Earth and Space Science (ESS) is a capstone course designed to build on students' prior scientific and academic knowledge and skills to develop understanding of Earth's system in space and time.

**Physics**
**Grade:** 9-12
**TEA:** 03050000
**Credit: 1.0**
**Prerequisite:** Algebra I is suggested as a prerequisite or corequisite.
***Course Description***: This course provides an in-depth investigation of the relationship between matter and energy. Students will perform calculations and laboratory investigations on topics including motion, forces, work, waves, sound, light, and electrical and nuclear energy. The course is math intensive.

**Physics Honors Grade:** 9-12
**TEA:** 03050000
**Credit:** 1.0
**Prerequisite:** Algebra I is suggested as a prerequisite or corequisite.
***Course Description***: The advanced version of Physics I includes all the elements of that course. Emphasis will be placed on the formulation of models used to solve problems. In addition, major emphasis will be placed on an independent research project which includes project selection, literature search, experimental design, data collection, data analysis, and presentation of findings.

**Environmental Systems Grade:** 11-12
**TEA:** 03020000
**Credit:** 1.0
**Prerequisite:** One unit high school life science and one unit of high school physical science.
***Course Description***: This science course will introduce students to major ecological concepts and environmental problems that affect the world in which they live. The course is designed as a fourth-year science course. Topics include: history of environmental systems, earth systems, resources, population dynamics, ecosystem changes, and ethics.

**Anatomy & Physiology Grade:** 10-12
**TEA:** 13020600
**Credit:** 1.0
**Recommended Prerequisite:** Biology and a second science credit.
**Recommended prerequisite**: a course from the Health Science Career Cluster
***Course Description***: Anatomy and Physiology is an advanced science course designed to extend the concepts of biology to the

study of human anatomy and physiology. The course will be laboratory oriented. A college-level textbook is used in the course.

**Forensic Science**
**Grade:** 11-12
**TEA:** 13029500
**Credit:** 1.0
**Prerequisite:** Biology, Chemistry, IPC or Physics
***Course Description***: This course uses a structured and scientific approach to the investigation of crimes of assault, abuse and neglect, domestic violence, accidental death, homicide, and the psychology of criminal behavior. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood spatter analysis.

**Specialized Topics in Science**
**Grade:** 9 -12
**TEA:** 03060300
**Credit:** 1.0
**Prerequisite:** One credit of high school science.
***Course Description***: In Specialized Topics in Science, students have the opportunity to develop greater understanding of science content beyond what is taught in other Texas Essential Knowledge and Skills-based science courses while utilizing science and engineering practices. Students understand the value and role of curiosity in any discipline of science.

**Medical**
**Microbiology Grade:**
10 -12
**TEA:** 13020700
**Credit:** 1.0
**Prerequisite:** : Biology and Chemistry. Recommended prerequisite: a course from the Health Science Career Cluster.
***Course Description***: The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases.

**Scientific Research and Design**
**Grade:** 11 -12
**TEA:** 13037200
**Credit:** 1.0
**Prerequisite:** :Biology, Chemistry, Integrated Physics and Chemistry (IPC), or Physics.
***Course Description***: Scientific Research and Design is a broad-based course that focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

**Advanced Animal Science**
**Grade:** 11-12
**TEA:** 13000700
**Credit:** 1.0
***Prerequisite:*** Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock Production. Recommended prerequisite: Veterinary Medical Applications.
***Course Description***: Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop

knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

**Advanced Plant and Soil**

**Science Grade:** 11-12
**TEA:** 13002100
**Credit:** 1.0
***Prerequisite:*** Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster
***Course Description***: Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**Advanced Placement Biology**
**Grade:** 11-12
**TEA:** A3010200
**Credit:** 1.0
***Prerequisite*:** Biology and Chemistry
***Course Description***: This course provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Instruction follows the AP course description and emphasizes the development of understanding concepts which allows the student to grasp science as an inquiry-based process while recognizing the unifying themes that integrate the major topics of biology. Students use open-ended activities to conduct internet research, work in collaboration with other disciplines, and integrate the history of scientists. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Chemistry**
**Grade:** 11-12
**TEA:** A3040000
**Credit:** 1.0
***Prerequisite:*** Chemistry and Algebra II
***Course Description***: Students attain a depth of understanding of the fundamentals and a reasonable competence in dealing with chemical problems. The course contributes to the development of the students' abilities to think clearly and express ideas. Labs and activities are designed to reflect the requirements of the advanced placement program. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Environmental Science**
**Grade:** 11-12
**TEA:** A3020000
**Credit:** 1.0
***Prerequisite:*** Biology, Chemistry, Algebra I
***Course Description***: This course investigates interrelationships between people and the natural world. This course integrates natural sciences, including biology, chemistry and earth science with social sciences to analyze contemporary

environmental problems such as pollution, resource acquisitions, biodiversity and global warming. A strong laboratory and field investigation component is included allowing students to explore issues that affect their own lives. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Physics I**
**Grade:** 11-12
**TEA:** A3050003
**Credit:** 1.0
***Prerequisite*:** Algebra 1, Geometry, and Algebra II concurrently
***Course Description***: This is an algebra-based, introductory college-level physics course taught over a full school year. The course explores topics such as Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound; and introduces simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning practices. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**BIOL 1306 - Biology I**
**Grade:** 11-12
**TEA:** 13037200*
**Credit:** 1.0
***Prerequisite*:** Biology and Chemistry and MATH 1314
***Course Description*:** Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization function, evolutionary adaptations, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. *This course is listed as *Scientific Research and Design* in the high school transcripts of students.

**BIOL 1307 - Biology II**
**Grade:** 11-12
**TEA:** 13037200*
**Credit:** 1.0
***Prerequisite*:** BIOL 1306
***Course Description*:** The diversity of classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to anatomy, ecology, and evolution of plants and animals. This course is a comparative study of form and function in animals including a survey of animal diversity and general principles of physiological mechanisms. *This course is listed as *Scientific Research and Design* in the high school transcripts of students.

**PHYS 1301 - Physics I**
**Dual Enrollment - College Physics I (PHYS 1301/1101 – Texas Southmost College)**
**High School Credit: Scientific Research and Design**
**Grade:** 11-12
**TEA:** 03050000
**Credit:** 1.0
***Prerequisite*:** MATH 1314 and Trigonometry MATH 2412
***Course Description*:** This course covers the fundamental principles of physics, using algebra and trigonometry: the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces.

**PHYS 1317 - Physics II**
**Dual Enrollment - College Physics II (PHYS 1302/1102 – Texas Southmost College)**
**Grade:** 11-12
**TEA:** 13037210*
**Credit:** 1.0
***Prerequisite*:** PHYS 1301/1101 and MATH 1314
***Course Description*:** This course covers the fundamental principles of physics, using algebra and trigonometry; the principles

and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving. *This course is listed as *Scientific Research and Design II* in the high school transcripts of students.

**Dual Enrollment - Anatomy and Physiology I (BIOL 2301/2101 – Texas Southmost College)**
**High School Credit: Anatomy and Physiology**
**Grade:** 10-12
**TEA:** 13020600
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR and Math passing scores
***Course Description***: Explore the human body's structure, from cells and tissues to major organ systems. The lab component deepens understanding—ideal for future healthcare professionals and biology enthusiasts.

**Dual Enrollment - Anatomy and Physiology II (BIOL 2302/2102 – Texas Southmost College)**
**High School Credit: Specialized Topics in Science (First Time Taken)**
**Grade:** 11-12
**TEA:** 03060300
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR and Math passing scores
***Course Description***: A continuation of A&P I, this course covers the cardiovascular, respiratory, digestive, urinary, and reproductive systems. A must-have for students headed into nursing, kinesiology, or medical careers.

**Dual Enrollment - Biology for Non-Science Majors I (BIOL 1308/1108 – Texas Southmost College)**
**High School Credit: Specialized Topics in Science (First Time Taken)**
**Grade:** 10-12
**TEA:** 03060300
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR and Math passing scores
***Course Description***: A lecture and lab combo designed for non-science majors. Explore the basics of cell biology, genetics, and ecology with hands-on activities—perfect for curious minds not pursuing STEM fields.

**Dual Enrollment - Biology for Non-Science Majors II (BIOL 1309/1109 – Texas Southmost College)**
**High School Credit: Specialized Topics in Science (Second Time Taken)**
**Grade:** 11-12
**TEA:** 03060310
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR and Math passing scores
***Course Description***: A continuation of Biology I, this course explores evolution, biodiversity, and environmental science. Ideal for students seeking a practical, approachable science course.

**Dual Enrollment - General Chemistry I (CHEM 1311/1111 – Texas Southmost College)**
**High School Credit: Specialized Topics in Science (First Time Taken)**
**Grade:** 10 -12
**TEA:** 03060300
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR and Math passing scores
***Course Description***: This course introduces chemical principles including atomic structure, bonding, and chemical reactions. The accompanying lab reinforces key concepts and prepares students for advanced studies in science, healthcare, or engineering.

**Dual Enrollment - General Chemistry II (CHEM 1312/1112 – Texas Southmost College)**
**High School Credit: Specialized Topics in Science (Second Time Taken)**
**Grade:** 10 -12
**TEA: 03060310**
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR and Math passing scores
***Course Description***: A continuation of Chemistry I, this course dives deeper into thermodynamics, kinetics, equilibrium, and electrochemistry. Lab work helps solidify theoretical concepts, making it ideal for future science majors.

**Dual Enrollment - Geoscience (GEO 302E – University of Texas at Austin)**
**High School Credit: Earth Systems Science**
**Grade:** 10 -12
**TEA:** 03050000
**Credit:** 1.0
***Prerequisite:*** None (TSI waived through UT OnRamps instructional model)
***Course Description***: Examine Earth's processes—from volcanoes and earthquakes to climate change and ocean dynamics. Students will analyze real data and current environmental topics while learning how Earth systems interact and change over time.

## SOCIAL STUDIES

| Course Title | Grade | Credit | Prerequisite | PEIMS # |
|---|---|---|---|---|
| World Geography Studies | 9 | 1.0 | | 03320100 |
| World Geography Studies Honors | 9 | 1.0 | | 03320100 |
| World History Studies | 10 | 1.0 | | 03340400 |
| United States History Studies Since 1877 | 11 | 1.0 | | 03340100 |
| United States Government | 12 | 0.5 | | 03330100 |
| Economics with Emphasis on the Free Enterprise System and Its Benefits | 12 | 0.5 | | 03310300 |
| Personal Financial Literacy and Economics | 12 | 0.5 | | 03380083 |
| Personal Financial Literacy | 10-12 | 0.5 | | 03380082 |
| Social Studies Advanced Studies | 10-11 | 0.5 | | 03380022 |
| Special Topics in Social Studies | 10-11 | 0.5 | | 03380022 |
| Social Studies Research Methods | 10-11 | 0.5 | | 03380003 |
| AP Human Geography | 9 | 1.0 | | A3360100 |
| AP World History: Modern | 10 | 1.0 | | A3370100 |
| AP United States History | 11-12 | 1.0 | | A3340100 |
| AP Macroeconomics | 11-12 | 1.0 | | A3310200 |
| AP United States Government and Politics | 11-12 | 1.0 | | A3330100 |
| AP European History | 11-12 | 1.0 | | A3340200 |
| Dual Enrollment US History I: United States to 1877 (TSC-HIST 1301) | 10-12 | 1.0 | TSIA2 ELAR | 03380021 03380002 |
| Dual Enrollment US History II: United States Since 1877 (TSC-HIST 1302) | 11-12 | 1.0 | TSIA2 ELAR | 03340100 |
| Dual Enrollment US Government (TSC-GOVT 2305) | 11-12 | 1.0 0.5 | TSIA2 ELAR | 03330100 |
| Dual Enrollment Texas Government (TSC-GOVT 2306) | 11-12 | 1.0 0.5 | TSIA2 ELAR | 03380021 |
| Dual Enrollment Economics (TSC-ECON 2301) | 11-12 | 1.0 | TSIA2 ELAR | 03380032 + 03310300 |
| Dual Enrollment Psychology (TSC-PSYC 2301) | 10-12 | 1.0 | TSIA2 ELAR | 03380001 + 03350100 |
| Dual Enrollment Sociology (TSC-SOCI 1301) | 10-12 | 1.0 | TSIA2 ELAR | 03380021 + 03350100 |

**World Geography Studies**
**Grade:** 9
**TEA:** 03320100
**Credit:** 1.0
***Prerequisite*:** None
***Course Description***: In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues.

**World Geography Studies**
**Honors Grade:** 9
**TEA:** 03320100
**Credit:** 1.0
***Recommended Prerequisite:*** *Social Studies, Grade 8 Honors*
***Course Description***: In World Geography Studies Honors, students will examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with emphasis on contemporary issues. The course will also provide students with opportunities to analyze primary and secondary source material to read and write critically in preparation for future Advanced Placement courses.

**World History Studies**
**Grade:** 10
**TEA:** 03340400
**Credit:** 1.0
***Prerequisite*:** None
***Course Description***: World History Studies is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world.

**United States History Studies Since 1877**
**Grade:** 11
**TEA:** 03340100
**Credit:** 1.0
***Prerequisite*:** None
***Course Description***: United States History Studies Since 1877 is the second part of a two-year study that begins in Grade 8. The content focuses on the political, economic, and social events and issues related to various eras beginning in 1877 to present day. Students will also examine the impact of geographical factors, constitutional issues, arts and popular culture, and technological innovations throughout eras in this time period.

**United States Government**
**Grade:** 12
**TEA:** 03330100
**Credit:** 0.5
***Prerequisite*:** None
***Course Description***: In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the

culmination of the civic and governmental content and concepts studied throughout elementary and secondary social studies coursework in Texas.

**Economics with Emphasis on the Free Enterprise System and Its Benefits**

**Grade:** 12
**TEA:** 03330100
**Credit:** 0.5
***Prerequisite*:** None
***Course Description***: In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied throughout elementary and secondary social studies coursework.

**Personal Financial Literacy and Economics**

**Grade:** 12
**TEA:** 03380083
**Credit:** 0.5
***Prerequisite*:** None
***Course Description***: The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. It builds on and extends the economic content and concepts studied throughout elementary and secondary social studies coursework. The course provides a foundation in both microeconomics and macroeconomics. *This course may be used to fulfill the required Economics credit

**Personal Financial Literacy**

**Grade:** 10-12
**TEA:** 03380082
**Credit:** 0.5
***Prerequisite*:** None
***Course Description***: Personal Financial Literacy will teach students to apply critical-thinking and problem-solving skills to analyze decisions involving earning and spending, saving and investing, credit and borrowing, insuring and protecting, and college and postsecondary education and training. The goal of the course is to develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. *Students may not receive credit for both this and the Personal Financial Literacy and Economics course.

**Social Studies Advanced Studies**

**Grade:** 10-12
**TEA:** 03380021
**Credit:** 0.5
***Prerequisite*:** None
***Course Description***: In Social Studies Advanced Studies, students conduct in-depth research to investigate a problem, issue, or concern, prepare a product of professional quality, and present their findings to appropriate audiences. *Students may take this course with different course content for a max of 2 credits.

**Special Topics in Social Studies**

**Grade:** 10-12
**TEA:** 03380022
**Credit:** 0.5
***Prerequisite*:** None
***Course Description***: In Special Topics in Social Studies, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives. *Students may take this course with different course content for a max of 2 credits.

**Social Studies Research**

**Methods Grade:** 10-12
**TEA:** 03380003
**Credit:** 0.5
***Prerequisite*:** None
***Course Description***: In Social Studies Research Methods, an elective course, students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. *Students may take this course with different course content for a max of 2 credits.

**Advanced Placement Human Geography**

**Grade:** 9
**TEA:** A3360100
**Credit:** 1.0
***Course Description***: AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement World History: Modern**

**Grade:** 10
**TEA:** A3370100
**Credit:** 1.0
***Course Description***: AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement US History**

**Grade:** 11
**TEA:** A3340100
**Credit:** 1.0
***Course Description***: AP U.S. History is an introductory college-level U.S. history course. Students cultivate their

understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Macroeconomics**
**Grade:** 11-12
**TEA:** A3310200
**Credit:** 1.0
***Course Description***: AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement United States Government & Politics**
**Grade:** 12
**TEA:** A3330100
**Credit:** 1.0
***Course Description***: AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement European History**
**Grade:** 11-12
**TEA:** A3340200
**Credit:** 1.0
***Course Description***: AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**HIST 1301 - United States to 1877**
**Dual Enrollment US History I: United States to 1877 (TSC-HIST 1301)**
**High School Credit: Special Topics in Social Studies (First Time Taken)**
**Grade:** 10-12
**TEA:** 03380021 03380002
**Credit:** 1.0
***Prerequisite:*** Reading TSI Assessment TSIA2 ELAR
***Course Description***: A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre- Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

**HIST 1302 - United States Since 1877**
**Dual Enrollment US History II: United States Since 1877 (TSC-HIST 1302)**
**High School Credit: United States History Studies Since 1877**
**Grade:** 11
**TEA:** 03340100
**Credit:** 1.0
***Prerequisite:*** Reading TSI Assessment  TSIA2 ELAR
***Course Description***: A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. US History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes in United States History II include American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

**GOVT 2305 - Federal Government**

**Dual Enrollment US Government (TSC-GOVT 2305)**

**High School Credit: United States Government**

**Grade:** 11-12
**TEA:** 03330100
**Credit:** 1.0 0.5
***Prerequisite:*** Reading TSI Assessment TSIA2 ELAR
***Course Description***: A survey of the origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

**GOVT 2306 – Texas Government**

**Dual Enrollment Texas Government (TSC-GOVT 2306)**
**High School Credit: Social Studies Advanced Studies**
**Grade:** 11-12
**TEA:** 03380021
**Credit:** 1.0 0.5
***Prerequisite:*** Reading TSI Assessment TSIA2 ELAR
***Course Description***: A survey of the origin and development of the Texas Constitution, structure and powers of state and local government, federalism, and inter-governmental, relations, political participation, the election process, public policy, and the political culture of Texas

**ECON 2301 - Principles of Macroeconomics**
**Dual Enrollment Economics (TSC-ECON 2301)**
**High School Credit: Special Topics in Social Studies / Economics**
**Grade:** 11-12
**TEA:** 03310300
**Credit:** 1.0 0.5 / 0.5
***Prerequisite:*** Reading TSI Assessment TSIA2 ELAR
***Course Description***: An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

**PSYC 2301 - General Psychology**
**Dual Enrollment General Psychology (TSC-PSYC 2301)**
**High School Credit: Social Studies Advanced Studies / Psychology**
**Grade:** 10-12
**TEA:** 03380001 / 03350100
**Credit:** 1.0
***Prerequisite:*** Reading and Writing TSI Assessment TSIA2 ELAR
General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

**Dual Enrollment Introduction to Sociology (TSC-SOCI 1301)**

**High School Credit: Social Studies Advanced Studies / Sociology**
**Grade:** 10-12
**TEA:** 03380021 / 03350100
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR
***Course Description***: Explore how society shapes individual behavior through culture, socialization, and institutions. This course encourages critical thinking about inequality, identity, and community—perfect for future social scientists and thoughtful citizens alike.

***UPDATED DESCRIPTION MOVED TO ENGLISH DEPARTMENT***
**SPCH 1315 - Public Speaking / Interpersonal Communication**
**Grade:** 10-12
**TEA:** 13009900
**Credit:** 1.0
***Prerequisite:*** Reading TSI Assessment
***Course Description***: Application of communication theory and practice to the public speaking context, with emphasis on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations. Application of communication theory to interpersonal relationship development, maintenance, and termination in relationship contexts including friendships, romantic partners, families, and relationships with co-workers and supervisors.

## PHYSICAL EDUCATION, ATHLETICS, AND SPORTS MEDICINE

| Course Title | Grade | Credit | Prerequisite | PEIMS # |
|---|---|---|---|---|
| Tennis I-IV | 9-12 | 1.0 | X | PES00000, PES00001 PES00002, PES00003 |
| Cross Country I-IV | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Golf I-IV | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Boys Soccer I-IV | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Girls Soccer I-IV | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Baseball I-IV | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Softball I-IV | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Football I-IV | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Volleyball I-IV | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Boys Basketball I-IV | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Girls Basketball I-IV | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Boys Track I-V | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Girls Track I-V | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Boys Wrestling | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Girls Wrestling | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Boys Powerlifting | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Girls Powerlifting | 9-12 | 1.0 | X | PES00000, PES00001, PES00002, PES00003 |
| Cheer | 9-12 | 1.0 | Acceptance into Campus Team | PES00013 |
| Belles | 9-12 | 1.0 | Acceptance into Campus Team | PES00014 |
| Sports Medicine I | 10-12 | 1.0 | X | N1150040 |
| Sports Medicine II | 10-12 | 1.0 | X | N1150041 |
| Sports Medicine III | 11-12 | 1.0 | X | N1150044 |

## Physical Education (PE) Requirements

The physical education curriculum operates under specific state (Texas Education Code 28.002) and local guidelines, outlined below:

- Each student is required to complete one (1.0) credit of physical education to meet State graduation requirements.
- General Physical Education courses may be taken only once and students may be enrolled in only one Physical Education course per semester.
- Additional PE courses may be taken for elective credit, for a maximum of 4.0 credits
- Physical Education substitutions allow a student to use approved physical activities to meet the state physical education graduation requirement.
- Courses that are substituted for physical education may NOT also be counted to meet other graduation requirements
- All students must be assessed on their physical fitness based on their Physical Education Classification using the FITNESSGRAM Assessment.

**Individual Sports**
**Grade:** 9-12
**TEA:** PES00055
**Credit:** 0.5
***Prerequisite:*** None
***Course Description:*** Students enrolled in the Individual Sports course will improve their health and fitness while developing competency in Bowling, Table Tennis, Badminton, Disc Golf, and other activities as available. Individual Sports focuses on incorporating wellness into an active lifestyle beyond high school.
**Note:** This is a one semester course.

**Aerobic Activities**
**Grade:** 9-12
**TEA:** PES00054
**Credit:** 0.5
***Prerequisite:*** None
***Course Description:*** Students in the Aerobic Activities course are exposed to a wide variety of activities including circuit training, Pilates, resistance training, basic yoga, and walk/jog activities to promote health and fitness.
**Note:** This is a one semester course.

**Lifetime Fitness and Wellness Pursuits**
**Grade:** 9
**TEA:** PES00051
**Credit:** 1.0
***Prerequisite:*** None
***Course Description:*** Lifetime Fitness and Wellness Pursuits is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy.
**Note:** This is a two semester course.

**Athletics**
**Grade:** 9-12
**TEA:** PES00000, or PES00001, or PES00002, or PES00003
**Credit:** 1.0
***Prerequisite:*** None
***Course Description:*** Veteran Memorial Academy and San Benito High School offer a variety of competitive sports for both girls and boys. Athletic activities are operated under guidelines of the University Interscholastic League (UIL). Participation requires approval of the head coach of the respective sport(s), parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Tennis I-IV**
**Grade:** 9-12
**TEA:** PES00000, or PES00001, or PES00002, or PES00003
**Credit:** 1.0
***Prerequisite:*** None
***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for both girls and boys. Tennis is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Tennis head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Cross Country I-IV**
**Grade:** 9-12
**TEA:** PES00000, or PES00001, or PES00002, or PES00003
**Credit:** 1.0
***Prerequisite:*** None
***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for both girls and boys. Cross Country is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Cross Country head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Golf I-IV**
**Grade:** 9-12
**TEA:** PES00000, or PES00001, or PES00002, or PES00003
**Credit:** 1.0
***Prerequisite:*** None
***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for both girls and boys. Golf is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Golf head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Boys Soccer I-IV**
**Grade:** 9-12
**TEA:** PES00000, or PES00001, or PES00002, or PES00003
**Credit:** 1.0
***Prerequisite:*** None
***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for boys. Soccer is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Soccer

head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic

record.

**Girls Soccer I-**
**IV Grade:** 9-12
**TEA:** PES00000, or PES00001, or PES00002, or PES00003
**Credit:** 1.0
***Prerequisite:*** None
***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for girls. Soccer is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Soccer head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Baseball I-**
**IV Grade:** 9-
12
**TEA:** PES00000, or PES00001, or PES00002, or PES00003
**Credit:** 1.0
***Prerequisite:*** None
***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for boys. Baseball is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Baseball head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Softball I-**
**IV Grade:**
9-12
**TEA:** PES00000, or PES00001, or PES00002, or PES00003
**Credit:** 1.0
***Prerequisite:*** None
***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for girls. Softball is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Softball head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Football I-**
**IV Grade:** 9-
12
**TEA:** PES00000, or PES00001, or PES00002, or PES00003
**Credit:** 1.0
***Prerequisite:*** None
***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for boys. Football is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Head Football coach/Athletic Director, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Volleyball I-**
**IV Grade:** 9-
12
**TEA:** PES00000, or PES00001, or PES00002, or PES00003
**Credit: 1.0**
***Prerequisite:*** None

***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for girls. Volleyball is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Volleyball head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Boys Basketball I-IV**

**Grade:** 9-12

**TEA:** PES00000, or PES00001, or PES00002, or PES00003

**Credit:** 1.0

***Prerequisite:*** None

***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for boys. Basketball is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Basketball head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Girls Basketball I-IV**

**Grade:** 9-12

**TEA:** PES00000, or PES00001, or PES00002, or PES00003

**Credit:** 1.0

***Prerequisite:*** None

***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for girls. Basketball is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Basketball head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Boys Wrestling I-IV**

**Grade:** 9-12

**TEA:** PES00000, or PES00001, or PES00002, or PES00003

**Credit:** 1.0

***Prerequisite:*** None

***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for boys. Wrestling is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Wrestling head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Girls Wrestling I-IV**

**Grade:** 9-12

**TEA:** PES00000, or PES00001, or PES00002, or PES00003

**Credit:** 1.0

***Prerequisite:*** None

***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for girls. Wrestling is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Wrestling head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Boys Powerlifting I-IV**

**Grade:** 9-12

**TEA:** PES00000, or PES00001, or PES00002, or PES00003

**Credit:** 1.0

***Prerequisite:*** None

***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for boys. Powerlifting is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Powerlifting head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Girls Powerlifting I-IV**

**Grade:** 9-12

**TEA:** PES00000, or PES00001, or PES00002, or PES00003

**Credit:** 1.0

***Prerequisite:*** None

***Course Description:*** Veteran Memorial Academy and San Benito High School offer this competitive sport for girls. Powerlifting is operated under the guidelines of the University Interscholastic League (UIL). Participation requires approval of the Powerlifting head coach, parent permission, a physical examination by a licensed physician, and maintenance of a satisfactory academic record.

**Cheer**

**Grade:** 9-12

**TEA:** PES00013

**Credit:** 1.0

***Prerequisite:*** Cheerleaders are selected by a panel of judges.

***Course Description:*** Cheerleaders perform at sporting events and represent VMA and SBHS in competition.

**Note:** Parent permission and fees may apply. Per state guidelines, students are NOT allowed to take both cheerleading and athletics in the same semester. See your coach, sponsor, and counselor for details.

**Belles**

**Grade:** 9-12

**TEA:** PES00014

**Credit:** 1.0

***Prerequisite:*** Belles are selected by a panel of judges.

***Course Description:*** Belles perform at sporting events and represent San Benito CISD in competition with other 5A schools.

**Note:** Parent permission and fees may apply. Per state guidelines, students are NOT allowed to take both Belles and athletics in the same semester. See your coach, sponsor, and counselor for details. Students may earn 1.0 credit of PE Substitution through Belles to meet State graduation requirements. Additional credits will count as elective credit.

# Sports Medicine Courses

Sports Medicine courses do NOT count as the physical education requirement for State graduation.

**Sports Medicine I**
**Grade:** 10-12
**TEA:** N1150040
**Credit:** 1.0
***Prerequisite:*** Prior approval by the Athletic Trainer
***Recommended Prerequisite:*** Medical Terminology and Principles of Health Science
***Course Description:*** This course is an introduction to athletic training. It includes the basics of athletic training procedures, first aid and CPR.

**Sports Medicine II**
**Grade:** 10-12
**TEA:** N1150041
**Credit:** 1.0
***Prerequisite:*** Sports Medicine I, prior approval by the Athletic Trainer
***Course Description:*** This course is an in-depth study and application of the components of athletic training. It includes hands-on practice, time working with the sports team and after school practice time. Prior approval is needed by the Athletic Trainer to be in this course.

**Sports Medicine III**
**Grade:** 11-12
**TEA:** N1150044
**Credit:** 1.0
***Prerequisite:*** Sports Medicine II, prior approval by the Athletic Trainer
***Course Description:*** This course will provide a logical progression for students that have advanced through the sports medicine courses and provide them with an opportunity to apply the knowledge and skills they have gained to athletic injury recognition, evaluation, management, treatment, and rehabilitation through research investigations and applications related to sports medicine. The athletic training students will continue to perform the assigned duties and responsibilities in the operation of the athletic training room under the supervision of a licensed athletic trainer.

# NAVAL JUNIOR ROTC (NJROTC)

| Course Title | Grade | Credit | Prerequisite | PEIMS # |
|---|---|---|---|---|
| Naval Science I | 9 | 1.0 | | PES00004 |
| Naval Science II | 10 | 1.0 | X | 03160200 |
| Naval Science III | 11 | 1.0 | X | 03160300 |
| Naval Science IV | 12 | 1.0 | X | 03160400 |

**Naval Science I**
**Grade:** 9-12
**TEA:** PES00004
**Credit:** 1.0
***Prerequisite:*** None
***Course Description***: This course introduces students to the responsibilities of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. The course is designed to develop an appreciation for American heritage and traditions, with recognition of the historically significant role that sea power plays in determining America's future. Topics are presented at a fundamental level.

**Naval Science II**
**Grade:**10-12
**TEA:** 03160200
**Credit:** 1.0
***Prerequisite:*** One-year in JROTC or Naval Science I
***Course Description***: This course addresses the same topics that were introduced in Naval Science I, with greater emphasis on practical application of leadership and management theory. Technical subjects are covered in greater detail and working models of concepts introduced in NSI are applied to practical situations. This course also addresses the Navy's role in American History and the effect it had around the world.

**Naval Science III**
**Grade:**11-12
**TEA:** 03160300
**Credit:** 1.0
***Prerequisite:*** Two years in JROTC or Naval Science II
***Course Description***: This course is a continuation of applied leadership concepts and more in-depth investigation of technical subjects. Leadership skills will be exercised on a daily basis. Cadets will begin to assume responsibility for the organization and operations of the Corps of Cadets.

**Naval Science IV**
**Grade:**12
**TEA:** 03160400
**Credit:** 1.0
***Prerequisite:*** Three year in JROTC or Naval Science III, permission from Senior Naval Science Instructor
***Course Description***: This course provides practical experience in planning, organizing, and executing theories of group dynamics as leaders of the SHS Corps of Cadets. Classroom training and research projects are designed to complement and reinforce the application of leadership theories and techniques learned in previous NJROTC courses.

## LANGUAGES OTHER THAN ENGLISH (LOTE)

| Course Title | Grade | Credit | Prerequisite | PEIMS # |
|---|---|---|---|---|
| Spanish I | 9-12 | 1.0 | | 03440100 |
| Spanish II | 9-12 | 1.0 | X | 03440200 |
| Spanish II Honors | 9-12 | 1.0 | X | 03440200 |
| Spanish III | 10-12 | 1.0 | X | 03440300 |
| AP Spanish Language and Culture | 9-12 | 1.0 | X | A3440100 |
| AP Spanish Literature and Culture | 10-12 | 1.0 | Teacher Recommendation | A3440200 |
| SPAN 2313 – Spanish for /Native/Heritage Speakers I | 10-12 | 1.0 | TSI Assessment | 03440100 |
| SPAN 2315 – Spanish for /Native/Heritage Speakers II | 10-12 | 1.0 | TSI Assessment | 03440200 |
| Dual Enrollment Spanish (TSC SPAN 2313/2315) | 10-12 | 1.0 | TSIA2 ELAR | 03440300 |

**Spanish I**
**Grade:** 9-12
**TEA:** 03440100
**Credit:** 1.0
***Prerequisite*:** None
***Course Description***: This course covers the skills of listening, speaking, reading, and writing in Spanish. Emphasis is on understanding common expressions, greetings, questions, commands, and simple conversation. The ability to give an appropriate oral response and participate in elementary conversation is stressed. Culture and language learning techniques are also an integral part of the course.

**Spanish II**
**Grade:** 9-12
**TEA:** 03440200
**Credit:** 1.0
***Prerequisite*:** Spanish I or passing score on district administered Credit-by-Exam
***Course Description***: A study of the grammatical construction of the language is continued by an extensive review of concepts learned in Spanish I. The focus is on oral reading, reading comprehension, expanding vocabulary and writing brief compositions. The ability to give an appropriate oral response and participate in simple conversation is stressed. Culture and language learning techniques are also an integral part of the course.

**Spanish II Honors**
**Grade:** 9-12
**TEA:** 03440200
**Credit:** 1.0
***Prerequisite:*** Spanish I or passing score on district administered Credit-by-Exam
***Course Description***: Spanish II curriculum presented with an intense approach in vocabulary (enrichment) and faster pace in grammar. Opportunity for advanced preparation in writing skills and higher level reading comprehension activities would be implemented. Instruction will be conducted fully in Spanish to increase and sharpen listening, oral, comprehension, expression, interpretation as well as writing skills.

**Spanish III**
**Grade:** 10-12
**TEA:** 03440300
**Credit:** 1.0
***Prerequisite:*** Spanish II or passing score on district administered Credit-by-Exam
***Course Description***: A study of the grammatical construction of the language is continued by an extensive review of concepts learned in Spanish II. This course is primarily conducted in Spanish with a focus on language learning techniques and expanding vocabulary through listening and speaking activities. Reading comprehension and writing composition is increased through short stories, and current events.

**Spanish III for Spanish Speakers**
**Grade:** 10-12
**TEA:** 03440300
**Credit:** 1.0
**Prerequisite:** Spanish II or passing score on district administered Credit-by-Exam
***Course Description***: This course is intended for students who demonstrate a higher proficiency level in the language or have Spanish dominance. Students will work to perfect reading and writing skills, expand their vocabulary, and develop their interpretive skills through a short selective overview of Spanish literature.
**Note:** Students will take the Spanish IV Credit by Exam in the spring semester.

**AP Spanish Language and Culture**
**Grade:** 9-12
**TEA:** A3440100
**Credit:** 1.0
**Prerequisite:** Two credits in Spanish or equivalent proficiency
***Course Description***: This course is intended for students who use Spanish for active communication. Students enrolled in this course will develop their proficiency in all four language skills: aural/oral, reading comprehension, advanced grammar structure and composition. Emphasis will be placed on a selection of Latin American writers, with a focus on extensive reading and writing.
**Note:** Students are required to take the Advanced Placement exam in May.

**AP Spanish Literature and Culture**
**Grade:** 10-12
**TEA:** A3440200
**Credit:** 1.0
**Prerequisite:** Teacher recommendation and at least two credits in Spanish or equivalent proficiency
***Course Description***: Students build their language skills and cultural knowledge by exploring works of literature written in Spanish. Using Spanish to communicate, students will read, analyze, discuss, and write about works by Spanish, Latin-American, and U.S. Hispanic authors of different periods.
**Note:** Students are required to take the Advanced Placement exam in May.

**SPAN 2313 – Spanish for Native/Heritage Speakers I**
**Grade:** 10-12
**TEA:** 03440100
**Credit:** 1.0
**Prerequisite:** TSI Assessment
***Course Description***: This course builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

**SPAN 2315 – Spanish for Native/Heritage Speakers II**
**Grade:** 10-12
**TEA:** 03440200
**Credit:** 1.0
**Prerequisite:** TSI Assessment
***Course Description***: This course builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

**Dual Enrollment - Spanish (SPAN 2313 – Spanish for Native/Heritage Speakers I & SPAN 2315 – Spanish for Native/Heritage Speakers II )**
**High School Credit: Spanish III**
**Grade:** 10 -12
**TEA:** 03440300
**Credit:** 1.0
***Prerequisite:*** **TSIA2 ELAR**
***Course Description***: This course builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

# FINE ARTS

| Course Title | Grade | Credit | Prerequisite | PEIMS # |
|---|---|---|---|---|
| Art I | 9-12 | 1.0 | | 03500100 |
| Art II Drawing | 10-12 | 1.0 | | 03500500 |
| AP Art History | 10-12 | 1.0 | | A3500100 |
| AP Studio Art: 2-Dimensional Design Portfolio | 11-12 | 1.0 | Art I | A3500400 |
| AP Studio Art: Drawing | 11-12 | 1.0 | Art I | A3500300 |
| Theatre Arts I | 9-12 | 1.0 | | 03250100 |
| Theatre Arts II | 10-12 | 1.0 | | 03250200 |
| Theatre Arts III | 11-12 | 1.0 | | 03250300 |
| Theatre Arts IV | 11-12 | 1.0 | | 03250400 |
| Technical Theatre I | 10-11 | 1.0 | | 03250500 |
| Advanced Technical Theatre | 10-12 | 1.0 | | 03250200, 03250300, 03250400 |
| Choir I-IV | 9-12 | 1.0 | X | 03150900, 03151000, 03151100, 03151200 |
| Girls's Choir I-IV | 9-12 | 1.0 | X | 03150900, 03151000, 03151100, 03151200 |
| Music Composition I | 9-12 | 1.0 | | 03156000 |
| Music Composition II | 9-12 | 1.0 | | 03156100 |
| Estudiantina | 9 | 1.0 | | 03150500 |
| Advanced Estudiantina | 9-12 | 1.0 | | 03150600 03150300 03150400 |
| Orchestra | 10-12 | 1.0 | | 03150500 03150600 03150800 |
| Wind Ensemble I-IV | 9-12 | 1.0 | X | 03150100, 03150200, 03150300, 03150400 |
| Symphonic Band I-IV | 9-12 | 1.0 | X | 03150100, 03150200, 03150300, 03150400 |
| Concert Band I-IV | 9-12 | 1.0 | X | 03150100, 03150200, 03150300, 03150400 |

| | | | | |
|---|---|---|---|---|
| Instrumental Ensemble I-IV | 9-12 | 1.0 | X | 03151700, 03151800, 03151900, 03152000 |
| Beginner Guitar I | 10-12 | 1.0 | | 03154600 |
| Color Guard I-IV | 9-12 | 1.0 | X | 03830100, 03830200, 03830300, 03830400 |
| Mariachi and Conjunto I-IV | 9-12 | 1.0 | X | 03153800, 03153900, 03154000, 03154100 |
| Dual Art Appreciation (TSC-ARTS 1301) | 10-12 | 1.0 | TSIA2 ELAR | 03500500 |
| Dual Music Appreciation (TSC-MUSI 1306) | 10-12 | 1.0 | TSIA2 ELAR | 03155600 |
| Dual Film Appreciation (TSC-COMM 2366) | 10-12 | 1.0 | TSIA2 ELAR | 13009910 |
| Dual Arts and Entertainment Technologies (UT-Austin OnRamps-AET 304) | 11-2 | 2.0 | none | 13009910 |

**Art I**
**Grade:** 9-12
**TEA:** 03500100
**Credit:** 1.0
***Prerequisite:*** None
***Course Description:*** Art I is the foundation level for art study throughout high school. The course emphasizes the elements of art and principles of design, color theory, vocabulary, art criticism, art history, and safety in the art room with a strong foundation in design, drawing and vocabulary. This course fulfills the prerequisite for all Art 2 courses.

**Art II Drawing**
**Grade:** 10-12
**TEA:** 03500500
**Credit:** 1.0
***Prerequisite:*** Art I
***Course Description:*** Students will express ideas through original artworks using a variety of drawing media. They will be able to apply design skills using practical applications. The students will study historical periods as well as critique art work.

**Advanced Placement Art**
**History Grade:** 11-12
**TEA:** A3500100
**Credit:** 1.0
**Prerequisite:**
***Course Description:*** Students develop an understanding and knowledge of architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. Major forms of artistic expression from a variety of past and present cultures are studied. Students develop an understanding of the elements of art and fundamental art historical terminology as they learn to use intelligence and sensitivity in viewing works of art critically and analytically.

**Advanced Placement Studio Art: 2-Dimensional Design Portfolio**

**Grade:** 11-12
**TEA:** A3500400
**Credit:** 1.0
**Prerequisite:** Art I
***Course Description:*** This course addresses a broad interpretation of two-dimensional (2-D) design issues. Students use purposeful decision- making to integrate the elements and principles of art as they create a portfolio to fulfill the requirements of the College Board Advanced Placement 2-Dimensional Design Portfolio.

**Advanced Placement Studio Art:**

**Drawing Grade:** 11-12
**TEA:** A3500300
**Credit:** 1.0
**Prerequisite:** Art I
***Course Description:*** This course addresses a broad interpretation of drawing issues and media, including light and shade, line quality, rendering of form, composition, surface manipulation and illusion of depth. Many works of painting, printmaking, mixed media, abstracts, observational and inventive works are explored.

**Theatre Art I**

**Grade:** 9-12
**TEA:** 03250100
**Credit:** 1.0
***Prerequisite:*** None
***Course Description:*** This elective course is an introduction to theatre that requires the expressive use of body and voice in interpreting and performing dramatic literature. Concepts and skills in areas of acting and theatre history will be emphasized. Specific topics include pantomime, stage movement, improvisation, monologue and duet acting performance, and evaluation of theatrical experiences.
**Note:** Performance of scenes and monologues is the main focus of this course as well as performance in a one-act play.

**Theatre Arts II**

**Grade:** 10-12
**TEA:** 03250200
**Credit:** 1.0
***Prerequisite:*** Theatre Arts 1
***Course Description:*** This Performance course further refines concepts and skills of acting. An integral part of this course is the performance of scenes and plays with costumes, make-up and scenery.

**Theatre Arts III-IV**
**Grade:** 11-12
**TEA:** 03250300 or 03250400
**Credit:** 1.0
***Prerequisite:*** Audition and Theatre Arts II
***Course Description:*** This performance course allows the actor to refine concepts and skills through public performance.
**Note:** Participation in at least one after-school performance per semester is required.

**Technical Theatre I**
**Grade:** 10-12
**TEA:** 03250500
**Credit:** 1.0
***Prerequisite:*** Audition and Theatre Arts I
***Course Description:*** This is an activities-centered course combining theories of theatre safety, design, research and stage craft with the construction of technical elements of theater including make-up, costumes, props, lighting and sound.

**Advanced Technical Theatre II-IV**
**Grade:** 10-12
**TEA:** 03250200, or 03250300, or 03250400
**Credit:** 1.0
***Prerequisite:*** Audition and Technical Theatre I
***Course Description:*** This course builds on the stagecraft skills and concepts developed in Technical Theatre I. Skills in designing sets will be stressed and applied for use in the three school productions. Recognition of career opportunities in theatre will be stressed.
**Note:** Working at least on after-school production per semester is required.

**Choir I-IV**
**Grade:** 9-12
**TEA:** 03150900, or 03151000, or 03151200, or 03151100
**Credit: 1.0**
***Prerequisite:*** Audition and Interview
***Course Description:*** This is the auditioned Varsity mixed choir class that will be chosen according to vocal and music reading abilities. This group will be required to participate in concerts and UIL activities such as Concert & Sight-reading Contest, Solo and Ensemble Contest, and All-Region Choir auditions

**Girls' Choir I-**
**IV Grade:** 9-12
**TEA:** 03150900, or 03151000, or 03151200, or 03151100
**Credit:** 1.0
***Prerequisite:*** Audition and Interview recommendation from middle-school teacher
***Course Description:*** This is an auditioned choir that will be chosen according to vocal and sight-reading abilities. This group will be required to participate in concerts and UIL activities such as Concert and Sight-reading, Solo and Ensemble, and Region Treble Choir auditions.

**Music Composition I and II**

**Grade:** 9-12

**TEA:** 03156000 or 03156100

**Credit:** 1.0

***Prerequisite:*** None

***Course Description:*** This class explores the creative process of writing music by developing basic tools that composers use to construct music. The students will create, perform, critique, discuss and revise their own and others' work in a supportive, constructive environment.

**Estudianti**

**na Grade:** 9

**TEA:** 03150500

**Credit:** 1.0

***Prerequisite:*** Audition and Interview recommendation from teacher

***Course Description:*** This course provides students the ability to play instruments, but to also learn about traditional Mexican and Spanish music. The genres played in the class are ballad, ranchero, rock and cumbia.

**Advanced**

**Estudiantina Grade:**

10-12

**TEA:** 03150600 or 03150300 or 03150400

**Credit:** 1.0

***Prerequisite:*** Estudiantina

***Course Description:*** This course provides students the ability to play instruments, but to also learn about traditional Mexican and Spanish music. The genres played in the class are ballad, ranchero, rock and cumbia.

**Orchestr**

**a Grade:** 9-

12

**TEA:** 03150500

**Credit:** 1.0

***Prerequisite:*** None

***Course Description:*** Orchestra is offered to students with previous orchestral experience. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music, and orchestral literature. Literature will contain both Classical and Popular music. Students will perform both in small group ensemble projects and as a large group.

**Wind Ensemble I-I**

**Grade:** 9-12V

**TEA:** 03150100, or 03150200, or 03150300, or 03150400

**Credit:** 1.0

***Prerequisite:*** Audition

***Course Description:*** The class consists primarily of upperclassmen. Advanced fundamentals and advanced levels of high school music are the focus of the class. Students are placed in this band through audition and director recommendation. Activities include marching band, parades, concert, solos and ensemble, region band, marching and concert contests, community performances, and music theatre productions.

**Note:** This is an activity-based course that counts as a Physical Education substitution in the fall semester.

**Symphonic Band I-IV**

**Grade:** 9-12

**TEA:** 03150100,or 03150200, or 03150300, or 03150400

**Credit:** 1.0

***Prerequisite:*** Audition

***Course Description:*** The Symphonic Band is the third most advanced band level. The class consists of students from all grade levels and focuses on fundamental skills and a variety of music. Students are placed in this band through audition and/or director recommendation. Activities include marching band, parades, concert, solos and ensemble, region band, marching and concert contests, and community performances.

**Note:** This is an activity-based course that counts as a Physical Education substitution in the fall semester.

**Concert Band I-IV**

**Grade:** 9-12

**TEA:** 03150100,or 03150200, or 03150300, or 03150400

**Credit:** 1.0

***Prerequisite:*** Audition

***Course Description:*** The class consists of students from all grade levels and focuses on fundamental skills and a variety of music. Students are placed in this band through audition and/or director recommendation. Activities may include marching band, parades, concert, solos and ensemble, region band, marching and concert contests, and community performances.

**Note:** This is an activity-based course that counts as a Physical Education substitution in the fall semester.

**Instrumental Ensemble I-IV**

**Grade:** 9-12

**TEA:** 03151700, or 03151800, or 03151900, or 03152000

**Credit:** 1.0

***Prerequisite:*** Audition, Concurrent enrollment in a performance band class

***Course Description:*** The Instrumental Ensemble course is designed for more in-depth study of instrumental music performance. The course offers individualized and differentiated instruction to students seeking extra music instruction beyond the band class. The course utilizes instrumental method books, band class selections, TMEA All-State Band audition music, and UIL Solo and Ensemble repertoire as the basis for individualized instruction.

**Beginner Guitar I**

**Grade:** 9-12

**TEA:** 03154600

**Credit:** 1.0

***Prerequisite:*** None

***Course Description:*** Guitar class is open to all students. Students will learn beginning acoustic guitar techniques, strumming and melodic playing techniques, as well as reading music and tablature. Students must provide their own guitar (electric or acoustic) to practice on in class and at home. Students will also be required to purchase the beginning guitar book which they will keep. Students must be willing/able to work in a large group setting and perform in public. The beginning guitar student will need to practice 20-40 minutes daily to achieve success. Anything less will achieve limited results.

**Color Guard I-IV**
**Grade:** 9-12
**TEA:** 03830100, or 03830200, or 03830300, or 03830400
**Credit:** 1.0
***Prerequisite:*** Audition
***Course Description:*** The SBHS Color Guard is an integral part of the San Benito High School Band, and is an expression of music through dance and guard equipment (flags, rifles, sabers). The guard continues in the spring semester as a competitive unit called Winter Guard, allowing the students to develop their skills throughout the spring semester. Dance skills are taught from a basic level to advanced skills focusing on modern dance and ballet. Attendance at all marching band and Winter Guard performances is required.

**Mariachi and Conjunto Band I-IV**
**Grade:** 9-12
**TEA:** 03153800, or 03153900, or 03154000, or 03154100
**Credit:** 1.0
***Prerequisite:*** Audition for director
***Course Description:*** This course is designed for those interested in continued study of learning and playing the folk music of Mexico. Students will study mariachi music through instrumental and vocal performance. Students who are instrumentalists must provide an instrument (guitar or violin) for refining instrumental performance skills. This is not a beginner mariachi class and previous experience is required.

| | | | | |
|---|---|---|---|---|
| Dual Film Appreciation (TSC-COMM 2366) | 10-12 | 1.0 | TSIA2 ELAR | |
| Dual Arts and Entertainment Technologies (UT-Austin OnRamps-AET 304) | 11-2 | 2.0 | none | 13009910 |

**ARTS 1301 – Art Appreciation**
**Dual Art Appreciation (TSC-ARTS 1301)**
**High School Credit: Art II**
**Grade:** 10-12
**TEA:** 03500500
**Credit:** 1.0
**Prerequisite:** TSIA2 ELAR
***Course Description:*** This course is a general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

**Dual Music Appreciation (TSC-MUSI 1306)**
**High School Credit: Music Studies, Music Appreciation I**
**Grade:** 10-12

**TEA:** 03155600
**Credit:** 1.0
**Prerequisite:** TSIA2 ELAR
***Course Description:*** Tune into the world of music with an exploration of historical styles, famous composers, and cultural impact. This course opens students' ears to music's role in shaping society.

**Dual Film Appreciation (TSC-COMM 2366)**
**High School Credit: Music Studies, Music Appreciation I**
**Grade:** 10-12
**TEA:**
**Credit:** 1.0
**Prerequisite:** TSIA2 ELAR
***Course Description:*** Lights, camera, critical thinking! Students explore film history, genres, and cinematic techniques while analyzing how movies reflect and shape society. Great for creatives and pop culture enthusiasts alike.

**Dual Arts and Entertainment Technologies (UT-Austin OnRamps-AET 304)**
**High School Credit: Audio/Video Production II**
**Grade:** 10-12
**TEA:** 03155600
**Credit:** 1.0
**Prerequisite: None – TSIA2 waived through UT OnRamps instructional model**
***Course Description:*** This course explores creative technologies used in film, music, video games, and interactive media. Students learn design principles and digital tools while building real-world tech and storytelling skills for careers in the creative industry.

# OPPORTUNITIES FOR COLLEGE CREDIT WHILE IN HIGH SCHOOL

San Benito High School students have the opportunity to include courses in their high school graduation plan that may also apply toward college. Students can earn college credit immediately, earn credit that is awarded later, or prepare to take an advanced placement exam. **Each course taken for this purpose should be carefully selected to count towards the two or four-year degree that is appropriate to the student's area of interest.**
There are three ways a student can earn college credit for a course taken in high school:

**DUAL CREDIT:** San Benito High School offers students the opportunity to enroll in university courses while attending high school. This **Dual Enrollment Program** builds an academic bridge to the postsecondary level, while providing students and parents with a preview of postsecondary standards and expectations while studying in a familiar high school setting. Upon successful completion, these courses will be applied to the student's high school graduation requirements and may be applied to a postsecondary degree. Courses can be offered through a variety of options, such as by adjunct instructors at the SBHS campus or via online course delivery. SBHS students pay no tuition for dual enrollment courses.

**ADVANCED PLACEMENT:** Students who complete AP courses while in high school may be eligible to receive college credit based on the results of an AP end-of-course exam. All AP exams are developed and scored by the College Board. To find out the specific value of an AP exam grade at a specific college or university, visit www.collegeboard.com/ap/creditpolicy.

**ADVANCED TECHNICAL CREDIT/ARTICULATED HIGH SCHOOL COURSES:** A student who completes the coherent sequence of content-enhanced career technical courses in high school may be eligible for college credit after enrolling in technical programs at participating two-year colleges (articulation).

# The San Benito High School Dual Credit Program
# Texas Southmost College

**San Benito High School College and Career Center CISD in partnership with Texas Southmost College, has made the following academic Dual Enrollment courses available to San Benito High School and Veterans Memorial Academy students for the 2025-2026 school year.**

All classes are held on the San Benito High School campus and follow the Texas Southmost College -academic calendar.

**Eligibility requirements are as follows:**

Overall High School GPA/average of a "B" or better (This is equivalent to a 2.5 or higher GPA on a 4.0 scale)
Must satisfy TSI requirements
Submit completed registration materials by announced deadline
Students will follow a Program of Study / Degree Plan

**Course Descriptions:**

**Dual Enrollment - Composition I (TSC - ENGL 1301)**
**High School Credit: English III**
**Grade:** 11-12
**TEA:** 03220300
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR passing score
***Course Description***: Strengthen writing skills with a focus on structure, clarity, and persuasive techniques. Students will write essays based on critical reading and research—a must for college readiness across all disciplines.

**Dual Enrollment - Composition II (TSC - ENGL 1302)**
**High School Credit: English IV**
**Grade:** 11-12
**TEA:** 03220400
**Credit:** 1.0
***Prerequisite:*** completion of ENGL 1301 with a minimum grade of "C"
***Course Description***: Builds on the fundamentals from Composition I, with a deeper dive into argumentation, literary analysis, and research. Students will strengthen their writing voice and prepare for college-level communication across disciplines.

**Dual Enrollment Forms of Literature (TSC - ENGL 2341)**
**High School Credit: Literary Genres**
**Grade:** 12
**TEA:** 03221500
**Credit:** 1.0
***Prerequisite:*** completion of ENGL 1301 with a minimum grade of "C"
***Course Description***: Discover how poetry, drama, and prose reflect the human experience. This literary deep-dive challenges students to analyze themes and craft thoughtful critiques.

**Dual Enrollment Speech (Public Speaking) (TSC-SPCH 1315)**
**High School Credit: Literary Genres**
**Grade:** 12

**TEA:** 03241400

**Credit:** 0.5

***Prerequisite:*** TSA2 ELAR

***Course Description***: This course develops students' confidence and effectiveness in public speaking through practice in crafting and delivering speeches. Emphasis is placed on audience analysis, speech organization, and communication ethics—skills that benefit students in any career path.

**Dual Enrollment Speech (Interpersonal Communication) (TSC-SPCH 1318)**
**High School Credit: Literary Genres**
**Grade:** 12

**TEA:** 03241200

**Credit:** 0.5

***Prerequisite:*** TSA2 ELAR

***Course Description***: Dive into the dynamics of one-on-one communication. Students will explore verbal and nonverbal cues, conflict resolution, and relationship building—great preparation for leadership roles and real-world interactions.

**Dual Enrollment College Algebra (TSC - MATH 1314)**
**High School Course: Algebra II**
**Grade:** 10-12
**TEA:** 03100600
**Credit:** 1.0
***Prerequisite*:** TSIA2 Math
***Course Description*:** This course is in-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included.

**Dual Enrollment Pre-Calculus (TSC - MATH 2412)**
**High School Course: Precalculus**
**Grade:** 11-12
**TEA:** 03101100
**Credit:** 1.0
***Prerequisite*:** Algebra I, Geometry, and MATH 1314
***Course Description*:** A rigorous prep for calculus covering trigonometry, advanced algebra, and analytical geometry. This course is ideal for students pursuing STEM careers and builds a strong mathematical foundation for college-level math.

**Dual Enrollment Calculus I (TSC - MATH 2413)**
**High School Course: Independent Study In Mathematics**
**Grade:** 12
**TEA:** A3100101 03102500
**Credit: 1.0**
***Prerequisite*:** completion of MATH 1314, MATH 1316, and MATH 1348 with a minimum grade of "C" MATH 2412
***Course Description*:** This course covers limits and continuity; the Fundamental Theorem of Calculus; definition of the derivative of a function and techniques of differentiation; applications of the derivative to maximizing or minimizing a function; the chain rule, mean value theorem, and rate of change problems; curve sketching; definite and indefinite integration of algebraic, trigonometric, and transcendental functions, with an application to calculation of areas.

**BIOL 1306 - Biology I**
**Grade:** 11-12
**TEA:** 13037200*
**Credit:** 1.0
***Prerequisite*:** Biology and Chemistry and MATH 1314
***Course Description*:** Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization function, evolutionary adaptations, and classification. Concepts of cytology, reproduction, genetics, and scientific reasoning are included. *This course is listed as *Scientific Research and Design* in the high school transcripts of students.

**BIOL 1307 - Biology II**
**Grade:** 11-12
**TEA:** 13037200*
**Credit:** 1.0
***Prerequisite*:** BIOL 1306
***Course Description*:** The diversity of classification of life will be studied, including animals, plants, protists, fungi, and

prokaryotes. Special emphasis will be given to anatomy, ecology, and evolution of plants and animals. This course is a comparative study of form and function in animals including a survey of animal diversity and general principles of physiological mechanisms. *This course is listed as *Scientific Research and Design* in the high school transcripts of students.

**PHYS 1301 - Physics I**
**Dual Enrollment - College Physics I (PHYS 1301/1101 – Texas Southmost College)**
**High School Credit: Scientific Research and Design**
**Grade:** 11-12
**TEA:** 03050000
**Credit:** 1.0
***Prerequisite*:** MATH 1314 and Trigonometry MATH 2412
***Course Description*:** This course covers the fundamental principles of physics, using algebra and trigonometry: the principles and applications of classical mechanics and thermodynamics, including harmonic motion, mechanical waves and sound, physical systems, Newton's Laws of Motion, and gravitation and other fundamental forces.

**PHYS 1317 - Physics II**
**Dual Enrollment - College Physics II (PHYS 1302/1102 – Texas Southmost College)**
**Grade:** 11-12
**TEA:** 13037210*
**Credit:** 1.0
***Prerequisite*:** PHYS 1301/1101 and MATH 1314
***Course Description*:** This course covers the fundamental principles of physics, using algebra and trigonometry; the principles and applications of electricity and magnetism, including circuits, electrostatics, electromagnetism, waves, sound, light, optics, and modern physics topics; with emphasis on problem solving. *This course is listed as *Scientific Research and Design II* in the high school transcripts of students.

**Dual Enrollment - Anatomy and Physiology I (BIOL 2301/2101 – Texas Southmost College)**
**High School Credit: Anatomy and Physiology**
**Grade:** 10-12
**TEA:** 13020600
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR and Math passing scores
***Course Description***: Explore the human body's structure, from cells and tissues to major organ systems. The lab component deepens understanding—ideal for future healthcare professionals and biology enthusiasts.

**Dual Enrollment - Anatomy and Physiology II (BIOL 2302/2102 – Texas Southmost College)**
**High School Credit: Specialized Topics in Science (First Time Taken)**
**Grade:** 11-12
**TEA:** 03060300
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR and Math passing scores
***Course Description***: A continuation of A&P I, this course covers the cardiovascular, respiratory, digestive, urinary, and reproductive systems. A must-have for students headed into nursing, kinesiology, or medical careers.

**Dual Enrollment - Biology for Non-Science Majors I (BIOL 1308/1108 – Texas Southmost College)**
**High School Credit: Specialized Topics in Science (First Time Taken)**
**Grade:** 10-12
**TEA:** 03060300
**Credit:** 1.0

***Prerequisite:*** TSIA2 ELAR and Math passing scores
***Course Description***: A lecture and lab combo designed for non-science majors. Explore the basics of cell biology, genetics, and ecology with hands-on activities—perfect for curious minds not pursuing STEM fields.

**Dual Enrollment - Biology for Non-Science Majors II (BIOL 1309/1109 – Texas Southmost College)**
**High School Credit: Specialized Topics in Science (Second Time Taken)**
**Grade:** 11-12
**TEA:** 03060310
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR and Math passing scores
***Course Description***: A continuation of Biology I, this course explores evolution, biodiversity, and environmental science. Ideal for students seeking a practical, approachable science course.

**Dual Enrollment - General Chemistry I (CHEM 1311/1111 – Texas Southmost College)**
**High School Credit: Specialized Topics in Science (First Time Taken)**
**Grade:** 10 -12
**TEA:** 03060300
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR and Math passing scores
***Course Description***: This course introduces chemical principles including atomic structure, bonding, and chemical reactions. The accompanying lab reinforces key concepts and prepares students for advanced studies in science, healthcare, or engineering.

**Dual Enrollment - General Chemistry II (CHEM 1312/1112 – Texas Southmost College)**
**High School Credit: Specialized Topics in Science (Second Time Taken)**
**Grade:** 10 -12
**TEA: 03060310**
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR and Math passing scores
***Course Description***: A continuation of Chemistry I, this course dives deeper into thermodynamics, kinetics, equilibrium, and electrochemistry. Lab work helps solidify theoretical concepts, making it ideal for future science majors.

**HIST 1301 - United States to 1877**
**Dual Enrollment US History I: United States to 1877 (TSC-HIST 1301)**
**High School Credit: Special Topics in Social Studies (First Time Taken)**
**Grade:** 10-12
**TEA:** 03380021 03380002
**Credit:** 1.0
***Prerequisite:*** Reading TSI Assessment  TSIA2 ELAR
***Course Description***: A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre- Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the

federal government.

**HIST 1302 - United States Since 1877**
**Dual Enrollment US History II: United States Since 1877 (TSC-HIST 1302)**
**High School Credit: United States History Studies Since 1877**
**Grade:** 11
**TEA:** 03340100
**Credit:** 1.0
***Prerequisite:*** Reading TSI Assessment  TSIA2 ELAR
***Course Description***: A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. US History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes in United States History II include American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

**GOVT 2305 - Federal Government**

**Dual Enrollment US Government (TSC-GOVT 2305)**

**High School Credit: United States Government**

**Grade:** 11-12
**TEA:** 03330100
**Credit:** 1.0 0.5
***Prerequisite:*** Reading TSI Assessment TSIA2 ELAR
***Course Description***: A survey of the origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties and civil rights.

**GOVT 2306 – Texas Government**

**Dual Enrollment Texas Government (TSC-GOVT 2306)**
**High School Credit: Social Studies Advanced Studies**
**Grade:** 11-12
**TEA:** 03380021
**Credit:** 1.0 0.5
***Prerequisite:*** Reading TSI Assessment TSIA2 ELAR
***Course Description***: A survey of the origin and development of the Texas Constitution, structure and powers of state and local government, federalism, and inter-governmental, relations, political participation, the election process, public policy, and the political culture of Texas

**ECON 2301 - Principles of Macroeconomics**
**Dual Enrollment Economics (TSC-ECON 2301)**
**High School Credit: Special Topics in Social Studies / Economics**
**Grade:** 11-12
**TEA:** 03310300
**Credit:** 1.0 0.5 / 0.5
***Prerequisite:*** Reading TSI Assessment TSIA2 ELAR
***Course Description***: An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, and fiscal policy and monetary policy.

**PSYC 2301 - General Psychology**
**Dual Enrollment General Psychology (TSC-PSYC 2301)**
**High School Credit: Social Studies Advanced Studies / Psychology**
**Grade:** 10-12
**TEA:** 03380001 / 03350100
**Credit:** 1.0
***Prerequisite:*** Reading and Writing TSI Assessment TSIA2 ELAR
General Psychology is a survey of the major psychological topics, theories and approaches to the scientific study of behavior and mental processes.

**Dual Enrollment Introduction to Sociology (TSC-SOCI 1301)**

**High School Credit: Social Studies Advanced Studies / Sociology**
**Grade:** 10-12
**TEA:** 03380021 / 03350100
**Credit:** 1.0
***Prerequisite:*** TSIA2 ELAR
***Course Description***: Explore how society shapes individual behavior through culture, socialization, and institutions. This course encourages critical thinking about inequality, identity, and community—perfect for future social scientists and thoughtful citizens alike.

**SPAN 2313 – Spanish for Native/Heritage Speakers I**
**Grade:** 10-12
**TEA:** 03440100
**Credit:** 1.0
**Prerequisite:** TSI Assessment
***Course Description***: This course builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

**SPAN 2315 – Spanish for Native/Heritage Speakers II**
**Grade:** 10-12
**TEA:** 03440200
**Credit:** 1.0
**Prerequisite:** TSI Assessment
***Course Description***: This course builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

**Dual Enrollment - Spanish (SPAN 2313 – Spanish for Native/Heritage Speakers I & SPAN 2315 – Spanish for Native/Heritage Speakers II )**
**High School Credit: Spanish III**
**Grade:** 10 -12
**TEA:** 03440300
**Credit:** 1.0
***Prerequisite:*** **TSIA2 ELAR**
***Course Description***: This course builds upon existing oral proficiencies of heritage speakers of Spanish. Enhances proficiencies in the home-based language by developing a full range of registers including public speaking and formal written discourse. Emphasis on comprehension, appreciation, and interpretation of the cultures of the Spanish-speaking world.

**ARTS 1301 – Art Appreciation**
**Dual Art Appreciation (TSC-ARTS 1301)**
**High School Credit: Art II**
**Grade:** 10-12
**TEA:** 03500500
**Credit:** 1.0
**Prerequisite:** TSIA2 ELAR
***Course Description:*** This course is a general introduction to the visual arts designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts.

**Dual Music Appreciation (TSC-MUSI 1306)**
**High School Credit: Music Studies, Music Appreciation I**
**Grade:** 10-12
**TEA:** 03155600
**Credit:** 1.0
**Prerequisite:** TSIA2 ELAR
***Course Description:*** Tune into the world of music with an exploration of historical styles, famous composers, and cultural impact. This course opens students' ears to music's role in shaping society.

**Dual Film Appreciation (TSC-COMM 2366)**
**High School Credit: Music Studies, Music Appreciation I**
**Grade:** 10-12
**TEA:**
**Credit:** 1.0
**Prerequisite:** TSIA2 ELAR
***Course Description:*** Lights, camera, critical thinking! Students explore film history, genres, and cinematic techniques while analyzing how movies reflect and shape society. Great for creatives and pop culture enthusiasts alike.

## University of Texas - Austin

**San Benito High School College and Career Center CISD in partnership with The University of Texas-Austin, has made the following Dual Enrollment courses available to San Benito High School students.**

**Dual Enrollment Rhetoric and Writing (UT Austin OnRamps - RHE 306)**

**High School Credit: English III**
**Grade:** 11-12
**TEA:** 03220355
**Credit:** 1.0
**TSI Requirement:** None – TSI waived through UT OnRamps instructional model
***Course Description***: Develop persuasive writing and critical thinking skills through academic argumentation. This course equips students to analyze texts, build evidence-based claims, and refine their voice—perfect preparation for any college writing experience.

**Dual Enrollment Topics in Writing (UT Austin OnRamps - RHE 309J)**
**High School Credit: English IV**
**Grade:** 11-12
**TEA:** 03220455
**Credit:** 1.0
**TSI Requirement:** None – TSI waived through UT OnRamps instructional model
***Course Description***: An advanced writing course that takes a thematic approach—students explore a central topic while mastering research, synthesis, and rhetorical strategies.

**Dual Enrollment College Algebra (M 301 – University of Texas at Austin)**
**High School Course: Independent Study In Mathematics**
**Grade:** 12
**TEA:** 03102501
**Credit:** 1.0
***Prerequisite*:** None – TSIA2 waived through UT OnRamps instructional model
***Course Description*:** This course builds a solid foundation in algebraic concepts, focusing on functions, graphs, and problem-solving strategies. A great launchpad for students interested in business, science, or tech pathways..

**Dual Enrollment - Geoscience (GEO 302E – University of Texas at Austin)**
**High School Credit: Earth Systems Science**
**Grade:** 10 -12
**TEA:** 03050000
**Credit:** 1.0
***Prerequisite:*** None (TSI waived through UT OnRamps instructional model)
***Course Description***: Examine Earth's processes—from volcanoes and earthquakes to climate change and ocean dynamics. Students will analyze real data and current environmental topics while learning how Earth systems interact and change over time.

**Dual Arts and Entertainment Technologies (UT-Austin OnRamps-AET 304)**
**High School Credit: Audio/Video Production II**
**Grade:** 10-12
**TEA:** 03155600
**Credit:** 1.0
**Prerequisite: None – TSIA2 waived through UT OnRamps instructional model**
***Course Description:*** This course explores creative technologies used in film, music, video games, and interactive media. Students learn design principles and digital tools while building real-world tech and storytelling skills for careers in the creative industry.

# Texas State Technical College - Harlingen

**San Benito High School College and Career Center CISD in partnership with Texas State Technical College - Harlingen, has made the following Dual Enrollment courses available to San Benito High School students.**

**EDTC-1301 – Educational Systems**
**Grade:** 11, 12
**TEA:** 13014400
**Credit:** 1.0
***Prerequisite:*** Application and Teacher Recommendation
***Course Description:*** A study of the role and responsibilities of educational personnel with emphasis on development of professionalism and communication strategies with adults. Topics include the various codes of ethics governing the educational field, the issue of confidentiality, learners' rights and responsibilities, and challenges facing schools.

**EDTC-2311 – Instructional Practices and Effective Learning Environments**
**Grade:** 11, 12
**TEA:** 13014500
**Credit:** 1.0
***Prerequisite:*** Application and Teacher Recommendation
***Course Description:*** General principles for selecting developmentally appropriate strategies in core curriculum areas, planning the classroom environment, and instructional accommodations and modifications. Topics address methods for supporting instructional planning and implementation of educational goals and objectives. Also examines cooperative learning strategies.

**EDTC-1341 – Instructional Technology and Computer Applications**
**Grade:** 11, 12
**TEA:** N1300510
**Credit:** 1.0
***Prerequisite:*** Application and Teacher Recommendation
***Course Description:*** Examination of specialized educational technology. Topics include the integration of educational computer terminology, system operations, software, and multimedia in the contemporary classroom environment.

**EDTC-2317 – Guiding Student Behavior – Classroom Management**
**Grade:** 11, 12
**TEA:** 13014400
**Credit:** 1.0
***Prerequisite:*** Application and Teacher Recommendation
***Course Description:*** A study of developmentally appropriate direct and indirect guidance techniques for use in various school environments. Topics include identification of causes of inappropriate behavior, establishing and managing routines, the environment's role in promoting positive behavior, promoting self-esteem negotiation/conflict resolution strategies, and enhancing positive self-direction. Emphasis in implementation of a behavior management plan.

**CRIJ 1301 - Introduction to the Criminal Justice System (*pending*)**
**Grade:** 10-12
**TEA:** 13029400
**Credit:** 1.0
***Prerequisite:*** TSI Assessment
***Course Description:*** This course provides a historical and philosophical overview of the American criminal justice system, including the nature, extent, and impact of crime; criminal law; and justice agencies and processes.

# Advanced Placement (AP) Courses

San Benito High School offers Advanced Placement (AP) courses to students who are ready to engage in college level course content and rigorous academics. Courses are available in English, Social Studies, Mathematics, Science, Spanish Language, and Art. The AP Program offers college level instruction to academically successful high school student with the option of taking an Advanced Placement examination and possibly qualifying for college credit. AP students are expected to work at an accelerated pace and to engage in outside reading and independent learning. AP courses are open to all students with the prerequisite coursework who wish to take on the additional challenge of advanced academics. Students who choose to enroll, however, should be prepared for the increased academic rigor of these courses. AP courses concentrate on providing students with rigorous college level academic instruction while preparing students for the AP exam associated with the course. AP courses earn weighted grade points. Students are responsible for ensuring that the college that they are planning to attend will award credit for AP examination scores.

A student shall be awarded additional grade points for scores earned on corresponding AP exams taken in grades 9-11 at the first opportunity after enrolling in the course for eligible courses in any category in accordance with the following:

| Score on AP Exam | Additional Grade Points |
|---|---|
| 3 | 1.00 |
| 4 | 1.50 |
| 5 | 2.00 |

Beginning with the graduating class of 2026, a student shall be awarded additional grade points for scores earned on corresponding AP exams taken in grades 9-11 at the first opportunity after enrolling in an eligible AP course in accordance with the chart above. EIC (LOCAL)

****Students enrolled in an AP course MUST take the corresponding Advanced Placement exam**. ****

**Advanced Placement English Language and Composition (English 3)**
**Grade:** 11
**TEA:** A3220100
**Credit:** 1.0
***Prerequisite:*** English 2
***Course Description***: Advanced Placement English Language and Composition examines major elements of nonfiction and American literature. Students read from a variety of genres that address varying historical periods, disciplines and rhetorical contexts. From these endeavors, students apply stylistic and rhetorical strategies and techniques to their own writings. Five to eight major works are required during the school year. Additionally, students prepare for the AP English Language and Composition exam, with an emphasis on writing under time constraints. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement English Literature and Composition (English 4)**
**Grade:** 12
**TEA:** A3220200
**Credit:** 1.0
***Prerequisite:*** English 3 or English 3 AP
***Course Description:*** Advanced Placement English Literature and Composition includes the study of prose and poetry by British and World authors from the 16th century through contemporary times. Additionally, students prepare for the AP English Literature and Composition exam, with an emphasis on writing under time constraints. Five to eight major works are required during the school year. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement**
**Precalculus Grade:** 11, 12
**TEA:** 03101100
**Credit:** 1.0
**Prerequisite:** Algebra I, Geometry, Algebra II, Honors Precalculus
***Course Description***: This course provides more in-depth experience in the concepts of Pre-calculus. Pre-calculus is designed to provide a firm foundation for high-level mathematics courses. Topics in this college-preparatory course include functions and their graphs, conics, trigonometric identities and equations, vectors, periodic functions, trigonometric and analytic applications, concept of infinity and limit, concepts of reasoning, and logic for use with proofs. The next course is usually Calculus. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Calculus**
**AB Grade:** 12
**TEA:** A3100101
**Credit:** 1.0
**Prerequisite:** Pre-calculus, Dual Enrollment Calculus
***Course Description*:** AP Calculus AB is equivalent to the first semester of college-level Calculus. This course explores the concepts, methods, and applications of differential and integral calculus. You'll work to understand the theoretical basis and solve problems by applying your knowledge and skills. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Statistics**
**Grade:** 11-12
**TEA**: A3100200
**Credit:**1.0
***Prerequisite*:** Geometry and Algebra II
***Course Description*:** AP Statistics is built around learning about the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. You'll explore statistics through discussion and activities, and you'll design surveys and experiments. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Computer Science Principles**
**Grade:** 9-12
**TEA:** A3580300
**Credit:** 1.0
***Prerequisite*:** Algebra I
***Course Description*:** This course students will learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. You'll work on your own and as part of a team to creatively address real-world issues using the tools and processes of computation. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Biology**
**Grade:** 11-12
**TEA:** A3010200
**Credit:** 1.0
***Prerequisite*:** Biology and Chemistry
***Course Description***: This course provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Instruction follows the AP course description and emphasizes the development of understanding concepts which allows the student to grasp science as an inquiry-based process while recognizing the unifying themes that integrate the major topics of biology. Students use open-ended activities to conduct internet research, work in collaboration with other disciplines, and integrate the history of scientists. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Chemistry**
**Grade:** 11-12
**TEA:** A3040000
**Credit:** 1.0
***Prerequisite:*** Chemistry and Algebra II
***Course Description***: Students attain a depth of understanding of the fundamentals and a reasonable competence in dealing with chemical problems. The course contributes to the development of the students' abilities to think clearly and express ideas. Labs and activities are designed to reflect the requirements of the advanced placement program. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Environmental Science**
**Grade:** 11-12
**TEA:** A3020000
**Credit:** 1.0
***Prerequisite:*** Biology, Chemistry, Algebra I
***Course Description***: This course investigates interrelationships between people and the natural world. This course integrates natural sciences, including biology, chemistry and earth science with social sciences to analyze contemporary environmental problems such as pollution, resource acquisitions, biodiversity and global warming. A strong laboratory and field investigation component is included allowing students to explore issues that affect their own lives. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Physics I**
**Grade:** 11-12
**TEA:** A3050003
**Credit:** 1.0
***Prerequisite*:** Algebra 1, Geometry, and Algebra II concurrently
***Course Description***: This is an algebra-based, introductory college-level physics course taught over a full school year. The course explores topics such as Newtonian mechanics (including rotational motion); work, energy and power; mechanical waves and sound; and introduces simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning practices. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Human Geography**
**Grade:** 9
**TEA:** A3360100
**Credit:** 1.0
***Prerequisite:*** Honors Geography
***Course Description***: AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement World History: Modern**
**Grade:** 10
**TEA:** A3370100
**Credit:** 1.0
***Prerequisite:*** Honors World History
***Course Description***: AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement US History**
**Grade:** 11
**TEA:** A3340100
**Credit:** 1.0
***Prerequisite:*** Honors US History
***Course Description***: AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Macroeconomics**

**Grade:** 11-12
**TEA:** A3310200
**Credit:** 1.0 0.5
***Prerequisite:*** Honors Economics
***Course Description***: AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement United States Government & Politics**

**Grade:** 12
**TEA:** A3330100
**Credit:** 1.0 0.5
***Prerequisite:*** Honors Government
***Course Description***: AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement European History**

**Grade:** 11-12
**TEA:** A3340200
**Credit:** 1.0
***Course Description***: AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**AP Spanish Language and Culture**

**Grade:** 9-12
**TEA:** A3440100
**Credit:** 1.0
**Prerequisite:** Two credits in Spanish or equivalent proficiency
***Course Description***: This course is intended for students who use Spanish for active communication. Students enrolled in this course will develop their proficiency in all four language skills: aural/oral, reading comprehension, advanced grammar structure and composition. Emphasis will be placed on a selection of Latin American writers, with a focus on extensive reading and writing. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the**

**corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**AP Spanish Literature and Culture**
**Grade:** 10-12
**TEA:** A3440200
**Credit:** 1.0
**Prerequisite:** Teacher recommendation and at least two credits in Spanish or equivalent proficiency
***Course Description***: Students build their language skills and cultural knowledge by exploring works of literature written in Spanish. Using Spanish to communicate, students will read, analyze, discuss, and write about works by Spanish, Latin-American, and U.S. Hispanic authors of different periods.
**Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Art**
**History Grade:** 11-12
**TEA:** A3500100
**Credit:** 1.0
**Prerequisite:**
***Course Description:*** Students develop an understanding and knowledge of architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. Major forms of artistic expression from a variety of past and present cultures are studied. Students develop an understanding of the elements of art and fundamental art historical terminology as they learn to use intelligence and sensitivity in viewing works of art critically and analytically. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Studio Art: 2-Dimensional Design Portfolio**

**Grade:** 11-12
**TEA:** A3500400
**Credit:** 1.0
**Prerequisite:** Art I

***Course Description:*** This course addresses a broad interpretation of two-dimensional (2-D) design issues. Students use purposeful decision- making to integrate the elements and principles of art as they create a portfolio to fulfill the requirements of the College Board Advanced Placement 2-Dimensional Design Portfolio. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

**Advanced Placement Studio Art:**

**Drawing Grade:** 11-12
**TEA:** A3500300
**Credit:** 1.0
**Prerequisite:** Art I

***Course Description:*** This course addresses a broad interpretation of drawing issues and media, including light and shade, line quality, rendering of form, composition, surface manipulation and illusion of depth. Many works of painting, printmaking, mixed media, abstracts, observational and inventive works are explored. **Note:** Students enrolled in this Advanced Placement (AP) course are **required to take the corresponding AP exam** in May as part of the course expectations. Participation in the AP exam is essential for maintaining the rigor and integrity of the AP program and for eligibility to earn college credit.

# Gifted and Talented (GT) Courses

San Benito High School offers Gifted and Talented (GT) courses to students who have been identified and accepted into the GT program. In Texas, "gifted and talented students" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.

The TEA assists districts in providing comprehensive services to G/T learners in the following ways:

- Provides information on best practices, developments, and achievements in the field of G/T education to all interested parties
- Develops materials designed to assist districts in the development and implementation of model assessment procedures and services
- Facilitates partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive G/T services
- Sponsors demonstration projects and develops materials that support the implementation of Advanced Placement and International Baccalaureate programs that are differentiated for the G/T students
- Collaborates with business and industry to provide additional opportunities for G/T students
- Monitors and implements any state and/or federal legislation designed to provide educational opportunities for G/T students

Through the combined efforts of the TEA, the Education Service Centers, local district personnel, colleges and universities, and the communities they serve, all children will experience an academically challenging education that enables them to maximize their potential.

**Gifted-Talented Interdisciplinary Study Mentorship I-IV**

**Grade:** 9-12

**TEA:** N1290309, N1290313, N1290317, N1290318

**Credit:** 1.0

***Prerequisite:*** GT Program Acceptance

***Course Description***: This course is based on the required Texas Performance Standards Project (TPSP) for gifted and talented (G/T) learners; it offers a non-traditional learning experience to students who have the ability to create innovative products and/or performances. Students will develop a product proposal, compile a portfolio, conduct in-depth research, be matched with a mentor from the professional community, and prepare for a public presentation of their portfolio, product, or performance at the end of the school year. An audience that includes expert(s) in the field will evaluate the product and/or performance. Students work with their mentor to create a related product with real-world application and tangible documentation. The final product will be shared with an audience outside the school setting.

# Career and Technical Education

## CAREER CLUSTERS

### Agriculture, Food & Natural Resources Career Cluster
Occupations involved in this pathway are related to agriculture, the environment, and natural resources, including earth science, environmental science, marine science, plant science, and animal science. These may include: horticulturist, fish/game warden, conservationist, biological scientist, geologist, veterinarian, and production agriculture.

### Architecture & Construction Career Cluster
Occupations involved in this pathway are related to designing, planning, managing, building and maintaining the built environment. These may include: Architect, Computer Aided Drafter (CAD), Planner, Surveyor, Carpenter, Electrician, Heating, Ventilation, Air Conditioning and Refrigeration (HVAC) mechanic, Painter, Plumber, or Contractor.

### Arts, A/V Technology & Communication Career Cluster
Occupations involved in this pathway design, produce, exhibit, perform, write, and publish multimedia content including visual and performing arts and design, journalism, and entertainment services. These may include: video graphics, special effects, and animation, film and video editors, audio systems technician, audio/visual technicians, reporters, radio and TV announcers, photographers, interior designers, and telecommunication equipment and repair.

### Business Management & Administration Career Cluster
Occupations involved in the business environment encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
These may include: Entrepreneur, Chief Executive Officer, Government Manager, Supervisor, Human Resources Manager, Sales Manager, Marketing Manager, Office Manager, and Administrative Assistant.

### Education and Training Career Cluster
Occupations involved in education and training encompass planning, managing, and provide education and training services, and related learning support services. These may include: Elementary and Secondary educators, Administrators, Supervisors and Coordinators, Principals, Superintendents, Social Workers, Counselors, Teacher Aides, Librarians, and College Professors

### Health Science Career Cluster
Occupations involved in health science encompass the planning, managing, and providing therapeutic services, health informatics, support services, and biotechnology research and development. These may include: Certified Nurse Assistant, Medical Assistant, Nurse, Pharmacist, Radiologist, Physician, Dentist, Admitting Clerk, Dietician, Biomedical Technician, and Quality Assurance Technician.

### Hospitality and Tourism Career Cluster
Occupations involved in Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services. They may include: Restaurants & Food/Beverage Services, Lodging, Travel & Tourism, Recreation, and Amusements & Attractions.

### Human Services Career Cluster
Occupations involved in human services prepare individuals for employment in career pathways that relate to families and human needs. These may include: Child Care Directors, Teacher Assistants, Clinical Psychologist, School Counselors, Social Services Worker, Cosmetologist, Funeral Morticians/Embalmers, Customer Service Representatives, and Sales Consultants.

### Information Technology Career Cluster
Occupations related to information technology build linkages to IT occupations framework from entry level to professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services. These may include: Network Administrator, Systems Administrator, Network Specialist/Technician, Database Management, Desktop Publisher, Maintenance Technician, Media Specialist, Web Designer, Software Engineer, and Computer Engineer.

### Law, Public Safety, Corrections and Security Career Cluster
Occupations related to law, public safety, corrections and security encompass planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services. These may include: Warden, Jail Administrator, Probation/ Parole Officer, Attorney, Emergency Management and Response Coordinator, Security Officer, Emergency Dispatcher, Police Officer, Paramedic, Private/Corporate Investigator, IT Specialist, Sheriff, Border Patrol Officer, Customs Officer, Park Ranger, Court Reporter, and Legal Assistant.

### Manufacturing Career Cluster
Occupations relating to manufacturing encompass planning, managing, and performing the processing of materials into intermediate and final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering. These may include: Assembler, Machine Operator, Painter, Welder, Electronics Engineer, Quality Control Technician, Traffic Shipping and Receiving Clerk, and Safety Coordinator.

### Science, Technology, Engineering, and Mathematics Career Cluster
Occupations relating to Science, Technology, Engineering, and Mathematics encompass planning, managing, and providing scientific research, and professional and technical services (e.g., physical science, social science, and engineering), including laboratory and testing services, research and development services. These may include: Aerospace Engineer, Agricultural Engineer, Architectural Engineer, Biomedical Engineer, Computer Engineer, Computer Programmer, Drafter, Electrician, Industrial Engineer, Mechanical Engineer, Project Manager, Biologist, CAD operator, Mathematician, Physicist, Science Teacher, and Statistician.

### Transportation, Distribution, and Logistics Career Cluster
Occupations relating to Transportation, Distribution and Logistics encompass planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water, and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. These may include: Dispatchers, Air Traffic Controllers, Railyard Conductors, Ship/Boat Captains, Truck Drivers, Logistics Managers, Facility Managers, Aircraft Mechanics, Automotive Body Repairers, Automotive Service Technicians, Urban Planners, Compliance Inspectors, Environmental Scientists, Travel Agents, and Cargo and Freight Agents.

## Agriculture, Food, and Natural Resources

### Principles of Agriculture, Food, and Natural Resources

TSDS PEIMS Code: 13000200 (PRINAFNR)
Grade Placement: 9–12 Credit: 1
Prerequisite: None

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

### Professional Standards in Agribusiness

TSDS PEIMS Code: 13000800 (PROSAFNR)
Grade Placement: 10–12 Credit: .5
Prerequisite: None

Professional Standards in Agribusiness primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

### Advanced Animal Science

TSDS PEIMS Code: 13000700 (ADVANSCI)
Grade Placement: 11–12 Credit: 1
Prerequisites: Biology and Chemistry or Integrated Physics and Chemistry (IPC); Algebra l and Geometry; and either Small Animal Management, Equine Science, or Livestock Production.
Recommended Prerequisite: Veterinary Medical Applications.

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

### Small Animal Management

TSDS PEIMS Code: 13000400 (SMANIMGT)
Grade Placement: 10–12 Credit: .5
Prerequisite: None.

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

### Equine Science
TSDS PEIMS Code: 13000500 (EQUINSCI)
Grade Placement: 10–12 Credit: .5
Prerequisite: None.

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

### Veterinary Medical Applications
TSDS PEIMS Code: 13000600. 13000610 (LAB) (VETMEDAP, VETMEDLAB)
Grade Placement: 11–12 Credit: 1, 2
Prerequisites: Equine Science, Small Animal Management, or Livestock Production.

Veterinary Medical Applications covers topics relating to veterinary practices, including practices for large and small animal species.

### Livestock Production
TSDS PEIMS Code: 13000300 (LIVEPROD)
Grade Placement: 10–12 Credit: 1
Prerequisite: None

In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

### Floral Design
TSDS PEIMS Code: 13001800 (FLORAL)
Grade Placement: 9–12 Credit: 1
Prerequisite: None

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

Note: This course satisfies a fine arts credit requirement for students on the Foundation High School Program.

### Advanced Plant and Soil Science
TSDS PEIMS Code: 13002100 (ADVPSSCI)
Grade Placement: 11–12 Credit: 1
Prerequisite: None
Recommended Prerequisites: Biology, Integrated Physics and Chemistry, Chemistry, or Physics and a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.

Advanced Plant and Soil Science provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and the workplace.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program

### Horticulture Science
TSDS PEIMS Code: 13002000 (HORTISCI)
Grade Placement: 10–12 Credit: 1
Prerequisite: None

Horticultural Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

### Agricultural Mechanics and Metal Technologies
TSDS PEIMS Code: 13002200 (AGMECHMT)
Grade Placement: 10–12 Credit: 1
Prerequisite: None
Recommended Prerequisite: Principles of Agriculture, Food, and Natural Resources

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations

### Practicum in Agriculture, Food, and Natural Resources
TSDS PEIMS Code:
13002500 (First Time Taken)(PRACAFNR1)
13002510 (Second Time Taken) (PRACAFNR2)
Grade Placement: 11–12 Credit: 2
Prerequisite: None
Recommended Prerequisite: A minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster.

Practicum in Agriculture, Food, and Natural Resources is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster.

## Architecture and Construction

### Principles of Architecture
TSDS PEIMS Code: 13004210 (PRINARC)
Grade Placement: 9–12 Credit: 1
Prerequisite: None

Principles of Architecture provides an overview to the various fields of architecture, interior design, and construction management. Achieving proficiency in decision making and problem solving is an essential skill for career planning and lifelong learning. Classroom studies include topics such as safety, work ethics, communication, information technology applications, systems, health, environment, leadership, teamwork, ethical and legal responsibility, employability, and career development and include skills such as problem solving, critical thinking, and reading technical drawings.

### Principles of Construction

TSDS PEIMS Code: 13004220 (PRINCON)

Grade Placement: 9–12 Credit: 1

Prerequisite: None

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools. For safety and liability considerations, limiting course enrollment to 15 students is recommended. This course also provides communication and occupation skills to assist the student in obtaining and maintaining employment.

### Construction Technology l

TSDS PEIMS Code: 13005100 (CONTECH1)

Grade Placement: 10–12 Credit: 2

Prerequisite: None

Recommended Prerequisite: Principles of Construction or Principles of Architecture.

In Construction Technology I, students will gain knowledge and skills needed to enter the workforce as carpenters or building maintenance supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will acquire knowledge and skills in safety, tool usage, building materials, codes, and framing. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

### Construction Technology ll

TSDS PEIMS Code: 13005200 (CONTECH2)

Grade Placement: 11–12 Credit: 2

Prerequisite: Construction Technology l.

In Construction Technology II, students will gain advanced knowledge and skills needed to enter the workforce as carpenters, building maintenance technicians, or supervisors or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students will build on the knowledge base from Construction Technology I and are introduced to exterior and interior finish out skills. For safety and liability considerations, limiting course enrollment to 15 students is recommended.

### Architectural Design l

TSDS PEIMS Code: 13004600 (ARCHDSN1)

Grade Placement: 10–12 Credit: 1

Prerequisites: Algebra l and English l.

Recommended Prerequisites: Geometry, Principles of Architecture, and Principles of Construction.

In Architectural Design I, students will gain knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a post-secondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design I includes the knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

**Architectural Design ll**
TSDS PEIMS Code: 13004700 (ARCHDSN2)
Grade Placement: 11–12 Credit: 2
Prerequisites: Architectural Design l or Advanced Interior Design and Geometry. Recommended Prerequisites: Principles of Architecture and Principles of Construction.

In Architectural Design II, students will gain advanced knowledge and skills needed to enter a career in architecture or construction or prepare a foundation toward a postsecondary degree in architecture, construction science, drafting, interior design, or landscape architecture. Architectural Design II includes the advanced knowledge of the design, design history, techniques, and tools related to the production of drawings, renderings, and scaled models for nonresidential or residential architectural purposes.

**Computer Aided Drafting for Architecture**
TSDS PEIMS Code: N1300429 (CAD4ARCH)
Grade Placement: 10–12 Credit: 1
Recommended Prerequisite: Architectural Design.

Computer Aided Drafting for Architecture introduces students to the specific architectural computer aided design and drafting (CADD) software and equipment required to produce architectural working drawings and construction documents.

**Electrical Technology l**
TSDS PEIMS Code: 13005600 (ELECTEC1)
Grade Placement: 10–12 Credit: 1
Prerequisite None
Recommended Prerequisites: Principles of Architecture or Principles of Construction.

In Electrical Technology I, students will gain knowledge and skills needed to enter the workforce as an electrician or building maintenance supervisor, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, tools, codes, installation of electrical equipment, and the reading of electrical drawings, schematics, and specifications.

**Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology l**
TSDS PEIMS Code: 13005800 (HVACREF1)
Grade Placement: 10–12 Credit: 1
Prerequisite: None
Recommended Prerequisite: Principles or Architecture, Principles of Construction, or Construction Technology l.

In Heating, Ventilation, and Air Conditioning and Refrigeration Technology I, students will gain knowledge and skills needed to enter the industry as technicians in the HVAC and refrigeration industry or building maintenance industry, prepare for a postsecondary degree in a specified field of construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, principles of HVAC theory, use of tools, codes, and installation of HVAC and refrigeration equipment.

### Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology ll

TSDS PEIMS Code: 13005900 (HVACREF2)

Grade Placement: 11–12 Credit: 2

Prerequisite: Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology l. Recommended Prerequisites: Principles of Architecture or Principles of Construction.

In Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II, students will gain advanced knowledge and skills needed to enter the industry as HVAC and refrigeration technicians or building maintenance technicians or supervisors, prepare for a postsecondary degree in a specified field of construction or construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, electrical theory, use of tools, codes, installation of commercial HVAC equipment, heat pumps, troubleshooting techniques, various duct systems, and maintenance practices.

### Practicum in Construction Technology

TSDS PEIMS Code:13005250 (First Time Taken) (PRACCT1)
13005260 (Second Time Taken) (PRACCT2)

Grade Placement: 12 Credit: 2

Prerequisites: Construction Technology ll; Building Maintenance Technology II; Electrical Technology II; Heating, Ventilation, and Air Conditioning (HVAC) and Refrigeration Technology II; Plumbing Technology I; or Mill and Cabinetmaking Technology.

In Practicum in Construction Technology, students will be challenged with the application of knowledge and skills gained in previous construction-related coursework. In many cases students will be allowed to work at a job (paid or unpaid) outside of school or be involved in local projects the school has approved for this class.

## Arts, Audio/Video Technology, and Communications

### Principles of Arts, Audio/Video Technology, and Communications

TSDS PEIMS Code: 13008200 (PRINAAVTC)

Grade Placement: 9 Credits: 1

Prerequisite: None

The goal of this course is that the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

### Animation l

TSDS PEIMS Code: 13008300 (ANIMAT1)

Grade Placement: 10–12 Credits: 1

Prerequisite: None

Recommended Prerequisite: Art l or Principles of Art, Audio/Video Technology, and Communications.

Recommended Corequisite: Animation I Lab

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

**Animation ll**
TSDS PEIMS Code: 13008400 (ANIMAT2)
Grade Placement: 11–12 Credits: 1
Prerequisite: Animation l
Recommended Corequisite: Animation II Lab

In addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to create two- and three-dimensional animations. The instruction also assists students seeking careers in the animation industry.

**Audio/Video Production l**
TSDS PEIMS Code: 13008500 (AVPROD1)
Grade Placement: 9–12 Credits: 1
Prerequisite: None
Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Recommended Corequisite: Audio/Video Production l Lab.

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post- production audio and video products.

**Audio/Video Production ll**
TSDS PEIMS Code: 13008600 (AVPROD2)
Grade Placement: 10–12 Credits: 1
Prerequisite: Audio/Video Production l
Recommended Corequisite: Audio/Video Production ll Lab

Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post- production products. This course may be implemented in an audio format or a format with both audio and video.

**Commercial Photography l**
TSDS PEIMS Code: 13009100 (CPHOTO1)
Grade Placement: 9–12 Credits: 1
Prerequisite: None
Recommended Corequisite: Commercial Photography l Lab

In addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

**Commercial Photography ll**
TSDS PEIMS Code: 13009200 (CPHOTO2)
Grade Placement: 10–12 Credits: 1
Prerequisite: None.
Recommended Prerequisites: Commercial Photography l and Commercial Photography l Lab. Recommended Corequisite: Commercial Photography Lab ll.

In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs.

**Graphic Design and Illustration l**
TSDS PEIMS Code: 13008800 (GRAPHDI1)
Grade Placement: 10–12 Credits: 1
Prerequisite: None
Recommended Prerequisite: Principles of Arts, Audio/Video Technology, and Communications. Recommended Corequisite: Graphic Design and Illustration l Lab.

Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

**Graphic Design and Illustration ll**
TSDS PEIMS Code: 13008900 (GRAPHDI2)
Grade Placement: 10–12 Credits: 1
Prerequisite: Graphic Design and Illustration l
Recommended Corequisite: Graphic Design and Illustration ll Lab

Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on advanced elements and principles of visual art and design.

**Professional Communications**
TSDS PEIMS Code: 13009900 (PROFCOMM)
Grade Placement: 9–12 Credits: .5
Prerequisite: None

Professional Communications blends written, oral, and graphic communication in a career- based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct internet research.

**Practicum in Audio/Video Production**
TSDS PEIMS Code:
13008700 (First Time Taken) (PRACAVP1)
13008710 (Second Time Taken) (PRACAVP2)
Grade Placement: 11–12 Credits: 2
Prerequisites: Audio/Video Production ll and Audio/Video Production ll Lab.

Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre- production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities.

**Digital Design and Media Production**
TSDS PEIMS CODE: 03580400 (TADGMP)
Grade Placement: 9–12 Credit: 1
Prerequisite: None

Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

## Business Marketing and Finance

**Principles of Business, Marketing, and Finance**
TSDS PEIMS Code: 13011200 (PRINBMF)
Grade Placement: 9–11 Credits: 1
Prerequisite: None

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

**Business Management**
TSDS PEIMS Code: 13012100 (BUSMGT)
Grade Placement: 10–12 Credits: 1
Prerequisite: None

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

### Business Information Management l

TSDS PEIMS Code: 13011400 (BUSIM1)

Grade Placement: 9–12 Credits: 1

Prerequisite: None

Recommended Prerequisite:

Recommended Corequisite: Business Lab.

In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

### Business Information Management ll

TSDS PEIMS Code: 13011500 (BUSIM2)

Grade Placement: 10–12 Credits: 1

Prerequisite: Business Information Management l.

Recommended Prerequisite: Touch System Data Entry.

Recommended Corequisite: Business Lab.

In Business Information Management II, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies, create complex word-processing documents, develop sophisticated spreadsheets using charts and graphs, and make an electronic presentation using appropriate multimedia software.

### Virtual Business

TSDS PEIMS Code: 13012000 (VIRTBUS)

Grade Placement: 10–12 Credits: .5

Prerequisite: None

Recommended Prerequisites: Touch System Data Entry.

Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

### Human Resources Management

TSDS PEIMS Code: 13011900 (HRMGT)

Grade Placement: 11–12 Credits: .5

Prerequisite: None

Human Resources Management is designed to familiarize students with the concepts related to human resource management, including legal requirements, recruitment, employee selection methods, and employee development and evaluation. Students will also become familiar with compensation and benefits programs as well as workplace safety, employee-management relations, and the impact of global events on human resources management.

## Sports and Entertainment Marketing

TSDS PEIMS Code: 13034600 (SPORTSEM)

Grade Placement: 9–12 Credit: .5

Prerequisite: None. Recommended Prerequisite: Principles of Business, Marketing, and Finance.

Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

## Sports and Entertainment Marketing II

TSDS PEIMS Code: N1303422 (SPORTEM2)

Grade Placement: 10–12 Credits: 0.5

Prerequisite: Sports and Entertainment Marketing. Recommended prerequisite: Principles of Business, Marketing, and Finance.

Sports and Entertainment Marketing II is an advanced course designed to build upon students' prior knowledge of sports and entertainment marketing. Students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports and entertainment events. The course also supports career development skills and explores career options. Academic skills (mathematics, science, English, and history/social science) related to the content are a part of this course.

## Practicum in Business Management

TSDS PEIMS Code: 13012200 (First Time Taken) (PRACBM)
13012210 (Second Time Taken) (PRACBM2)

Grade Placement: 11–12 Credits: 2

Prerequisite: None

Recommended Prerequisites: Touch System Data Entry and Business Management or Business Information Management ll.

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience.

## Money Matters

TSDS PEIMS Code: 13016200 (MONEYM)

Grade Placement: 9–12 Credit: 1

Prerequisite: None

Recommended Prerequisites: Principles of Business, Marketing, and Finance.

In Money Matters, students will investigate money management from a personal financial perceptive. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning.

### Securities and Investments
TSDS PEIMS Code: 13016400 (SECINV)
Grade Placement: 10–12 Credit: 1
Prerequisite: None
Recommended Prerequisite: Principles of Business, Marketing, and Finance.

In Securities and Investments, students will understand the laws and regulations to manage business operations and transactions in the securities industry.

### Accounting I
TSDS PEIMS Code: 13016600 (ACCOUNT1)
Grade Placement: 10–12 Credit: 1
Prerequisites: None
Recommended Prerequisites: Principles of Business, Marketing, and Finance.

In Accounting I, students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.

### Financial Mathematics
TSDS PEIMS Code: 13018000 (FINMATH)
Grade Placement: 10–12 Credit: 1
Prerequisite: Algebra 1

Financial Mathematics is a course about personal money management. Students will apply critical- thinking skills to analyze personal financial decisions based on current and projected economic factors.

Note: This course satisfies a math credit requirement for students on the Foundation High School Program.

Entrepreneurship I
TSDS PEIMS Code: 13011101
Credit: 1 Prerequisite: None.
Prerequisite: None.
Recommended Prerequisites: Principles of Business, Marketing, and Finance.

In Entrepreneurship I, students will gain the knowledge and skills needed to become an entrepreneur in a free enterprise system. Students will learn the key concepts necessary to begin and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business structures, understand the components of a business plan, determine feasibility of an idea using research, and develop and present a business concept. In addition, students will understand the basics of management, accounting, finance, marketing, risk, and product development

## Education and Training

### Principles of Education and Training
TSDS PEIMS Code: 13014200 (PRINEDTR)
Grade Placement: 9–10 Credit: 1
Prerequisite: None

Principles of Education and Training is designed to introduce learners to the various careers available within the

Education and Training Career Cluster. Students use self- knowledge as well as educational and career information to analyze various careers within the Education and Training Career Cluster. Students will develop a graduation plan that leads to a specific career choice in the student's interest area.

## Child Development

TSDS PEIMS Code: 13024700 (CHILDDEV)
Grade Placement: 10–12 Credit: 1
Prerequisite: None
Recommended Prerequisite: Principles of Human Services.

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

## Instructional Practices

TSDS PEIMS Code: 13014400 (INPRAC)
Grade Placement: 11–12 Credit: 2
Prerequisite: None
Recommended Prerequisites: Principles of Education and Training and Human Growth and Development.

Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct

## Practicum in Education and Training

TSDS PEIMS Code: 13014500 (First Time Taken) (PRACEDT1)
13014510 (Second Time Taken) (PRACEDT2)
Grade Placement: 12 Credit: 2
Prerequisite: Instructional Practices
Recommended Prerequisites: Principles of Education and Training and Human Growth and Development.

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students.
Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational person. Health Science

## Principles of Health Science

TSDS PEIMS Code: 13020200 (PRINHLSC)
Grade Placement: 9–10 Credit: 1
Prerequisite: None

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

**Medical Terminology**
TSDS PEIMS Code: 13020300 (MEDTERM)
Grade Placement: 9–12 Credit: 1
Prerequisite: None

The Medical Terminology course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, singular and plural forms, and medical abbreviations. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

**Health Science Theory**
TSDS PEIMS Code: 13020400 (HLTHSCI)
Grade Placement: 10–12 Credit: 1
Prerequisites: Biology
Recommended Corequisite: Health Science Clinical

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development.

**Practicum in Health Science**
TSDS PEIMS Code**:** 13020500 (First Time Taken) (PRACHLS1)
13020510 (Second Time Taken) (PRACHLS2)
Grade Placement: 11–12 Credit: 2
Prerequisites: Health Science Theory and Biology

The Practicum in Health Science course is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Health Science Theory/Health Science Clinical
TSDS PEIMS Code: 13020410 (HLSCLIN)
Grade Placement: 10–12 Credit: 2
Prerequisites: Biology.
Corequisite: Health Science Theory.

The Health Science Clinical course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will employ hands-on experiences for continued knowledge and skill development. Districts are encouraged to offer this course in a consecutive block with Health Science Theory to allow students sufficient time to master the content of both courses.

**Anatomy and Physiology**
TSDS PEIMS Code: 13020600 (ANATPHYS)
Grade Placement: 10–12 Credit: 1
Prerequisite: Biology and a second science credit
Recommended Prerequisite: A course from the Health and Science Career Cluster

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.

**Kinesiology I**
TSDS PEIMS Code: N1302104 (KINES1)
Grade Placement: 9–10
Credit: 1
Prerequisites: None.
This course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance. Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in Kinesiology I that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body and provide opportunities for an industry-certified exam such as a certified personal trainer.

**Kinesiology II**
TSDS PEIMS Code: N1302124 (KINES2)
Grade Placement: 11-12
Credit: 1
Recommended prerequisite: Kinesiology I.
The Kinesiology II course is designed to provide students an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs. The course is designed to allow students to advance their understanding of professional standards, employability skills, and ethical and legal standards. Throughout this course, students explore the healthcare/exercise business model and gain an understanding of therapeutic sports psychology. Students develop proper aerobic fitness programs and rehabilitation programs. Kinesiology II prepares students for an industry certification exam such as Certified Personal Trainer.

## Introduction to Culinary Arts

TSDS PEIMS Code: 13022550 (INCULART)
Grade Placement: 9–10 Credit: 1
Prerequisite: None
Recommended Prerequisite: Principles of Hospitality and Tourism.

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

## Culinary Arts

TSDS PEIMS Code: 13022600 (CULARTS)
Grade Placement: 10–12 Credit: 2
Prerequisite: None.
Recommended Prerequisites: Principles of Hospitality and Tourism and Introduction to Culinary Arts

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques.
Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

## Advanced Culinary Arts

TSDS PEIMS Code: 13022650 (ADCULART)
Grade Placement: 10–12 Credit: 2
Prerequisite: Culinary Arts

Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in- depth instruction of industry-driven standards to prepare students for success in higher education, certifications, and/or immediate employment.

## Practicum in Culinary Arts

TSDS PEIMS Code: 13022700 (First Time Taken) (PRACCUL1)
13022710 (Second Time Taken) (PRACCUL2)
Grade Placement: 11–12 Credit: 2
Prerequisite: Culinary Arts

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing culinary art based workplace.

### Principles of Cosmetology Design and Color Theory

TSDS PEIMS Code: 13025050 (PRICOSMO)

Grade Placement: 9–10 Credit: 1

Prerequisites: None

Recommended Prerequisite: Principles of Human Services

In Principles of Cosmetology Design and Color Theory, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to cosmetology design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

### Introduction to Cosmetology

TSDS PEIMS Code: 13025100 (INTCOSMO)

Grade Placement: 10 Credit: 1

Prerequisite: None

In Introduction to Cosmetology, students explore careers in the cosmetology industry. To prepare for success, students must have academic and technical knowledge and skills relative to the industry. Students may begin to earn hours toward state licensing requirements.

### Cosmetology I

TSDS PEIMS Code: 13025200 (COSMET1)

Grade Placement: 10–11 Credit: 2

Recommended Prerequisite: Introduction to Cosmetology

Recommended Corequisite: Cosmetology I Lab

In Cosmetology I, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the Texas Department of Licensing and Regulation (TDLR) requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included.

### Cosmetology I/Cosmetology I Lab

TSDS PEIMS Code: 13025210 (COSLAB1)

Grade Placement: 10-11 Credits: 1

Recommended prerequisite: Introduction to Cosmetology

This course must be taken concurrently with Cosmetology I and may not be taken as a stand- alone course. Districts are encouraged to offer this lab in a consecutive block with Cosmetology I to allow students sufficient time to master the content of both courses.

Cosmetology I/Cosmetology I Lab provides students additional lab time to develop proficient and mastery level cosmetology skills and techniques as required by Texas Department of Licensing and Regulation licensing standards. Students will be expected to demonstrate mastery in conducting the skills and techniques learned in Cosmetology I with little to no guidance.

### Cosmetology II

TSDS PEIMS Code: 13025300 (COSMET2)
Grade Placement: 11–12 Credit: 2
Prerequisite: Cosmetology I
Recommended Corequisite: Cosmetology II Lab

In Cosmetology II, students will demonstrate proficiency in academic, technical, and practical knowledge and skills. The content is designed to provide the occupational skills required for licensure. Instruction includes advanced training in professional standards/employability skills; Texas Department of Licensing and Regulation (TDLR) rules and regulations; use of tools, equipment, technologies, and materials; and practical skills.

### Cosmetology II/Cosmetology II Lab

TSDS PEIMS Code: 13025310 (COSLAB2)
Grade Placement: 11-12 Credits: 1
Prerequisites: Cosmetology I/Cosmetology I Lab
This course must be taken concurrently with Cosmetology II and may not be taken as a stand- alone course. Districts are encouraged to offer this lab in a consecutive block with Cosmetology II to allow students sufficient time to master the content of both courses.

Cosmetology II /Cosmetology II Lab provides students additional lab time to develop proficient and mastery level cosmetology skills and techniques as required by Texas Department of Licensing and Regulation licensing standards. Students are expected to develop proficient and mastery level work samples and to expand their work experiences.

## Information Technology

### Principles of Information Technology

TSDS PEIMS Code: 13027200 (PRINIT)
Grade Placement: 9–10 Credit: 1
Prerequisites: None

In Principles of Information Technology, students will develop computer literacy skills to adapt to emerging technologies used in the global marketplace. Students will implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. Students will enhance reading, writing, computing, communication, and reasoning skills and apply them to the information technology environment.

### Computer Maintenance/Computer Maintenance Lab

TSDS PEIMS Code: 13027310 (COMMTLAB)
Grade Placement: 10–12 Credit: 2
Prerequisite: None
Recommended Prerequisite: Principles of Information Technology
Corequisite: Computer Maintenance

In Computer Maintenance Lab, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies. Districts are encouraged to offer this course in a consecutive block with Computer Maintenance to allow students sufficient time to master the content of both courses.

**Practicum in Information Technology**
TSDS PEIMS Code:
13028000 (First Time Taken) (PRACIT1)
13028010 (Second Time Taken) (PRACIT2)
Grade Placement: 12 Credit: 2
Prerequisite: A minimum of two high school information technology (IT) courses.

In the Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

**Computer Maintenance**
TSDS PEIMS Code: 13027300 (COMPMTN)
Grade Placement: 10–12
Credit: 1 Prerequisite: None.
Recommended Prerequisite: Principles of Information Technology.
Recommended Corequisite: Computer Maintenance Lab.
In Computer Maintenance, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies.

**Foundations of Cyber Security**
TSDS PEIMS Code: 03580850
Grade Placement: 9–12
General requirements. Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 9-12.

**Networking**
TSDS PEIMS Code: 13027400 (NETWRK)
Grade Placement: 10–12
Credit: 1
Prerequisite: None.
Recommended Prerequisites: Principles of Information Technology, Computer Maintenance, and Computer Maintenance Lab.
Recommended Corequisite: Networking Lab.
In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

**Networking/Networking Lab**
TSDS PEIMS Code: 13027410 (NETWRLAB)
Grade Placement: 10–12
Credit: 2
Prerequisite: None.
Recommended Prerequisites: Principles of Information Technology, Computer Maintenance, and Computer Maintenance Lab.
Corequisite: Networking.

In Networking Lab, students will develop knowledge of the concepts and skills related to telecommunications and data networking technologies and practices to apply them to personal or career development. To prepare for success, students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. This course must be taken concurrently with Networking and may not be taken as a stand-alone course. Districts are encouraged to offer this course in a consecutive block with Networking to allow students sufficient time to master the content of both courses.

## Law, Public Safety, Corrections, and Security

### Principles of Law, Public Safety, Corrections, and Security

TSDS PEIMS Code: 13029200 (PRINLPCS)
Grade Placement: 9–12 Credit: 1
Prerequisite: None

Principles of Law, Public Safety, Corrections, and Security introduces students to professions in law enforcement, protective services, corrections, firefighting, and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, protective services, and corrections.

### Law Enforcement l

TSDS PEIMS Code: 13029300 (LAWENF1)
Grade Placement: 10–12 Credit: 1
Prerequisite: None
Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. Students will understand the role of constitutional law at local, state, and federal levels; the U.S. legal system; criminal law; and law enforcement terminology and the classification and elements of crime.

### Law Enforcement ll

TSDS PEIMS Code: 13029400 (LAWENF2)
Grade Placement: 10–12 Credit: 1
Prerequisite: None
Recommended Prerequisite: Law Enforcement l.

Law Enforcement II provides the knowledge and skills necessary to prepare for a career in law enforcement. Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony.

### Criminal Investigation

TSDS PEIMS Code: 13029550 (CRINVEST)

Grade Placement: 10–12 Credit: 1

Prerequisite: None

Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.

Criminal Investigation is a course that introduces students to the profession of criminal investigations. Students will understand basic functions of criminal investigations and procedures and will learn how to investigate or follow up during investigations. Students will learn terminology and investigative procedures related to criminal investigation, crime scene processing, evidence collection, fingerprinting, and courtroom presentation. Through case studies and simulated crime scenes, students will collect and analyze evidence such as fingerprint analysis, bodily fluids, hairs, fibers, shoe and tire impressions, bite marks, drugs, tool marks, firearms and ammunition, blood spatter, digital evidence, and other types of evidence.

### Forensic Science

TSDS PEIMS Code: 13029500 (FORENSCI)

Grade Placement: 11–12 Credit: 1

Prerequisites: Biology and Chemistry

Recommended Prerequisite or Corequisite: Any Law, Public Safety, Corrections, and Security Career Cluster course.

Forensic Science is a course that introduces students to the application of science to connect a violation of law to a specific criminal, criminal act, or behavior and victim. Students will learn terminology and procedures related to the search and examination of physical evidence in criminal cases as they are performed in a typical crime laboratory. Using scientific methods, students will collect and analyze evidence such as fingerprints, bodily fluids, hairs, fibers, paint, glass, and cartridge cases. Students will also learn the history and the legal aspects as they relate to each discipline of forensic science and understand that scientific methods of investigation can be experimental, descriptive, or comparative.

### Federal Law Enforcement and Protective Services

TSDS PEIMS Code: 13029800 (FEDLEPS)

Grade Placement: 10–12 Credit: 1

Prerequisite: None

Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.

Federal Law Enforcement and Protective Services provides the knowledge and skills necessary to prepare for certification in security services for federal law enforcement and protective services. The course provides an overview of security elements and types of organizations with a focus on security measures used to protect lives, property, and proprietary information, to ensure computer security, to provide information assurance, and to prevent cybercrime.

### Correctional Services

TSDS PEIMS Code: 13029700 (CORRSRVS)

Grade Placement: 10–12 Credit: 1

Prerequisite: None

Recommended Prerequisite: Principles of Law, Public Safety, Corrections, and Security.

In Correctional Services, students prepare for certification required for employment as a municipal, county, state, or federal correctional officer. Students will learn the role and responsibilities of a county or municipal correctional officer; discuss relevant rules, regulations, and laws of municipal, county, state, or federal facilities; and discuss defensive tactics, restraint techniques, and first aid procedures as used in the municipal, county, state, or federal correctional setting. Students will analyze rehabilitation and alternatives to institutionalization for inmates.

## Introduction to Welding

TSDS PEIMS Code: 13032250 (INTRWELD)
Grade Placement: 9–12 Credit: 1
Prerequisite: None
Recommended Prerequisite or Corequisite: Algebra I

Introduction to Welding will introduce welding technology with an emphasis on basic welding laboratory principles and operating procedures. Students will be introduced to the three basic welding processes. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. Introduction to Welding will provide students with the knowledge, skills, and technologies required for employment in welding industries. This course supports integration of academic and technical knowledge and skills.
Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills will prepare students for future success.

## Welding l

TSDS PEIMS Code: 13032300 (WELD1)
Grade Placement: 10–12 Credit: 2
Prerequisite: None
Recommended Prerequisites: Algebra I, Principles of Manufacturing, Introduction to Precision Metal Manufacturing, or Introduction to Welding.

Welding I provide the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

## Welding ll Lab

TSDS PEIMS Code: 13032410 (WELDLAB2)
Grade Placement: 11–12 Credit: 3
Prerequisites: Welding l
Corequisites: Welding ll

Welding II Lab introduces welding technology with an emphasis on basic welding laboratory principles and operating procedures. Topics include: industrial safety and health practices, hand tool and power machine use, measurement, laboratory operating procedures, welding power sources, welding career potentials, and introduction to welding codes and standards. This course provides knowledge, skills, and technologies required for employment in welding industries. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success.

### Practicum in Manufacturing

TSDS PEIMS Code: 13033000(First Time Taken) (PRACMAN1)
13033010(Second Time Taken) (PRACMAN2)

Grade Placement: 12 Credit: 2
Prerequisite: None

The Practicum in Manufacturing course is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

## Transportation, Distribution

### Principles of Transportation Systems

TSDS PEIMS Code: 13039250 (PRINTRSY)

Grade Placement: 9–12 Credit: 1
Prerequisite: None

In Principles of Transportation Systems, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the transportation industry. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.

### Automotive Basics

TSDS PEIMS Code: 13039550 (AUTOBASC)

Grade Placement: 9–12 Credit: 1
Prerequisite: None

Basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. It includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

### Automotive Technology I: Maintenance and Light Repair

TSDS PEIMS Code: 13039600 (AUTOTEC1)

Grade Placement: 9–12 Credit: 2
Prerequisite: None
Recommended Prerequisites: Automotive Basics

Automotive Technology I: Maintenance and Light Repair includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. In Automotive Technology I: Maintenance and Light Repair, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

**Automotive Technology ll: Automotive Service**
TSDS PEIMS Code: 13039700 (AUTOTEC2)
Grade Placement: 11–12 Credit: 2
Prerequisites: Automotive Technology l: Maintenance and Light Repair

Automotive Technology II: Automotive Service includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology II: Automotive Service includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

**Small Engine Technology l**
TSDS PEIMS Code: 13040000 (SMENTEC1)
Grade Placement: 9–12 Credit: 1
Prerequisite: None

Small Engine Technology I includes knowledge of the function and maintenance of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

**Small Engine Technology ll**
TSDS PEIMS Code: 13040100 (SMENTEC2)
Grade Placement: 10–12 Credit: 2
Prerequisite: Small Engine Technology l.

Small Engine Technology II includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as outdoor power equipment, motorcycles, generators, and irrigation engines. This course is designed to provide hands-on and practical application for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls. In addition, students will receive instruction in safety, academic, and leadership skills as well as career opportunities.

**Collision Repair**
TSDS PEIMS Code: 13039800 (COLLISR)
Grade Placement: 10–12 Credit: 2
Prerequisite: None
Recommended Prerequisites: Basic Collision Repair and Refinishing

Collision Repair includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.

### Paint and Refinishing

TSDS PEIMS Code: 13039900 (PAINTREF)
Grade Placement: 10–12 Credit: 2
Prerequisite: None
Recommended Prerequisites: Basic Collision Repair and Refinishing or Collision Repair.

Paint and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction of vehicles. This course is designed to teach the concepts and theory of systems related to automotive paint and refinishing.

### Practicum in Transportation Systems

TSDS PEIMS Code: 13040450 (First Time Taken) (PRACTRS1)
13040460 (Second Time Taken) (PRACTRS2)
Grade Placement: 11–12 Credit: 2
Prerequisite: None.

Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based.

### Fundamentals of Computer Science

TSDS PEIMS Code: 03580140
Grade Placement: 9–12 Credit: 1
Prerequisite: None

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

### AP Computer Science Principles

TSDS PEIMS Code: A3580300
Grade Placement: 9–12 Credit: 1
Prerequisite: None

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

### Principles of Biomedical Science (PLTW)

TSDS PEIMS Code: N1302092

Grade Placement: 9–12 Credit: 1

Prerequisite: None

The Principles of Biomedical Science (PBS)- PLTW course provides an introduction to biomedical science through hands-on projects and problems. Students investigate concepts of biology and medicine as they explore health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They will determine the factors that led to the death of a fictional woman as they sequentially piece together evidence found in her medical history and her autopsy report. Students will investigate lifestyle choices and medical treatments that might have prolonged the woman's life and demonstrate how the development of disease is related to changes in human body systems.

### Human Body Systems (PLTW)

TSDS PEIMS Code: N1302093

Grade Placement: 9–12 Credit: 1

Prerequisite: None

In the Project Lead The Way [PLTW] Human Body Systems (HBS) course, students examine the interactions of body systems as they explore deeply biological identity, communication, power, movement, protection, and homeostasis. Through individual and team activities, projects, and problems, students design experiments, investigate the structures and function of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiration.

## Career Development – Not CTE

**Career Preparation I** 3 Credits

PEIMS Number: 12701300

Grade: 11-12

- Prerequisite:

❖ Career Preparation I provides opportunities for students to participate in a learning experience that combines classroom instruction with paid business and industry employment experiences and supports strong partnerships among school, business, and community stakeholders. The goal is to prepare students with a variety of skills for a fast- changing workplace. This instructional arrangement should be an advanced component of a student's individual program of study. Students are taught employability skills, which include job-specific skills applicable to their training station, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

**** This class is year round (36 weeks) and meets every day. Credit is awarded as follow:***

1 credit = classroom instruction

1 credit = 10-14 hours of work based learning experience

**** This class is year round (36 weeks) and meets every day. Credit is awarded as follow:***

1 credit = classroom instruction

2 credits = 15+ hours of work based learning experience.

***Career Preparation II** 3 Credits

PEIMS Number: 12701400

Grades: 12

- Prerequisite: Career Preparation I

❖ Career Preparation II develops essential knowledge and skills through classroom technical instruction and on-the-job training in an approved business and industry training area. Students will develop skills for lifelong learning, employability, leadership, management, work ethics, safety, and communication as a group; however, each student will have an individual training plan that will address job-specific knowledge and skills. Approved training sponsors will provide paid occupational training for a student. The training sponsor will assist the teacher in providing the necessary knowledge and skills for the student's specific career preparation.

* This class is year round (36 weeks) and meets everyday. Credit is awarded as follow: 1 credit = classroom instruction

1 credit = 10-14 hours of work based learning experience ** This class is year round (36 weeks) and meets everyday. Credit is awarded as follow: 1 credit = classroom instruction

2 credits = 15+ hours of work based learning experience.

# Compensatory Education

Compensatory Education offers supplemental courses or services designed to improve the educational achievement of students who have been identified as at-risk (for dropping out of school or not thriving in school). These services or courses are designed to provide intensive or accelerated instruction to enable students to perform at the enrolled grade level in order to graduate. In selecting students to participate in a Compensatory Program, SBCISD uses student performance data from basic skills assessments, classroom performance and the results of the STAAR/EOC exams. Based on information from these sources, students are offered and/or placed in services designed to enhance learning opportunities. The following are courses and services available to secondary students:

1. Counseling for Personalized Graduation Plans (PGP)
2. Edgenuity
3. ESOL Support
4. Extended Day Tutorials
5. Saturday Academies
6. Monitoring - Weekly Reports
7. Pregnancy Related Services
8. Reading
9. Practical Writing
10. Research Technical Writing
11. Subject Area Tutoring
12. Summer Academic Credit Recovery
13. EOC Summer Academy
14. Math EOC Prep (Local Credit)
15. Biology EOC Prep (Local Credit)

**MATH EOC Prep** (Local Credit)
MATH EOC Prep: is a course designed to extend Algebra 1 instruction. The purpose of this course is to give students struggling in math extra time and to allow the teacher to provide extra activities and alternative methods to ensure student mastery of all TEKS presented in Algebra 1. It also allows more time for EOC preparation.

**BIOLOGY EOC Prep** (Local Credit)
Biology EOC Prep: Is a course designed to extend Biology instruction. The purpose of this course is to give students struggling in science extra time and to allow the teacher to provide extra activities and alternative methods to ensure student mastery of all TEKS presented in Biology. It also allows more time for EOC preparation.

**Practical Writing**
Practical Writing is a course designed to extend English I instruction. The purpose of this course is to provide support for those students who did not meet expectations on their seventh-grade writing STAAR exam. It allows more time for EOC preparation.

**Reading**
Reading is a course designed to extend English I instruction. The purpose of this course is to provide support for those students who did not meet expectations on their eighth-grade Reading STAAR exam. It allows more time for EOC preparation.

**Research Technical Writing**
Research Technical Writing is a course designed to remediate English I and English II instruction. The purpose of this course is to provide support for those students who did not meet expectations on their English I and/or English II EOC. It allows more time for EOC preparation.

# Special Education

San Benito CISD seeks to provide students with disabilities valuable educational experiences that prepare them for the future. Each student has the opportunity to participate in an appropriate educational setting designed to meet his/her individual needs. Services are provided in the least restrictive environment that allow access to the general education curriculum and instruction with non-disabled peers to the extent that is appropriate for the student. The Special Education department provides a full continuum of services to meet student needs. The educational setting and services for secondary students with disabilities are provided upon the recommendation of the Admission Review Dismissal (ARD) Committee.

***Multidisciplinary Endorsement Information:*** A student may earn an endorsement on the student's diploma and transcript by successfully completing curriculum requirements for that endorsement adopted by the State Board of Education by rule. The State Board of Education by rule shall provide students with multiple options for earning each endorsement, including, to the greatest extent possible, coherent sequences of courses. The State Board of Education by rule must permit a student to enroll in courses under more than one endorsement curriculum before the student's junior year.

An endorsement under this subsection may be earned in any of the following categories:

(5) multidisciplinary studies, which allows a student to:

(A) select courses from the curriculum of each endorsement area described by Subdivisions (1) through (4); and

(B) earn credits in a variety of advanced courses from multiple content areas sufficient to complete the distinguished level of achievement under the foundation high school program

## Sanitation and Safety (Local Credit)

TSDS PEIMS Code: 85000100
Grade Placement: 10th
Prerequisite: Placement in this course is determined by the ARD/IEP Committee

The Sanitation and Safety course teaches students the skills and knowledge necessary to follow good sanitation practices through hands-on experiences. This course focuses on identifying potential causes for food contamination, potentially hazardous foods, and dangers of foodborne illness. Upon completion of this course, the student will be able to identify and practice food safety and sanitation procedures in the kitchen.

## Nutritional Plate (Local Credit)

TSDS PEIMS Code: 85000101
Grade Placement: 11th
Prerequisite: Placement in this course is determined by the ARD/IEP Committee

Nutritional Plate assists students with disabilities in understanding the role of nutrition in health and wellness. Through this course, students are able to participate in hands-on food labs, guided instruction and cooperative learning. Students will be given the opportunity to have the necessary skills to identify factors that influence nutrition and wellness practices across the life span. Ultimately, students will be able to identify what a nutritional meal consists of. Students will learn the following food categories: Fruit, grain, protein, dairy and vegetables.

## Floristry Basics (Local Credit)

TSDS PEIMS Code: 85000301
Grade Placement: 11
Prerequisite: Placement in this course is determined by the ARD/IEP Committee

Floral Design is designed to develop students' ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

**Job Readiness I (Local Credit)**
TSDS PEIMS Code: 85000203
Grade Placement: 12th
Prerequisite: Placement in this course is determined by the ARD/IEP Committee

This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time.

**Job Readiness II (Local Credit)**
TSDS PEIMS Code: 85000203
Grade Placement: 12th
Prerequisite: Placement in this course is determined by the ARD/IEP Committee

This course provides students with knowledge of the prerequisite skills for general employment as well as the means of obtaining those skills. Employability skills include fundamentals of maintenance of personal appearance and grooming. The course also includes the knowledge, skills, and attitudes that allow employees to get along with their co-workers, make important work-related decisions, and become strong members of the work team. Discovering job possibilities that link skills, abilities, interests, values, needs, and work environment preferences is a part of the process of obtaining employability skills and abilities and is experiential learning that takes place over time.

***SAMPLE Course Sequence as determined by ARD/IEP Committee***

| ***9th Grade*** | ***Service ID*** | ***10th Grade*** | ***Service ID*** |
|---|---|---|---|
| English I | 03220107 | English II | 03220207 |
| Algebra I | 03100500 | Geometry | 03100700.70 |
| World Geography | 03320100.70 | World History | 03340400.70 |
| Biology | 03010207 | IPC | 03060201.70 |
| Foundations of Personal Fitness (PE 1) | PES00052 | Foundations of Personal Fitness (PE 2) | |
| Business Information Management I | 13011400 | Sanitation and Safety | 85000100 |
| Reading I | 03270700 | Communication Technology | 84700100 |
| *Fine Arts Elective* | | *Fine Arts Elective* | |
| *CTE Elective* | | *CTE Elective* | |

| ***11th Grade*** | ***Service ID*** | ***12th Grade*** | ***Service ID*** |
|---|---|---|---|
| English III | 03220300.70 | English IV | 03220400.70 |
| Math Models | 03102400.70 | Government/<br>Economics | 03330100.70<br>03310300.70 |
| Chemistry | 03040000.70 | Foundations of Personal Fitness (PE 4) | |
| US History | 03340107 | Nutrition Plate II | 85000102 |
| Foundations of Personal Fitness (PE 3) | | Basis of Finance | 84100100 |
| Nutrition Plate I | 85000101 | Job Readiness II | 85000202 |
| Communication Technology II | 84700101 | Employability and Communication Skills | 84700100 |
| Job Readiness | 85000201 | Floristry Basics II | 85000302 |
| Floristry Basics | 85000301 | Elements of Landscaping and Gardening | 85000302 |

**STRIVES**

Grade Placement: 18 +

Prerequisite: Placement in this course is determined by the ARD/IEP Committee

STRIVES (Students Training and Reaching for Independent Viable Employability Skills) is a service and support option on a continuum designed to meet the diverse needs of students with disabilities that impact their ability to obtain and maintain employment. Students in STRIVES range from the ages of 18-21. These students have completed all credit/curriculum/ state assessment requirements for graduation. Instruction and modifications address the learning styles and needs of the students. Specific vocational coursework is required and designed to meet the needs of those students who require special assistance in gaining employability and self-help skills. The students will be able to increase independent living skills, learning academic and functional skills needed to meet post-secondary goals, and build a sustainable adult scheduled and promote independence.

## Bilingual Program Services

**ESOL English for Speakers of Other Languages**

The goal of the Department of Other Languages is to provide courses for English Language Learners (ELLs) that help them rapidly acquire the English skills necessary for success:

- in the general education setting
- in content courses
- on state-mandated testing
- for post-secondary opportunities

Upon enrolling in San Benito CISD, students whose Home Language Survey indicates a language other than English are sent to the campus ESOL Lead Teacher for an evaluation of their oral and written English proficiency. High School ELLs who score at the non-English speaking level on an oral proficiency test are assigned to a FILAS Program to participate in an accelerated English language program. Other secondary ELLs are scheduled into appropriate classes based on their English proficiency. All placement and testing recommendations for ELLs are made by the Language Proficiency Assessment Committee ( LPAC).

## Gifted and Talented Program Services

**Gifted/Talented Program Services**

The Gifted/Talented program addresses the special interests, needs, and abilities of gifted learners through the differentiation of content, process, product and learning environment.

Students can be recommended for GT testing by self, parents or teachers. The State of Texas requires that both quantitative (standardized test) and qualitative (subjective) instruments be used to determine placement. The Campus Selection Committee will evaluate quantitative and qualitative results to determine placement.

# General Information about Credits

## Awarding of Credit

High school graduation course credit may be earned only if the student receives a grade equivalent to or higher than 70 on a 100-point scale, based upon the essential knowledge and skills of each course. A student who successfully completes only one semester of a two-semester course is awarded partial credit. However, for full year courses required for graduation, students must earn the remaining credit through a credit restoration method.

## Denial of Credit

Students must be in attendance at least 90 percent of the time a class is in session to receive credit. (Texas Education Code 25.092). When attendance falls below 90 percent of the days the class is offered, after consideration of absences labeled as due to extraordinary circumstances, the student and parent(s) shall be notified in writing. The principal and/or campus Attendance Review Committee shall hear all cases where a student's attendance has fallen below 90 percent and an appeal has been filed in writing. To receive credit, the principal and/or Attendance Review Committee may assign one or more alternative learning activities to make up work missed or credit lost.

***NOTE: The principal reviews all attendance cases between 75 - 90%; the Attendance Review Committee considers cases below 75%.***

## Ways to Earn Credits

Original credit is earned when a student takes a course for the first time and successfully meets the course requirements to earn a passing semester or yearly average. Recovery credit is earned when a student retakes a course for which credit was not awarded the first time because of a failing semester/yearly average. The recovery may occur by retaking the entire course in its standard format or by retaking it in an alternate format. Several of the ways to earn credit described below can be used for either original or recovery credit. The school counselor must be consulted before a final decision is made about how to earn the credit.

## Fall and Spring Semesters, Grades 9 – 12 (Credit Recovery)

Students can earn all 26 required graduation credits for the Foundation High School Program + Endorsement by successfully completing required courses during the school day.

## San Benito Summer Academic Term

San Benito CISD offers students an opportunity to recover credits for core classes and the opportunity to prep for a STAAR EOC exam prior to testing.

## Credit By Examination Without Prior Instruction (CBE)

Secondary students (grades 6-12) may gain credit for a course without prior instruction by taking a Credit by Examination. Students are required to have written permission. Foreign language courses (LOTE) may only gain credit in grades 8-12.
A minimum score of 80 on the exam is required for credit to be earned. For two-semester courses, the average of both semester exams must be 80 or greater. If credit is awarded, then both exam scores are recorded on the student's transcript. CBE scores will not be calculated in the student's GPA.
No Pre AP Honors/AP credit can be earned through Credit by Exam.
Contact your School Counselor for more information or to receive an application.

## Credit By Examination With Prior Instruction

Credit by Examination with Prior Instruction for credit recovery is only for San Benito CISD students who were enrolled in a core course during the previous school year and whose grade for the course was between 60 and 69, or if the Campus Attendance Committee requires the exam due to excessive absences[see EEJA(Regulation) A student may regain a maximum of two credits through Credit by Examination with Prior Instruction during high school. Students must score 70 percent or above on the examination. The exams allow qualified students the opportunity to replace the failing grade with a 70. This is the grade recorded on the student's transcript and will count in the calculation of GPA. Contact the school counselor for more information or to receive an application.

## Out of District Summer Term (Original Credit)

All summer school course work for original credit requires prior approval of the principal/designee. Requests to take courses outside of SBCISD should be analyzed as follows:

- Is the provider an accredited public, private or parochial school?
- If not, does any Texas ISD (or school district in another state within which the program is located) accept the course for credit?
- Does the student receive an official grade and grade report?
- Does the scope/sequence of the course match the course as offered in SBCISD?
- Does the required time for the course match or exceed that of SBCISD summer term?

For unique requests, it is the responsibility of the student/parent to provide program information to help the principal/designee make a decision regarding approval. If using this rubric does not yield a decision, the Secondary and Curriculum Director is the contact person for questions regarding summer offerings for advanced courses.

## Exploring Post-Secondary Options

In addition to online resources and those available from the College and Career Go Center College, Career, and Military Center at the high school campus, SBCISD offers several venues to assist in planning for post-secondary pursuits:

1. College Fair (Seniors in September / Juniors in May) gives students an opportunity to visit with representatives from colleges, universities, and training programs throughout the United States.
2. Financial Information Night (January) covers information related to financial need and explores such topics as completing the FAFSA

# College Entrance Requirements

## NCAA Requirements

Students interested in pursuing opportunities in college athletic programs are required by the NCAA to have specific core courses for Division I and II schools. The core course requirements for the Texas Recommended and Distinguished high school graduation programs are aligned with the NCAA required core courses; however, interested students must consult the NCAA website for current information as they create/revise their high school four year plans. Visit www.ncaa.org, click on "Rules Compliance" and then "Eligibility". Please read "Becoming Eligible" for more information.

## Texas Success Initiative (TSI) Requirements

In order to determine the readiness of entering college students to enroll in freshman-level academic coursework, including though dual enrollment, institutions of higher education must assess the academic skills of entering students in reading, writing, and math.

*(If a student fails to meet the assessment standards in any area, the institution of higher education will work with the student to develop a plan to assist the student in becoming ready to perform freshman-level academic coursework.*
*This will most likely be done through "developmental coursework" as considered necessary by the institution to address a student's deficiencies in the student's readiness to perform freshman-level academic coursework.)*

Freshmen entering higher education Fall 2013 or thereafter – as either traditional first time freshmen or as participants in a high school dual enrollment program - must demonstrate college readiness with the following scores on the TSI Assessment:

Mathematics – 350 Reading – 351 Writing – Essay score of 5 / or Essay score of 4 and Multiple Choice of 340

## TSIA2: Texas Success Initiative 2.0

The TSIA2 (Texas Success Initiative Assessment 2.0) is a college readiness assessment used by colleges and universities across Texas to determine whether a student is prepared for college level coursework in reading, writing, and math. High school students also take the TSIA2 in order to qualify for dual enrollment courses or to meet college placement requirements.

The test is untimed and adapts based on student performance. It includes a diagnostic component to identify areas where a student may need support.

*(If a student fails to meet the assessment standards in any area, the institution of higher education will work with the student to develop a plan to assist the student in becoming ready to perform freshman-level academic coursework.*
*This will most likely be done through "developmental coursework" as considered necessary by the institution to address a student's deficiencies in the student's readiness to perform freshman-level academic coursework.)*

College Readiness Benchmarks

Mathematics – 350 Reading – 351 Writing – Essay score of 5 / or Essay score of 4 and Multiple Choice of 340

| Section | College Readiness Score |
|---|---|
| ELAR (English Language Arts and Reading) | • 945+ on multiple choice AND 5 on essay<br>• OR <945 with Diagnostic Level 5 or 6 AND 5 on essay |
| Mathematics | • 950+ on multiple choice<br>• OR <950 with Diagnostic Level 6 |

# Prepare for College

## What Should I be Doing Now?

**Generation TX** *http://gentx.org/*
Connects students and clarifies the steps they need to take on the path to college and career education, from taking the right classes and tests, to applying to colleges, and then finding the money to pay for school.

**Know How to Go** *http://knowhow2go.acenet.edu/*
Get advice about how to go to college from people who know all about it.

**Adventures in Education** *http://www.aie.org/*
Get ready for college, starting today. Learn about the college application and admissions process, and discover tips for choosing the college that's right for you.

## Searching For a College

**Campus Compare** *http://campuscompare.com/?nr=0*
Discover 4000 community colleges, state colleges, traditional colleges, universities, and more. Dive into the College Current to see college videos, student reviews, and college information on Twitter.

**Every Chance Every Texan** *http://www.everychanceeverytexan.org/*
This Compendium contains a list of colleges and universities in Texas, admission requirements, total expenses for an academic year, financial aid data, and related information, helpful hints to the college bound, and a calendar of various scholarship deadlines arranged by month.

**College Answer** *https://www.collegeanswer.com/*
This site includes information about college, including preparing, selecting, applying, paying, deciding, and financing.

**Apply Texas** *https://www.applytexas.org/adappc/gen/c_start.WBX*
Apply to every Texas public university online.

**Campus Tours** *http://www.campustours.com/*
This site builds video tours, interactive maps and custom multimedia apps for higher education, non-profit, and government clients worldwide.

## Career Planning

**Xello** *www.xello.world/en/*
This site provides guidance with college, career, and financial aid planning.

**Work in Texas** *http://www.twc.state.tx.us/*
Search for jobs in Texas

## Financial Aid & Scholarships

**FAFSA** *http://www.fafsa.ed.gov/*
Free Application for Federal Student Aid
Scholarship information **College for Texans** *http://www.collegeforalltexans.com/*
Higher education in the state of Texas, financial aid, free test prep.

## Entrance Exams

**College Board** *http://www.collegeboard.org/*
SAT and career/college information

**ACT** *http://www.actstudent.org/*
ACT and career/college information

## Career Resources

| | |
|---|---|
| Achieve Texas | www.achievetexas.org |
| America's Career Info Net | www.acinet.org |
| Career Development Resources Hotline | 1-800-822-PLAN(7526) |
| College for Texans | www.collegefortexans.com |
| Collegiate Zone | www.collegiatezone.net |
| Houston Community College | www.hccs.edu |
| San Benito Independent School District | www.San Benitoisd.org |
| Labor Market Career Information (LMCI) | www.cdr.state.tx.us |
| Occupational Outlook Handbook | www.bls.gov/oco |
| Texas CTE Resource Center | www.txcte.org |
| Xello | www.xello.world/en/ |
| Texas Education Agency | www.tea.state.tx.us |
| Workforce Solutions | www.wrksolutions.com |

# Advanced Technical Credit Program

The Advanced Technical Credit (ATC) Program is an advanced placement program for students interested in preparing for college and a technical career that requires postsecondary education. Advanced Technical Credit is one way students can earn college credit while in high school. Students who take content- enhanced, ATC- articulated career and technology courses for high school credit may also be eligible for college credit at community and technical colleges statewide. ATC- articulated high school courses cover the same material as certain technical college courses and they are taught by high school faculty with special training. When preparing your high school graduation plan, you may select articulated courses that apply toward college certificates and/or degrees after enrollment in a related college technical program. High school juniors or seniors who earn a grade of 3.0 (B) or better may count ATC courses as advanced measures for the (DAP) Distinguished Achievement graduation plan. ***Ask your counselor if your high school offers ATC statewide- articulated courses.*** Theprogramfacilitatesthe use ofarticulated credit in colleges across the state and streamlines and standardizes the articulation process for students, schools, and colleges. The ATC Standard Articulation Agreement sets common statewide standards for the award of college credit for selected, content-enhanced high school courses. Any student who successfully completes ATC statewide-articulated secondary courses, graduates from any secondary school in the state, and meets the requirements outlined in the ATC Standard Articulation Agreement, is eligible to receive articulated credit from any participating public two-year college in the state that offers the corresponding college courses.

## *How Do I Qualify for College Credit?*

- Enroll in ATC-articulated career and technology courses in high school. (Course abbreviations end in -TP and courses on your high school transcript should be noted with the letter A.
- Complete the course as a junior or a senior.
- Make a minimum grade of 80 (3.0) in the course.
- If there are course prerequisites, make a minimum grade of 80 (3.0) in each course.
- Enroll in a participating college within 15 months of high school graduation.
- Successfully complete six hours of non-developmental college credit.
- AP and/or CLEP examinations may apply toward the six required hours.

***A complete list of possible colleges can be found at https://www.inflexion.org/project/tea-atc/. Check with your local community or technical colleges to see which are participating in the Advanced Technical Credit Program(statewide articulation) and what technical programs they offer.***

## *Steps to Get College Credit*

- Ask your high school teacher or counselor for a “petition for credit” form (not required, but helpful).
- Takea copy of your high school transcript to a participating two-year college when you enroll.
- Tell the college admissions staff, counselor, or advisor that you took ATC statewide-articulated courses in high school.
- College staff will help you identify the college courses that are equivalent to the articulated courses you took in high school.
- Select a college certificate or degree plan that includes one or more of these courses.

- Complete six(6) additional, non-developmental college hours.
- Check with the college registrar to make sure your articulated credit is posted to your transcript.

Want to find out more? Contact your high school counselor. The Statewide Articulation Crosswalk is a resource for schools and colleges to readily identify high school courses included in the Advanced Technical Credit (ATC) Program and the college equivalent course(s). Finally, state-required staff development provides information to teachers of articulated courses on the articulation process, content of college- equivalent courses, and expected levels of student performance.

## Advantages of Statewide Articulation

- Provides a common core of articulated courses
- Provides a statewide standard for awarding college credit
- Provides a common method to identify articulated courses on high school transcripts
- Saves valuable resources: *time and money*

**Enrollment Qualification**

For UIL participation, a student must be enrolled for at least four hours per day to be considered in membership for one full day. The classes in which the student is enrolled for the four hours may be for either state approved or local credit. Students are eligible to participate if they meet the TEA requirements above and are subject to the UIL No Pass-No Play rule.

**Out of District Courses via Correspondence, online, or virtual** All courses taken through an out-of-district course provider (correspondence, online, or virtual) which counts towards high school graduation requirements, and not eligible for exemption as an advanced class, are subject to the No Pass-No Play rule.

# Request Approval to Apply for the Learning Acceleration Support Opportunities LASO Grant Cycle 4 for the 2025-2026 School Year

## Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve to apply for the Learning Acceleration Support Opportunities LASO Grant Cycle 4 for the 2025-2026 school year.

## Rationale:

Apply for the TEA Learning Acceleration Support Opportunities (LASO) Grant to support the acquisition of High-Quality Instructional Materials (HQIM) and ensure the fidelity of implementation of Research Based Instructional Strategies (RBIS).

## Paperwork Impact:

Minimal

## Budget:

N/A

## Resource Personnel:

Marleen Araiza, Director of Professional Development
Dilia Cornett, Assistant Superintendent of Academics
Alfredo Perez, Superintendent of Schools

## Board Policy Reference and Compliance:

N/A

Informal Discretionary Competition (Grant)

Texas Education Agency

# LASO Cycle 4 (2025-2026)

## Learning Acceleration Support Opportunities

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## 2025-2026 Leadership & Instructional Foundations for Texas (LIFT*) Standard (Bluebonnet) Grant

***LIFT merges programs formerly known as Strong Foundations Planning and Implementation (SFP and SFI), Texas Instructional Leadership (TIL), and Texas Lesson Study (TxLS)**

## Program Guidelines

Authorized by General Appropriations Act (GAA), Article III, Rider 61, 89th Texas Legislature, Regular Session, 2025.

General Appropriations Act (GAA), HB 500: A 3.02, HB 2 section 31.0752, 89th Texas Legislature, Regular Session, 2025.

General Appropriations Act (GAA), 89th Texas Legislature, GAA, Strategy B.2.1, Technology/Instructional Materials,
Rider 3 Foundation School Program Funding

**Grant Application Due Date**
December 3, 2025; 5:00 p.m. CST

LASO CYCLE 4

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## Grant Program Guidelines

| | |
|---|---|
| **Grant Name as it will appear on the TEA Grant Opportunities Page** | Leadership and Instructional Foundations for Texas (LIFT) |
| **Application Due Date** | December 3, 2025; 5:00 p.m. CT |
| **Program Authority** | General Appropriations Act (GAA), Article III, Rider 61, 89th Texas Legislature, Regular Session, 2025.<br><br>General Appropriations Act (GAA), HB 500: A 3.02, HB 2 section 31.0752, 89th Texas Legislature, Regular Session, 2025.<br><br>General Appropriations Act (GAA), 89th Texas Legislature, GAA, Strategy B.2.1, Technology/ Instructional Materials, Rider 3 Foundation School Program Funding |

# Introduction

TEA, as the pass-through entity[1], is the grantee[2] from the U.S. Department of Education (USDE) and TEA awards subgrants to non-federal entities[3] such as local educational agencies (LEAs), including school districts, charter schools, and education service centers, and to a lesser degree institutions of higher education (IHEs), and nonprofit organizations (NPOs) who are the agency's subgrantees[4]. These guidelines apply to all subgrantees of TEA, regardless of whether referenced herein as subgrantee or grantee. For purposes of this document, TEA may use the terms grantee and subgrantee synonymously for its subrecipients.

This part of the request for application (RFA), Program Guidelines, is to be used in conjunction with the General and Fiscal Guidelines and any application instructions.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

## Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The General and Fiscal Guidelines provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the General and Fiscal Guidelines. It is critical that you review all referenced sections of the General and Fiscal Guidelines when preparing your application.

## Errata Notices

See the General and Fiscal Guidelines, Errata Notices.

[1] Pass-through entity is defined as a non-Federal entity that provides a subaward to a subrecipient to carry out part of a federal program. (2 CFR 200.74)

[2] Grantee is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee. (34 CFR 77)

[3] Non-federal entity is defined as a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient. (2 CFR 200.69)

[4] Subgrantee is defined by TEA to be the same as a subrecipient which is defined as a non-federal entity that receives a subaward from a pass-through entity to carry out part of a federal program; but does not include an individual that is a beneficiary of such program. (2 CFR 200.93) Subgrantee is defined in 34 CFR 77 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

## Overview of the IDC Process

The following steps provide a high-level overview of the process for responding to a grant opportunity, including submitting an application, and being selected for funding:

1. TEA publishes IDC application and supporting documents on the TEA Grant Opportunities.
2. Eligible applicants submit the grant application via Qualtrics by the specified deadline in this document.
3. Grant applications are reviewed and scored. Note: The highest scoring applicants may be required to attend an oral interview or respond to questions regarding their IDC application.
4. TEA announces applicants selected for funding on the TEA Grants Awarded Data webpage.
5. Applicants selected for funding will be required to submit and certify an eGrants funding application including assurances and a budget summary to receive funding. Note: All data submitted in the grant application is incorporated into the eGrants funding application under the Notice of Grant Award (NOGA).
6. TEA staff conducts budget negotiations on the IDC application.
7. Notice of Grant Award (NOGA) issued upon successful completion of the negotiation process.

## Contact for Clarifying Information

See the General and Fiscal Guidelines, *TEA Contacts*.
The following TEA staff member should be contacted with questions:

### Grant Program Contact

| | |
|---|---|
| **Program manager name** | **Ashley Prevost** |
| **Program manager title** | Director of District Engagement and Operations |
| **Program manager email** | lift@tea.texas.gov |
| **Program manager phone** | 512-936-6031 |

### Additional Program Contact

| | |
|---|---|
| **Program manager name** | **Amanda Galvin** |
| **Program manager title** | District Engagement Specialist |
| **Program manager email** | lift@tea.texas.gov |
| **Program manager phone** | 512-936-6031 |

### Funding Contact

| | |
|---|---|
| **Program manager name** | **Competitive Grants Unit** |
| **Program manager title** | Grants Administration Division |
| **Program manager email** | Competitivegrants@tea.texas.gov |
| **Program manager phone** | (512) 463-8525 |

## U.S. Department of Education and/or State Appropriations

The following is provided in compliance with the U.S. Department of Education Appropriations Act:

| CATEGORY | AMOUNT |
|---|---|
| Total funds available for this project | $200,000,000 |
| Percentage to be financed with federal funds | 0 |
| Amount of federal funds | $0 |
| Percentage to be financed from nonfederal sources | 100% |
| Amount of nonfederal funds | $200,000,000 |

* Should additional funding become available for this program, the agency may add it to the base amount indicated above and fund additional qualifying awardees till all funding is exhausted.

## Timeline

For all dates related to the grant, including reporting dates, see the TEA Grant Opportunities page. If a report due date falls on a weekend or holiday, the report will be due the following business day. All dates except the grant ending date may vary slightly as conditions require.

| Date | Event |
|---|---|
| **September 16, 17, 2025** | **General Webinar schedule**<br>Tuesday, September 16, 2025 (9:30-10:30 am CT)- Option 1<br>Wednesday, September 17, 2025 (3:00-4:00 pm CT)- Option 2 |
| **October 3, 2025** | Grant application available |
| **October 8, 22, 2025** | **LIFT Program Webinar schedule**<br>Wednesday, Oct 8, 2025 (2:00-3:00 pm CT)- Option 1<br>Wednesday, Oct 22, 2025 (9:30-10:30 pm CT)- Option 2 |
| **October 26, 2025** | FAQ deadline |
| **November 3, 2025** | FAQ Publishing<br>The FAQs for this grant program will be posted to the TEA Grant Opportunities page and LASO website no later than the date listed on the Grant Timeline. Applicants may email their questions to the LASO central inbox at LASO@tea.texas.gov<br><br>See General and Fiscal Guidelines, Frequently Asked Questions |
| **December 3, 2025** | Due date for the IDC Qualtrics application. The IDC application must be received by the TEA by 5:00 p.m., Central Time.<br>LASO individual application links will be emailed to Superintendents on October 3, 2025. Please see the LASO 4 website for more information.<br><br>See General and Fiscal Guidelines, Application Due Date and Time |
| **December 4, 2025- January 30, 2026** | Application review period, including interviews if necessary<br>See General and Fiscal Guidelines, Review Process |
| **February 2, 2026** | Anticipated award announcement |
| **February 2, 2026** | eGrants ADC and Application opens for awarded applicants |
| **March 2, 2026** | Due Date for eGrants Application |
| **March 1, 2026** | Beginning date of grant (if selected for funding)<br>See General and Fiscal Guidelines, Grant Period |
| **June 02, 2027** | Amendment due date (if selected for funding) |
| **August 31, 2027** | End date of grant (if selected for funding) |

# Grant at a Glance

This section provides fundamental information pertinent to the grant program.

## Authorizing Legislation

This grant is authorized by the General Appropriations Act (GAA), Article III, Rider 61, 89th Texas Legislature, Regular Session, 2025; General Appropriations Act (GAA), HB 500: A 3.02, HB 2 section 31.0752, 89th Texas Legislature, Regular Session, 2025; General Appropriations Act (GAA), 89th Texas Legislature, GAA, Strategy B.2.1, Technology/ Instructional Materials, Rider 3 Foundation School Program Funding.

## Where to Submit the Grant Application

LASO individual application links will be emailed to Superintendents on October 3, 2025. Please see the LASO website for more information.

## Purpose of Program

LIFT (Leadership and Instructional Foundations for Texas) is a three-year program designed to support Texas school systems in building the instructional and systems-level capacity needed to deliver high-quality learning experiences for all students. LIFT brings together the highest leverage components of Strong Foundations, Texas Instructional Leadership, and Texas Lesson Study, providing comprehensive support for districts to adopt HQIM and implement Bluebonnet Learning over multiple years.

## Eligible Applicants

See the General and Fiscal Guidelines, Eligibility for Funding.

Eligible applicants are **Texas** public school systems that meet the following criteria:

- Commit to selecting and implementing a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) in the 2027–28 school year, or
- Commit to implementing a Bluebonnet Learning (BL) product in the 2026–27 school year.

Participation in other grant programs does not disqualify applicants but may be considered during prioritization.

### Eligibility List

There is not an eligibility list for this grant. All school systems are eligible, regardless of prior participation in Strong Foundations (Planning or Implementation), Texas Instructional Leadership, Texas Lesson Study, or other TEA-supported programming, as LIFT is a new initiative.

Education Service Centers (ESCs) are not eligible to apply.

## Shared Services Arrangement

See the General and Fiscal Guidelines, Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed

## Application Funding

See the General and Fiscal Guidelines: *Continuation Funding, Fund Management, and Use of Funds.*

It is anticipated that 350 - 475 applicants will be awarded grants ranging from $235,000 to $1,500,000 per school system, based on the formula that corresponds to the school system's year of entry, as detailed below:

Planning Year Grant

- $235,000 per school system with one campus leader and one associated principal manager participating.
- $29,000 per additional campus leader participating.
- $29,000 per additional principal manager participating.
- If an award would exceed $1,500,000 based on the number of participants, that award will instead be $1,500,000.

Initial Implementation Year Grant

- $365,000 per school system with one selected product, one campus leader, and one associated principal manager participating.
- $37,000 for each additional selected product.
- $29,000 per additional campus leader participating, with another $9,000 each for every additional selected product.
- $44,000 per additional associated principal manager participating.
- If an award would exceed $1,500,000 based on the number of products and participants, that award will instead be $1,500,000.

Please note that a school system may only be awarded either a Planning Year Grant or an Implementation Year Grant. School systems will not be eligible to receive funds for both grants at the same time.

Funds will only be provided for one participating campus leader per participating campus, and funds will only be provided for additional participating principal managers if they directly manage at least 5 participating campus leaders.

For example:

- Grant for Planning Year with 3 participating campus leaders and 1 principal manager: $293,000 ($235,000 + $29,000 * 2 additional campus leaders)
- Grant for Planning Year with 2 selected products, 10 participating campus leaders, and 2 principal managers: $525,000 ($235,000 + $29,000 * 9 additional campus leaders + $29,000*1 additional principal manager)
- Grant for Initial Implementation Year with 3 participating campus leaders and 1 principal manager: $423,000 ($365,000 + $29,000 * 2 additional campus leaders)
- Grant for Initial Implementation Year with 2 selected products, 10 participating campus leaders, and 2 principal managers: $751,000 ($365,000 + ($29,000+ $9,000 * 1 additional product) * 9 additional campus leaders + $44,000*1 additional principal manager)

** Should additional funding become available for this program, the agency may add it to the base amount indicated above and fund additional qualifying awardees until all funding is exhausted.*

### Selection of Applicants for Funding

Applicants will be selected in rank order.

### Cost Share or Matching Requirement

See the General and Fiscal Guidelines, Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

## Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's Training and Other Resources page.

The supplement, not supplant provision, does not apply to this grant program.

## Limitation of Administrative Funds

See the General and Fiscal Guidelines, *Administrative Costs*.

***NOTE***: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

TEA limits the amount of direct administrative costs for this Grant program to no more than 10% of the total Grant award.

For this state funded Grant, the Grantee may claim a maximum for indirect costs equal to its current approved restricted indirect cost rate.

To calculate the maximum indirect costs that can be claimed for a Grant, complete the Maximum Indirect Costs Worksheet, located on the Grants Administration Division's Grant Resources page.

## Pre-Award Costs

See the General and Fiscal Guidelines, Pre-Award Costs.

Pre-award costs are not permitted for this grant.

## Grant Application

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)

- TEA program requirements (requirements defined by TEA program staff)

## Statutorily Required Responses

See the General and Fiscal Guidelines, Statutory Requirements.

There are no statutory required responses for this Grant opportunity

## TEA Application Required Responses

See the General and Fiscal Guidelines, TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. Applicants must address within the application how they will achieve the following:

1. Agree to meet all program-specific assurances for LIFT.
2. Commit to beginning in either the planning or implementation phase of the grant, with the expectation that all districts will eventually implement, including:
    - Selecting and preparing to implement an SBOE-approved high-quality instructional material (HQIM) in the 2027–2028 school year, or
    - Implementing a Bluebonnet Learning product in the 2026–2027 school year.

## Statutory and Program-Specific Assurances

See the General and Fiscal Guidelines, Provisions and Assurances.

1. The applicant assures that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
2. The applicant assures to adhere to all the Statutory and TEA Program requirements as noted in the Program Guidelines.
3. The applicant assures to adhere to all the Performance Measures, as noted in the Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
4. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
5. The applicant acknowledges that Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives Grant funds administered by TEA (i.e., a Grantee or subGrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding Grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the General and Fiscal Guidelines, Fingerprinting Requirement.
6. Equal Treatment of All Persons: Consistent with Article I, Section 3a of the Texas Constitution, the Fourteenth Amendment to the United States Constitution, federal and State law, and Executive Order No. GA-55, Subrecipient represents and warrants that: 1. All conduct under this Subaward shall be administered and performed in a neutral manner without regard to race of persons; 2. Subrecipient

shall not, in the specific performance of this Subaward, elevate one individual person over another, or advantage any one person over another, due to race; 3. Subrecipient shall not, in the specific performance of this Subaward, employ practices or engage in any advancement of the programs known as DEI, critical race theory, affirmative action, or other similar, divisive agendas; 4. Subrecipient's staff, agents, subgrantees, contractors, and subcontractors that are selected and employed in the specific performance of this Subaward shall be selected and employed solely on merit and the ability to perform; and 5. Subrecipient shall ensure that any subgrantees, contractors and their subcontractors participating in the specific performance of this Subaward represent and warrant to the provisions of this clause.

7. Biological Sex and No Preferred Pronouns: Subrecipient represents and warrants that it shall ensure that all actions in specific performance of this Subaward shall comply with federal and state law and reflect that there are only two sexes. Subrecipient's employees, officers, representatives, subgrantees, contractors, subcontractors, and agents shall not, in performance of this Subaward, present, direct, request, or suggest the use of preferred personal pronouns in professional correspondence or presentations.
8. The school system will maintain current contact information in AskTED to ensure timely communication.
9. The school system will regularly submit their expenditures (monthly preferred, quarterly at minimum) to remain on-track for grant expenditures.
10. The applicant ensures the school system will meet all program-specific assurances, including:
    a. Committing to (with Board approval) implementing a Bluebonnet Learning (BL) product in the 2026–27 school year (if applying to the "Implementation Phase") ***OR*** committing to selecting and implementing a State Board of Education (SBOE)-approved high-quality instructional material (HQIM) in the 2027–28 school year (if applying t the "Planning Phase").
    b. Contracting with a single Approved Provider from the LASO Cycle 4 State Approved Provider list for the duration of the program.
    c. Submitting provider contracts and required funding summary reports to TEA.
    d. Securing approval from the Superintendent and Chief Academic Officer (or equivalent leader) to participate in the program.
    e. Appointing a designated LIFT Lead as the primary point of contact and identifying at least two additional contacts. The primary point of contact should be the equivalent of a senior academic team member or manager of campus principals.
    f. Participating in required TEA-led activities, including a grant kick-off and communities of practice.
    g. Engaging relevant school system and campus leaders, including special programs' leadership, as well as teachers, instructional coaches, special population educators and leaders, in upfront training, implementation support, and coaching.
    h. Participating in a needs assessment of current instructional practices and materials.
    i. Establishing or refining systems for instructional leadership, including schoolwide routines, observation and feedback, and student work analysis protocols.
    j. Submitting all required grant deliverables, including instructional framework artifacts, implementation plans, district-level instructional materials transition plan, campus-level implementation action plans, classroom, campus, and district level observation data and

student outcomes data and progress updates as requested by the Approved Provider or the TEA.

k. Participating in TEA-administered surveys and/or focus groups, as requested.
l. Using grant funds in alignment with the required allocation structure and ensuring all expenditures support the goals of the LIFT program.
m. Permitting Approved Providers access to campuses to provide in-person support.
n. Ensuring teachers have sufficient planning time and use the required protocols.
o. Providing print materials for all participating teachers and students.
p. Following the year-long scope and sequence for the instructional materials, where applicable.
q. Meeting the minimum number of instructional minutes for the instructional materials.
r. Ensuring that a number of instructional leaders, aligned with district size, will actively participate in monthly implementation support and coaching provided by the Approved Provider.
s. Ensuring that the district cabinet regularly engages in data reflection/performance management routines.

The program-specific assurances for this Grant program are listed in the Grant application.

## Program Elements

## Description of Program

LIFT (Leadership and Instructional Foundations for Texas) is a three-year program designed to support Texas school systems in building the instructional and systems-level capacity needed to deliver high-quality learning experiences for all students. LIFT brings together the highest leverage components of Strong Foundations, Texas Instructional Leadership, and Texas Lesson Study, providing comprehensive support for districts to adopt HQIM and implement Bluebonnet Learning over multiple years.

The vision for LIFT is for all Texas students to have access to rigorous, grade-level content and instruction every day. The program is structured to support districts where they are in the implementation process, providing capacity building support and technical assistance to strengthen instructional practices in math or literacy.

LIFT is grounded in the belief that sustainable instructional improvement requires a clear vision, strong leadership, aligned systems, and high-quality instructional materials (HQIM). The program supports school systems in developing and executing a coherent instructional framework, strengthening the learning environment school-wide, and building the internal capacity to manage performance and scale effective school-wide practices.

### Program Elements

Two-Phase Structure

**Planning Phase:** For school systems intending to adopt SBOE-approved HQIM for implementation in the 2027–2028 school year. This phase focuses on building a robust instructional framework in math or literacy grounded

in RBIS and laying the groundwork for effective instructional practices through implementation of strong school-wide routines and observation/feedback coaching cycles.

Technical assistance may include:

- Conducting a diagnostic of current instructional materials and practices to inform HQIM adoption and readiness.
- Support in developing a shared vision for excellent instruction rooted in RBIS, along with clear expectations and aligned systems for HQIM implementation.
- Providing upfront training to build a shared understanding of the mindsets, skills, and systems needed for sustained instructional leadership and HQIM implementation.
- Supporting the development of schoolwide routines and observation/feedback systems to establish RBIS-aligned learning environments.
- Assisting with the adoption of SBOE-approved HQIM and ensuring enabling conditions are in place for effective launch and long-term success.

**Implementation Phase:** For school systems implementing a Bluebonnet Learning product in the 2026–2027 school year. This phase focuses on strengthening instructional leadership in service of implementing Bluebonnet Learning and improving instructional quality and school climate.

Technical assistance may include:

- Developing district-level transition plans and campus-level action plans.
- Providing upfront training and ongoing implementation support for school and district leaders.
- Coaching instructional leaders to close practice gaps, implement HQIM with fidelity, and lead effective feedback cycles.
- Conducting classroom observations to assess and support implementation fidelity.
- Facilitating high-quality professional learning (HQPL) for teachers and coaches.
- Supporting teachers with lesson internalization, PLC engagement, student work analysis, and use of HQIM-embedded scaffolds.
- Helping school system stakeholders strengthen performance management systems and align structures for sustained success.

If you are in different places in your implementation journey for different products, your Approved Provider will customize support that combines elements of multiple phases.

**Continuation Funding**

School systems that qualify for LIFT by committing to implement an SBOE-approved HQIM in 2027–28 must adopt Bluebonnet Learning in the selected content area to remain eligible for continued funding. School systems that qualify for LIFT by implementing Bluebonnet Learning in 2026-2027 must continue implementing it in the selected content area to remain eligible for continued funding. In addition, grantees must:

- Meet all programmatic and reporting requirements

- Demonstrate progress toward goals
- Commit to sustaining successful practices beyond the grant period

## Performance and Evaluation Measures

The applicant agrees to collect data and report on the following mandatory performance and evaluation measures, including, but not limited to:

- Submission of required deliverables, including teacher IDs, class rosters, and planning artifacts, using TEA-provided templates. Examples include diagnostics, rollout plans, observation and feedback cycles, student assessment data, coaching plans, and professional learning session plans.
- Active participation in implementation supports and coaching activities, such as calibration walks and use of observation and feedback tools.
- Engagement in TEA-administered surveys for stakeholder committees, teachers, coaches, school leaders, and school system leaders.
- Collection and submission of classroom observation data to support and assess implementation fidelity.
- Provision of artifacts demonstrating systems-building efforts, such as lesson internalization supports, student work analysis protocols, and feedback routines. Submission of deliverables using TEA templates

## Allowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on allowable activities and use of funds.

Allowable activities and use of funds for this Grant include only the following:

### General Allowable Activities and Use of Funds

School systems are required to use a minimum of 70% of grant funds to contract with a single LIFT Approved Provider to support grant activities and may use up to 30% of grant funds for other allowable expenses.

Other allowable expenses include, as applicable to the core approved instructional materials awarded:

- Professional and Contracted Services (e.g., additional services from Approved Providers, academic reviews)
- Salary or partial salary for instructional coaches or other positions directly supporting implementation of the instructional materials
- Stipends for teachers implementing the instructional materials
- Stipends for instructional coaches supporting implementation of the instructional materials
- In-state travel to support grant activities (e.g., site visits to HQIM Learning Labs)
- Licenses for supplemental materials as listed below.

  Math:

- Carnegie Mathia (MSC, BLGP: K–8, Algebra I, Geometry, Algebra II)
- iReady Math (MSC, BLGP: K–8, Algebra I)
- IXL Math (BLGP, MSC, RWL: PK–12)
- MyMathAcademy (MSC, BLGP: PK–2)
- ST Math (BLGP, MSC, RWL: PK–8)
- Zearn Math (MSC, BLGP: K–8, Algebra I)

Reading/Language Arts:

- Amira Learning (BLGP, RWL: K–2)
- IXL Language Arts (RWL: PK–12)
- Boost Reading Texas (BLGP: K–8, district-proposed)
- iReady Reading (BLGP: K–8, district-proposed)

## Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

### Travel Costs for Officials such as Executive Director, Superintendent, or Board Members

Travel costs for officials such as executive director, superintendent, or board members may be funded under the Grant program.

Only the following travel costs may be allowable for these positions:

- Applies to Executive Directors, Superintendents, and Board Members.
- Must be directly associated with grant activities.
- Capped at 5% of the 30% discretionary spending allotment (i.e., 1.5% of the total award).

### Hosting or Sponsoring of Conferences

Conferences may be hosted or sponsored under the Grant program.

Conferences must be managed to minimize costs to the Grant award. The following types of conferences may be allowable:

- Must support instructional leadership capacity building.
- Requires a written justification form maintained locally and available to TEA upon request.
- Refer to the Forms for Prior Approval, Disclosure, and Justification page for access

Hosting or sponsoring of conferences will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Hosting or Sponsoring of Conferences form, refer to the Forms for Prior Approval, Disclosure, and Justification page.

## Unallowable Activities and Use of Funds

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on unallowable costs.

**Note:** If out-of-state travel; travel for students to conferences; field trips; stipends for non-employees; non-employee costs for conferences; travel costs for officials such as executive director, superintendent, or board members; cost of membership in any civic or community organization; hosting or sponsoring of conferences; and/or advisory council are unallowable, list them in this section.

Refer to the Budgeting Costs Guidance Handbook on the Grants Administration Division's Grant Resources page for general guidance on unallowable costs.

- Out-of-state travel
- Travel for students to conferences
- Field trips
- Stipends for non-employees
- Non-employee costs for conferences
- Travel costs for officials such as executive director, superintendent, or board members that is not associated with the grant activities
- Cost of membership in any civic or community organization
- Hosting or sponsoring of conferences
- Advisory council

In addition, unallowable activities and use of funds for this Grant include, but are not limited to, the following:

- Debt services (lease liabilities for terms greater than 12 months) — unallowable costs include:
    a) Capital Lease Liability — Principal Costs (6512)
    b) Capital Lease Liability – Interest Costs (6522)
- Interest on Debt Costs (6523)
- Audit services for state-funded Grants
- Stipends or salaries for positions not directly supporting grant activities
- Expenses for in-state travel not directly related to grant activities
- Print materials (including manipulatives and trade books) for teachers and students

# Attachments

There are two types of attachments that may be required to be submitted with your application:

## Required Program-Related Attachments

See the General and Fiscal Guidelines, Required Program-Related Attachments, for a general description of program-related documents that can be required as attachments to the application.

No program-related attachments are required for this Grant program.

## Required Fiscal-Related Attachments

See the General and Fiscal Guidelines, Fiscal-Related Documentation Required to Be on File, for a general description of fiscal-related documents that can be required as attachments to the application.

No fiscal-related attachments are required for this Grant program.

## Adding Attachments

The instructions in the following sections describe how to attach files to an eGrants application, if applicable.

### General Instructions

The size of each attachment cannot exceed 10MB. If you have a larger file, use a different scanning setting or zip the file to make it take up less space.

The only supported browser is Google Chrome. If you are using another browser, please change to Google Chrome before attaching files.

Documents only need to be attached once. Do not attach duplicate documents when completing an amendment. Remove an existing attached document prior to attaching a new version.

### Naming Attachments

Name the files you are going to attach with no spaces (for example, 501C3letter.doc or 5013C_letter.doc) and no special characters. Use a meaningful name that identifies the specific document.

Make sure that each attachment has a valid extension (.pdf, .doc, .rtf, .xls, .bmp, .txt, .docx, .xlsx).

Note that attachments with very long names may not be able to be uploaded. If you have difficulty, try renaming the file and starting over.

### Scanning Documents

If a document must be scanned to create an electronic copy, use the following hints to ensure that the document size is as small as possible:

- Use an OCR or DPI setting of 200 DPI.
- Scanned files must be in PDF format.

### Zipping Files

If your files are too large, add them to a zip file to save space (download a free version of WinZip and find instructions on creating zip files).

### Attaching Files to an eGrants Application

1. Ensure that the document is saved on your computer, using the naming instructions above.
2. On the Grant application's Table of Contents page, select Attach File.
3. Select the appropriate radio button for a TEA Defined Attachment or an Optional Attachment.
4. Select the Browse button. A standard Windows browser appears. Find the file.
5. Select Attach.
6. Confirm the document title appears under Documents Submitted in This Version; refresh the page if necessary. If the attachment does not appear, you may have to rename your document with a shorter name and start over.
7. Repeat this process to attach all your documents.

# LASO Scoring and Review

This section provides information on the scoring and review of LASO applications.

## LASO Review and Funding Criteria

See the General and Fiscal Guidelines, *Review Criteria*

| Standard GRANT Review Criteria | Description | Maximum Points Available |
|---|---|---|
| **STAAR Scores** | Within each tier, school systems will be rank ordered from lowest to highest using 3rd grade RLA STAAR scores for K-5 RLA applications, 3rd grade Math STAAR scores for K-5 Math applications, and Algebra I STAAR scores for 6-8 Math applications | n/a |
| **School Systems with Board of Managers*, Monitor, or Conservator for Academic Performance** | School systems with a Commissioner-appointed board of managers*, monitor, or conservator for academic performance. | 1st Priority Tier |
| **School Systems with an F Rated Campus or Federal SI Identification** | LEAs with an-F rated campus based on 2024-2025 state accountability and LEAs with a campus that has been federally identified for school improvement (CSI, ATS, or TSI). | 2nd Priority Tier |
| **School Systems Implementing Bluebonnet Learning** | School systems implementing a Bluebonnet Learning product that did not access SFI support for that product in LASO 3. | 3rd Priority Tier |
| **Previous Program Participation** | School systems that previously participated in SFP, SFI, TIL; are currently in TSL and in good standing; or that implemented a CER OER product. | 4th Priority Tier |
| **School Systems Classified as Rural** | School systems classified as rural as defined as (a) enrollment of between 300 and the median district enrollment of the state and an enrollment growth rate over the past five years of less than 20 percent, or (b) enrollment of less than 300 students. | 5th Priority Tier |

Districts with calendars <165 days will be placed at the bottom of the prioritization list. If your calendar has >165 days, or if you're moving to >165 days, you will be prioritized.

School districts without a full feeder pattern (K-12) will be placed at the bottom of the prioritization list. If your district has a full feeder pattern, you will be prioritized.

** All districts with a state appointed board of managers and/or with at least 5 years of unacceptable accountability ratings*

## Priority Points

See the General and Fiscal Guidelines, Priorities for Funding.

No priority points will be utilized.

All eligible applicants will be categorized in priority tiers as noted above with grant funds awarded as follows:

- Grant funds will be awarded to applicants in the 1st priority tier based on rank order of STAAR scores from lowest to highest.
- After the applicants in the 1st priority tier have been funded, grant funds will be awarded to applicants in the 2nd priority tier based on rank order of STAAR scores from lowest to highest.
- After the applicants in the 2nd priority tier have been funded, grant funds will be awarded to applicants in the 3rd priority tier based on rank order of STAAR scores from lowest to highest.
- After the applicants in the 3rd priority tier have been funded, grant funds will be awarded to applicants in the 4th priority tier based on rank order of STAAR scores from lowest to highest.
- After the applicants in the 4th priority tier have been funded, grant funds will be awarded to applicants in the 5th priority tier based on rank order of STAAR scores from lowest to highest.
- After the applicants in the 5th priority tier, grant funds will be awarded to remaining applicants based on rank order of STAAR scores from lowest to highest.

Districts with calendars <165 days will be placed at the bottom of the prioritization list. f your calendar has >165 days, or if you're moving to >165 days, you will be prioritized.

School districts without a full feeder pattern (K-12) will be placed at the bottom of the prioritization list. If your district has a full feeder pattern, you will be prioritized.

## Oral Interviews for Funding

See the General and Fiscal Guidelines, *Oral Interviews for Funding*.

If a campus qualifies for multiple Curriculum and Instruction bundled grants, the applicant may be invited to an interview to determine the best fit of grants. Applicants must include the following individuals in the oral interview process:

- Superintendent, or Superintendent designee
- The primary point of contact for the LIFT program
- Chief Financial Officer

The interviews will cover the topics below.

Readiness to plan/implement multiple Curriculum and Instruction grants, if qualified (**50 points**)

- Understanding of LIFT requirements and planning activities
- Awareness of LIFT implementation challenges and mitigation strategies
- Plans for engaging technical assistance organizations

- Presence of existing practices and policies to support curriculum planning and implementation, such as Human Resources/Talent, Finance/Budget, Curriculum and Instruction (Teaching and Learning; Academics).

# Request Approval of Cash Account Report for September 2025

## Superintendent's Recommendation:
Presented by Victoria N. Perez, Assistant Superintendent of Finance & Operations

## Rationale:
Presenting the Cash Account Report for September 2025

## Paperwork Impact:
N/A

## Budgetary Information:
N/A

**Resource Personnel:**
Victoria N. Perez, Assistant Superintendent of Finance & Operations

**Board Policy Reference and Compliance:**
(CFA) Local

Board Meeting Date: October 15, 2025

# San Benito CISD
# Cash & Investment Balances
# September 2025

| CASH ACCOUNT | BALANCE |
|---|---|
| **First Community Bank Accounts** | |
| General Operating Account #8078 | $7,145,749.50 |
| Escrow Tax Fund Account #3289 | $22,211.45 |
| Payroll Fund #3262 | $1,633,451.25 |
| Student Activity Account #3270 | $201,666.25 |
| Interest and Sinking Account #8086 | $141,629.11 |
| Scholarship Fund Account #3327 | $74,773.09 |
| CTE Account #8329 | $4,180.56 |
| Construction Project Account #8337 | $104.86 |
| ***Cash Accounts Balance*** | **$9,223,766.07** |
| | |
| **INVESTMENT ACCOUNTS** | |
| **First Public Investment Account** | |
| Activity Accounts | $481,230.45 |
| Employee Group Health Ins Account | $153.78 |
| General Fund Corporate Overnight Plus Fund | $232.99 |
| General Fund Corporate Overnight Fund | $16,402,237.39 |
| San Benito CISD Construction Corporate Overnight Fun | $30,432,673.57 |
| Scholarship | $16,655.33 |
| | |
| **Texas Class Investment Account** | |
| Construction Fund Account #0001 | $50.94 |
| Debt Service Fund Account# 0002 | $1,467,932.12 |
| General Fund Account# 0005 | $105,706.47 |
| Falligant Trust Account# 0008 | $7,360.82 |
| Group Health Insurance Account# 0010 | $274,452.01 |
| | |
| **Schwab Investments-Value Changes with Market** | |
| | |
| General Fund | $5,732,391.02 |
| | |
| ***Investment Accounts Balance*** | **$54,921,076.89** |
| **TOTAL CASH AND INVESTMENT BALANCE** | **$64,144,842.96** |

# Request Approval of Comparison of Revenue and Expenditures to Budget Report for September 2025

## Superintendent's Recommendation:
Victoria N. Perez, Assistant Superintendent of Finance & Operations

## Rationale:
Presenting the Comparison of Revenue and Expenditures to Budget Report for September 2025

## Paperwork Impact:
N/A

## Budgetary Information:
N/A

**Resource Personnel:**
Victoria N. Perez, Assistant Superintendent of Finance & Operations

**Board Policy Reference and Compliance:**
(CFA) Local

Board Meeting Date: October 15, 2025

# SAN BENITO CISD

## Comparison of Revenues to Budget

## as of September 2025

| GENERAL OPERATING FUND | Revenue Budget | Current Realized | YTD Realized | Balance | %age |
|---|---|---|---|---|---|
| 101 - Child Nutrition Program Revenue | 9,506,669.00 | 796,170.74 | 857,821.47 | 8,648,847.53 | 9.02% |
| 161 - Athletics Revenue | 907,150.00 | 50,153.76 | 78,288.62 | 828,861.38 | 8.63% |
| 162 - Band Revenue | 398,568.00 | 30.40 | 45.86 | 398,522.14 | 0.01% |
| 163 - Choir Revenue | 140,291.00 | 0.00 | 0.00 | 140,291.00 | 0.00% |
| 199 - Local Maintenance Revenue | 113,578,119.00 | 19,100,269.78 | 20,691,265.83 | 92,886,853.17 | 18.22% |
| **Total General Operating Funds** | **124,530,797.00** | **19,946,624.68** | **21,627,421.78** | **102,903,375.22** | **17.37%** |
| **INTEREST AND SINKING FUND** | | | | | |
| 598 - Lease Escrow - LED | 269,749.00 | 0.00 | 0.00 | 269,749.00 | 0.00% |
| 599 - Debt Service Fund Revenue | 6,663,172.00 | 26,564.22 | 174,587.57 | 6,488,584.43 | 2.62% |
| **Total Interest & Sinking Funds** | **6,932,921.00** | **26,564.22** | **174,587.57** | **6,758,333.43** | **2.52%** |
| **GRAND TOTAL ALL REVENUES** | **131,463,718.00** | **19,973,188.90** | **21,802,009.35** | **109,661,708.65** | **16.58%** |

| CAPITAL PROJECTS | | | | | |
|---|---|---|---|---|---|
| 626 - Capital Projects Fund Revenues | 0.00 | 108,821.96 | 335,170.82 | (335,170.82) | |
| 626 - Capital Projects Fund Fund Balance | 30,097,658.55 | 0.00 | 30,097,658.55 | - | 100.00% |
| **Total Capital Projects Funds** | **30,097,658.55** | **108,821.96** | **30,432,829.37** | **(335,170.82)** | **101.11%** |

**** Prior Year Interest Revenue Earned = $ 3,543,194.36**

# SAN BENITO CISD

## Comparison of Expenditures to Budget

## as of September 2025

| GENERAL OPERATING FUND | Budget | Encumbrance | Current Expenditure | YTD Expenditure* | Balance | %age |
|---|---|---|---|---|---|---|
| 101 - Child Nutrition Program | 10,510,982.00 | 875,079.70 | 916,869.85 | 1,682,984.42 | 7,952,917.88 | 24.34% |
| 161 - Athletics | 907,150.00 | 265,283.43 | 65,031.95 | 124,496.19 | 517,370.38 | 42.97% |
| 162 - Band | 398,568.00 | 40,024.66 | 45,762.51 | 96,287.74 | 262,255.60 | 34.20% |
| 163 - Choir | 140,291.00 | 21,320.70 | 7,546.44 | 15,221.21 | 103,749.09 | 26.05% |
| 199 - Local Maintenance | 117,126,094.00 | 8,386,004.18 | 8,737,154.84 | 15,316,557.28 | 93,423,532.54 | 20.24% |
| **Total General Operating Funds** | **129,083,085.00** | **9,587,712.67** | **9,772,365.59** | **17,235,546.84** | **102,259,825.49** | **20.78%** |
| **INTEREST AND SINKING FUND** | | | | | | |
| 598 - Lease Escrow - LED | 269,749.00 | 269,749.00 | 0.00 | 0.00 | - | 100.00% |
| 599 - Debt Service Fund | 6,663,172.00 | 5,187,036.12 | 460.97 | 1,430,853.26 | 45,282.62 | 99.32% |
| **Total Interest & Sinking Funds** | **6,932,921.00** | **5,456,785.12** | **460.97** | **1,430,853.26** | **45,282.62** | **99.35%** |
| **GRAND TOTAL EXPENSES** | **136,016,006.00** | **15,044,497.79** | **9,772,826.56** | **18,666,400.10** | **102,305,108.11** | **24.78%** |
| **CAPITAL PROJECTS FUND** | | | | | | |
| 626 - Capital Projects Fund | 30,441,329.37 | 400,000.00 | 8,500.00 | 8,500.00 | 30,432,829.37 | 0.03% |
| **Total Capital Project Fund** | **30,441,329.37** | **400,000.00** | **8,500.00** | **8,500.00** | **30,432,829.37** | **0.03%** |

**Request Approval of Tax Collection Report for September 2025**

## Superintendent's Recommendation:

Victoria N. Perez, Assistant Superintendent of Finance & Operations

## Rationale:

Presenting the Tax Collection Report for September 2025

## Paperwork Impact:

N/A

## Budgetary Information:

N/A

## Resource Personnel:

Victoria N. Perez, Assistant Superintendent of Finance & Operations

## Board Policy Reference and Compliance:

**(CFA) Local**

Board Meeting Date: October 15, 2025

**SAN BENITO CISD**
**2025-2026 TAX COLLECTIONS REPORT**
**AS OF September 2025**

| | **2025 September** COLLECTIONS | YTD CURRENT YEAR 2025-2026 | **2024 September** COLLECTIONS | YTD PRIOR YEAR 2024-2025 |
|---|---|---|---|---|
| TAX LEVY | | **$ 16,935,061.33** | | **$ 14,895,440.97** |
| YTD LEVY ADJUSTMENTS | | (1,020,723.04) | | (519,162.05) |
| ADJUSTED TAX LEVY | | **15,914,338.29** | | **14,376,278.92** |
| | | | | |
| CURRENT TAX COLLECTIONS | $74,635.10 | $340,230.23 | $77,574.14 | $325,365.56 |
| PENALTY & INTEREST | $13,983.00 | $79,488.05 | $15,386.39 | $62,306.22 |
| DISCOUNT | 0.00 | 0.00 | $0.00 | 0.00 |
| NET CURRENT TAX COLLECTIONS | **$88,618.10** | **419,718.28** | **$92,960.53** | **$387,671.78** |
| | | | | |
| DELINQUENT | $43,486.94 | $90,514.99 | $40,377.46 | $118,168.14 |
| PENALTY & INTEREST | $21,224.69 | $61,088.61 | $15,721.74 | $53,364.68 |
| DISCOUNT | 0.00 | 0.00 | $0.00 | 0.00 |
| CC TAX COLLECTION FEES | ($1,756.46) | ($7,650.70) | ($1,490.60) | ($5,826.35) |
| NET DELINQUENT TAX COLLECTIONS | **62,955.17** | **143,952.90** | **54,608.60** | **$165,706.47** |
| | | | | |
| **TOTAL COLLECTIONS** | | | | |
| PROPERTY TAXES | $118,122.04 | 430,745.22 | $117,951.60 | $443,533.70 |
| PENALTY & INTEREST | $35,207.69 | 140,576.66 | $31,108.13 | $115,670.90 |
| DISCOUNT | 0.00 | 0.00 | $0.00 | 0.00 |
| CC TAX COLLECTION FEES | (1,756.46) | (7,650.70) | (1,490.60) | (5,826.35) |
| TOTAL CURRENT & DELINQUENT | **151,573.27** | **563,671.18** | **147,569.13** | **$553,378.25** |

| **DISTRIBUTIONS BY FUNDS** | **BASE ONLY** |
|---|---|
| MAINTENANCE & OPERATION | $414,863.12 |
| INTEREST & SINKING | $148,808.06 |
| TOTAL MONIES COLLECTED BY FUNDS | **$563,671.18** |

Percent of collections to levy as of September 30, 2025 (FIRST Indicator) 94.85%

Percent of collections to levy as of September 30, 2024 (FIRST Indicator) 94.14%

# Request Approval of Check Disbursements Report for September 2025

## Superintendent's Recommendation:
Victoria N. Perez, Assistant Superintendent of Finance & Operations

## Rationale:
Presenting the Check Disbursements Report for September 2025

## Paperwork Impact:
N/A

## Budgetary Information:
N/A

**Resource Personnel:**
Victoria N. Perez, Assistant Superintendent of Finance & Operations

**Board Policy Reference and Compliance:**
(CFA) Local

Board Meeting Date: October 15, 2025

# CHECK REGISTER
## September 2025

| | |
|---|---|
| General Fund AP Checks | $3,519,568.03 |
| Student Activity Checks | $64,509.12 |
| Construction Projects | $8,500.00 |
| Scholarship Checks | $0.00 |
| Payroll Checks | $6,934,257.34 |
| Payroll Liability Checks | $1,770,179.20 |
| TOTAL OF ALL CHECKS | $12,297,013.69 |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797841 | Care Behavioral Health, LLC | Professional Development for Paraprofessionals PK-K & | 09/03/2025 | 09/03/2025 | 5,000.00 |
| 797842 | ABIGAIL MARIE ALVARADO | Meal Per Diem Texas Ace Kickoff Conference | 09/04/2025 | 09/04/2025 | 262.50 |
| 797843 | American Express | Maintenance Restock Inventory (Plumbing Supplies) | 09/04/2025 | 09/04/2025 | 1,493.81 |
| 797844 | Baltazar Salazar, Attorney at Law, PLLC | Reference PO #7262600002 | 09/04/2025 | 09/04/2025 | 12,500.00 |
| 797845 | CELIA BANUELOS | Meal Per Diem Texas Ace Kickoff Conference | 09/04/2025 | 09/04/2025 | 262.50 |
| 797846 | DAHLIA ELIZA BETANCOURT | Travel for August 2025 - May 2026 | 09/04/2025 | 09/04/2025 | 24.50 |
| 797847 | Janette Bristow | MILEAGE REIMBURSEMENT FOR 2025 | 09/04/2025 | 09/04/2025 | 124.05 |
| 797848 | SARAHI CATACHE | Meal Per Diem Texas Ace Kickoff Conference | 09/04/2025 | 09/04/2025 | 262.50 |
| 797849 | JOSE E CAVAZOS | MILEAGE REIMBURSEMENT FOR MR. EDDIE | 09/04/2025 | 09/04/2025 | 84.14 |
| 797850 | JOSE E CAVAZOS | MEAL REIMBURSEMENT AND MILEAGE FOR MR. | 09/04/2025 | 09/04/2025 | 231.22 |
| 797851 | MARTA NEREIDA CERVANTES | Monthly Mileage Reimbursement | 09/04/2025 | 09/04/2025 | 129.22 |

**American Express** **Check #797843**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 9362600139 | Reece Plumbing | Maintenance Restock Inventory (Plumbing Supplies)Work Order # 64291BuyBoard #756-24Estimat | 1,493.81 |
| | | | **1,493.81** |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797852 | Commerce Bank Commercial Cards | TASA First Time Superintendent Academy 202, hotel | 09/04/2025 | 09/04/2025 | 1,753.78 |
| 797853 | IGNACIO CRUZ III | Travel/Meals for Students/TMEA District Auditions | 09/04/2025 | 09/04/2025 | 810.00 |
| 797854 | MARIA DEL ROSARIO DELGADO | Travel for August 2025 - May 2026 | 09/04/2025 | 09/04/2025 | 71.82 |
| 797855 | RUBEN ESQUIVEL JR | Meals for NJROTC Cadets and adults during a NJROTC | 09/04/2025 | 09/04/2025 | 875.00 |
| 797856 | RENE FLORES JR | Rene Flores Jr. | 09/04/2025 | 09/04/2025 | 241.78 |
| 797857 | FRANCES GARCIA | Total travel for August 2025 - May 2026 | 09/04/2025 | 09/04/2025 | 68.25 |
| 797858 | MELINDA GONZALES | Meal Per Diem Texas Ace Kickoff Conference | 09/04/2025 | 09/04/2025 | 262.50 |
| 797859 | ADRIANA GUERRA | Travel for August 2025 - May 2026 | 09/04/2025 | 09/04/2025 | 95.06 |
| 797860 | JESSICA GUERRA | Meal Per Diem Texas Ace Kickoff Conference | 09/04/2025 | 09/04/2025 | 262.50 |
| 797861 | YANELLI LEONOR HERNANDEZ | Student/sponsor meal per diem for WLTI student | 09/04/2025 | 09/04/2025 | 456.00 |
| 797862 | Magic Valley Electric Coop Inc | ENCUMBRANCE ELECTRICITY BILLS JULY 2025- | 09/04/2025 | 09/04/2025 | 32,469.46 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797863 | LIZET MARES | MILEAGE REIMBURSEMENT FOR HEARING | 09/04/2025 | 09/04/2025 | 52.36 |
| 797864 | JUAN R MARTINEZ | Mileage Reimbursement for Region One Workshops | 09/04/2025 | 09/04/2025 | 131.96 |
| 797865 | Mary Carroll High School NJROTC | Registration fee for the CCISD Invitational Drill Meet at | 09/04/2025 | 09/04/2025 | 250.00 |
| 797866 | JORGE MASCORRO | SBHS Band Dept. - OPEN PO for Monthly | 09/04/2025 | 09/04/2025 | 259.35 |
| 797867 | ISELA A MENDOZA | Travel for August 2025 - May 2026 | 09/04/2025 | 09/04/2025 | 40.95 |
| 797868 | Military Highway Water Supply Corpo | ENCUMBRANCE WATER SERVICE 2025-26 | 09/04/2025 | 09/04/2025 | 6,073.12 |
| 797869 | ALBERT ORTIZ | SBHS Band Dept. - OPEN PO for Monthly | 09/04/2025 | 09/04/2025 | 289.80 |
| 797870 | KAREN YUDIHT PADILLA | Meal Per Diem Texas Ace Kickoff Conference | 09/04/2025 | 09/04/2025 | 262.50 |
| 797871 | NORMA PADILLA | Travel for August 2025 - May 2026 | 09/04/2025 | 09/04/2025 | 63.49 |
| 797872 | David Parra | 2 LOADS OF DIRT -- MAINT DEPT | 09/04/2025 | 09/04/2025 | 790.00 |
| 797873 | MARCOS PESINA | SBHS Band Dept. - OPEN PO for Monthly | 09/04/2025 | 09/04/2025 | 244.16 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797874 | Pinnacle Medical Management Corp | REQUIRED POST ACCIDENT DRUG & ALCOHOL | 09/04/2025 | 09/04/2025 | 130.00 |
| 797875 | PSI | GEOTECHNICLA STUDY FOR ANGELA LEAL | 09/04/2025 | 09/04/2025 | 3,500.00 |
| 797876 | MELISSA QUINTANILLA | Mileage Reimbursement for Melissa Quintanilla, CNP | 09/04/2025 | 09/04/2025 | 67.69 |
| 797877 | Raising Cane's Restaurants LLC | Student Meals for Aug 30, 2025 Varsity Volleyball vs | 09/04/2025 | 09/04/2025 | 512.16 |
| 797878 | HILDA LETICIA RAMIREZ CASTRO | Travel for August 2025 - May 2026 | 09/04/2025 | 09/04/2025 | 5.88 |
| 797879 | Raptor Technologies Inc | To Purchase Supplies For Office Raptor | 09/04/2025 | 09/04/2025 | 185.00 |
| 797880 | Republic Services Inc | Board Approved June 25, 2025 | 09/04/2025 | 09/04/2025 | 10,333.36 |
| 797881 | Republic Services Inc | Board Approved June 25, 2025 | 09/04/2025 | 09/04/2025 | 3,414.92 |
| 797882 | Republic Services Inc | Board Approved June 25, 2025 | 09/04/2025 | 09/04/2025 | 5,694.80 |
| 797883 | Republic Services Inc | Board Approved June 25, 2025 | 09/04/2025 | 09/04/2025 | 12,071.38 |
| 797884 | Rio Grande Valley Golf Coaches Asso | RGVGCA/Brownsville Golf Varsity Tournament Entry | 09/04/2025 | 09/04/2025 | 400.00 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797885 | MARIA ARMINDA RODRIGUEZ | Total travel for August 2025 - May 2026 | 09/04/2025 | 09/04/2025 | 107.17 |
| 797886 | Rush Truck Centers of Texas LP | BOARD APPROVED 6/25/2025 | 09/04/2025 | 09/04/2025 | 1,840.85 |
| 797887 | CHARLES LAWRENCE SANDELL | Meal per diem for FCCLA Fall Leadership, 9/30/25, | 09/04/2025 | 09/04/2025 | 460.00 |
| 797888 | Tricia C Silva | Student/sponsor meal per diem for WLTI student | 09/04/2025 | 09/04/2025 | 228.00 |
| 797889 | T-Mobile USA, Inc. | High Capacity Router for KSBG Offsite Productions & | 09/04/2025 | 09/04/2025 | 29.75 |
| 797890 | T-Mobile USA, Inc. | PHONE AND HOTSPOT SERVICES DISTRICTWIDE | 09/04/2025 | 09/04/2025 | 9,026.08 |
| 797891 | Walsh Gallegos Kyle Robinson & Roalson, P. | RETAINER FEE FOR SPECIAL SERVICES DEPT SEPT | 09/04/2025 | 09/04/2025 | 1,000.00 |
| 797892 | 806 Technologies Inc | District Improvement Plan•Plan4Learning Software | 09/04/2025 | 09/04/2025 | 10,800.00 |
| 797893 | Accion Rehab, Inc. | Knee braces/sport ath blk lt L, sport ath blk rt L, sprot ath | 09/04/2025 | 09/04/2025 | 4,881.04 |
| 797894 | Advance Auto Parts | OIL - MAINTENANCE DEPT | 09/04/2025 | 09/04/2025 | 1,240.12 |
| 797895 | Age of Learning, INC. | Board Approved: August 13, 2025 | 09/04/2025 | 09/04/2025 | 69,540.00 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797896 | AGPARTS EDUCATION | Replacing Damaged Screens and Keyboards | 09/04/2025 | 09/04/2025 | 776.75 |
| 797897 | Alexandre's Fine Jewelry | Miscellaneous Contracted Services/Plate for trophy | 09/04/2025 | 09/04/2025 | 62.65 |
| 797898 | Amazon Capital Services | office supplies/ iPad case | 09/04/2025 | 09/04/2025 | 2,521.99 |
| 797899 | American Express | COMMERCIAL SERVICE CALL - SAN BENITO HIGH | 09/04/2025 | 09/04/2025 | 25,085.27 |
| 797900 | Andy's Auto Air & Supplies Inc | BOARD APPROVED 6/25/2025 | 09/04/2025 | 09/04/2025 | 930.22 |
| 797901 | Apple Inc | APPLE iPAD FOR PRINCIPAL AND ASSISTANT | 09/04/2025 | 09/04/2025 | 1,710.00 |
| 797902 | Auto Zone Stores Inc | OPEN PO FOR FOR IN HOUSE MECHANIC | 09/04/2025 | 09/04/2025 | 550.71 |
| 797903 | B S N Sports, LLC | Black, white, gray kick sprint 4 track spikes, compression | 09/04/2025 | 09/04/2025 | 1,524.00 |
| 797904 | Blanquitas Mexican Restaurant | BREAKFAST FOR NURSES ON LEARNING DAY | 09/04/2025 | 09/04/2025 | 344.50 |
| 797905 | Building Controls & Solutions | PARTS/SUPPLIES FOR HVAC WAREHOUSE | 09/04/2025 | 09/04/2025 | 2,285.82 |
| 797906 | Burton Auto Supply Inc | HVAC WAREHOUSE INVENTORY RESTOCK | 09/04/2025 | 09/04/2025 | 522.61 |

**American Express** **Check #797899**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 0012600093 | Gateway Printing | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER DEREK N | 47.92 |
| 0012600093 | Gateway Printing | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER DEREK N | 49.44 |
| 0012600095 | Gateway Printing | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY NJROTC TEACHER . | 65.06 |
| 0012600095 | Gateway Printing | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY NJROTC TEACHER . | 35.74 |
| 0072600024 | Indoff Incorporated | Supplies for AdministrationBid#: RFP - 0724-GMNo DebarmentStrategic Plan:C | 35.00 |
| 0072600027 | Indoff Incorporated | Tables for upcoming events and awards assembliesBid#: RFP--0724-GMSNo D | 567.00 |
| 7262600050 | Gateway Printing | RFP-0625-AIPMBusiness Office Department / Supplies Strategic Plan 1: Ensure | 279.34 |
| 7262600050 | Gateway Printing | RFP-0625-AIPMBusiness Office Department / Supplies Strategic Plan 1: Ensure | 645.21 |
| 7262600050 | Gateway Printing | RFP-0625-AIPMBusiness Office Department / Supplies Strategic Plan 1: Ensure | 313.88 |
| 8012600035 | Gateway Printing | Name Plates for New Academic StaffRFP-0724-GMSStrategic Plan 1: Ensure ac | 32.97 |
| 8032600006 | Indoff Incorporated | Office supplies, Quote 8836694, Allied States Coop; Goal 1:SBCISD will increase | 1,454.83 |
| 9332600010 | O'REILLY AUTOMOTIVE STORES #159819 | OPEN PO FOR FOR IN HOUSE MECHANIC FOR BUS FLEETRFP 0724-GMSFI.2.5 | 448.85 |
| 9332600010 | O'REILLY AUTOMOTIVE STORES #159819 | OPEN PO FOR FOR IN HOUSE MECHANIC FOR BUS FLEETRFP 0724-GMSFI.2.5 | 53.46 |
| 9332600039 | Dealers Electrical Supply | SUPPLIES FOR COMPRESSOR INSTALLMENT FOR MECHANICS TO WORK ON S | 135.06 |
| 9362600053 | General Gate LLC | COMMERCIAL SERVICE CALL - SAN BENITO HIGH SCHOOLRFP-0724-GMSFA.1 | 525.00 |
| 9362600090 | Gulf Coast Paper -Adm Maint #4442500 | Janitorial Warehouse Inventory Restock MaterialsTargeted Goal: Goal 6: SBCISD | 18,144.00 |
| 9362600101 | Gulf Coast Paper -Adm Maint #4442500 | Repair of Equipment Replacement Parts (BCMS - Wet/Dry Vacuum)Targeted Gc | 189.76 |
| 9362600150 | Gulf Coast Paper -Adm Maint #4442500 | Repair of Equipment (Sullivan - Low Speed Burnisher TAG #44970)Targeted Gc | 174.65 |
| 9362600152 | Gulf Coast Paper -Adm Maint #4442500 | Repair of Equipment (Fred Booth - Low Speed Burnisher TAG #18541)Targeted | 60.00 |
| 9362600207 | Nueces Power Equipment | BACKHOE REPAIRS - MAINTENANCE DEPTBUY BOARD 740-24FA.1 - STRATEGI | 1,414.23 |
| 9382600063 | Gateway Printing | OFFICE SUPPLIES AND TONER FOR DEPARTMENT COLOR PRINTERBUYBOARD: | 366.62 |
| 9382600063 | Gateway Printing | OFFICE SUPPLIES AND TONER FOR DEPARTMENT COLOR PRINTERBUYBOARD: | 47.25 |
| | | | **25,085.27** |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797907 | C D W - Government Inc #1967652 | CHARGING CART FOR STUDENT CHROMBOOKS | 09/04/2025 | 09/04/2025 | 3,038.37 |
| 797908 | Cengage Learning Inc | Textbooks for instructional use in Medical Assistant | 09/04/2025 | 09/04/2025 | 1,064.70 |
| 797909 | Chuys Custom Sports | SBHS Band Dept. - Staff shirts for SBCISD Band Dept. | 09/04/2025 | 09/04/2025 | 809.80 |
| 797910 | Dairy Queens -Lynn Lee Inc | 3 QUOTES 8/22/25 MEALS SBHS VARSITY | 09/04/2025 | 09/04/2025 | 200.00 |
| 797911 | De Alba Tortilla Factory | Tamales for Breakfast with the Principal @ AGL | 09/04/2025 | 09/04/2025 | 43.96 |
| 797912 | Dell Marketing LP | Replacement Battery for select laptop | 09/04/2025 | 09/04/2025 | 625.59 |
| 797913 | Delta Air Conditioning Inc | CRANE SERVICE TO LIFT SPEAKERS AT STADIUM | 09/04/2025 | 09/04/2025 | 1,400.00 |
| 797914 | DUXBURY SYSTEMS, INC | BRAILLE TRANSLATOR LICENSE | 09/04/2025 | 09/04/2025 | 795.00 |
| 797915 | Everon, LLC | BACKFLOW REPAIRS AT LA ENCANTADA | 09/04/2025 | 09/04/2025 | 3,095.50 |
| 797916 | Express Booksellers | Books that will be utilized in the library and by students at | 09/04/2025 | 09/04/2025 | 104.60 |
| 797917 | Flash Visual Media | SBHS Band Dept. - Custom Made Sideline Props for | 09/04/2025 | 09/04/2025 | 2,770.38 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797918 | Grainger Industrial Supplies | DOOR STOP - WALL MOUNTED -- BERTA CABAZA | 09/04/2025 | 09/04/2025 | 981.59 |
| 797919 | H E B Food Store | RFP-0724-GMS | 09/04/2025 | 09/04/2025 | 259.38 |
| 797920 | Herff Jones Graduation Center | Quote #0300340 | 09/04/2025 | 09/04/2025 | 600.00 |
| 797921 | Holt Truck Centers of Texas LLC | BOARD APPROVED 6/25/2025 | 09/04/2025 | 09/04/2025 | 2,985.75 |
| 797922 | Houghton Mifflin Harcourt | Board Approved: June 25, 2024 | 09/04/2025 | 09/04/2025 | 704,618.71 |
| 797923 | Institute of Supply Management-RGV, | REGISTRATION TIMELINE 2025 CONFERENCE FOR | 09/04/2025 | 09/04/2025 | 425.00 |
| 797924 | Mares Tires | EMERGENCY PURCHASE OF A TIRE FOR BOX | 09/04/2025 | 09/04/2025 | 286.00 |
| 797925 | Mc Coy's Building Supply | OPEN PURCHASE ORDER | 09/04/2025 | 09/04/2025 | 493.15 |
| 797926 | Melhart Music Center | SBHS Band Dept. - Supplies for SBHS Band Dept. Use | 09/04/2025 | 09/04/2025 | 10,842.15 |
| 797927 | MISSION VETERANS HIGH SCHOOL | Boys/Girls XC fees for Veterans Mem Patriot XC | 09/04/2025 | 09/04/2025 | 300.00 |
| 797928 | Moak Casey, LLC | Registration For Assessment Conference November 3- | 09/04/2025 | 09/04/2025 | 235.00 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797929 | Mobile Relays Partners LTD | 12- Speaker Mic for Depatment Radios | 09/04/2025 | 09/04/2025 | 1,981.00 |
| 797930 | N A S S P | NJHS Membership for the 2025-2026-Collegiate | 09/04/2025 | 09/04/2025 | 385.00 |
| 797931 | National Association of School Nurses | THE LEGAL SURVIVAL SERIES FOR SCHOOL | 09/04/2025 | 09/04/2025 | 100.00 |
| 797932 | Netsync Network Solutions | Board Approved 4/12/23 | 09/04/2025 | 09/04/2025 | 52,783.68 |
| 797933 | ODP Business Solutions, LLC | ITEMS REQUESTED FOR SPECIAL SERVICES DEPT | 09/04/2025 | 09/04/2025 | 6,302.27 |
| 797934 | Onward Learning | SHARS MONTHLY BILLING FOR 2024-2025 SY | 09/04/2025 | 09/04/2025 | 443.95 |
| 797935 | OSCAR ORTIZ | SBHS Band Dept. - Clinician for SBHS Marching Band | 09/04/2025 | 09/04/2025 | 825.00 |
| 797936 | OTC Brands, Inc. | Teacher Allotment Supplies | 09/04/2025 | 09/04/2025 | 49.92 |
| 797937 | C D W - Government Inc #1967652 | 16 HP PRINTER FOR ALL DISTRIC CAFETERIAS | 09/04/2025 | 09/04/2025 | 7,470.24 |
| 797938 | Gulf Coast Paper Co -Food Service #4442499 | Paper Goods For all Cafeterias | 09/04/2025 | 09/04/2025 | 3,389.30 |
| 797939 | H E B Food Store | Purchase of Food and Non Food items for Catering | 09/04/2025 | 09/04/2025 | 206.21 |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797940 | Hiland Dairy Foods Co. LLC-Conroe Plant | MILK ORDER FOR ALL DISTRICT CAFETERIAS | 09/04/2025 | 09/04/2025 | 23,254.13 |
| 797941 | Labatt Food Service | Grocery Order (ADD-ON'S) FOR ALL CAFETERIAS | 09/04/2025 | 09/04/2025 | 124,338.10 |
| 797942 | LONE STAR DATA SERVICES | YEARLY RENEWAL FOR SOFTWARE LICENSE AND | 09/04/2025 | 09/04/2025 | 2,400.00 |
| 797943 | Mission Restaurant Supply | INSTALLATION ON COMBI OVENS | 09/04/2025 | 09/04/2025 | 1,800.00 |
| 797944 | Mr G's Sno Wiz LLC | CNP EMPLOYEES BREAKSFAST FOR VECTOR | 09/04/2025 | 09/04/2025 | 161.29 |
| 797945 | PAY SCHOOLS | CNP Yearly Maintenance Contract for school Cafeterias | 09/04/2025 | 09/04/2025 | 17,368.75 |
| 797946 | PortionPac Chemical Corporation | 2025-2026 Open Po for Sanitation & Safety | 09/04/2025 | 09/04/2025 | 2,892.96 |
| 797947 | Sam's Club Direct Commercial | PURCHASE OF FOOD ITEMS AND NON FOOD ITEMS | 09/04/2025 | 09/04/2025 | 492.99 |
| 797948 | Terra Cooling, LLC | Board Approved August 13, 2025 | 09/04/2025 | 09/04/2025 | 6,368.40 |
| 797949 | Valley Fire & Safety | Portable Fire Extinguisher Inspections 2025-2026. | 09/04/2025 | 09/04/2025 | 1,356.00 |
| 797950 | American Express | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3 | 09/04/2025 | 09/04/2025 | 23,097.25 |

**American Express** **Check #797950**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 0432600021 | Lakeshore Learning Materials | Teacher utilizing their $100 stipend for school supplies. (Bryan Martinez & Ch | 163.83 |
| 0432600021 | Lakeshore Learning Materials | Teacher utilizing their $100 stipend for school supplies. (Bryan Martinez & Ch | 11.99 |
| 1092600026 | Lakeshore Learning Materials | To Purchase Classroom Instructional SuppliesBuyBoard #750-24Goal 1: SBCIS | 419.86 |
| 1152600022 | Lakeshore Learning Materials | Material Utilizing for the teacher'sREP-0821-GMSGoal: Garza will implement | 240.50 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 91.63 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 76.01 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 76.01 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 76.01 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 90.39 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 90.39 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 90.39 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 90.39 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 90.39 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 118.22 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 98.89 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 98.89 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 98.89 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 21.98 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 21.98 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 21.98 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 21.98 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 21.98 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 27.32 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 23.82 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 23.82 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 23.82 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 154.68 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 154.68 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 154.68 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 149.47 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 149.47 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 198.32 |

| | | | |
|---|---|---|---|
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 164.69 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 164.69 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 164.06 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 79.71 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 55.41 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 55.41 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 53.47 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 70.66 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 70.66 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 70.66 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 70.66 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 97.70 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 75.00 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 179.75 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 71.95 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 88.64 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 73.45 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 73.45 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 82.07 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 73.47 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 73.47 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 166.14 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 166.14 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 166.14 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 174.13 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 297.39 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 224.84 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 181.47 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 186.62 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 181.47 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 90.41 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 90.41 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 90.41 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 90.41 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 90.41 |

| | | | |
|---|---|---|---|
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 119.51 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 101.00 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 99.50 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 99.50 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 91.39 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 91.39 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 91.39 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 91.39 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 91.39 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 118.16 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 101.42 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 101.42 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 99.99 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 70.42 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 70.42 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 70.42 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 70.42 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 70.42 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 131.38 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 81.89 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 110.93 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 77.93 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 258.86 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 217.40 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 217.40 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUN | 217.40 |
| 8072600010 | Western Psychological Services (WP! | TESTING MATERIALS FOR SCHOOL PSYCHOLOGISTSCI.P5: SBCISD will provi | 9,223.50 |
| 9312600068 | Jason's Deli | RFP-1022-MCSD 8/21/25 MEALS VARSITY VOLLEYBALL COACH CLARISSA GC | 167.86 |
| 9312600107 | Jason's Deli | Student Meals for August 23, 2025 Fresh Dark/Light, JV Light/Dark Volleyball | 400.98 |
| 9362600040 | Tops the Outdoor Power Store | HARNESS - MAINT DEPTRFP-0724-GMSFA.1 - STRATEGIC PRIORITY 1: SBCIS | 112.23 |
| 9362600142 | Tops the Outdoor Power Store | Maintenance Restock Parts for Shop RFP-0724-GMSTargeted Goal: Goal 6: SB | 95.04 |
| 9362600144 | Tops the Outdoor Power Store | Maintenance Parts for Tractor #30RFP-0724-GMSTargeted Goal: Goal 6: SBCI! | 269.91 |
| 9362600169 | Tops the Outdoor Power Store | TRACTOR PARTS - MAINTENANCE DEPT.RFP-0724-GMSFA.1 - STRATEGIC PRI | 19.17 |
| 9362600170 | Tops the Outdoor Power Store | TRACTOR PARTS - MAINTENANCE DEPTRFP-0724-GMSFA.1 - STRATEGIC PRI! | 654.48 |
| 9362600210 | Tops the Outdoor Power Store | TRACTOR TIRES - MAINT DEPTRFP-0724-GMSFA.1 - STRATEGIC PRIORITY 1: | 338.76 |

| | | | |
|---|---|---|---|
| 9382600013 | Superior Alarms | FIRE ALARM MONTHLY MONITORING FOR 2025-2026 (19 SITES)BUYBOARD | 180.00 |
| 9382600019 | Superior Alarms | FIRE ALARM REPAIRS AT SAN BENITO HIGH SCHOOL & SPORTS COMPLEX, L | 992.00 |
| 9382600035 | Superior Alarms | FIRE ALARM AND INTERCOME (PA) SYSTEM REPAIRSBUYBOARD# 751-21GO. | 85.00 |
| 9382600035 | Superior Alarms | FIRE ALARM AND INTERCOME (PA) SYSTEM REPAIRSBUYBOARD# 751-21GO. | 212.50 |
| 9382600035 | Superior Alarms | FIRE ALARM AND INTERCOME (PA) SYSTEM REPAIRSBUYBOARD# 751-21GO. | 85.00 |
| | | | **23,097.25** |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797951 | J Maya Designs & Graphics LLC | Staff shirts: display & encourage a positive image to | 09/04/2025 | 09/04/2025 | 2,544.00 |
| 797952 | Johnson Controls, Inc | SUPPLIES FOR REPAIRS AT SAN BENITO HIGH | 09/04/2025 | 09/04/2025 | 5,798.46 |
| 797953 | Johnstone Supply | PARTS/SUPPLIES FOR HVAC WAREHOUSE | 09/04/2025 | 09/04/2025 | 312.96 |
| 797954 | La Especial Bakery | Sweetbread for 2025-2026 i-Ready Trainings | 09/04/2025 | 09/04/2025 | 36.00 |
| 797955 | LAMAC INC | ASP Program Supplies - JODLF | 09/04/2025 | 09/04/2025 | 103.95 |
| 797956 | Linebarger Goggan Blair & Sampson, | 2023 Property Value Study | 09/04/2025 | 09/04/2025 | 67,313.00 |
| 797957 | Lone Star Glass & Mirror | GLASS REPAIRS - FRANK ROBERTS ELEM. | 09/04/2025 | 09/04/2025 | 300.00 |
| 797958 | Scripps National Spelling Bee Inc | District Campus Spelling Bee Enrollment for 2025-2026 | 09/04/2025 | 09/04/2025 | 3,000.00 |
| 797959 | Sherwin Williams Company | PAINTING SUPPLIES - DR. GARZA STEAM ACADEMY | 09/04/2025 | 09/04/2025 | 2,465.99 |
| 797960 | Sizzling Caesars, LLC | Student meals, Aug 28, 2025, 8th A/B Volleyball | 09/04/2025 | 09/04/2025 | 765.04 |
| 797961 | Studies Weekly, Inc | Studies Weekly Readers for Dual Language Students at | 09/04/2025 | 09/04/2025 | 2,518.50 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797962 | Sweetwater | SBHS Band Dept. - Equipment and Supplies for Guitar | 09/04/2025 | 09/04/2025 | 1,409.93 |
| 797963 | T A S B Inc | TASB Membership Renewal & Policy Software 2025- | 09/04/2025 | 09/04/2025 | 2,650.00 |
| 797964 | T A S B Inc | 2025-2026 Local District Policy Update | 09/04/2025 | 09/04/2025 | 385.00 |
| 797965 | T E P S A | TO PAY RENEWAL FEES | 09/04/2025 | 09/04/2025 | 778.00 |
| 797966 | TEXAS ASSOCIATION OF SCHOOL | Membership dues | 09/04/2025 | 09/04/2025 | 1,840.00 |
| 797967 | Texas Elem Princ & Supervsrs Assn | paying for TEPSA membership fees for campus | 09/04/2025 | 09/04/2025 | 1,167.00 |
| 797968 | Texas Roadhouse, Inc. | 3 QUOTES 8/22/25 MEALS VARSITY VOLLEYBALL | 09/04/2025 | 09/04/2025 | 170.00 |
| 797969 | The Home Depot/G E C F | SWIVEL CASTERS - FRANK ROBERTS ELEM. | 09/04/2025 | 09/04/2025 | 302.87 |
| 797970 | TMEA Region 28 HS Vocal | Travel/Entry Fee/District Mixed Auditions | 09/04/2025 | 09/04/2025 | 1,430.00 |
| 797971 | United Refrigeration Inc | SUPPLIES FOR HVAC REPAIRS | 09/04/2025 | 09/04/2025 | 5,225.00 |
| 797972 | Wal-Mart Community BRC | Replacement of Television at Dr. Garza | 09/04/2025 | 09/04/2025 | 1,336.68 |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797973 | Whataburger | Student Meals for August 30, 225 Fresh Lt/Dk Volleyball | 09/04/2025 | 09/04/2025 | 2,727.55 |
| 797974 | World Wide Imaging Supplies | Ink for Counselors Printers | 09/04/2025 | 09/04/2025 | 479.80 |
| 797975 | A C E T | Registration Fall Conference; SBCISD will increase | 09/11/2025 | 09/11/2025 | 2,500.00 |
| 797976 | AISYS Consulting LLC | Projector replacement lens | 09/11/2025 | 09/11/2025 | 599.29 |
| 797977 | Amazon Capital Services | Instructional Materials /Supplies utilizing the $100.00 | 09/11/2025 | 09/11/2025 | 6,015.47 |
| 797978 | American Express | OPEN PURCHASE ORDER FOR EMERGENCY | 09/11/2025 | 09/11/2025 | 3,659.11 |
| 797979 | Apple Inc | Desktop computer and laptop for Superintendent's Office | 09/11/2025 | 09/11/2025 | 51,877.00 |
| 797980 | Armadillo Photo Supply | This PO will be used to purchase a new Epson P9570 | 09/11/2025 | 09/11/2025 | 6,500.00 |
| 797981 | Auto Zone Stores Inc | OPEN PO FOR FOR IN HOUSE MECHANIC | 09/11/2025 | 09/11/2025 | 1,559.94 |
| 797982 | B & H Photo Video | SBHS Band Dept. - Supplies for BCMS Band Dept. Use | 09/11/2025 | 09/11/2025 | 364.19 |
| 797983 | B S N Sports, LLC | RSMS BOYS SOCCER SUPPLIES COACH FELIX | 09/11/2025 | 09/11/2025 | 7,329.50 |

**American Express** **Check #797978**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 0422600025 | Gateway Printing | PENCILS,TAPE TEACHER: ONEIDA BALBOA SOCIAL STUDIES 7TH GRADI | 86.16 |
| 0422600025 | Gateway Printing | PENCILS,TAPE TEACHER: ONEIDA BALBOA SOCIAL STUDIES 7TH GRADI | 9.33 |
| 3102600006 | Gateway Printing | Office Supplies for the CCMR Department RFP-1123-GMSDIP: Goal 3: S | 305.25 |
| 3102600006 | Gateway Printing | Office Supplies for the CCMR Department RFP-1123-GMSDIP: Goal 3: S | 164.18 |
| 7262600050 | Gateway Printing | RFP-0625-AIPMBusiness Office Department / Supplies Strategic Plan 1: | 52.00 |
| 8032600013 | Indoff Incorporated | Office supplies, Region 19Allied States Coop; Goal 1 SBCISD will increa: | 343.56 |
| 9222600002 | O'REILLY AUTOMOTIVE SERVICES 510939 | OPEN PURCHASE ORDER FOR EMERGENCY VEHICLE SUPPLIES / Parts | 31.95 |
| 9222600002 | O'REILLY AUTOMOTIVE SERVICES 510939 | OPEN PURCHASE ORDER FOR EMERGENCY VEHICLE SUPPLIES / Parts | 194.99 |
| 9222600023 | FASTSIGNS | Retractable Banner Kit  Graphic PackageOBJECTIVE: F12.5 Year 5 Goal: S | 222.25 |
| 9222600026 | FASTSIGNS | Custom Fabric Pop Up Display GOAL 1: F1.2 Strategies Priority 2: San B | 685.20 |
| 9312600216 | O'REILLY AUTOMOTIVE STORES | Coupler for Trailer/AthleticsRFP 0724 GMSgenfun199 goal1 obj1 strat1 | 39.99 |
| 9332600010 | O'REILLY AUTOMOTIVE STORES #159819 | OPEN PO FOR FOR IN HOUSE MECHANIC FOR BUS FLEETRFP 0724-GM | 77.44 |
| 9332600010 | O'REILLY AUTOMOTIVE STORES #159819 | OPEN PO FOR FOR IN HOUSE MECHANIC FOR BUS FLEETRFP 0724-GM | 46.49 |
| 9332600010 | O'REILLY AUTOMOTIVE STORES #159819 | OPEN PO FOR FOR IN HOUSE MECHANIC FOR BUS FLEETRFP 0724-GM | 14.99 |
| 9332600010 | O'REILLY AUTOMOTIVE STORES #159819 | OPEN PO FOR FOR IN HOUSE MECHANIC FOR BUS FLEETRFP 0724-GM | 299.16 |
| 9332600010 | O'REILLY AUTOMOTIVE STORES #159819 | OPEN PO FOR FOR IN HOUSE MECHANIC FOR BUS FLEETRFP 0724-GM | 149.58 |
| 9332600010 | O'REILLY AUTOMOTIVE STORES #159819 | OPEN PO FOR FOR IN HOUSE MECHANIC FOR BUS FLEETRFP 0724-GM | 45.47 |
| 9362600118 | Fairway Supply, Inc | LOCKSMITH SUPPLIES - MAINT DEPTBUY BOARD 756-24FA.1 - STRATE | 416.55 |
| 9362600188 | Gateway Printing | Maintenance Office (Office Supplies)Targeted Goal: Goal 6: SBCISD will | 164.04 |
| 9362600188 | Gateway Printing | Maintenance Office (Office Supplies)Targeted Goal: Goal 6: SBCISD will | 77.62 |
| 9362600204 | Dealers Electrical Supply | ELECTRICAL SUPPLIES - FRED BOOTH ELEM.RFP-0724-GMSFA.1 - STRA | 182.92 |
| 9362600205 | Dealers Electrical Supply | ELECTRICAL SUPPLIES - SAN BENITO HIGH SCHOOL GUARD SHACKRFI | 49.99 |
| | | | **3,659.11** |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797984 | Beta Technology Inc | Restock Non-Inventory Supplies Warehouse | 09/11/2025 | 09/11/2025 | 226.98 |
| 797985 | C & S Safety | Traffic Cones - for Berta Cabaza Campus | 09/11/2025 | 09/11/2025 | 349.50 |
| 797986 | C D W - Government Inc #1967652 | DOCUMENT CAMERA FOR CLASSROOM | 09/11/2025 | 09/11/2025 | 1,130.08 |
| 797987 | Cameron County Tax Office | TEXAS STATE VEHICLE REGISTRATION RENEWAL - | 09/11/2025 | 09/11/2025 | 7.50 |
| 797988 | Cameron County Tax Office | TEXAS STATE VEHICLE REGISTRATION RENEWAL - | 09/11/2025 | 09/11/2025 | 7.50 |
| 797989 | Cameron County Tax Office | OPEN PO FOR VEHICLE REGISTRATIONS - | 09/11/2025 | 09/11/2025 | 22.00 |
| 797990 | Cameron County Tax Office | VEHICLE REGISTRATION RENEWAL- ( 34) @ 7.50 | 09/11/2025 | 09/11/2025 | 7.50 |
| 797991 | Cameron County Tax Office | VEHICLE REGISTRATION RENEWAL- ( 34) @ 7.50 | 09/11/2025 | 09/11/2025 | 7.50 |
| 797992 | Cameron County Tax Office | VEHICLE REGISTRATION RENEWAL- ( 34) @ 7.50 | 09/11/2025 | 09/11/2025 | 7.50 |
| 797993 | Cameron County Tax Office | VEHICLE REGISTRATION RENEWAL- ( 34) @ 7.50 | 09/11/2025 | 09/11/2025 | 7.50 |
| 797994 | Cameron County Tax Office | VEHICLE REGISTRATION RENEWAL- ( 34) @ 7.50 | 09/11/2025 | 09/11/2025 | 7.50 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 797995 | Cameron County Tax Office | VEHICLE REGISTRATION RENEWAL- ( 34) @ 7.50 | 09/11/2025 | 09/11/2025 | 7.50 |
| 797996 | Cameron County Tax Office | RENEWAL OF 2025-2026 TAX EXEMPT LICENSE | 09/11/2025 | 09/11/2025 | 7.50 |
| 797997 | CareerSafe LLC | OSHA 10 Hr student certification exam fees. Students in | 09/11/2025 | 09/11/2025 | 1,400.00 |
| 797998 | Carrier Enterprise, LLC -SC | REPLACEMENT PART FOR HVAC EQUIPMENT AT | 09/11/2025 | 09/11/2025 | 997.50 |
| 797999 | Certified Laboratories | DROP DEAD INSECTICIDES - MAINT DEPT | 09/11/2025 | 09/11/2025 | 919.95 |
| 798000 | CEV Multimedia, Ltd | Certification vouchers for students in Ag Science | 09/11/2025 | 09/11/2025 | 6,125.00 |
| 798001 | Cielo Office Products, LLC | WHITE TAPE, LABEL MAKER, TRIMMER, GAMES | 09/11/2025 | 09/11/2025 | 2,115.23 |
| 798002 | Dell Marketing LP | STUDENT CHROMBOOKS | 09/11/2025 | 09/11/2025 | 16,612.37 |
| 798003 | Demo-Con, Inc. | BOARD APPROVED WEDNESDAY, JUNE 25, 2025 | 09/11/2025 | 09/11/2025 | 217,995.00 |
| 798004 | Discount School Supply | To Purchase Classroom Instructional Supplies /G. Pinon | 09/11/2025 | 09/11/2025 | 103.42 |
| 798005 | Eduphorial Incorporated | Eduphoria Axiom Aware Upgrade Tier 2 Subscription | 09/11/2025 | 09/11/2025 | 3,995.00 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798006 | Enterprise Rent-A- Car - #TXS0331 | Rental vehicle for transportation to NJROTC academic | 09/11/2025 | 09/11/2025 | 239.73 |
| 798007 | ERFLECT INC | Digital keyboard curriculum license renewal | 09/11/2025 | 09/11/2025 | 1,486.08 |
| 798008 | Hector Esparza | Spotter for Varsity Football Game 9/8/2025 SBHS vs | 09/11/2025 | 09/11/2025 | 45.00 |
| 798009 | WEX Bank | FUEL FOR OUT OF TOWN TRIPS FOR | 09/11/2025 | 09/11/2025 | 177.34 |
| 798010 | FACETS Healthcare Training, LLC | Licenses for students & teacher use in C N A program, | 09/11/2025 | 09/11/2025 | 1,115.00 |
| 798011 | Finalsite | District website-Board approved May 29, 2025 | 09/11/2025 | 09/11/2025 | 40,425.00 |
| 798012 | Frio-Hydration LLC | Frio Pump Box w/LiPo 4; weather resistant case, 12v- | 09/11/2025 | 09/11/2025 | 1,074.00 |
| 798013 | G T Goldsports | General Suppllies/RFP-0625-AIPM | 09/11/2025 | 09/11/2025 | 935.00 |
| 798014 | GAR CONSTRUCTION | Bobby Morrow Stadium (Goal Post Leveled and | 09/11/2025 | 09/11/2025 | 1,973.75 |
| 798015 | Javier Gonzalez | Chain Crew, Varsity Football Game, Sept 5, 2025, SBHS | 09/11/2025 | 09/11/2025 | 30.00 |
| 798016 | Grainger Industrial Supplies | Miller Jordan MS - (Water Fountains) | 09/11/2025 | 09/11/2025 | 6,438.74 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798017 | H E B Food Store | ASP Culinary Class Supplies | 09/11/2025 | 09/11/2025 | 876.35 |
| 798018 | Holt Truck Centers of Texas LLC | BOARD APPROVED 6/25/2025 | 09/11/2025 | 09/11/2025 | 2,553.97 |
| 798019 | IXL Learning Inc | Professional Development for District Trainer of Trainers | 09/11/2025 | 09/11/2025 | 4,500.00 |
| 798020 | Mares Tires | Services to KSBG Truck & Trailer | 09/11/2025 | 09/11/2025 | 1,197.00 |
| 798021 | Mc Coy's Building Supply | OPEN PURCHASE ORDER | 09/11/2025 | 09/11/2025 | 159.68 |
| 798022 | Melhart Music Center | SBHS Band Dept. - Equipment Carts for SBHS Band | 09/11/2025 | 09/11/2025 | 1,390.00 |
| 798023 | Mobile Relays Partners LTD | Blanket PO for Re- Current Monthly Radio Fees | 09/11/2025 | 09/11/2025 | 4,634.00 |
| 798024 | Mr G's Sno Wiz LLC | Preparations for Academic Directors Meeting - Friday, | 09/11/2025 | 09/11/2025 | 175.00 |
| 798025 | National Center for Competency | MA Interactive review for instructional use in Medical | 09/11/2025 | 09/11/2025 | 2,028.55 |
| 798026 | National Restaurant Association Solutions, LLC | ServSafe Manager student exam fees for student IBC | 09/11/2025 | 09/11/2025 | 1,329.65 |
| 798027 | ODP Business Solutions, LLC | Teacher/TA $100 Incentive (TA-Moran) - items are being | 09/11/2025 | 09/11/2025 | 2,167.29 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798028 | Oil Patch Fuel & Supply Inc | OPEN PO FOR DISTRICT FUEL FOR FLEET | 09/11/2025 | 09/11/2025 | 12,316.53 |
| 798029 | STEPHANIE AGUILAR | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 40.39 |
| 798030 | SAMUEL D ALONSO JR | BLANKET - Mileage Reimbursement 2025-2026 | 09/11/2025 | 09/11/2025 | 27.44 |
| 798031 | American Express | Newspaper Ads (Legal) - Encumbrance 2025-2026 | 09/11/2025 | 09/11/2025 | 3,704.50 |
| 798032 | DIANA ATKINSON | Monthly Mileage Reimbursement | 09/11/2025 | 09/11/2025 | 89.18 |
| 798033 | OMAR BENAVIDEZ | Travel for August 2025 - May 2026 | 09/11/2025 | 09/11/2025 | 26.39 |
| 798034 | DALIA G CANTU | Travel for August 2025 - May 2026 | 09/11/2025 | 09/11/2025 | 39.13 |
| 798035 | ERIKA I CARRILLO ALVARADO | 25-26 Monthly Travel Reimbursement for Bilingual Clerk- | 09/11/2025 | 09/11/2025 | 55.58 |
| 798036 | MONICA MICHELLE CHAMPION | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 30.10 |
| 798037 | JAYME CHAVEZ | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 57.85 |
| 798038 | City Of San Benito | ENCUMBRANCE WATER SERVICE JULY 2025 - JUNE | 09/11/2025 | 09/11/2025 | 27,993.64 |

**American Express** **Check #798031**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 0222600034 | San Benito News | TEA notification of nondiscrimination ad as per TEA requirement.CIP goal : | 462.00 |
| 7282600002 | AIM Media Texas Operating LLC | Newspaper Ads (Legal) - Encumbrance 2025-2026PREVIOUS PO #728250( | 2,742.50 |
| 7522600002 | San Benito News | BLANKET Print Publications San Benito NewsCO.2.4 | 500.00 |
| | | | **3,704.50** |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798039 | DILIA CORNETT | Mileage Reimbursement for 2025-2026 School Year | 09/11/2025 | 09/11/2025 | 256.76 |
| 798040 | ARACELY CORREA | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 186.90 |
| 798041 | DAVID CORTEZ | BLANKET - Mileage Reimbursement 2025-2026 | 09/11/2025 | 09/11/2025 | 46.06 |
| 798042 | ZELICA ARACELY ESPINOZA SIERRA | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 74.20 |
| 798043 | JOANN FERNANDEZ | Mileage Reimbursement for Attendance to Region One | 09/11/2025 | 09/11/2025 | 198.73 |
| 798044 | IMELDA GAMEZ | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 129.29 |
| 798045 | SERGIO GARCIA | BLANKET - Mileage Reimbursement 2025-2026 | 09/11/2025 | 09/11/2025 | 68.11 |
| 798046 | BETHANY ALEXIS GONZALEZ | Travel for August 2025 - May 2026 | 09/11/2025 | 09/11/2025 | 17.08 |
| 798047 | LUZ ESTRELLA GONZALEZ | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 71.26 |
| 798048 | MARIA E GUAJARDO | BLANKET - Mileage Reimbursement 2025-2026 | 09/11/2025 | 09/11/2025 | 52.92 |
| 798049 | SONYA LIMON GUTIERREZ | Travel for August 2025 - May 2026 | 09/11/2025 | 09/11/2025 | 22.26 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798050 | MELISSA MARIE HELLEVIK RAMOS | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 135.94 |
| 798051 | AARON HERNANDEZ | Mileage Reimbursement for Aaron Hernandez | 09/11/2025 | 09/11/2025 | 120.24 |
| 798052 | ALYSSA RAE HERNANDEZ | Mileage Reimbursement For Alyssa Hernandez | 09/11/2025 | 09/11/2025 | 63.50 |
| 798053 | ERNESTO LEAL JR | BLANKET - Mileage Reimbursement 2025-2026 | 09/11/2025 | 09/11/2025 | 91.77 |
| 798054 | CYNTHIA LOPEZ GONZALEZ | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 119.42 |
| 798055 | EVAN JAISETH MARTINEZ | BLANKET - Mileage Reimbursement 2025-2026 | 09/11/2025 | 09/11/2025 | 19.60 |
| 798056 | MARA LETICIA MARTINEZ | BLANKET - Mileage Reimbursement 2025-2026 | 09/11/2025 | 09/11/2025 | 25.06 |
| 798057 | ALBERTO MORIN | 2025-2026 monthly mileage reimbursement | 09/11/2025 | 09/11/2025 | 51.94 |
| 798058 | IMELDA RAMIREZ NINO | Travel for August 2025 - May 2026 | 09/11/2025 | 09/11/2025 | 23.10 |
| 798059 | MARGARITA OLVERA | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 31.36 |
| 798060 | Pappasito's Smokehouse and Then Some | Student Meals for VMA 9th Gold Football team, Sept 3 | 09/11/2025 | 09/11/2025 | 1,020.00 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798061 | MARIBEL C PARTIDA | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 163.38 |
| 798062 | Pizza Properties, Inc. | BOY Convocation Meal 2025 | 09/11/2025 | 09/11/2025 | 230.00 |
| 798063 | Pinnacle Medical Management Corp | REQUIRED POST ACCIDENT DRUG & ALCOHOL | 09/11/2025 | 09/11/2025 | 1,685.00 |
| 798064 | CYNTHIA PUENTE | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 148.49 |
| 798065 | Quick Strings LLC | Extra duty case diadem (24) Feel Grip Bucket | 09/11/2025 | 09/11/2025 | 1,375.00 |
| 798066 | DULCE M QUIROZ | BLANKET - Mileage Reimbursement 2025-2026 | 09/11/2025 | 09/11/2025 | 22.05 |
| 798067 | Quizizz, Inc. - Ankit Gupta | Digital licenses for BCMS teachers to create quizzes | 09/11/2025 | 09/11/2025 | 5,354.39 |
| 798068 | Raising Cane's Restaurants LLC | Student Meals for Aug 29, 2025 Boys/Girls Cross | 09/11/2025 | 09/11/2025 | 324.34 |
| 798069 | ANNA IRENE RAMIREZ | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 113.54 |
| 798070 | Region 1 Repair LLC | Estimate to replace and test gas valve @ Miller Jordan | 09/11/2025 | 09/11/2025 | 2,463.65 |
| 798071 | JO ANN RENDON | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 34.51 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798072 | R-5 Eateries Harlingen, LLC | Meals for Varsity Football Away Game/Aug 28, 2025 vs | 09/11/2025 | 09/11/2025 | 1,000.00 |
| 798073 | RUBEN REZA | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 215.04 |
| 798074 | JANNETTE INGRID RICHMOND-GAYTAN | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 103.32 |
| 798075 | Riddell, Inc. | Shoulder Pads | 09/11/2025 | 09/11/2025 | 5,824.85 |
| 798076 | ARTURO AMOS RIVAS | SBHS Band Dept. - Lunch Meals for SBHS Jazz students | 09/11/2025 | 09/11/2025 | 110.00 |
| 798077 | Riverside Insights | TESTING MATERIALS REQUESTED FOR ED. | 09/11/2025 | 09/11/2025 | 14,738.25 |
| 798078 | MELISSA PEREZ RODRIGUEZ | Mileage Reimbursement for attendance to Region One | 09/11/2025 | 09/11/2025 | 66.29 |
| 798079 | NELSON ANUAR RODRIGUEZ | 2025-2026 monthly mileage reimbursement | 09/11/2025 | 09/11/2025 | 103.18 |
| 798080 | ROBERT RAY RODRIGUEZ | 2025-2026 monthly mileage reimbursement | 09/11/2025 | 09/11/2025 | 357.91 |
| 798081 | Rush Truck Centers of Texas LP | BOARD APPROVED 6/25/2025 | 09/11/2025 | 09/11/2025 | 3,780.00 |
| 798082 | Smartcom Telephone LLC | Telecommunication Services | 09/11/2025 | 09/11/2025 | 3,866.48 |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798083 | AMY LEE TOBIAS | MONTHLY MILEAGE EXPENSE | 09/11/2025 | 09/11/2025 | 12.88 |
| 798084 | H E B Food Store | Purchase of Food and Non Food items for Catering | 09/11/2025 | 09/11/2025 | 59.73 |
| 798085 | Hiland Dairy Foods Co. LLC-Conroe Plant | Milk Orders for all District Cafeterias | 09/11/2025 | 09/11/2025 | 21,063.96 |
| 798086 | Labatt Food Service | Grocery Orders for District Cafeterias September 02, | 09/11/2025 | 09/11/2025 | 123,096.86 |
| 798087 | Sam's Club Direct Commercial | PURCHASE OF FOOD ITEMS AND NON FOOD ITEMS | 09/11/2025 | 09/11/2025 | 179.78 |
| 798088 | Terra Cooling, LLC | Board Approved August 13, 2025 | 09/11/2025 | 09/11/2025 | 3,624.98 |
| 798089 | American Express | 2025-26 TEACHERS CLASSROOM SUPPLIES | 09/11/2025 | 09/11/2025 | 3,883.44 |
| 798090 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / AR | 09/11/2025 | 09/11/2025 | 396.50 |
| 798091 | Learn-Ed, LLC | purchasing instructional software for Science for 4th and | 09/11/2025 | 09/11/2025 | 1,629.00 |
| 798092 | Lube Masters | Rotine Maintenace for Oil Change , Air filter , windshield | 09/11/2025 | 09/11/2025 | 56.25 |
| 798093 | Sizzling Caesars, LLC | Student meals, Sept 3, 2025 7th A/B Football RIverside | 09/11/2025 | 09/11/2025 | 911.76 |

**American Express** **Check #798089**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 0012600061 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER OLGA HI | 26.07 |
| 0012600063 | School Specialty, LLC | 2025-26 TEACHERS SUPPLIES REQUESTED BY TEACHER AMANDA MUNIZRFP- | 71.62 |
| 0012600063 | School Specialty, LLC | 2025-26 TEACHERS SUPPLIES REQUESTED BY TEACHER AMANDA MUNIZRFP- | 12.99 |
| 0012600064 | School Specialty, LLC | 20256-26 TEACHER'S CLASSRROM SUPPLIES REQUESTED BY TEACHER ENRIQ | 98.91 |
| 0012600085 | School Specialty, LLC | 2025-26 TEACHERS CLASSROON SUPPLIES REQUESTED BY TEACHER D. GARTI | 94.09 |
| 0012600107 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER AIDE M. | 99.52 |
| 0012600111 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER S. CANA | 96.36 |
| 0012600116 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER E R HERI | 72.53 |
| 0012600116 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER E R HERI | 25.73 |
| 0012600117 | School Specialty, LLC | 2025-26 TEACHERS C;LASSROOM SUPPLIES REQUESTED BY TEACHER NADINE | 93.36 |
| 0012600117 | School Specialty, LLC | 2025-26 TEACHERS C;LASSROOM SUPPLIES REQUESTED BY TEACHER NADINE | 4.78 |
| 1032600042 | Lakeshore Learning Materials | Teacher/TA $100 Incentive (PK-Jimenez) - items are being purchased for classr | 98.87 |
| 1032600046 | Lakeshore Learning Materials | Teacher/TA $100 Incentive (Resource-Villarreal) - items are being purchased fo | 12.34 |
| 1032600046 | Lakeshore Learning Materials | Teacher/TA $100 Incentive (Resource-Villarreal) - items are being purchased fo | 17.48 |
| 1152600020 | Lakeshore Learning Materials | Material Utilizing for the teacher'sREP-0821-GMSGoal: Garza will implement pı | 225.51 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE | 92.68 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE | 79.35 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE | 79.35 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE | 79.35 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE | 281.77 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE | 281.77 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE | 293.69 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE | 275.79 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE | 273.18 |
| 8072600012 | School Specialty, LLC | REFERENCE PO#8072500331ITEMS REQUESTED FOR ACU AT MJMSOMNIA CC | 1,096.35 |
| | | | **3,883.44** |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798094 | Staples Business Advantage | Material Utilizing for the teacher's | 09/11/2025 | 09/11/2025 | 9,195.20 |
| 798095 | STELLAR ED RESOURCES LLC | STEMS PROGRAM SUBSIDY TO ENHANCE | 09/11/2025 | 09/11/2025 | 18,000.00 |
| 798096 | Steve Weiss Music Inc | SBHS Band Dept. - Supplies for RVMS Band Dept. Use | 09/11/2025 | 09/11/2025 | 279.95 |
| 798097 | Sweetwater | SBHS Band Dept. - Equipment and Supplies for MJMS | 09/11/2025 | 09/11/2025 | 2,237.59 |
| 798098 | T A S B Inc | 2025-2026 Local District Policy Update | 09/11/2025 | 09/11/2025 | 105.00 |
| 798099 | T E P S A | Annual Membership for Elementary Director | 09/11/2025 | 09/11/2025 | 1,167.00 |
| 798100 | Texas Association For the Gifted & Talented | Annual Membership for Elementary Director | 09/11/2025 | 09/11/2025 | 80.00 |
| 798101 | The Home Depot/G E C F | PURCHASE OF PALLET JACKS FOR THE | 09/11/2025 | 09/11/2025 | 1,338.13 |
| 798102 | TMEA Region 28 Band | SBHS Band Dept. - Registration Fees for SBHS Jazz | 09/11/2025 | 09/11/2025 | 178.00 |
| 798103 | Valley Shredding Service | Document Shredding & Removal Service for 2025-26 | 09/11/2025 | 09/11/2025 | 152.00 |
| 798104 | Juan A Vargas | Chain Crew, Varsity Football Game, Sept 5, 2025, SBHS | 09/11/2025 | 09/11/2025 | 30.00 |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798105 | Whataburger | Student Meals for September 2, 2025 BCMS vs La Feria | 09/11/2025 | 09/11/2025 | 777.92 |
| 798106 | Wing Shack | LUNCH FOR NURSES ON LEARNING DAY (9/1/25) | 09/11/2025 | 09/11/2025 | 206.77 |
| 798107 | World Wide Imaging Supplies | Ink for Administration Printers | 09/11/2025 | 09/11/2025 | 1,082.60 |
| 798108 | KAYLA ANN ZAVALA | CONTRACTED SERVICES - SPEECH LANGUAGE | 09/11/2025 | 09/11/2025 | 874.00 |
| 798109 | ARTURO AMOS RIVAS | SBHS Band Dept. - Lunch Meals for SBHS Jazz students | 09/11/2025 | 09/11/2025 | 110.00 |
| 798111 | SAMANTHA NICOLE AGUILERA | Mileage Reimbursement-Super Teacher Academy/ Gear | 09/18/2025 | 09/18/2025 | 133.08 |
| 798112 | American Express | Maintenance Restock Inventory (Plumbing Supplies) | 09/18/2025 | 09/18/2025 | 1,514.81 |
| 798113 | NANCY RAMIREZ CASAS | Monthly mileage reimbursement for CCMR Director | 09/18/2025 | 09/18/2025 | 103.04 |
| 798114 | City Of San Benito | ENCUMBRANCE WATER SERVICE JULY 2025 - JUNE | 09/18/2025 | 09/18/2025 | 9,406.39 |
| 798115 | Direct Energy | ENCUMBRANCE ELECTRICITY BILL, JULY 2025-JUNE | 09/18/2025 | 09/18/2025 | 225,858.42 |
| 798116 | JAILINE PUEBLA ESPINOZA | MILEAGE MISSION EVENT CENTER, MISSION | 09/18/2025 | 09/18/2025 | 127.88 |

**American Express** **Check #798112**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 9362600178 | Reece Plumbing | Maintenance Restock Inventory (Plumbing Supplies)Work Order # 64857BuyBoard #756-2· | 1,514.81 |
| | | | **1,514.81** |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798117 | JENNIFER ESQUIVEL | Mileage Reimbursement-Super Teacher Academy/ Gear | 09/18/2025 | 09/18/2025 | 126.30 |
| 798118 | EDWIN GARZA | MILEAGE MISSION EVENT CENTER, MISSION | 09/18/2025 | 09/18/2025 | 127.88 |
| 798119 | CARMEN E GRAMMER | Mileage Reimbursement-Super Teacher Academy/ Gear | 09/18/2025 | 09/18/2025 | 126.30 |
| 798120 | Jorge Guerra | Meal per diem for trip to Comfort and surrounding areas, | 09/18/2025 | 09/18/2025 | 94.50 |
| 798121 | CODY LEE HUNT | Mileage reimbursement (monthly). Travel to RMS, | 09/18/2025 | 09/18/2025 | 201.60 |
| 798122 | LIZET MARES | MILEAGE REIMBURSEMENT FOR NEW SCHOOL | 09/18/2025 | 09/18/2025 | 68.46 |
| 798123 | CHRISTOPHER ALBERT MARTINEZ | 2025-2026 monthly mileage reimbursement | 09/18/2025 | 09/18/2025 | 83.86 |
| 798124 | Pappasito's Smokehouse and Then Some | Student Meals for September 10 2025 VMA Freshman | 09/18/2025 | 09/18/2025 | 480.00 |
| 798125 | JULIUS PARDO | MILEAGE FOR JULIUS PARDO | 09/18/2025 | 09/18/2025 | 251.41 |
| 798126 | RAMIRO PARTIDA | Mileage for 2025-2026 school year | 09/18/2025 | 09/18/2025 | 251.41 |
| 798127 | Pender's Music Company | SBHS Band Dept. - Music for MJMS Band Dept. Use | 09/18/2025 | 09/18/2025 | 1,162.25 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798128 | Pizza Properties, Inc. | Student meals Sept 13, 225 Varsity & JV Dk Volleyball vs | 09/18/2025 | 09/18/2025 | 319.56 |
| 798129 | PICO Propane and Fuels | OPEN PO FOR DISTRICT FUEL FOR FLEET | 09/18/2025 | 09/18/2025 | 17,642.99 |
| 798130 | Pinnacle Medical Management Corp | REQUIRED POST ACCIDENT DRUG & ALCOHOL | 09/18/2025 | 09/18/2025 | 190.00 |
| 798131 | MELINDA PINON | CONTRACTED SERVICES - SPEECH LANGUAGE | 09/18/2025 | 09/18/2025 | 1,558.00 |
| 798132 | Pioneer Athletics | Kicking Net/Football/Coach Gomez | 09/18/2025 | 09/18/2025 | 780.00 |
| 798133 | Precision Business Machines, Inc. | To Purchase Equipment and Supplies for Classroom | 09/18/2025 | 09/18/2025 | 4,987.22 |
| 798134 | Promounds LLC, dba on Deck Sports | The Designated Hitter - Youth Red/K Leal/Softball | 09/18/2025 | 09/18/2025 | 314.99 |
| 798135 | ELIZABETH SARAI QUEZADA PALMA | Mileage Reimbursement | 09/18/2025 | 09/18/2025 | 180.84 |
| 798136 | Raising Cane Chicken Fingers | Student Meals for September 13, 2025 Varsity XC | 09/18/2025 | 09/18/2025 | 216.00 |
| 798137 | Raising Cane's Restaurants LLC | Student Meals for September 13, 2025 Fresk DK/JV Lt | 09/18/2025 | 09/18/2025 | 996.51 |
| 798138 | Ramsey Solutions | Instructional Resources for Secondary Campuses | 09/18/2025 | 09/18/2025 | 2,941.49 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798139 | Red Charter Buses, LLC | Charter Bus for Sept 12 2025 SBHS vs Laredo United - | 09/18/2025 | 09/18/2025 | 9,750.00 |
| 798140 | Region 20 - Esc | Virtual Federal Academy's S.Ramirez; SBCISD will | 09/18/2025 | 09/18/2025 | 400.00 |
| 798141 | Region One Education Service Center | DRIVER CERTIFICATION COURSES | 09/18/2025 | 09/18/2025 | 20,890.00 |
| 798142 | R-5 Eateries Harlingen, LLC | 8th A/B Football Game September 16, 2025 Miller | 09/18/2025 | 09/18/2025 | 576.00 |
| 798143 | Rio Grande Valley Golf Coaches Asso | October 3rd & 4th, 2025, SBHS Varsity Boys Golf Team, | 09/18/2025 | 09/18/2025 | 805.00 |
| 798144 | Rio Paper & Supply LLC | Janitorial Warehouse Inventory Restock Materials | 09/18/2025 | 09/18/2025 | 8,389.12 |
| 798145 | MARIA ARMINDA RODRIGUEZ | District PFE Administrators Training - Weslaco, TX | 09/18/2025 | 09/18/2025 | 37.23 |
| 798146 | FERNANDO ROSA | MILEAGE REIMBURSEMENT FOR IN DISTRIT | 09/18/2025 | 09/18/2025 | 116.34 |
| 798147 | Royal Metal | ROOFING SUPPLIES - SAN BENITO HIGH SCHOOL | 09/18/2025 | 09/18/2025 | 747.40 |
| 798148 | Rush Truck Centers of Texas LP | BOARD APPROVED 6/25/2025 | 09/18/2025 | 09/18/2025 | 717.43 |
| 798149 | JUANA IRENE SOSA | MONTHLY MILEAGE EXPENSE | 09/18/2025 | 09/18/2025 | 60.48 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798150 | VICTOR A TREJO | MILEAGE MISSION EVENT CENTER, MISSION | 09/18/2025 | 09/18/2025 | 127.88 |
| 798151 | JUAN VILLELA JR | MILEAGE Interactive Social Studies PD DAY 1 Region | 09/18/2025 | 09/18/2025 | 195.12 |
| 798152 | RUBY ANN ZAVALA MOLINA | MILEAGE FOR RUBY ZAVALA-MOLINA | 09/18/2025 | 09/18/2025 | 51.16 |
| 798153 | DIANA ZUNIGA | Mileage Reimbursement | 09/18/2025 | 09/18/2025 | 69.33 |
| 798154 | 4Imprint, Inc | Supplies for BOTA 2025 | 09/18/2025 | 09/18/2025 | 361.83 |
| 798155 | Advance Auto Parts | KEYFOBW/KEY - MAINT DEPT | 09/18/2025 | 09/18/2025 | 34.24 |
| 798156 | AGPARTS EDUCATION | KEYBOARDS, BATTERIES FOR STUDENT USE | 09/18/2025 | 09/18/2025 | 2,493.00 |
| 798157 | Triple-S Steel Supply, LLC | Welding flat bars for instructional use in welding classes, | 09/18/2025 | 09/18/2025 | 1,013.74 |
| 798158 | Alert Services Inc | Ovik Poweflex, white, purple, Neon Pink | 09/18/2025 | 09/18/2025 | 1,387.00 |
| 798159 | Amazon Capital Services | TO PURCHASE ITEMS FOR TEACHER | 09/18/2025 | 09/18/2025 | 7,309.29 |
| 798160 | Amelia Capotosta Inc. | Professional Development - Literacy Training Sessions | 09/18/2025 | 09/18/2025 | 18,800.00 |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798161 | American Express | EARPHONES, PROTRACTOR, CRAYOLA, GLUE, | 09/18/2025 | 09/18/2025 | 16,079.47 |
| 798162 | Apple Inc | Purchase of Apple product for Public Relations Secretary | 09/18/2025 | 09/18/2025 | 51,284.00 |
| 798163 | A-Press Express | NJROTC cadet uniform alterations and dry-cleaning for | 09/18/2025 | 09/18/2025 | 457.00 |
| 798164 | Auto Zone Stores Inc | OPEN PO FOR FOR IN HOUSE MECHANIC | 09/18/2025 | 09/18/2025 | 113.48 |
| 798165 | B & H Photo Video | Various Supplies (KSBG TV Quote No 912452074) | 09/18/2025 | 09/18/2025 | 692.74 |
| 798166 | B&H Distributors | SPEAKERS FOR DELIVERY OF LARGE GROUP | 09/18/2025 | 09/18/2025 | 193.33 |
| 798167 | Bio-Ops LLC | Medical waste collection (monthly) for disposal, | 09/18/2025 | 09/18/2025 | 50.00 |
| 798168 | Blanquitas Mexican Restaurant | Breakfast Preparations for SBCISD Leadership Meeting - | 09/18/2025 | 09/18/2025 | 465.00 |
| 798169 | Bob's Band Service | SBHS Band Dept. - Maint. & Repair of Instruments for | 09/18/2025 | 09/18/2025 | 473.00 |
| 798170 | Burton Auto Supply Inc | HVAC WAREHOUSE INVENTORY RESTOCK | 09/18/2025 | 09/18/2025 | 2,223.58 |
| 798171 | C D W - Government Inc #1967652 | Portable Power Station-300 Watt for PEIMS Director and | 09/18/2025 | 09/18/2025 | 3,572.49 |

**American Express** **Check #798161**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 0012600086 | Gateway Printing | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY ROTC R. ESC | 7.68 |
| 0012600086 | Gateway Printing | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY ROTC R. ESC | 30.04 |
| 0042600004 | Gateway Printing | TEACHERS UTILIZING THEIR $100 STIPENDBUYBOARD 750-24INSTRUCT | 203.29 |
| 0042600004 | Gateway Printing | TEACHERS UTILIZING THEIR $100 STIPENDBUYBOARD 750-24INSTRUCT | 72.35 |
| 0042600004 | Gateway Printing | TEACHERS UTILIZING THEIR $100 STIPENDBUYBOARD 750-24INSTRUCT | 4.98 |
| 0422600039 | Gateway Printing | EARPHONES, PROTRACTOR, CRAYOLA, GLUE, NOTEBOOK FILLER PAPER: | 324.85 |
| 0422600039 | Gateway Printing | EARPHONES, PROTRACTOR, CRAYOLA, GLUE, NOTEBOOK FILLER PAPER: | 100.65 |
| 0422600039 | Gateway Printing | EARPHONES, PROTRACTOR, CRAYOLA, GLUE, NOTEBOOK FILLER PAPER: | 80.52 |
| 1092600042 | Gateway Printing | To Purchase Classroom Instructional SuppliesBuyBoard #653-21G 1: Frar | 460.73 |
| 1092600042 | Gateway Printing | To Purchase Classroom Instructional SuppliesBuyBoard #653-21G 1: Frar | 115.23 |
| 1092600042 | Gateway Printing | To Purchase Classroom Instructional SuppliesBuyBoard #653-21G 1: Frar | 71.48 |
| 1092600043 | Gateway Printing | To Purchase Classroom Instructional SuppliesBuyBoard #653-21Goal 1: S | 3.13 |
| 1092600043 | Gateway Printing | To Purchase Classroom Instructional SuppliesBuyBoard #653-21Goal 1: S | 28.40 |
| 1622600057 | Gateway Printing | SBHS Band Dept. - Supplies for SBHS Band Dept. UseRFP-0724-GMSRec | 41.22 |
| 1632600031 | Gateway Printing | Furn/Equip/RFP-1224-GMSRequsted BY: Ignacio CruzGoal 1San Benito H | 276.30 |
| 2032600006 | Gateway Printing | Teacher supply order for instructional useRFP-0821-GMSGoal 1:SBCISD/ | 115.76 |
| 2032600006 | Gateway Printing | Teacher supply order for instructional useRFP-0821-GMSGoal 1:SBCISD/ | 121.12 |
| 7022600023 | FASTSIGNS | Replace existing vinyl on nameplate for Assistant Superintendent of Fina | 46.62 |
| 7162600002 | Gateway Printing | Office supplies RFP-0724-GMS / Strategic Plan 1: Ensure academic excel | 51.48 |
| 7162600002 | Gateway Printing | Office supplies RFP-0724-GMS / Strategic Plan 1: Ensure academic excel | 211.33 |
| 8092600068 | Gateway Printing | BOY office supplies and file storage for ASP Director and Office Staff to : | 723.44 |
| 8092600068 | Gateway Printing | BOY office supplies and file storage for ASP Director and Office Staff to : | 655.66 |
| 8092600068 | Gateway Printing | BOY office supplies and file storage for ASP Director and Office Staff to : | 163.32 |
| 9312600283 | Gulf Coast Paper -Adm Maint #4442500 | Bleach and Detergent for Athletic purposes for VMA, MS and SBHSRFP ( | 745.00 |
| 9332600010 | O'REILLY AUTOMOTIVE STORES #159819 | OPEN PO FOR FOR IN HOUSE MECHANIC FOR BUS FLEETRFP 0724-GM | 139.42 |
| 9332600010 | O'REILLY AUTOMOTIVE STORES #159819 | OPEN PO FOR FOR IN HOUSE MECHANIC FOR BUS FLEETRFP 0724-GM | 27.99 |
| 9332600010 | O'REILLY AUTOMOTIVE STORES #159819 | OPEN PO FOR FOR IN HOUSE MECHANIC FOR BUS FLEETRFP 0724-GM | 22.06 |
| 9332600010 | O'REILLY AUTOMOTIVE STORES #159819 | OPEN PO FOR FOR IN HOUSE MECHANIC FOR BUS FLEETRFP 0724-GM | 31.99 |
| 9332600010 | O'REILLY AUTOMOTIVE STORES #159819 | OPEN PO FOR FOR IN HOUSE MECHANIC FOR BUS FLEETRFP 0724-GM | 113.25 |
| 9362600098 | FASTSIGNS | SIGNS FOR BERTA CABAZA MIDDLE SCHOOLRFP-0622-AIPMFA.1 - STRA | 39.45 |
| 9362600103 | Gulf Coast Paper -Adm Maint #4442500 | Repair of Equipment Replacement Parts (Fred Booth - Viper Shovlenose) | 182.11 |
| 9362600140 | Gulf Coast Paper -Adm Maint #4442500 | Repair of Equipment (Rangerville - Low Speed Burnisher TAG #16938)Ta | 263.77 |

| | | | |
|---|---|---|---|
| 9362600149 | Gulf Coast Paper -Adm Maint #4442500 | Repair of Equipment (Sullivan - Low Speed Burnisher TAG #42397)Targe | 263.77 |
| 9362600151 | Gulf Coast Paper -Adm Maint #4442500 | Repair of Equipment (Fred Booth - Low Speed Burnisher TAG #45521)Ta | 295.87 |
| 9362600222 | Dealers Electrical Supply | ELECTRICAL SUPPLIES - MAINTENANCE DEPTRFP-0724-GMSFA.1 - STRA | 1,460.78 |
| 9362600230 | O'REILLY AUTOMOTIVE STORES | AUTO PARTS - M35 - MAINT DEPTRFP-0724-GMSFA.1 - STRATEGIC PRIC | 16.87 |
| 9362600231 | O'REILLY AUTOMOTIVE STORES | AUTO PARTS - M6 - MAINT DEPTRFP - 0724-GMSFA.1 - STRATEGIC PRIC | 57.66 |
| 9362600232 | O'REILLY AUTOMOTIVE STORES | AUTO PARTS - M3 DUMP TRUCK - MAINT DEPTRFP-0724-GMSFA.1 - ST | 700.02 |
| 9362600245 | Gateway Printing | Maintenance Warehouse (Supplies)Targeted Goal: Goal 6: SBCISD will pr | 101.16 |
| 9362600246 | Gateway Printing | Maintenance Office (Toner Supplies)Targeted Goal: Goal 6: SBCISD will p | 506.47 |
| 9362600247 | Gulf Coast Paper -Adm Maint #4442500 | Maintenance Janitorial Inventory (Restock)Targeted Goal: Goal 6: SBCISI | 7,202.25 |
| | | | **16,079.47** |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798172 | Cameron County Juvenile Probation | Probation Officer at HS & VMA 1 year 24-25 Aug & Sept | 09/18/2025 | 09/18/2025 | 4,166.67 |
| 798173 | Carr, Riggs, & Ingram LLC | Board Approved June 25, 2025 | 09/18/2025 | 09/18/2025 | 10,680.00 |
| 798174 | Carrier Enterprise, LLC -SC | PARTS/SUPPLIES FOR HVAC REPAIRS AND HVAC | 09/18/2025 | 09/18/2025 | 5,103.76 |
| 798175 | Christopher James Carrizales | Chain Crew, Varsity Football Game, Sept 5, 2025, SBHS | 09/18/2025 | 09/18/2025 | 30.00 |
| 798176 | Chick-fil-A @ Marketplace at Bob Bu | SBHS Band Dept. - Dinner Meals for SBHS Band | 09/18/2025 | 09/18/2025 | 2,103.00 |
| 798177 | Chuys Custom Sports | NJROTC unit shirts for cadets. RFP-0724-GMS, expires | 09/18/2025 | 09/18/2025 | 1,969.50 |
| 798178 | Cielo Office Products, LLC | Teaching Supplies | 09/18/2025 | 09/18/2025 | 2,398.42 |
| 798179 | Fernando Cornejo | Mileage program renewal | 09/18/2025 | 09/18/2025 | 1,500.00 |
| 798180 | Dairy Queens - Bowen Co, Inc | Dinner meals for student trip: A/V students film football | 09/18/2025 | 09/18/2025 | 43.97 |
| 798181 | Dell Marketing LP | replacement lcd for classroom laptop. David Ortega, | 09/18/2025 | 09/18/2025 | 345.48 |
| 798182 | DJ SPYDER | DJ Classes for Stronger OST Students Fall 2025 | 09/18/2025 | 09/18/2025 | 4,320.00 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798183 | El Gallito Mexican Restaurant | Meals-Team discussion, September 12, 2025, Agenda | 09/18/2025 | 09/18/2025 | 124.80 |
| 798184 | Enterprise Rent-A- Car - #TXS0331 | Rental for 9th grade Coaches for Sept 12 game in | 09/18/2025 | 09/18/2025 | 188.01 |
| 798185 | EPS Operations, LLC | ITEMS REQUESTED FOR SPECIAL EDUCATION | 09/18/2025 | 09/18/2025 | 16,815.13 |
| 798186 | Escamilla Tours Buses LLC | CHARTERED BUS FOR BELLES FOR SEPTEMBER | 09/18/2025 | 09/18/2025 | 7,214.00 |
| 798187 | Everon, LLC | FIRE ALARM SERVICE AND REPAIRS: ARGUS | 09/18/2025 | 09/18/2025 | 4,458.12 |
| 798188 | Fleetpride | BOARD APPROVED 6/25/2025 | 09/18/2025 | 09/18/2025 | 1,381.44 |
| 798189 | Grainger Industrial Supplies | PLUMBING SUPPLIES - MILLER JORDAN MIDDLE | 09/18/2025 | 09/18/2025 | 1,714.24 |
| 798190 | Guardian Power Solutions LLC | Replacement controller for generator | 09/18/2025 | 09/18/2025 | 2,275.00 |
| 798191 | H E B Food Store | Item's needed for Fall Open House - H S - 9-17-25 | 09/18/2025 | 09/18/2025 | 2,885.75 |
| 798192 | HAYS CISD | Registration for Lehman HS NJROTC Marksmanship | 09/18/2025 | 09/18/2025 | 55.00 |
| 798193 | Hobby Lobby Stores Inc | ASP supplies for start of program - SESA | 09/18/2025 | 09/18/2025 | 72.68 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798194 | Holt Truck Centers of Texas LLC | BOARD APPROVED 6/25/2025 | 09/18/2025 | 09/18/2025 | 3,316.76 |
| 798195 | Mae Power Equipment | TRACTOR PARTS - MAINT DEPT | 09/18/2025 | 09/18/2025 | 725.32 |
| 798196 | Mares Tires | OPEN PURCHASE ORDER | 09/18/2025 | 09/18/2025 | 2,074.00 |
| 798197 | EPIFANIO MARTINEZ JR. | Introduction to Conjunto Band Music Faundamentals | 09/18/2025 | 09/18/2025 | 4,940.00 |
| 798198 | Mc Coy's Building Supply | OPEN PURCHASE ORDER | 09/18/2025 | 09/18/2025 | 66.63 |
| 798199 | Mechanical Reps Inc | HVAC REPLACEMENT PART FOR RIVERSIDE | 09/18/2025 | 09/18/2025 | 3,923.95 |
| 798200 | Mil-Bar Plastics, Inc | This PO captures the shipping costs for approved PO | 09/18/2025 | 09/18/2025 | 242.10 |
| 798201 | MINGA SOLUTIONS US INC. | MINGA SOLUTIONS RENEWAL FOR 2025-26 SCHOOL | 09/18/2025 | 09/18/2025 | 12,050.00 |
| 798202 | Mobile Relays Partners LTD | Radios | 09/18/2025 | 09/18/2025 | 855.00 |
| 798203 | N C S Pearson Inc | DIGITAL ASSESSMENT LIBRARY LICENSE RENEWAL | 09/18/2025 | 09/18/2025 | 28,350.00 |
| 798204 | ODP Business Solutions, LLC | HEALTH SERVICES SUPPLIES | 09/18/2025 | 09/18/2025 | 522.53 |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798205 | Orange Grove Independent School District-C/O | Registration fees for FCCLA Fall Leadership, 9/30/25, | 09/18/2025 | 09/18/2025 | 500.00 |
| 798206 | OTC Brands, Inc. | Teacher Allotment Supplies | 09/18/2025 | 09/18/2025 | 56.87 |
| 798207 | American Express | CNP Food Service Vehicles General Maintenances | 09/18/2025 | 09/18/2025 | 1,323.09 |
| 798208 | A-Press Express | Linen Service for CNP Department | 09/18/2025 | 09/18/2025 | 42.00 |
| 798209 | Cameron County Tax Office | CNP Vehicle Registration Renewal for 1998 /Ford/Van- | 09/18/2025 | 09/18/2025 | 7.50 |
| 798210 | H E B Food Store | Purchase of Food and Non Food items for Catering | 09/18/2025 | 09/18/2025 | 54.40 |
| 798211 | Hiland Dairy Foods Co. LLC-Conroe Plant | Milk Orders for all District Cafeterias | 09/18/2025 | 09/18/2025 | 25,930.79 |
| 798212 | Labatt Food Service | Grocery Order (ADD-ON'S) FOR ALL CAFETERIAS | 09/18/2025 | 09/18/2025 | 108,757.43 |
| 798213 | Mission Restaurant Supply | Pot Holders for distribution for all District Cafeterias. | 09/18/2025 | 09/18/2025 | 1,487.50 |
| 798214 | OTC Brands, Inc. | Decorations for National School Lunch Week for | 09/18/2025 | 09/18/2025 | 338.09 |
| 798215 | Terra Cooling, LLC | Board Approved August 13, 2025 | 09/18/2025 | 09/18/2025 | 8,779.47 |

**American Express** **Check #798207**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 9352600024 | O'REILLY AUTOMOTIVE SERVICES 510939 | CNP Food Service Vehicles General Maintenances Supplies (M | 172.88 |
| 9352600056 | Gateway Printing | Office supplies for Child Nutrition ProgramRFP0724-GMS Quo | 791.01 |
| 9352600068 | Gulf Coast Paper Co -Food Service #4442499 | Mop Heads and Mop Handles for all District Cafeterias. Region | 359.20 |
| | | | **1,323.09** |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798216 | American Express | Supplies for Teacher David Cornejo | 09/18/2025 | 09/18/2025 | 38,745.67 |
| 798217 | Johnson Controls, Inc | ANNUAL PREVENTATIVE MAINTENANCE OF | 09/18/2025 | 09/18/2025 | 12,428.22 |
| 798218 | Lamar Companies | Billboard (Side by Side) Buss 77 & Dick Dowling | 09/18/2025 | 09/18/2025 | 1,100.00 |
| 798219 | Lone Star Glass & Mirror | GLASS REPAIRS - TRANSPORTATION DEPT | 09/18/2025 | 09/18/2025 | 4,476.95 |
| 798220 | San Benito CISD Child Nutrition Pro | PRE-K SNACKS | 09/18/2025 | 09/18/2025 | 1,950.00 |
| 798221 | School Nurse Supply | To Purchase Nurse's Supplies | 09/18/2025 | 09/18/2025 | 391.46 |
| 798222 | School Specialty, LLC | Supplies for Teacher Josefina Espinoza | 09/18/2025 | 09/18/2025 | 1,783.77 |
| 798223 | Sherwin Williams Company | PAINTING SUPPLIES - SAN BENITO HIGH SCHOOL | 09/18/2025 | 09/18/2025 | 179.58 |
| 798224 | Slick's Premium Car Wash LLC | Wash and detail department truck or trailer as needed | 09/18/2025 | 09/18/2025 | 30.00 |
| 798225 | SLP TOLLKIT LLC | SLP TOOLKIT YEARLY PLAN SY 25-26 | 09/18/2025 | 09/18/2025 | 1,125.00 |
| 798226 | SOUTH TEXAS BOTANICAL GARDENS & | 5th Grade Field trip Sept 12, 2025 | 09/18/2025 | 09/18/2025 | 640.00 |

**American Express** **Check #798216**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 0012600061 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER OLGA HERNANDE | 49.74 |
| 0012600063 | School Specialty, LLC | 2025-26 TEACHERS SUPPLIES REQUESTED BY TEACHER AMANDA MUNIZRFP-0724-GMS | 15.18 |
| 0012600083 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER C. WAREHAMRFP- | 93.97 |
| 0012600084 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER M.RUILESRFP-072 | 99.70 |
| 0012600094 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER ROSA V. SAMUELS | 99.28 |
| 0012600099 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER CARLA AMBRIZRFI | 3.15 |
| 0012600099 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER CARLA AMBRIZRFI | 21.28 |
| 0012600099 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER CARLA AMBRIZRFI | 2.04 |
| 0012600099 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER CARLA AMBRIZRFI | 72.94 |
| 0012600100 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPLLIES REQUESTED BY TEACHER A. RESENDEZRFP-( | 99.14 |
| 0012600101 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER ROBERT CAPELLAF | 66.85 |
| 0012600102 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER SYLVIA WALLRFP-( | 12.66 |
| 0012600102 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER SYLVIA WALLRFP-( | 86.74 |
| 0012600105 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER DAVID ORTEGARFI | 35.09 |
| 0012600105 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER DAVID ORTEGARFI | 20.95 |
| 0012600105 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER DAVID ORTEGARFI | 41.30 |
| 0012600115 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TGEACHER DI GARCIARFP-0 | 4.35 |
| 0012600115 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TGEACHER DI GARCIARFP-0 | 95.65 |
| 0012600119 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER STACEY GONZALE | 33.10 |
| 0012600119 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER STACEY GONZALE | 16.65 |
| 0012600119 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER STACEY GONZALE | 49.97 |
| 0012600130 | School Specialty, LLC | 2025-26 TECHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER T. MARQUEZRFP-07 | 99.60 |
| 0012600142 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTD BY TEACHER TRICIA SILVARFP-07 | 95.43 |
| 0012600142 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTD BY TEACHER TRICIA SILVARFP-07 | 2.70 |
| 0012600143 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER CHARLES SANDELI | 12.86 |
| 0012600143 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER CHARLES SANDELI | 86.73 |
| 0012600147 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY WELDING TEACHER DANIEL | 94.76 |
| 0012600148 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER AIDE JD DELGADC | 62.48 |
| 0012600148 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER AIDE JD DELGADC | 38.31 |
| 0012600149 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER AIDE LM RABALAI | 57.90 |
| 0012600149 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER AIDE LM RABALAI | 43.15 |
| 0012600150 | School Specialty, LLC | 2025-26 TEACHES CLASSROOM SUPPLIES REQUESTD BY TEACHER NORA CISNEROSRFI | 32.58 |

| | | | |
|---|---|---|---|
| 0012600150 | School Specialty, LLC | 2025-26 TEACHES CLASSROOM SUPPLIES REQUESTD BY TEACHER NORA CISNEROSRFI | 65.49 |
| 0012600151 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER AIDE EF FLORESRF | 89.34 |
| 0012600151 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER AIDE EF FLORESRF | 6.65 |
| 0072600030 | School Specialty, LLC | Supplies for VMA ClassroomsBid#:RFP-0724-GMSNo DebarmentStrategic Plan:CICI.P1: – | 832.90 |
| 0072600041 | School Specialty, LLC | Classroom Supllies for teacher Olga ReyesBID#: RFP-0724-GMSNo DebarmentStrategic I | 97.46 |
| 0072600043 | School Specialty, LLC | Supplies for Teacher David CornejoBID #: RFP-0724-GMSNo DebarmentStrategic Plan:Cl | 87.25 |
| 0072600043 | School Specialty, LLC | Supplies for Teacher David CornejoBID #: RFP-0724-GMSNo DebarmentStrategic Plan:Cl | 5.94 |
| 0072600044 | School Specialty, LLC | Classroom supplies for Teacher Eddie GarciaBID#: RFP-0724-GMSStrategic Plan:CICI.P1: - | 97.87 |
| 0072600045 | School Specialty, LLC | Classroom Supplies for Roxanne PedrazaBID#: RFP-0724-GMSNo DebarmentStrategic Pl | 80.42 |
| 0072600045 | School Specialty, LLC | Classroom Supplies for Roxanne PedrazaBID#: RFP-0724-GMSNo DebarmentStrategic Pl | 7.48 |
| 0072600049 | School Specialty, LLC | Supplies for Teacher Toby ZickBID #: RFP-0821-GMSNo DebarmentStrategic Plan:CICI.P1 | 45.26 |
| 0072600049 | School Specialty, LLC | Supplies for Teacher Toby ZickBID #: RFP-0821-GMSNo DebarmentStrategic Plan:CICI.P1 | 50.52 |
| 0072600050 | School Specialty, LLC | Supplies for Teacher Cynthia OrtegonBID #: RFP-0724-GMSNo DebarmentStrategic Plan: | 90.57 |
| 0072600051 | School Specialty, LLC | Supplies for Teacher Raul IbarraBID #: RFP-0724-GMSNo DebarmentStrategic Plan:CICI.P | 31.34 |
| 0072600051 | School Specialty, LLC | Supplies for Teacher Raul IbarraBID #: RFP-0724-GMSNo DebarmentStrategic Plan:CICI.P | 67.34 |
| 0072600052 | School Specialty, LLC | Supplies for Teacher Samantha BakerBID #: RFP-0724-GMSNo DebarmentStrategic Plan:( | 96.51 |
| 0072600052 | School Specialty, LLC | Supplies for Teacher Samantha BakerBID #: RFP-0724-GMSNo DebarmentStrategic Plan:( | 3.26 |
| 0072600053 | School Specialty, LLC | Supplies for Teacher Mark NaranjoBID #: RFP-0724-GMSNo DebarmentStrategic Plan:CIC | 96.27 |
| 0072600054 | School Specialty, LLC | Supplies for Teacher Rodolph VicencioBID #: RFP-0724-GMSNo DebarmentStrategic Plar | 95.62 |
| 0072600054 | School Specialty, LLC | Supplies for Teacher Rodolph VicencioBID #: RFP-0724-GMSNo DebarmentStrategic Plar | 3.45 |
| 0072600055 | School Specialty, LLC | Supplies for Alex VasquezBID #: RFP-0724-GMSNo DebarmentStrategic Plan:CICI.P1: – SI | 18.48 |
| 0072600055 | School Specialty, LLC | Supplies for Alex VasquezBID #: RFP-0724-GMSNo DebarmentStrategic Plan:CICI.P1: – SI | 78.31 |
| 0072600056 | School Specialty, LLC | Supplies for Teacher Rafeal TrevinoBID #: RFP-0724-GMSNo DebarmentStrategic Plan:CIC | 77.49 |
| 0072600056 | School Specialty, LLC | Supplies for Teacher Rafeal TrevinoBID #: RFP-0724-GMSNo DebarmentStrategic Plan:CIC | 16.86 |
| 0072600057 | School Specialty, LLC | Supplies for Teacher Omar CarvajalBID #: RFP-0724-GMSNo DebarmentStrategic Plan:CI | 96.92 |
| 0072600058 | School Specialty, LLC | Supplies for Teacher Elsa LongoriaBID #: RFP-0724-GMSNo DebarmentStrategic Plan:CIC | 99.62 |
| 0072600059 | School Specialty, LLC | Supplies for Teacher Robert MartinezBID #: RFP-0724-GMSNo DebarmentStrategic Plan:( | 9.90 |
| 0072600059 | School Specialty, LLC | Supplies for Teacher Robert MartinezBID #: RFP-0724-GMSNo DebarmentStrategic Plan:( | 66.72 |
| 0072600059 | School Specialty, LLC | Supplies for Teacher Robert MartinezBID #: RFP-0724-GMSNo DebarmentStrategic Plan:( | 18.42 |
| 0072600061 | School Specialty, LLC | Classroom Supplies for Teacher Reynaldo GarciaBID#: RFP -0724-GMSNo DebarmentStra | 59.82 |
| 0072600065 | School Specialty, LLC | Classroom Supplies forTeacher Everado SanchezBID#: RFP-0724No DebarmentStrategic | 98.93 |
| 0072600066 | School Specialty, LLC | Classroom Supplies forTeacher Francosco HurtadoBID#: RFP-0724No DebarmentStrategi | 89.82 |
| 0072600066 | School Specialty, LLC | Classroom Supplies forTeacher Francosco HurtadoBID#: RFP-0724No DebarmentStrategi | 9.81 |
| 0432600027 | School Specialty, LLC | Teacher utilizing their $100 stipend for school supplies. (Ida Abrego & Juanita Rojas)RFP | 66.73 |
| 1012600007 | School Specialty, LLC | CLASSROOM SUPPLIES (DIANE MARTINEZ, TA)RFP-0724-GMSGOAL 1: SBCISD / FRED BC | 77.03 |

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|---|---|---|---|
| 1012600007 | School Specialty, LLC | CLASSROOM SUPPLIES (DIANE MARTINEZ, TA)RFP-0724-GMSGOAL 1: SBCISD / FRED BC | 22.87 |
| 1012600009 | School Specialty, LLC | SCHOOL SUPPLIES FOR ALL GRADE LEVELSRFP-0724-GMSGOAL 1: SBCISD / FRED BOOT | 3,426.30 |
| 1012600012 | School Specialty, LLC | CLASSROOM SUPPLIES (SPECIAL NEEDS: MRS. FRAUSTO, MR. VASQUEZ, MRS. DELGAD | 168.76 |
| 1012600012 | School Specialty, LLC | CLASSROOM SUPPLIES (SPECIAL NEEDS: MRS. FRAUSTO, MR. VASQUEZ, MRS. DELGAD | 233.04 |
| 1012600013 | School Specialty, LLC | CLASSROOM SUPPLIESRFP-0724-GMSGOAL 1: SBCISD / FRED BOOTH ELEMENTARY WIL | 96.79 |
| 1012600014 | School Specialty, LLC | PHYSICAL EDUCATION SUPPLIES (ALEJANDRO GARZA, PE COACH)RFP-0724-GMSGOAL | 96.72 |
| 1012600021 | School Specialty, LLC | CLASSROOM SUPPLIES (ALBERTO MOSQUEDA, 2ND GRADE)RFP-0724-GMSGOAL 1: SBC | 3.89 |
| 1012600021 | School Specialty, LLC | CLASSROOM SUPPLIES (ALBERTO MOSQUEDA, 2ND GRADE)RFP-0724-GMSGOAL 1: SBC | 7.79 |
| 1012600021 | School Specialty, LLC | CLASSROOM SUPPLIES (ALBERTO MOSQUEDA, 2ND GRADE)RFP-0724-GMSGOAL 1: SBC | 84.63 |
| 1042600008 | School Specialty, LLC | Clocks needed in classroom to help students develop a foundational understanding of ti | 255.40 |
| 1092600007 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / K. MartinezBuyBoard #750-24Goal 1: SBC | 26.35 |
| 1092600007 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / K. MartinezBuyBoard #750-24Goal 1: SBC | 39.99 |
| 1092600016 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / E. JaimeBuyBoard #750-24Goal 1: SBCISD | 87.97 |
| 1092600020 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / E. CentenoBuyBoard #750-24Goal 1: SBC | 93.05 |
| 1092600029 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / N. RdzBuyBoard #750-24Goal 1: SBCISD/ | 84.47 |
| 1092600029 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / N. RdzBuyBoard #750-24Goal 1: SBCISD/ | 12.99 |
| 1092600032 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / D.PinonBuyBoard #750-24Goal 1: SBCISD | 71.23 |
| 1092600033 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / P. AvilaBuyBoard #750-24Goal 1: SBCISD, | 10.44 |
| 1092600033 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / P. AvilaBuyBoard #750-24Goal 1: SBCISD, | 69.95 |
| 1092600035 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / E. GonzalesBuyBoard #750-24Goal 1: SBC | 56.98 |
| 1092600035 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / E. GonzalesBuyBoard #750-24Goal 1: SBC | 43.22 |
| 1092600036 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / J.FonsecaBuyBoard #750-24Goal 1: SBCIS | 94.98 |
| 1092600039 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / CINDY R.BuyBoard #750-24Goal 1: SBCIS | 4.26 |
| 1092600039 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / CINDY R.BuyBoard #750-24Goal 1: SBCIS | 45.54 |
| 1092600039 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / CINDY R.BuyBoard #750-24Goal 1: SBCIS | 50.92 |
| 1092600041 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / E. JaimeBuyBoard #750-24Goal 1: SBCISD | 9.99 |
| 1122600028 | Lakeshore Learning Materials | Teaching SuppliesC. MontanoBuyboard 750-24GOAL 1 - Will increase student academic | 96.47 |
| 1122600041 | Lakeshore Learning Materials | Teaching SuppliesBuyboard 750-24A. LealGOAL 1 - Will increase student academic achie | 94.19 |
| 1122600045 | Lakeshore Learning Materials | Teaching SuppliesBuyboard 750-24D. BarreraGOAL 1 - Will increase student academic ac | 104.45 |
| 1122600046 | Lakeshore Learning Materials | Teaching SuppliesBuyboard 750-24J. GarciaGOAL 1 - Will increase student academic ach | 97.45 |
| 1122600047 | Lakeshore Learning Materials | Teaching SuppliesBuyboard 750-24E De LeonGOAL 1 - Will increase student academic ac | 24.31 |
| 1122600047 | Lakeshore Learning Materials | Teaching SuppliesBuyboard 750-24E De LeonGOAL 1 - Will increase student academic ac | 75.20 |
| 1152600011 | Shar Products Company | STEM BASED CRITICAL THINKING AND PROBLEM SOLVING SKILLS 712-23Goal 1: Studer | 604.91 |
| 1152600023 | Lakeshore Learning Materials | Instructional Material Utilizing REP-0821-GMSGoal: Garza will implement program initiat | 229.41 |
| 1152600025 | Lakeshore Learning Materials | Material Utilizing for the teacher'sREP-0821-GMSGoal: Garza will implement program ini | 343.39 |

| | | | |
|---|---|---|---|
| 1152600026 | School Specialty, LLC | Material Utilizing for the teacher'sREP-0821-GMSGoal: Garza will implement program ini | 172.15 |
| 1152600026 | School Specialty, LLC | Material Utilizing for the teacher'sREP-0821-GMSGoal: Garza will implement program ini | 110.79 |
| 1152600034 | School Specialty, LLC | Material Utilizing for the teacher'sREP-0821-GMSGoal: Garza will implement program ini | 20.26 |
| 1152600034 | School Specialty, LLC | Material Utilizing for the teacher'sREP-0821-GMSGoal: Garza will implement program ini | 191.60 |
| 1152600042 | Lakeshore Learning Materials | Instructional Material Utilizing REP-0821-GMSGoal: Garza will implement program initiat | 49.12 |
| 1152600042 | Lakeshore Learning Materials | Instructional Material Utilizing REP-0821-GMSGoal: Garza will implement program initiat | 24.37 |
| 1152600044 | Lakeshore Learning Materials | RFP 0821 GMS The items for this order will be utilized with students who are eligible to r | 570.57 |
| 1172600032 | Lakeshore Learning Materials | Teacher Allotment SuppliesBuyBoard: 750-24A. SalinasG1: By June 2026, AG Leal Elem. W | 109.23 |
| 1622600101 | School Specialty, LLC | SBHS Band Dept. - Supplies for BCMS Band Dept. UseRFP-0724-GMSRequested By: Mr. | 101.45 |
| 7272600002 | T A S B O | Registration Fees for TASBO Online Training for Erika EcharteaAugust 26th & 27th Strate | 210.00 |
| 7282600025 | School Specialty, LLC | PURCHASE OF OFFICE SUPPLIES FOR THE PURCHASING DEPARTMENTOMNIA #R230305 | 3.03 |
| 7282600025 | School Specialty, LLC | PURCHASE OF OFFICE SUPPLIES FOR THE PURCHASING DEPARTMENTOMNIA #R230305 | 26.95 |
| 7282600025 | School Specialty, LLC | PURCHASE OF OFFICE SUPPLIES FOR THE PURCHASING DEPARTMENTOMNIA #R230305 | 59.30 |
| 7282600029 | School Specialty, LLC | PURCHASE OF SCHOOL SUPPLIES FOR DISTRICTWIDE STUDENTSBUYBOARD #755-24/7 | 13,751.71 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 77.10 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 62.58 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 62.58 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 62.58 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 109.46 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 88.41 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 86.91 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 86.91 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 221.80 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 186.73 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 186.73 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 185.17 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 97.80 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 80.25 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 80.25 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 80.25 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 34.73 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 27.80 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 27.80 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 27, 2023P | 27.80 |
| 8012600056 | Jason's Deli - Brownsville | Staff Incentives - A Rating Campuses: Angela G. Leal, Collegiate Academy, Dr. Cash, Ed D | 607.94 |

| | | | |
|---|---|---|---|
| 8012600056 | Jason's Deli - Brownsville | Staff Incentives - A Rating Campuses: Angela G. Leal, Collegiate Academy, Dr. Cash, Ed D | 553.40 |
| 8012600056 | Jason's Deli - Brownsville | Staff Incentives - A Rating Campuses: Angela G. Leal, Collegiate Academy, Dr. Cash, Ed D | 480.68 |
| 8012600056 | Jason's Deli - Brownsville | Staff Incentives - A Rating Campuses: Angela G. Leal, Collegiate Academy, Dr. Cash, Ed D | 107.99 |
| 8012600056 | Jason's Deli - Brownsville | Staff Incentives - A Rating Campuses: Angela G. Leal, Collegiate Academy, Dr. Cash, Ed D | 571.58 |
| 8012600056 | Jason's Deli - Brownsville | Staff Incentives - A Rating Campuses: Angela G. Leal, Collegiate Academy, Dr. Cash, Ed D | 698.84 |
| 8072600054 | Lakeshore Learning Materials | ITEMS REQUESTED FOR JO ANN RENDON $100 TEACHER INCENTIVERFP-0724-GMSCI.P | 49.98 |
| 8072600054 | Lakeshore Learning Materials | ITEMS REQUESTED FOR JO ANN RENDON $100 TEACHER INCENTIVERFP-0724-GMSCI.P | 88.97 |
| 9312600098 | Jason's Deli | Students Meals for 8th Volleyball Miller Jordan vs Memorial MS, September 4 2025/Coac | 273.84 |
| 9312600128 | Jason's Deli | Student Meals for September 6, 2025 boys/girls Cross Country vs Donna Invitational, Co: | 370.95 |
| 9382600013 | Superior Alarms | FIRE ALARM MONTHLY MONITORING FOR 2025-2026 (19 SITES)BUYBOARD 654-21GOA | 1,260.00 |
| 9382600035 | Superior Alarms | FIRE ALARM AND INTERCOME (PA) SYSTEM REPAIRSBUYBOARD# 751-21GOAL 6: SBCISI | 657.50 |
| 9382600035 | Superior Alarms | FIRE ALARM AND INTERCOME (PA) SYSTEM REPAIRSBUYBOARD# 751-21GOAL 6: SBCISI | 87.00 |
| 9382600035 | Superior Alarms | FIRE ALARM AND INTERCOME (PA) SYSTEM REPAIRSBUYBOARD# 751-21GOAL 6: SBCISI | 85.00 |
| 9382600070 | Superior Alarms | FIRE ALARM REPAIRS AT LA ENCANTADA ELEMENTARY AND ED DOWNS FINE ARTS ACA | 700.00 |
| 9382600070 | Superior Alarms | FIRE ALARM REPAIRS AT LA ENCANTADA ELEMENTARY AND ED DOWNS FINE ARTS ACA | 1,120.00 |
| 9392600030 | School Health Corporation | HEALTH SERVICES SUPPLIES - LITE-AIR MDI HOLDING CHAMBERSITEM WAS APPROVED | 2,407.50 |
| | | | **38,745.67** |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798227 | Staples Business Advantage | Office Supplies and file Storage for | 09/18/2025 | 09/18/2025 | 3,094.96 |
| 798228 | Stefano's Brooklyn Pizza LLC | Lunch Preparations for SBCISD Leadership Meeting - | 09/18/2025 | 09/18/2025 | 662.00 |
| 798229 | Sweetwater | SBHS Band Dept. - Supplies for MJMS Band Dept. Use | 09/18/2025 | 09/18/2025 | 3,209.48 |
| 798230 | T & W TireLLC | OPEN PO FOR VEHICLE REGISTRATIONS - | 09/18/2025 | 09/18/2025 | 40.00 |
| 798231 | T A S B Inc | Team-Building Session for the Board & Superintendent | 09/18/2025 | 09/18/2025 | 1,961.12 |
| 798232 | T E P S A | 2025-2025 TESPA DUES CYNTHIA CLAYBORN | 09/18/2025 | 09/18/2025 | 778.00 |
| 798233 | Team Mario | REGISTRATION FEE FOR B. CISNEROS/L. | 09/18/2025 | 09/18/2025 | 960.00 |
| 798234 | Texas Air Products Ltd | HVAC EXHAUST FANS EQUIPMENT REPLACEMENT | 09/18/2025 | 09/18/2025 | 13,310.00 |
| 798235 | TEXAS HIGH SCHOOL ATHLETIC | Membership Renewal 225-2026 for Dan Gomez | 09/18/2025 | 09/18/2025 | 140.00 |
| 798236 | The Home Depot/G E C F | Purchase: 4ft 6-Outlet Power Strip with 45 Degree Flat | 09/18/2025 | 09/18/2025 | 394.00 |
| 798237 | The Trane Corporation | REPLACEMENT PART FOR CHILLER #2 AT FRED | 09/18/2025 | 09/18/2025 | 4,517.78 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798238 | TMEA Region 28 Orchestra | SBHS Band Dept. - Entry fees for SBHS Orchestra | 09/18/2025 | 09/18/2025 | 300.00 |
| 798239 | TMEA Region 28 Orchestra | SBHS Band Dept. - Entry Fees for MJ/COLL. AC | 09/18/2025 | 09/18/2025 | 140.00 |
| 798240 | TMEA Region 28 Orchestra | SBHS Band Dept. - Entry Fees for RVMS Orchestra | 09/18/2025 | 09/18/2025 | 250.00 |
| 798241 | TMEA Region 28 Orchestra | SBHS Band Dept. - Entry Fees for BC Orchestra | 09/18/2025 | 09/18/2025 | 140.00 |
| 798242 | Tops the Outdoor Power Store | CHEETAH TRACTOR REPAIRS - MAINT DEPT | 09/18/2025 | 09/18/2025 | 106.76 |
| 798243 | Trafera, LLC | TV monitors for instructional use for Collegiate students | 09/18/2025 | 09/18/2025 | 6,771.00 |
| 798244 | U I L Music Region 28 | SBHS Band Dept. - Entry Fees for SBHS Marching Band | 09/18/2025 | 09/18/2025 | 300.00 |
| 798245 | Veseris | CEU TRAINING PEST CONTROL LICENSE - MAINT | 09/18/2025 | 09/18/2025 | 220.00 |
| 798246 | Rafael Villalobos MDPA | OTHER HEALTH IMPAIRMENT FORMS SIGNED BY | 09/18/2025 | 09/18/2025 | 100.00 |
| 798247 | Wal-Mart Community BRC | ASP Program Supplies - JODLF | 09/18/2025 | 09/18/2025 | 443.76 |
| 798248 | Whataburger | Student Meals for September 17 2025 7th Volleyball | 09/18/2025 | 09/18/2025 | 3,354.89 |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798249 | KAYLA ANN ZAVALA | CONTRACTED SERVICES - SPEECH LANGUAGE | 09/18/2025 | 09/18/2025 | 1,026.00 |
| 798250 | Ken's Vacuum Truck Service - Attn: Stephen | Pump/wash out (2) 1000g waste interceptors, Sonny | 09/26/2025 | 06/30/2025 | 1,000.00 |
| 798251 | MARY JULIE AGUILERA | Meal Reimbursement for Attendance to PLC 2025 in Ft. | 09/22/2025 | 05/22/2025 | 262.50 |
| 798252 | MELANIE FRANCINE GONZALEZ | MONTHLY MILEAGE EXPENSE | 09/22/2025 | 03/20/2025 | 50.26 |
| 798253 | American Express | Stickers / books/ Jr. Badges / Bags - for Police | 09/25/2025 | 09/25/2025 | 1,254.33 |
| 798254 | MARINA BUENROSTRO | Mileage Monthly Reimbursement | 09/25/2025 | 09/25/2025 | 36.61 |
| 798255 | JOANNE SANCHEZ CISNEROS | Mileage Reimbursement/Region One Workshop-Migrant | 09/25/2025 | 09/25/2025 | 197.82 |
| 798256 | RUBEN ESQUIVEL JR | Meals for NJROTC cadets and adults attending the Hill | 09/25/2025 | 09/25/2025 | 2,280.00 |
| 798257 | PRISCILLA MARIE FIGUEROA | REFERENCE TO PO# 1102500171 PRISCILLA | 09/25/2025 | 09/25/2025 | 528.91 |
| 798258 | RENE FLORES JR | Mileage Reimbursement | 09/25/2025 | 09/25/2025 | 16.18 |
| 798259 | Jorge Guerra | Lodging reimbursement for trip to Comfort and | 09/25/2025 | 09/25/2025 | 122.66 |

**American Express** **Check #798253**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 9222600056 | Positive Promotions Inc | Stickers / books/ Jr. Badges / Bags - for Police presentation GOAL 1: F1.2 Strategies | 1,254.33 |
| | | | **1,254.33** |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798260 | ALYSSA RAE HERNANDEZ | Mileage Reimbursement for Alyssa R. Hernandez | 09/25/2025 | 09/25/2025 | 190.42 |
| 798261 | Carlos Lainez | MILEAGE SEPTEMBER 17, 2025, LEADERSHIP | 09/25/2025 | 09/25/2025 | 67.24 |
| 798262 | Law Office of Tony Torres, PLLC | Reference PO #7262600015 | 09/25/2025 | 09/25/2025 | 12,982.50 |
| 798263 | MANUELA LOPEZ | Mileage and food for Mrs. Lopez | 09/25/2025 | 09/25/2025 | 468.57 |
| 798264 | Pappasito's Smokehouse and Then Some | Student meals for September 18th, 2025, JV light | 09/25/2025 | 09/25/2025 | 1,236.00 |
| 798265 | Vivian Pena | SBHS Band Dept. - Clinician for HS/MS Band students | 09/25/2025 | 09/25/2025 | 300.00 |
| 798266 | Pender's Music Company | Instructional Supplies - Choir | 09/25/2025 | 09/25/2025 | 2,240.00 |
| 798267 | IRMA IZABEL PEREZ | MILEAGE AUG 14-15, 2025, WORKSHOP# 369248 | 09/25/2025 | 09/25/2025 | 269.14 |
| 798268 | Perry Mechanical Systems | PARTS/SUPPLIES FOR CHILLERS AT SULLIVAN | 09/25/2025 | 09/25/2025 | 1,924.72 |
| 798269 | Pinnacle Medical Management Corp | REQUIRED POST ACCIDENT DRUG & ALCOHOL | 09/25/2025 | 09/25/2025 | 80.00 |
| 798270 | MELINDA PINON | CONTRACTED SERVICES - SPEECH LANGUAGE | 09/25/2025 | 09/25/2025 | 684.00 |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798271 | Precision Business Machines, Inc. | PURCHASING INK FOR OUR POSTER MAKER | 09/25/2025 | 09/25/2025 | 1,067.85 |
| 798272 | Raising Cane's Restaurants LLC | Student Meals for September 20, 2025 Fresh Dk/Lt | 09/25/2025 | 09/25/2025 | 1,365.26 |
| 798273 | ESTEFANA ELENA RAMIREZ | Mileage Reimbursement/Region One Workshop-Migrant | 09/25/2025 | 09/25/2025 | 131.88 |
| 798274 | Really Good Stuff | Teacher/TA $100 Incentive (1st-Elsa Garza) - items are | 09/25/2025 | 09/25/2025 | 84.99 |
| 798275 | Region One Education Service Center | REGION ONE - NEW SCHOOL NURSE ORIENTATION | 09/25/2025 | 09/25/2025 | 34,266.74 |
| 798276 | Republic Services Inc | OPEN PURCHASE ORDER- DISPOSAL OF TRASH | 09/25/2025 | 09/25/2025 | 1,590.51 |
| 798277 | JUANITA ROJAS | Mileage reimbursement (monthly). Travel to RMS, | 09/25/2025 | 09/25/2025 | 128.03 |
| 798278 | Rubber Flooring Systems, Inc. | REPAIR AND RESURFACING OF THE SAN BENITO | 09/25/2025 | 09/25/2025 | 21,750.00 |
| 798279 | Rush Truck Centers of Texas LP | BOARD APPROVED 6/25/2025 | 09/25/2025 | 09/25/2025 | 264.80 |
| 798280 | SMITHSON VALLEY NJROTC BOOSTER | Registration Fee for San Benito HS NJROTC to attend | 09/25/2025 | 09/25/2025 | 475.00 |
| 798281 | TEXAS GAS SERVICE | ENCUMBRANCE FOR GAS SERVICES FOR 2025-26 | 09/25/2025 | 09/25/2025 | 5,159.30 |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798282 | SIMON VASQUEZ JR | 2025-2026 monthly mileage reimbursement | 09/25/2025 | 09/25/2025 | 32.83 |
| 798283 | Verizon Wireless Services LLC | Monthly Hot Spot Services for KSBG | 09/25/2025 | 09/25/2025 | 45.00 |
| 798284 | DIANA ZUNIGA | Mileage Reimbursement | 09/25/2025 | 09/25/2025 | 138.66 |
| 798285 | American Express | Ink Toner for all School Cafeterias | 09/25/2025 | 09/25/2025 | 3,599.10 |
| 798286 | C & S Safety | Back Support and Raincoats for cafeteria employees | 09/25/2025 | 09/25/2025 | 2,604.05 |
| 798287 | COMMERCIAL KITCHEN PARTS & | Merchandiser estimate for Berta Cabaza for Repairs. | 09/25/2025 | 09/25/2025 | 437.50 |
| 798288 | FASTSIGNS | SCHOOL LUNCH BANNER FOR DISTRICS | 09/25/2025 | 09/25/2025 | 155.00 |
| 798289 | H E B Food Store | Purchase of Food and Non Food items for Catering | 09/25/2025 | 09/25/2025 | 82.92 |
| 798290 | Hiland Dairy Foods Co. LLC-Conroe Plant | Milk Orders for all District Cafeterias Sept, 19-30,2025 | 09/25/2025 | 09/25/2025 | 23,406.26 |
| 798291 | Labatt Food Service | Grocery Orders for District Cafeterias September 16, | 09/25/2025 | 09/25/2025 | 105,074.82 |
| 798292 | PAY SCHOOLS | Virtual Training Session for System Design Eric Tell Net | 09/25/2025 | 09/25/2025 | 475.00 |

**American Express** **Check #798285**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 9352600071 | World Wide Imaging Supplies | Ink Toner for all School Cafeterias Buy Board Contract # 707-23Goal: 1 F1.2 ! | 3,599.10 |
| | | | **3,599.10** |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798293 | Sam's Club Direct Commercial | PURCHASE OF FOOD ITEMS AND NON FOOD ITEMS | 09/25/2025 | 09/25/2025 | 210.73 |
| 798294 | Terra Cooling, LLC | Board Approved August 13, 2025 | 09/25/2025 | 09/25/2025 | 2,004.60 |
| 798295 | American Express | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3 | 09/25/2025 | 09/25/2025 | 31,052.80 |
| 798296 | J Maya Designs & Graphics LLC | Board & Superintendent Shirts for October Awareness | 09/25/2025 | 09/25/2025 | 778.00 |
| 798297 | J W Pepper & Son, Inc | General Supplies/RFP-1224-GMS | 09/25/2025 | 09/25/2025 | 1,229.49 |
| 798298 | La Especial Bakery | Sweet Bread for students. | 09/25/2025 | 09/25/2025 | 168.00 |
| 798299 | LAMAC INC | ASP Student Supplies - La Encantada | 09/25/2025 | 09/25/2025 | 963.42 |
| 798300 | Lead4ward LLC | Lead4ward Trainings FOR: August 22, 2025 ... Sept. 19, | 09/25/2025 | 09/25/2025 | 4,500.00 |
| 798301 | Lewis Electric Motors Inc | REMOVE AND INSTALL MOTORS AND PUMPS FOR | 09/25/2025 | 09/25/2025 | 4,445.00 |
| 798302 | Longhorn Cattle Company Barbecue | 5- Meals plate for woman law enforcement week | 09/25/2025 | 09/25/2025 | 88.75 |
| 798303 | S/P2 | S/P2 Automotive & Collision Rpair subscription renewal | 09/25/2025 | 09/25/2025 | 898.00 |

**American Express** **Check #798295**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 0012600091 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER LUIS LEAL | 92.05 |
| 0012600103 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER ALDO PIN | 85.88 |
| 0012600103 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER ALDO PIN | 13.30 |
| 0012600108 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER A. MERCA | 13.10 |
| 0012600108 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER A. MERCA | 11.17 |
| 0012600108 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER A. MERCA | 5.80 |
| 0012600109 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER C. HAGAR | 97.01 |
| 0012600140 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER PAUL HER | 15.90 |
| 0012600140 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER PAUL HER | 15.24 |
| 0012600141 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTD BY TEACHER E. BRISENC | 78.29 |
| 0012600141 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTD BY TEACHER E. BRISENC | 21.64 |
| 0012600144 | School Specialty, LLC | 2025-26 TEACHER CLASSROOM SUPPLIES REQUESTED BY TEACHER E.ROBLESR | 23.02 |
| 0012600144 | School Specialty, LLC | 2025-26 TEACHER CLASSROOM SUPPLIES REQUESTED BY TEACHER E.ROBLESR | 36.59 |
| 0012600144 | School Specialty, LLC | 2025-26 TEACHER CLASSROOM SUPPLIES REQUESTED BY TEACHER E.ROBLESR | 38.08 |
| 0012600146 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER RUTH REY | 14.44 |
| 0012600146 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER RUTH REY | 50.18 |
| 0012600193 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUESTED BY TEACHER DANIIAL I | 94.76 |
| 0072600030 | School Specialty, LLC | Supplies for VMA ClassroomsBid#:RFP-0724-GMSNo DebarmentStrategic Plan:( | 257.29 |
| 0072600039 | School Specialty, LLC | Supplies to VMA teacher - Brittany MendezBid#: RFP-0724-GMSNo Debarment: | 92.34 |
| 0072600080 | School Specialty, LLC | Classroom Supplies for Teacher Pablo SanchezBID#: RFP-0724-GMSNo Debarm | 89.72 |
| 0072600080 | School Specialty, LLC | Classroom Supplies for Teacher Pablo SanchezBID#: RFP-0724-GMSNo Debarm | 7.24 |
| 0072600081 | School Specialty, LLC | Classroom Supplies for Teacher Ramiro GalvanBID#: RFP-0724-GMSNo Debarm | 97.85 |
| 0072600094 | School Specialty, LLC | Supplies for Teacher Norma CastilloBid#: RFP-0724-GMSNo DebarmentStrategi | 83.77 |
| 0072600094 | School Specialty, LLC | Supplies for Teacher Norma CastilloBid#: RFP-0724-GMSNo DebarmentStrategi | 14.03 |
| 0412600026 | School Specialty, LLC | Science teacher supplies (J418)OMNIA#R230305/Cart#1052162662G#1: SBCISD | 99.38 |
| 0412600027 | School Specialty, LLC | Classroom supplies (K507)OMNIA#R230305/Cart#1052155930G#1: SBCISD will | 70.54 |
| 0412600027 | School Specialty, LLC | Classroom supplies (K507)OMNIA#R230305/Cart#1052155930G#1: SBCISD will | 29.43 |
| 0412600028 | School Specialty, LLC | Classroom supplies (Band Hall)OMNIA#R230305/Cart#1052210452G#1: SBCISD | 15.70 |
| 0422600021 | School Specialty, LLC | BOUNCY BAND FOR DESK, LEGAL PADSCLIPBOARDS, MOUSE, PENCILS TEACHE | 99.26 |
| 0422600021 | School Specialty, LLC | BOUNCY BAND FOR DESK, LEGAL PADSCLIPBOARDS, MOUSE, PENCILS TEACHE | 98.05 |
| 0422600031 | School Specialty, LLC | MARKERS, TEACHER MATH JOSE VILLARREALRFP -0724 GMSDIP: GOAL 1 ALL S | 97.63 |
| 0432600035 | Lakeshore Learning Materials | Teacher utilizing their $100 stipend for school supplies. (Jesus Zapata)RFP 1022 | 65.32 |

| | | | |
|---|---|---|---|
| 1012600020 | School Specialty, LLC | CLASSROOM SUPPLIES (LAURA VALLEJO, 2ND GRADE)RFP-0724-GMSGOAL 1: S | 72.12 |
| 1042600019 | School Specialty, LLC | Instructional Materials /Supplies utilizing the $100.00 Stipend for Teachers and I | 104.82 |
| 1042600023 | Lakeshore Learning Materials | Instructional Materials /Supplies utilizing the $100.00 Stipend for Teachers and I | 207.97 |
| 1082600010 | School Specialty, LLC | Teacher general instructional supplies ($100.00) statement.Ms. Gonzalez-Vega, F | 97.98 |
| 1082600014 | School Specialty, LLC | Teacher general instructional supplies ($100.00) statement.Mr. Munoz, RTI teach | 29.19 |
| 1082600014 | School Specialty, LLC | Teacher general instructional supplies ($100.00) statement.Mr. Munoz, RTI teach | 58.82 |
| 1082600018 | School Specialty, LLC | Teacher general instructional supplies ($100.00) statement.Mrs. Teran, 4th-grade | 14.80 |
| 1082600018 | School Specialty, LLC | Teacher general instructional supplies ($100.00) statement.Mrs. Teran, 4th-grade | 73.06 |
| 1082600020 | School Specialty, LLC | Teacher general instructional supplies ($100.00) statement.Mrs. Garcia, 5th-grad | 65.46 |
| 1082600020 | School Specialty, LLC | Teacher general instructional supplies ($100.00) statement.Mrs. Garcia, 5th-grad | 33.10 |
| 1082600023 | School Specialty, LLC | Teacher general instructional supplies ($100.00) statement.Mr. De La Cruz, P.E., ( | 69.43 |
| 1082600023 | School Specialty, LLC | Teacher general instructional supplies ($100.00) statement.Mr. De La Cruz, P.E., ( | 128.56 |
| 1082600024 | School Specialty, LLC | Teacher general instructional supplies ($100.00) statement.Brenda Gonzalez RTI | 30.92 |
| 1082600024 | School Specialty, LLC | Teacher general instructional supplies ($100.00) statement.Brenda Gonzalez RTI | 23.46 |
| 1082600024 | School Specialty, LLC | Teacher general instructional supplies ($100.00) statement.Brenda Gonzalez RTI | 21.22 |
| 1092600034 | Lakeshore Learning Materials | To Purchase Classroom Instructional Supplies / Heaven S.BuyBoard #750-24Goa | 87.85 |
| 1102600008 | Lakeshore Learning Materials | PK-3 M.GUEVARA INSTRUCTIONAL SUPPLIESBUYBOARD #653-21SBCISD will d | 97.96 |
| 1102600019 | School Specialty, LLC | F. CUEVAS INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCISD wil | 92.08 |
| 1102600020 | School Specialty, LLC | Y.QUINTANILLA INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCIS | 99.96 |
| 1102600021 | School Specialty, LLC | J.GARCIA 3RD INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCISD | 93.40 |
| 1102600022 | School Specialty, LLC | V. PATINO-HERNANDEZ 5TH INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R | 59.59 |
| 1102600022 | School Specialty, LLC | V. PATINO-HERNANDEZ 5TH INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R | 12.49 |
| 1102600024 | School Specialty, LLC | S. HUNTWORK ACU2 INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R23030 | 95.08 |
| 1102600025 | Lakeshore Learning Materials | P. FIGUEROA INSTRUCTIONAL SUPPLIESRFP #1022-GMSSBCISD will design, an | 100.97 |
| 1102600026 | School Specialty, LLC | M.YBARRA INSTRUCTIONAL SUPPLIESOMNIA PARTNERS (CONTRACT R230305) | 97.39 |
| 1102600027 | School Specialty, LLC | Y. ONTIVEROS INSTRUCTIONAL SUPPLIESOMNIA PARTNERS (CONTRACT R230 | 84.95 |
| 1102600029 | School Specialty, LLC | E. GONZALEZ INSTRUCTIONAL SUPPLIESOMNIA PARTNERS (CONTRACT R230 | 3.10 |
| 1102600029 | School Specialty, LLC | E. GONZALEZ INSTRUCTIONAL SUPPLIESOMNIA PARTNERS (CONTRACT R230 | 28.56 |
| 1102600029 | School Specialty, LLC | E. GONZALEZ INSTRUCTIONAL SUPPLIESOMNIA PARTNERS (CONTRACT R230 | 66.86 |
| 1102600030 | School Specialty, LLC | N. GONZALEZ INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCISD | 38.08 |
| 1102600030 | School Specialty, LLC | N. GONZALEZ INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCISD | 45.72 |
| 1102600031 | School Specialty, LLC | N. GONZALEZ INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCISD | 28.98 |
| 1102600031 | School Specialty, LLC | N. GONZALEZ INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCISD | 62.53 |
| 1102600032 | School Specialty, LLC | M. SAUCEDO INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCISD | 98.28 |
| 1102600033 | Lakeshore Learning Materials | A. CHRISTIANSEN INSTRUCTIONAL SUPPLIESRFP#1022-GMSSBCISD will design | 19.99 |

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|---|---|---|---|
| 1102600033 | Lakeshore Learning Materials | A. CHRISTIANSEN INSTRUCTIONAL SUPPLIESRFP#1022-GMSSBCISD will design | 78.10 |
| 1102600035 | School Specialty, LLC | J. GALARZA INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCISD w | 93.26 |
| 1102600037 | School Specialty, LLC | E. JAIMEZ INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCISD will | 22.63 |
| 1102600037 | School Specialty, LLC | E. JAIMEZ INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCISD will | 70.98 |
| 1102600038 | School Specialty, LLC | J. VALDEZ INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCISD wil | 91.75 |
| 1102600038 | School Specialty, LLC | J. VALDEZ INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCISD wil | 7.86 |
| 1102600039 | School Specialty, LLC | D. GUTIERREZ INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCISD | 48.11 |
| 1102600039 | School Specialty, LLC | D. GUTIERREZ INSTRUCTIONAL SUPPLIESOMNIA CONTRACT # R230305SBCISD | 50.29 |
| 1102600042 | School Specialty, LLC | J. GOMEZ INSTRUCITONAL SUPPLIESOMNIA PARTNERS (CONTRACT R230305)S | 42.66 |
| 1102600042 | School Specialty, LLC | J. GOMEZ INSTRUCITONAL SUPPLIESOMNIA PARTNERS (CONTRACT R230305)S | 53.91 |
| 1102600043 | School Specialty, LLC | M. GONZALES INSTRUCITONAL SUPPLIESOMNIA PARTNERS (CONTRACT R230: | 98.89 |
| 1102600044 | School Specialty, LLC | D. RANGEL INSTRUCITONAL SUPPLIESOMNIA PARTNERS (CONTRACT R230305) | 26.08 |
| 1102600044 | School Specialty, LLC | D. RANGEL INSTRUCITONAL SUPPLIESOMNIA PARTNERS (CONTRACT R230305) | 73.24 |
| 1102600045 | School Specialty, LLC | M. TEJEDA INSTRUCITONAL SUPPLIESOMNIA PARTNERS (CONTRACT R230305): | 100.08 |
| 1102600046 | School Specialty, LLC | S. KMETZ INSTRUCITONAL SUPPLIESOMNIA PARTNERS (CONTRACT R230305)S | 97.66 |
| 1152600042 | Lakeshore Learning Materials | Instructional Material Utilizing REP-0821-GMSGoal: Garza will implement progra | 24.95 |
| 1162600028 | Lakeshore Learning Materials | TO PURCHASE ITEMS FOR TEACHER REIMBURSEMENT (MRS. WALLE AND MRS. | 195.59 |
| 1172600021 | School Specialty, LLC | Classroom SuppliesOMNIA Contract Number: R230305GOA:G 1: By June 2026, A | 220.48 |
| 1172600021 | School Specialty, LLC | Classroom SuppliesOMNIA Contract Number: R230305GOA:G 1: By June 2026, A | 954.76 |
| 1172600028 | Lakeshore Learning Materials | Teacher Allotment SuppliesBuyBoard: 750-24V. SosaG1: By June 2026, AG Leal E | 35.17 |
| 1172600037 | Lakeshore Learning Materials | Teacher Allotment SuppliesBuyBoard: 750-24L. Resendez, 2nd GradeG. Mendez, | 62.68 |
| 1172600037 | Lakeshore Learning Materials | Teacher Allotment SuppliesBuyBoard: 750-24L. Resendez, 2nd GradeG. Mendez, | 98.17 |
| 7022600005 | Jason's Deli | Meals for Board Meetings, SY 2025-2026Strategic Plan: 4. Implement transparer | 259.09 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 219.33 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 54.88 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 112.89 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 62.94 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 62.94 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 81.17 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 66.49 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 66.49 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 66.49 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 70.66 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 70.66 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 70.66 |

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|---|---|---|---|
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 70.66 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 97.70 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 99.62 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 81.10 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 81.10 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 81.10 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 155.83 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 154.46 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 160.54 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 165.72 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 24.70 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 21.07 |
| 7282600030 | Unifirst Holdings Inc | CUSTODIAN UNIFORMS DISTRICTWIDE YEAR 3 OF 3BOARD APPROVED JUNE 2 | 21.07 |
| 8362600026 | School Specialty, LLC | SuppliesRFP-0724-GMSStrategic Plan 1: Ensure academic excellence by providir | 1,611.66 |
| 8362600026 | School Specialty, LLC | SuppliesRFP-0724-GMSStrategic Plan 1: Ensure academic excellence by providir | 3,123.17 |
| 8362600026 | School Specialty, LLC | SuppliesRFP-0724-GMSStrategic Plan 1: Ensure academic excellence by providir | 3,392.41 |
| 8362600026 | School Specialty, LLC | SuppliesRFP-0724-GMSStrategic Plan 1: Ensure academic excellence by providir | 59.21 |
| 9222600077 | Jason's Deli | 19- Box Meals - for friday's Home Coming Game police only GOAL 1: F1.2 Strat | 163.62 |
| 9312600153 | Jason's Deli | Student Meals for September 20 2025 Varsity Tennis vs Brownsville/Coach Jose | 202.84 |
| 9382600014 | Superior Alarms | FIRE ALARM AND INTERCOME (PA) SYSTEM REPAIRSBUYBOARD# 751-21GOAL | 85.00 |
| 9382600014 | Superior Alarms | FIRE ALARM AND INTERCOME (PA) SYSTEM REPAIRSBUYBOARD# 751-21GOAL | 85.00 |
| 9382600019 | Superior Alarms | FIRE ALARM REPAIRS AT SAN BENITO HIGH SCHOOL & SPORTS COMPLEX, LA I | 1,779.00 |
| 9382600061 | Superior Alarms | FIRE ALARM AND INTERCOME (PA) SYSTEM REPAIRSBUYBOARD# 751-21GOAL | 935.00 |
| 9382600061 | Superior Alarms | FIRE ALARM AND INTERCOME (PA) SYSTEM REPAIRSBUYBOARD# 751-21GOAL | 1,105.00 |
| 9382600079 | Superior Alarms | FIRE ALARM REPAIRS AT LA ENCANTADA ELEMENTARY, REPLACE SMOKE DETE | 815.00 |
| 9382600082 | Superior Alarms | FIRE ALARM REPAIRS AT BOBBY MORROW STADIUMBUYBOARD# 751-24GOAL | 8,400.50 |
| | | | **31,052.80** |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798304 | MARK SALDIVAR | SBHS Band Dept. - Clarinet Clinician for MS Band | 09/25/2025 | 09/25/2025 | 300.00 |
| 798305 | Sam's Club Direct Commercial | K–5 instructional supplies and materials for | 09/25/2025 | 09/25/2025 | 14,785.14 |
| 798306 | San Benito CISD | Pre-K Snacks | 09/25/2025 | 09/25/2025 | 1,549.00 |
| 798307 | San Benito CISD Child Nutrition Pro | Goal 1: SBCISD/La Paloma Elementary School will | 09/25/2025 | 09/25/2025 | 2,416.00 |
| 798308 | School Health Corporation | AED SUPPLIES | 09/25/2025 | 09/25/2025 | 1,454.04 |
| 798309 | School Nurse Supply | ITEMS REQUESTED FOR ECSE/ACU CLASSROOMS | 09/25/2025 | 09/25/2025 | 356.40 |
| 798310 | School Specialty, LLC | 2025-26 TEACHERS CLASSROOM SUPPLIES | 09/25/2025 | 09/25/2025 | 1,424.73 |
| 798311 | David Shea | SBHS Band Dept. - Clinician services, lodging and | 09/25/2025 | 09/25/2025 | 800.00 |
| 798312 | Sherwin Williams Company | PAINTING SUPPLIES - VMA | 09/25/2025 | 09/25/2025 | 251.76 |
| 798313 | SHI-Government Solutions Inc | Nessus renewal-coverage term 9/20/25-9/19/26 | 09/25/2025 | 09/25/2025 | 6,465.61 |
| 798314 | Emma Shubin | SBHS Band Dept. - Clinician for SBHS MasterClass for | 09/25/2025 | 09/25/2025 | 778.36 |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798315 | STB USA LLC | (Reference PO# 8092500941) Items were on Backorder | 09/25/2025 | 09/25/2025 | 298.14 |
| 798316 | Staples Business Advantage | Office Supplies For the Clerks and Secretary | 09/25/2025 | 09/25/2025 | 140.71 |
| 798317 | Terri Sundberg | SBHS Band Dept. - Clinician for SBHS MasterClass for | 09/25/2025 | 09/25/2025 | 362.00 |
| 798318 | Sweetwater | SBHS Band Dept. - Equipment and Supplies for Guitar | 09/25/2025 | 09/25/2025 | 249.99 |
| 798319 | T & W TireLLC | OPEN PO FOR VEHICLE REGISTRATIONS - | 09/25/2025 | 09/25/2025 | 40.00 |
| 798320 | TCG Administrators | Investment Advisory Management Fee: | 09/25/2025 | 09/25/2025 | 1,250.00 |
| 798321 | TELEPRO COMMUNICATIONS | 2025-26 TEACHERS CLASSROOM SUPPLIES | 09/25/2025 | 09/25/2025 | 99.61 |
| 798322 | Texas Alternator Starter Service | BUS 216 IN HOUSE MECHANIC ALTERNATOR | 09/25/2025 | 09/25/2025 | 1,868.50 |
| 798323 | TEXAS HIGH SCHOOL ATHLETIC | Registration for THSADA Fall Forum Ramiro Partida, | 09/25/2025 | 09/25/2025 | 85.00 |
| 798324 | The Home Depot/G E C F | Berta Cabaza Middle School - (Caster Wheels) | 09/25/2025 | 09/25/2025 | 1,761.77 |
| 798325 | The Longhorn Cattle Company | 33-two meats meals for National Security Week | 09/25/2025 | 09/25/2025 | 585.75 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798326 | The Medicine Shoppe | Supplies for instructional use in Phlebotomy classes, | 09/25/2025 | 09/25/2025 | 3,124.75 |
| 798327 | Tip Top Towing | OPEN PO FOR WRECKER SERVICES-SPED BUSES | 09/25/2025 | 09/25/2025 | 915.00 |
| 798328 | Tops the Outdoor Power Store | Maintenance (Safety Personal Protection Equipment) | 09/25/2025 | 09/25/2025 | 435.78 |
| 798329 | TOPSHELF IMAGING | INK CARTRIDGES OFFICE USE | 09/25/2025 | 09/25/2025 | 1,474.00 |
| 798330 | Trafera, LLC | purchase being made to update/replace teacher | 09/25/2025 | 09/25/2025 | 6,771.00 |
| 798331 | Valley Scoreboards | Repairs to Bobby Morrow Stadium Delay Game Clock | 09/25/2025 | 09/25/2025 | 350.00 |
| 798332 | Valley Shredding Service | RFP-0821-GMS | 09/25/2025 | 09/25/2025 | 53.50 |
| 798333 | Juan A Vargas | Chain Crew, UANL vs SBHS Sept 19-20, 2025 Varsity | 09/25/2025 | 09/25/2025 | 30.00 |
| 798334 | Wal-Mart Community BRC | ASP Class Stem Supplies - Ed Downs | 09/25/2025 | 09/25/2025 | 555.03 |
| 798335 | Whataburger | Student Meals for Varsity Football team, Sept 12, 2025 | 09/25/2025 | 09/25/2025 | 2,713.57 |
| 798336 | William V Macgill & Co | BUYBOARD 704-23 NURSE SUPPLIES, NURSE: I | 09/25/2025 | 09/25/2025 | 51.24 |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798337 | MATTHEW R. YORK | SBHS Band Dept. - Clinician for SBHS Band Student | 09/25/2025 | 09/25/2025 | 300.00 |
| 798338 | KAYLA ANN ZAVALA | CONTRACTED SERVICES - SPEECH LANGUAGE | 09/25/2025 | 09/25/2025 | 1,007.00 |
| 798339 | 3P Learning, Inc. - C/O Thomas Cyprian | 3P Learning Software Products and Services for Migrant | 09/25/2025 | 09/25/2025 | 1,120.00 |
| 798340 | AGPARTS EDUCATION | Goal 1:SBCISD/La Paloma Elementary School will | 09/25/2025 | 09/25/2025 | 488.00 |
| 798341 | AISYS Consulting LLC | Replacement lamp for Epson Powerlite 98H projector, | 09/25/2025 | 09/25/2025 | 125.95 |
| 798342 | All Valley Family Medical PLLC | student drug screening for students in Practicum in | 09/25/2025 | 09/25/2025 | 1,428.00 |
| 798343 | Amazon Capital Services | Supplies for Librarian Daniel Sanchez | 09/25/2025 | 09/25/2025 | 6,021.31 |
| 798344 | American Express | Repair of Equipment (JODLF - High Speed Burnisher | 09/25/2025 | 09/25/2025 | 11,099.63 |
| 798345 | Andy's Auto Air & Supplies Inc | BOARD APPROVED 6/25/2025 | 09/25/2025 | 09/25/2025 | 1,354.30 |
| 798346 | Apple Inc | Desktop computer and laptops for the Purchasing | 09/25/2025 | 09/25/2025 | 20,668.50 |
| 798347 | B & H Photo Video | Various Supplies (KSBG TV Quote No 1122407499) | 09/25/2025 | 09/25/2025 | 628.73 |

**American Express Check #798344**

| Purchase Order N | Full Name | Description | Amount |
|---|---|---|---|
| 0012600132 | Gateway Printing | 2025 TEACHERS CLASSROM SUPPLIES REQUESTED | 19.58 |
| 0012600132 | Gateway Printing | 2025 TEACHERS CLASSROM SUPPLIES REQUESTED | 47.09 |
| 0012600137 | Gateway Printing | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUES | 68.70 |
| 0012600137 | Gateway Printing | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUES | 22.48 |
| 0012600156 | Gateway Printing | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUES | 45.81 |
| 0012600156 | Gateway Printing | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUES | 20.94 |
| 0012600208 | Gateway Printing | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUES | 43.00 |
| 0012600208 | Gateway Printing | 2025-26 TEACHERS CLASSROOM SUPPLIES REQUES | 58.48 |
| 0012600209 | Gateway Printing | 2025-26 TACHERS CLASSROOM SUPPLIES REQUEST | 41.46 |
| 0012600209 | Gateway Printing | 2025-26 TACHERS CLASSROOM SUPPLIES REQUEST | 52.08 |
| 0222600030 | Matheson Tri-Gas Inc | Cylinder rental/content for instructional use in weldi | 296.18 |
| 0222600030 | Matheson Tri-Gas Inc | Cylinder rental/content for instructional use in weldi | 141.11 |
| 0412600078 | Gateway Printing | MATH DEPARTMENT SUPPLIESBUYBD#750-24/CART | 153.00 |
| 0412600078 | Gateway Printing | MATH DEPARTMENT SUPPLIESBUYBD#750-24/CART | 1,108.28 |
| 0422600051 | Gateway Printing | MARKERS, EASEL PADS: TEACHER APRIL GARCIA 8T | 83.49 |
| 0422600051 | Gateway Printing | MARKERS, EASEL PADS: TEACHER APRIL GARCIA 8T | 13.39 |
| 0422600052 | Gateway Printing | COPY PAPER, USB, CLIPBOARDS, USB CABLE; TEACH | 6.95 |
| 0422600052 | Gateway Printing | COPY PAPER, USB, CLIPBOARDS, USB CABLE; TEACH | 93.31 |
| 1012600048 | Gateway Printing | CLASSROOM SUPPLIES -CAMPUSRFP-1224-GMSGC | 207.96 |
| 1012600048 | Gateway Printing | CLASSROOM SUPPLIES -CAMPUSRFP-1224-GMSGC | 40.50 |
| 1622600075 | Guitar Center Stores, Inc. | SBHS Band Dept. - Instrument for SBHS Estudiantina | 649.00 |
| 1622600109 | Guitar Center Stores, Inc. | SBHS Band Dept. - Supplies for SBHS Guitar Prograı | 569.75 |
| 1622600131 | Gateway Printing | SBHS Band Dept. - Supplies for SBHS Band Dept. Us | 56.99 |
| 1622600131 | Gateway Printing | SBHS Band Dept. - Supplies for SBHS Band Dept. Us | 431.17 |
| 7022600027 | FASTSIGNS | Replace existing vinyl on nameplate for Assistant Su | 46.62 |
| 8032600016 | Indoff Incorporated | Office supplies, Region 19Allied States Coop; Goal 1 | 114.00 |
| 8032600016 | Indoff Incorporated | Office supplies, Region 19Allied States Coop; Goal 1 | -67.00 |
| 8092600068 | Gateway Printing | BOY office supplies and file storage for ASP Directoı | 158.39 |
| 8092600068 | Gateway Printing | BOY office supplies and file storage for ASP Directoı | -158.39 |
| 9222600027 | FASTSIGNS | 10ft Aluminum Canopy Tent CustomGOAL 1: F1.2 St | 1,133.00 |
| 9222600035 | Galls LLC | Boots / Streamlight for Police Officer F. Sarmiemto | 162.25 |
| 9222600047 | Galls LLC | Tactical Boots- Chief SosaGOAL 1: F1.2 Strategies Pr | 150.94 |

| | | | |
|---|---|---|---|
| 9222600051 | Galls LLC | Uniform - Equipment - Boots for Police Officer Adri: | 412.29 |
| 9222600051 | Galls LLC | Uniform - Equipment - Boots for Police Officer Adri: | 148.89 |
| 9222600051 | Galls LLC | Uniform - Equipment - Boots for Police Officer Adri: | 63.55 |
| 9362600141 | Gulf Coast Paper -Adm Maint #4442 | Repair of Equipment (JODLF - High Speed Burnishe | 255.54 |
| 9362600189 | Fairway Supply, Inc | LOCKSMITH SUPPLIES - ATHLETICS DEPT.BUY BOAR | 453.60 |
| 9362600192 | Gulf Coast Paper -Adm Maint #4442 | Maintenance Janitorial Inventory Restock (Cleaning | 3,300.00 |
| 9362600250 | Dealers Electrical Supply | CNP/BCMS KitchenRFP-0724-GMSTargeted Goal: G( | 128.15 |
| 9362600251 | Dealers Electrical Supply | SBHS/CATE WeldingRFP-0724-GMSTargeted Goal: G | 122.16 |
| 9382600087 | O'REILLY AUTOMOTIVE STORES #15 | REPLACEMENT PARTS FOR DEPARTMENT VEHICLES | 404.94 |
| | | | **11,099.63** |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798348 | B&H Distributors | SPEAKERS FOR DELIVERY OF LARGE GROUP | 09/25/2025 | 09/25/2025 | 297.83 |
| 798349 | Bio-Ops LLC | BIOHAZARD DISPOSAL - REGULATED MEDICAL | 09/25/2025 | 09/25/2025 | 900.00 |
| 798350 | Blanquitas Mexican Restaurant | BREAKFAST EXPENSE FOR SPECIAL OLYMPICS | 09/25/2025 | 09/25/2025 | 311.55 |
| 798351 | Bob's Band Service | SBHS Band Dept. - Maint. & Repair of Instruments for | 09/25/2025 | 09/25/2025 | 1,510.00 |
| 798352 | Brownsville Psychological Center PLLC | Psyschological Testing for Gardian Andrew Aguilar | 09/25/2025 | 09/25/2025 | 350.00 |
| 798353 | C & S Safety | ITEMS REQUESTED TO REPLENISH THE SAFETY | 09/25/2025 | 09/25/2025 | 648.75 |
| 798354 | C D W - Government Inc #1967652 | Headset with Microphone to be utilize during testing for | 09/25/2025 | 09/25/2025 | 5,125.94 |
| 798355 | Cameron Appraisal District | Reference PO #7262600014 | 09/25/2025 | 09/25/2025 | 62,230.25 |
| 798356 | Cameron County Tax Office | OPEN PO FOR VEHICLE REGISTRATIONS - | 09/25/2025 | 09/25/2025 | 22.00 |
| 798357 | Christopher James Carrizales | Chain Crew, UANL vs SBHS Sept 19-20, 2025 Varsity | 09/25/2025 | 09/25/2025 | 30.00 |
| 798358 | G T M SportsWear | Backpacks for RMS Dance Team | 09/25/2025 | 09/25/2025 | 659.90 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798359 | Chuys Custom Sports | SBHS Band Dept. - Uhaul Rental for SBHS Marching | 09/25/2025 | 09/25/2025 | 80.74 |
| 798360 | Cielo Office Products, LLC | Instructional Material Utilizing | 09/25/2025 | 09/25/2025 | 1,242.76 |
| 798361 | Zachary Ryan Corona | Chain Crew, UANL vs SBHS Sept 19-20, 2025 Varsity | 09/25/2025 | 09/25/2025 | 60.00 |
| 798362 | CV INDUSTRIAL HARDWARE LLC | welding supplies for instructional use in Welding classes, | 09/25/2025 | 09/25/2025 | 3,362.50 |
| 798363 | Dell Marketing LP | LAPTOP BATTERIES FOR TEACHERS (MISS DIAZ, | 09/25/2025 | 09/25/2025 | 3,918.96 |
| 798364 | Demco Inc | Library Books for Librarian Daniel Sanchez | 09/25/2025 | 09/25/2025 | 1,151.47 |
| 798365 | Discount School Supply | To Purchase Classroom Instructional Supplies /P. | 09/25/2025 | 09/25/2025 | 100.88 |
| 798366 | Domino's | Meals for KSBG-TV Covering Football Game (09.19.25 | 09/25/2025 | 09/25/2025 | 121.50 |
| 798367 | Enterprise Rent-A- Car - #TXS0331 | TASA/TASB txEdCON 2025, R Corona | 09/25/2025 | 09/25/2025 | 350.70 |
| 798368 | Hector Esparza | Spotter for UANL vs SBHS 9/19/2025 | 09/25/2025 | 09/25/2025 | 45.00 |
| 798369 | Expert TA LLC | EXPERT TA PHYSICS HOMEWORK ONLINE ACCESS | 09/25/2025 | 09/25/2025 | 255.00 |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798370 | Exploros, Inc | Social studies curriculum license | 09/25/2025 | 09/25/2025 | 8,694.00 |
| 798371 | Fleetpride | BOARD APPROVED 6/25/2025 | 09/25/2025 | 09/25/2025 | 1,068.92 |
| 798372 | Flinn Scientific Inc | SCIENCE SUPPLIES FOR SCIENCE DEPARTMENT | 09/25/2025 | 09/25/2025 | 1,588.39 |
| 798373 | MOISES GARZA | SBHS Band Dept. - Clarinet Clinician for SBHS Band | 09/25/2025 | 09/25/2025 | 200.00 |
| 798374 | Javier Gonzalez | Chain Crew, UANL vs SBHS Sept 19-20, 2025 Varsity | 09/25/2025 | 09/25/2025 | 30.00 |
| 798375 | Gopher Sport | RUBBER BALL, VOLLEYBALL PE COACHES: LUGO, | 09/25/2025 | 09/25/2025 | 347.55 |
| 798376 | Grainger Industrial Supplies | PAINT SUPPLIES - BERTA CABAZA MIDDLE SCHOOL | 09/25/2025 | 09/25/2025 | 107.94 |
| 798377 | H E B Food Store | Snack for Staff Meeting 9/25/25 | 09/25/2025 | 09/25/2025 | 1,025.32 |
| 798378 | Holt Truck Centers of Texas LLC | BOARD APPROVED 6/25/2025 | 09/25/2025 | 09/25/2025 | 317.08 |
| 798379 | IDEAL ELECTRIC SOLUTIONS, LLC | Repairs to Generac Generator | 09/25/2025 | 09/25/2025 | 350.00 |
| 798380 | Imagine Learning, LLC | Board Approved: July 31, 2025 | 09/25/2025 | 09/25/2025 | 114,274.00 |

# Checks Issued

**Bank Account: General** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798381 | Captain Murphy's Isla Tours | 4th Grade Field Trip | 09/25/2025 | 09/25/2025 | 696.00 |
| 798382 | Mr. Gatti's Pizza | Student Meals JV DK/Varsity Volleyball, September 20, | 09/25/2025 | 09/25/2025 | 536.50 |
| 798383 | Mares Tires | Open PO / Blanket for EMERGENCY Services to | 09/25/2025 | 09/25/2025 | 334.00 |
| 798384 | Mc Coy's Building Supply | OPEN PO FOR IN HOUSE MECHANIC FOR SCHOOL | 09/25/2025 | 09/25/2025 | 368.18 |
| 798385 | Nalco Company LLC | HVAC CLOSED LOOP SYSTEMS MONTHLY | 09/25/2025 | 09/25/2025 | 1,030.70 |
| 798386 | National Educational Systems Inc | Aprendemos A Leer Materials For Angela Leal | 09/25/2025 | 09/25/2025 | 4,226.25 |
| 798387 | NIKKI ROWE HIGH SCHOOL TENNIS | C/O abel.cavazos@mcallenisd.net | 09/25/2025 | 09/25/2025 | 250.00 |
| 798388 | Nueces Power Equipment | Maintenance BackHoe (Repair Part) | 09/25/2025 | 09/25/2025 | 716.48 |
| 798389 | ODP Business Solutions, LLC | Supplies for Teacher D. Sanchez | 09/25/2025 | 09/25/2025 | 2,514.78 |
| 798390 | Optical Image | EYE GLASSES ONLY | 09/25/2025 | 09/25/2025 | 150.00 |
| 798391 | OTC Brands, Inc. | Classroom Supplies for VMA Students | 09/25/2025 | 09/25/2025 | 659.69 |

# Checks Issued

**Bank Account: General** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 798392 | American Express | Hotel Accommodations for Cassandra Espino to attend | 09/26/2025 | 09/26/2025 | 46,133.20 |
| 798393 | O'Reilly Automotive Stores, Inc | Supplies for instructional use in Auto Collision, Albert | 09/26/2025 | 09/26/2025 | 5,087.14 |
| 798394 | American Express | Coffee Bar for SBCISD Leadership Retreat July 21, 2025 | 09/26/2025 | 09/26/2025 | 26,830.40 |

**Grand Total** **$3,519,568.03**

**American Express** **Check #798392**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| | | REF PO: No Purchase OrderLate Fee for 30-Day Past Due Balance | 39.00 |
| | | REF PO: 9392500057 - DATE: 06/18/25Reimbursement to the Card for Hotel Stay for Janett | 770.67 |
| | | REF PO: 1102500163 - DATE: 05/20/25 *CREDIT*HILTON GARDEN INN AUSTIN/ROUND R( | -15.48 |
| 0012600001 | American Express | Southwest Airlines Bag Check In Fee: NCCEP National GEAR UP Conference in San Francisco | 35.00 |
| 0012600001 | American Express | Southwest Airlines Bag Check In Fee: NCCEP National GEAR UP Conference in San Francisco | 35.00 |
| 0012600167 | American Express | Airfare Fees & Hotel Accommodations for Sandra Romeros to attend GEAR UP NCCEP Conf | 1,600.64 |
| 0012600168 | American Express | Airfare Fees & Hotel Accommodations for Dilia Cornett to attend GEAR UP NCCEP Conferer | 1,748.64 |
| 0222600001 | American Express | Hotel for TIVA Summer Conference, July 13-18, 2025, Corpus Christi TX. (2) CTE vehicles. RI | 3,607.75 |
| 0222600002 | American Express | Hotel for FCSTAT Summer Conference, July 13-18, 2025, Dallas TX. REF: PO 0222500439I | 977.10 |
| 0222600008 | American Express | Lodging for ASE Instructor Training, July 21-24, 2025, St. Louis MO. Teacher: Albert Mercado | 668.67 |
| 0222600017 | American Express | Rental vehicle for FCSTAT Summer Conference, July 13-18, 2025, Dallas TX. REF: PO 02225( | 304.73 |
| 0222600018 | American Express | Lodging for ATAT 2025 Conference, July 21-25, 2025, Corpus Christi TX. Teachers: Eddie Garc | 978.40 |
| 0222600025 | American Express | Zoom annual subscription renewal. Vendor: Zoom Video CommunicationsQuotesCIP goal 1 | 159.90 |
| 0222600028 | American Express | Additional shipping cost for shipment of NOCTI student testing material (to be scored & pr | 27.48 |
| 0222600047 | American Express | Parking fees at hotel, ASE Instructor Training, July 21-24, 2025, St Louis MO. Albert Mercado | 126.00 |
| 0222600048 | American Express | Toll road fees on rental vehicle, FCSTAT Summer Conference, July 13-18, 2025, Dallas TX. Ve | 67.82 |
| 0432600044 | American Express | Reference PO0432500245NCCEP National GEAR UP Conference in San FranciscoCIPI: SBCISI | 1,502.08 |
| 0432600048 | American Express | Reference PO 0432500248NCCEP National GEAR UP Conference in San Francisco (Air Fair)CI | 1,172.76 |
| 7182600012 | American Express | Renewal Subscription Apple Music, studio, district functions and presentation used by KSBG | 18.39 |
| 7262600009 | American Express | VENDOR - Courtyard by MarriottHotel Charges for Chris Cortez, Accounting Director & Moi | 597.20 |
| 7522600003 | American Express | Custom Metal Promo Coins Promoting the Gold Standard - Gold Recognition Coins F12.5 | 3,930.00 |
| 7522600029 | American Express | NSPRA Conference - for Luis Gonzales, Communications DirectorHotel Reference PO 7522S | 1,737.55 |
| 8012600017 | American Express | Hotel Accommodations for Cassandra Espino to attend 3rd Annual School Finance & Opera | 893.93 |
| 8062600004 | American Express | REFERNECE BACK TO PO 8062500083Hilton De Palacio Hotel -Title III Symposium Hotel Sta | 996.20 |
| 8062600005 | American Express | REFERNCE BACK TO PO 8062500084Hilton De Palacio Hotel -Title III Symposium Hotel Stay | 996.20 |
| 8092600031 | American Express | (Reference PO# 8092500939)Items for Summer Camp E-Sports ClassAfter School Program - | 447.00 |
| 8092600039 | American Express | Summer Camp - Fishing Class SuppliesReference #8092500968 After School Program - A. F( | 55.32 |
| 8122600014 | American Express | To Purchase T-Tess Black Book 4th Edition for Professional Development3 QuotesGoal 1: SB | 4,775.00 |
| 8122600050 | American Express | ***REFER BACK TO ORIGINAL PO #8122500212***Lodging for District Math Teachers & Dea | 12,567.44 |
| 8122600051 | American Express | ***REFER BACK TO ORIGINAL P.O. #8122500173***Hotel Accommodations (TBD) for Scott H | 143.19 |
| 8122600051 | American Express | ***REFER BACK TO ORIGINAL P.O. #8122500173***Hotel Accommodations (TBD) for Scott H | 143.19 |
| 8152600010 | American Express | Airfare Difference for earlier flight from the NCCEP National GEAR UP Conference, July 13-1 | 175.00 |

| | | | |
|---|---|---|---|
| 9312600008 | American Express | Hyatt Regency San Antonio Riverwalk, 123 Losoya Street, SAConf: 20786272 2 rooms, 3 nigh | 538.41 |
| 9352600018 | American Express | Hotel Accommodations for Melissa Quintanilla, Director CNP, Enrique Pena, Area Supervisor | 4,001.92 |
| 9382600001 | American Express | LODGING AT HOLIDAY INN RESORT AT SOUTH PADRE ISLAND, TX FOR CHRISTOPHER COLI | 311.10 |
| | | | **46,133.20** |

**American Express** **Check #798394**

| Purchase Order Number | Full Name | Description | Invoice Number | Amount |
|---|---|---|---|---|
| | | REF PO: 8122500163, DATE: 03/21/25. *CREDIT*Lod | STM01082825 | -96.00 |
| | | REF PO: 9392500057, DATE: 06/18/25. *CREDIT*Reir | STM20082825 | -49.93 |
| | | REF PO: 0432500242, DATE: 06/12/25 *CREDIT*Build | STM28082825 | -9.54 |
| | | REF PO: 0432500243, DATE: 06/12/25. *CREDIT*Builc | STM29082825 | -9.54 |
| | | REF PO: 0432500244, DATE: 06/12/25. *CREDIT*Buil | STM30082825 | -9.54 |
| | | REF PO: 8122500202, DATE: 05/23/25. *CREDIT*Hote | STM31082825 | -39.23 |
| | | REF PO: 7272500094, DATE: 05/13/25. *CREDIT*Reir | STM35082825 | -36.00 |
| 0222600060 | American Express | Airfare-round trip (HRL-DCA) for WLTI, Sept 20-24, 2 | STM07082825 | 3,267.36 |
| 1082600005 | American Express | To purchase lunch for the beginning of the year me | STM26082825 | 431.73 |
| 1162600003 | American Express | TO PURCHASE ITEMS FOR BOY *SAMS*SAM'S RFP- | STM40082825 | 247.98 |
| 7022600008 | American Express | TASA/TASB txEDCON 2025, airline feesVendor: Soutl | STM45082825 | 458.97 |
| 7022600008 | American Express | TASA/TASB txEDCON 2025, airline feesVendor: Soutl | STM46082825 | 463.96 |
| 7022600008 | American Express | TASA/TASB txEDCON 2025, airline feesVendor: Soutl | STM47082825 | 528.96 |
| 7182600012 | American Express | Renewal Subscription Apple Music, studio, district fu | STM52082825 | 18.39 |
| 7182600016 | American Express | Yearly Subscription to Grammarly-three users. Com | STM49082825 | 540.00 |
| 7182600024 | American Express | Meals for Public Relations and KSBG \| 2025 Back-to | STM03082825 | 120.00 |
| 7252600003 | American Express | FI: 2.20 Year 2 Goal: San Benito CISD will ensure the | STM21082825 | 30.00 |
| 7262600035 | American Express | 2025 BOY LUNCHEON For: Business Office SP FI.P2F | STM09082825 | 99.20 |
| 7262600036 | American Express | 2025 BOY LUNCHEON For: PayrollSP FI.P2FI.2.5 - YE. | STM34082825 | 70.00 |
| 7262600046 | American Express | Items for Business Office SAMS CLUBRFP-0724-GM: | STM41082825 | 155.36 |
| 7272600007 | American Express | Meals for BOY ; HR /Risk Management StaffStrategi | STM50082825 | 164.95 |
| 7272600008 | American Express | Written Quote:Supplies: District Health Fair @ VMA | STM51082825 | 40.14 |
| 7282600036 | American Express | Monthly cellular access for Districtwide campuses fr | STM53082825 | 3,600.00 |
| 7282600055 | American Express | KALAHARI HOTEL FEES FOR MR. EDDIE CAVAZOS, D | STM44082825 | 189.00 |
| 7522600019 | American Express | Advertisement - Meta Social Media Platforms (Facel | STM12082825 | 95.41 |
| 7522600031 | American Express | Back-to-School Convocation (Backdrop and Balloon | STM08082825 | 375.00 |
| 7522600035 | American Express | Subscription to Trello - Create a professional experi | STM10082825 | 959.92 |
| 7522600039 | American Express | Subscription to Hipporello - a web-based project m | STM11082825 | 243.00 |
| 8012600024 | American Express | General Supplies for Academics DepartmentRFP# 0 | STM37082825 | 228.27 |
| 8012600025 | American Express | BOY Luncheon for Academics Department - August | STM24082825 | 390.19 |
| 8032600003 | American Express | BOY Luncheon,Federal Programs Staff Goal 1:SBCISI | STM18082825 | 150.00 |
| 8032600004 | American Express | Federal Programs Staff Team Building, Goal 1:SBCIS | STM19082825 | 220.00 |

| | | | | |
|---|---|---|---|---|
| 8062600019 | American Express | Sam's Order for BOY LPAC Meeting August 14, 2025 | STM39082825 | 255.82 |
| 8072600007 | American Express | LONGHORN CATTLE COBOY LUNCHEON FOR SPECI | STM22082825 | 790.75 |
| 8092600047 | American Express | Flight Accomodations for Texas ACE Kickoff ( Septer | STM13082825 | 2,068.35 |
| 8092600047 | American Express | Flight Accomodations for Texas ACE Kickoff ( Septer | STM15082825 | 457.66 |
| 8092600048 | American Express | Lodging Accomodations for Texas ACE Kickoff ( Sep | STM14082825 | 2,895.04 |
| 8092600048 | American Express | Lodging Accomodations for Texas ACE Kickoff ( Sep | STM16082825 | 601.94 |
| 8092600054 | American Express | Mum/Garter Supplies for September Family Engage | STM17082825 | 4,823.16 |
| 8122600023 | American Express | Coffee Bar for SBCISD Leadership Retreat July 21, 2( | STM54082825 | 430.00 |
| 8122600026 | American Express | TNT Catering Breakfast for SBCISD Leadership Retre | STM48082825 | 1,125.00 |
| 8122600050 | American Express | ***REFER BACK TO ORIGINAL PO #8122500212***Lc | STM06082825 | -137.06 |
| 8732600016 | American Express | Shipping costGoal 1: SBCISD will increase student a( | STM33082825 | 49.25 |
| 9392600012 | American Express | HEALTH OFFICE SUPPLIES - FOOD AND DRINKS FO | STM36082825 | 510.68 |
| 9492600005 | American Express | BOY Training For CTCs August 15, 2025 SAMSRFP 0 | STM38082825 | 121.80 |
| | | | | **26,830.40** |

# Checks Issued

**Bank Account: Activity** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 094453 | RYAN ANTHONY LERMA | Danny Trevino Chess Scholarship recipient | 09/02/2025 | 05/22/2025 | 1,000.00 |
| 094454 | Amazon Capital Services | WOMENS TENNIS APPAREL REQUESTED BY | 09/04/2025 | 09/04/2025 | 866.59 |
| 094455 | DAVID R CAVAZOS JR | Crime Watch Reward - High School Poss. of Tobacco | 09/04/2025 | 09/04/2025 | 15.00 |
| 094456 | Miranda Garza | DAN MARTINEZ HIGHER EDUCATION SCHOLARSHIP | 09/04/2025 | 09/04/2025 | 1,000.00 |
| 094457 | Jacob Alfredo Guerra | FFA SCHOLARSHIP RECIEPIENT REQUESTED BY | 09/04/2025 | 09/04/2025 | 600.00 |
| 094458 | H E B Food Store | Pals sports (games) | 09/04/2025 | 09/04/2025 | 269.52 |
| 094459 | J Maya Designs & Graphics LLC | Vinyl decalss for Cheerleaders Megaphones | 09/04/2025 | 09/04/2025 | 840.00 |
| 094460 | Jobenavi Photography | CHEER & BELLES PROGRAM & POSTER FUND | 09/04/2025 | 09/04/2025 | 15,930.00 |
| 094461 | La Especial Bakery | Courtesy Committee purchasing the following item for | 09/04/2025 | 09/04/2025 | 33.00 |
| 094462 | Manuel Robert Leal III | FFA SCHOLARSHIP RECIPIENT MANUEL ROBERT | 09/04/2025 | 09/04/2025 | 1,000.00 |
| 094463 | MARIA LUISA MORENO | Jerseys for Cheer Team | 09/04/2025 | 09/04/2025 | 680.00 |

# Checks Issued

**Bank Account: Activity** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 094464 | American Express | purchasing the following item for student incentives for 9 | 09/11/2025 | 09/11/2025 | 240.75 |
| 094465 | A-Press Express | CHEER MASCOT CLEANING SERVICES FOR2025-26 | 09/11/2025 | 09/11/2025 | 70.00 |
| 094466 | Ariella's Crafts & More Co., LLC | 3 quote form | 09/11/2025 | 09/11/2025 | 500.00 |
| 094467 | RICARDO DELGADO | MEAL MONEY FOR BELLESPRE-GAME MEAL, | 09/11/2025 | 09/11/2025 | 1,050.00 |
| 094468 | Glitter Me Pretty | Custom Sash for RMS Cheerleader of the Week | 09/11/2025 | 09/11/2025 | 72.00 |
| 094469 | Melissa N Grienier | BOW FOR THE CHEERLEADING | 09/11/2025 | 09/11/2025 | 320.00 |
| 094470 | KAYLA HERNANDEZ | 2025 DAN MARTINEZ SCHOLARSHIP RECIPEINT | 09/11/2025 | 09/11/2025 | 1,000.00 |
| 094471 | Jess Creations | VMA Cheerleader of the Week Sashes | 09/11/2025 | 09/11/2025 | 306.00 |
| 094472 | Jobenavi Photography | RMS Cheer Posters Fundraiser | 09/11/2025 | 09/11/2025 | 555.00 |
| 094473 | JUANITA LARA RIOS | MEAL MONEY FOR PRE-GAME MEAL, SNACK, AND | 09/11/2025 | 09/11/2025 | 840.00 |
| 094474 | T A S C | Student Council Fee for Collegiate Academy | 09/11/2025 | 09/11/2025 | 110.00 |

**American Express** **Check #094464**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 1032600039 | Positive Promotions Inc | purchasing the following item for student incentives for 9 weeks academic recogr | 240.75 |
| | | | **240.75** |

# Checks Issued

**Bank Account: Activity** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 094475 | Amazon Capital Services | Safety Vest for NEHS members | 09/18/2025 | 09/18/2025 | 425.30 |
| 094476 | American Express | Meals for VMA Cheerleaders attending Friday's Football | 09/18/2025 | 09/18/2025 | 1,649.15 |
| 094477 | Anderson's | 2025 HOMECOMING CROWNS NEEDED FOR | 09/18/2025 | 09/18/2025 | 277.75 |
| 094478 | B S N Sports, LLC | NIKE SHOES FOR BELLES 2025-26 SEASON | 09/18/2025 | 09/18/2025 | 1,698.00 |
| 094479 | DAVID R CAVAZOS JR | Campus Crime Watch Reward - High School | 09/18/2025 | 09/18/2025 | 30.00 |
| 094480 | Cheers Etc., Inc | 2025-26 BELLES FIELD HATS FOR BELLES | 09/18/2025 | 09/18/2025 | 4,495.00 |
| 094481 | Deanan Products Inc | MJMS | 09/18/2025 | 09/18/2025 | 1,150.00 |
| 094482 | H E B Food Store | TO PURCHASE ITEMS FOR STAFF IN CELEBRATION | 09/18/2025 | 09/18/2025 | 162.78 |
| 094483 | Hobby Lobby Stores Inc | Supplies for Homecoming mums for our ACU Class | 09/18/2025 | 09/18/2025 | 57.37 |
| 094484 | J Maya Designs & Graphics LLC | 2025-26 SENIOR SHIRTS REQUESTED BY SENIOR | 09/18/2025 | 09/18/2025 | 802.00 |
| 094485 | Jess Creations | 2025-26 HOMECOMING SASHES FOR ROTARY CLUB | 09/18/2025 | 09/18/2025 | 702.00 |

**American Express** **Check #094476**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 0012600155 | Gateway Printing | ITEMS NEEDED FOR STUDENT COUNCIL CLUB REQUESTED BY SPONSOR MARIA PLAT/ | 9.88 |
| 0012600157 | Jason's Deli | STUDENT MEAL COMBOS FOR 9/5 GAME REQUESTED BY CHEER & BELLES SPOBSORS | 185.82 |
| 0012600157 | Jason's Deli | STUDENT MEAL COMBOS FOR 9/5 GAME REQUESTED BY CHEER & BELLES SPOBSORS | 340.52 |
| 0072600062 | Jason's Deli | Meals for VMA Cheerleaders attending Friday's Football game on 9/5/25BID#: RFP-072 | 135.21 |
| 1142600002 | School Specialty, LLC | First day for Teachers and Teacher Aids for Friday, August 1, 2025Goal 1:SBCISD/La Palc | 290.42 |
| 1142600002 | School Specialty, LLC | First day for Teachers and Teacher Aids for Friday, August 1, 2025Goal 1:SBCISD/La Palc | 586.77 |
| 1142600002 | School Specialty, LLC | First day for Teachers and Teacher Aids for Friday, August 1, 2025Goal 1:SBCISD/La Palc | 100.53 |
| | | | **1,649.15** |

# Checks Issued

**Bank Account: Activity** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 094486 | La Especial Bakery | To purchase pan dulce for the grandparents' day event | 09/18/2025 | 09/18/2025 | 146.00 |
| 094487 | We Shoot It Photography | BCMS Dance Posters | 09/18/2025 | 09/18/2025 | 1,855.00 |
| 094488 | Amazon Capital Services | OPRET 2 PK. RAINCOATS REQUESTED BY CHEER | 09/25/2025 | 09/25/2025 | 225.32 |
| 094489 | American Express | MEALS FOR CHEER & BELLES FOR GAME DAY | 09/25/2025 | 09/25/2025 | 339.66 |
| 094490 | A-Press Express | CHEER MASCOT CLEANING SERVICES FOR2025-26 | 09/25/2025 | 09/25/2025 | 70.00 |
| 094491 | Candido Barrales | SUPPLEMENTAL MEAL MONEY FOR TERMITE CLUB | 09/25/2025 | 09/25/2025 | 320.00 |
| 094492 | Boosters Inc | TEMPORARY TATOOS FOR CHEERLEADERS | 09/25/2025 | 09/25/2025 | 323.00 |
| 094493 | DAVID R CAVAZOS JR | 2-Campus Crime Watch reward High School | 09/25/2025 | 09/25/2025 | 130.00 |
| 094494 | G T M SportsWear | POMS FOR BELLES 2025-26 SEASON REQUESTED | 09/25/2025 | 09/25/2025 | 1,407.12 |
| 094495 | Cheerleading Company, Inc. | Cheer Team Uniforms | 09/25/2025 | 09/25/2025 | 202.82 |
| 094496 | Melissa N Grienier | SENIOR CLASS SWEETHEART SASHES | 09/25/2025 | 09/25/2025 | 40.00 |

**American Express** **Check #094489**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 0012600182 | Jason's Deli | MEALS FOR CHEER & BELLES FOR GAME DAY REQUESTED BY SPONSORS JANIE RIOS & RIC/ | 339.66 |
| | | | **339.66** |

# Checks Issued

**Bank Account: Activity** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 094497 | H E B Food Store | MJMS PALs | 09/25/2025 | 09/25/2025 | 152.96 |
| 094498 | Iselas Flower Shop | Welcoming Flower Arrangement for: | 09/25/2025 | 09/25/2025 | 89.99 |
| 094499 | J Maya Designs & Graphics LLC | Shirts for VMA Choir Students | 09/25/2025 | 09/25/2025 | 900.00 |
| 094500 | Jess Creations | HOMECOMING SASHES REQUESTED BY LAW | 09/25/2025 | 09/25/2025 | 36.00 |
| 094501 | Just For Kix Catalog LLC | MJMS cougarettes | 09/25/2025 | 09/25/2025 | 232.78 |
| 094502 | HAYLEE NICOLE LEAL | 2025 FFA SCHOLARSHIP RECIPIENT HAYLEE | 09/25/2025 | 09/25/2025 | 600.00 |
| 094503 | RYAN MORALES | 2025 FFA SCHOLARSHIP RECIPIENT RYAN | 09/25/2025 | 09/25/2025 | 600.00 |
| 094504 | ERASMO REYES | DJ FOR 2025 -26 HOMECOMING DANCE | 09/25/2025 | 09/25/2025 | 500.00 |
| 094505 | Sam's Club Direct Commercial | Items needed for Open House (a small snack for staff) | 09/25/2025 | 09/25/2025 | 3,500.15 |
| 094506 | Sizzling Caesars, LLC | Staff Meeing for September 23, 2025. | 09/25/2025 | 09/25/2025 | 97.35 |
| 094507 | Stefano's Brooklyn Pizza LLC | CHEER PRE-GAME MEALS REQUESTED BY CHEE | 09/25/2025 | 09/25/2025 | 300.00 |

# Checks Issued

**Bank Account: Activity** — **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 094508 | Varsity Spirit LLC | purchase of uniforms being made for our 2025-2026 | 09/25/2025 | 09/25/2025 | 6,301.60 |
| 094509 | Weissman | Dance Costumes needed for Dance Girls | 09/25/2025 | 09/25/2025 | 121.95 |
| 094510 | American Express | TEXAS FFA STATE CONVENTION HOTEL | 09/26/2025 | 09/26/2025 | 5,411.72 |
| 094511 | American Express | ITEMS NEEDED FOR CHEER PRACTICES | 09/26/2025 | 09/26/2025 | 1,858.49 |

**Grand Total** **$64,509.12**

**American Express** **Check #094510**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 0012600066 | American Express | TEXAS FFA STATE CONVENTION HOTEL ACCOMADATIONS REQUESTED BY FFA SPONSO | 4,211.72 |
| 1032600002 | American Express | to purchase SBHS Greyhound Varsity Football Season Tickets for DCE Cheer Team for the | 1,200.00 |
| | | | **5,411.72** |

**American Express** **Check #094511**

| Purchase Order Number | Full Name | Description | Amount |
|---|---|---|---|
| 0012600006 | American Express | VENDOR: GLAMOUR GODDESSSUPPLIES-GOS – 1.1.16 DIPGOAL 1:SBCISD will increase ac | 423.17 |
| 0012600046 | American Express | VENDOR: ULTA BEAUTY SB BELLES TOP SELLER INCENTIVE FOR 2025 REQUESTED BY SPOI | 300.00 |
| 0012600055 | American Express | CHEERLEADERS TOP SELLER INCENTIVE REQUESTED BY CHEER SPONSOR JANIE RIOSSUPI | 300.00 |
| 0012600057 | American Express | ITEMS NEEDED FOR CHEER PRACTICES REQUESTED BY CHEER SPONSOR JANIE RIOS. *SA | 189.60 |
| 0432600007 | American Express | Welcome Back to School Gesture for TeachersDollar Tree Vendor#007169No DebarmentC | 513.75 |
| 1082600004 | American Express | To purchase lunch for the beginning of the year meeting for all staff ( Texas Roadhouse)Gc | 47.97 |
| 1122600016 | American Express | National Elementary Honor Society Memberships | 84.00 |
| | | | **1,858.49** |

# Checks Issued

**Bank Account: Const FC** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| 1167 | CVQ Land Surveyors, LLC | UTILITY SURVEY FOR VETERANS MEMORIAL | 09/18/2025 | 09/18/2025 | 8,500.00 |

**Grand Total** **$8,500.00**

# Checks Issued

**Bank Account: Scholar** **San Benito CISD, TX**

| Check Number | Name on Check | Invoice Description | Check Date | Cash Post Date | Amount |
|---|---|---|---|---|---|
| This section returned no records | | | | | |

**Grand Total** **$0.00**

# Payroll Summaries

**Check Date: 9/1/2025 - 9/30/2025** **San Benito CISD, TX**

| Payroll Run | Pay Gross |
|---|---|
| 9/5/25 - 09.05.2025BW - | 530,228.20 |
| 9/5/25 - 09.05.2025BW - E. | 360.00 |
| 9/19/25 - 09.19.2025BW - | 542,370.21 |
| 9/19/25 - 09.19.2025S- ERIC | 135.00 |
| 9/24/25 - 09.24.2025M- REGULAR | 5,861,163.93 |
| **Totals:** | **6,934,257.34** |

# Payroll Liabilities Check Register

**AP Run: SEPTEMBER 2025 DED CHKS — Post Date: 2025-09-30 — AP Run Type: R** **San Benito CISD, TX**

| Check Date | Check Number | Payment Type | Name | Check Amount |
|---|---|---|---|---|
| 09/30/2025 | 601077 | Check | ATPE | 651.99 |
| 09/30/2025 | 601078 | Check | PREPAID LEGAL SERVICES INC | 359.71 |
| 09/30/2025 | 601079 | Check | TCG Administrators | 42,999.20 |
| 09/30/2025 | 601080 | Check | Texas Industrial Vocational Association | 59.84 |
| 09/30/2025 | 601081 | Check | TSTA | 4,662.00 |
| 09/30/2025 | 601082 | Check | UNITED WAY | 44.00 |
| 09/30/2025 | 601083 | Check | YVONNE V. VALDEZ, CHAPTER 13 TRUSTEE | 8,594.47 |
| | | | **Total:** | **$57,371.21** |

**SEPTEMBER 2025 DED CHKS Summary**

| Type | Count | Amount |
|---|---|---|
| Regular | 7 | 57,371.21 |
| ACH Checks: | 0 | 0.00 |
| Wire Transfers: | 0 | 0.00 |
| **Total:** | **7** | **$57,371.21** |

# Payroll Liabilities Check Register

**AP Run: IRS CS CLC DKY-SEPT 2025 — Post Date: 2025-09-30 — AP Run Type: R** **San Benito CISD, TX**

| Check Date | Check Number | Payment Type | Name | Check Amount |
|---|---|---|---|---|
| 09/30/2025 | 8000000452 | Wire Transfer | ATTORNEY GENERAL | 16,023.58 |
| 09/30/2025 | 8000000453 | Wire Transfer | Community Loan Center, Corp. | 12,279.22 |
| 09/30/2025 | 8000000454 | Wire Transfer | David K Young, Consulting | 175,341.83 |
| 09/30/2025 | 8000000455 | Wire Transfer | IRS | 644,666.78 |
| | | | **Total:** | **$848,311.41** |

**IRS CS CLC DKY-SEPT 2025 Summary**

| Type | Count | Amount |
|---|---|---|
| Regular | 0 | 0.00 |
| ACH Checks: | 0 | 0.00 |
| Wire Transfers: | 4 | 848,311.41 |
| **Total:** | **4** | **$848,311.41** |

# Payroll Liabilities Check Register

**AP Run: TRS - SEP 2025 — Post Date: 2025-09-30 — AP Run Type: R** **San Benito CISD, TX**

| Check Date | Check Number | Payment Type | Name | Check Amount |
|---|---|---|---|---|
| 09/30/2025 | 8000000456 | Wire Transfer | Teacher Retirement System | 864,496.58 |
| | | | **Total:** | **$864,496.58** |

**TRS - SEP 2025 Summary**

| Type | Count | Amount |
|---|---|---|
| Regular | 0 | 0.00 |
| ACH Checks: | 0 | 0.00 |
| Wire Transfers: | 1 | 864,496.58 |
| **Total:** | **1** | **$864,496.58** |

# Payroll Liabilities Check Register

**Summary by Fund** **San Benito CISD, TX**

| Fund | Total |
|---|---|
| 101 - Child Nutrition Program | 6,852.08 |
| 161 - Athletics | 110.33 |
| 162 - Band | 6.40 |
| 199 - Local Maintenance | 132,018.39 |
| 211 - ESEA Title I Part A | 28,663.76 |
| 212 - ESEA Title I Part C Migrant | 4,392.33 |
| 224 - Idea B Formula | 14,962.94 |
| 225 - Idea B Preschool | 249.00 |
| 255 - Title II Part A TPTR | 2,598.17 |
| 263 - Title III Part A ELA | 381.76 |
| 265 - Texas 21st Century Grant | 6,998.77 |
| 274 - Gear Up | 2,024.23 |
| 289 - Title IV Part A, Subpart I | 3,038.82 |
| 352 - Texas 21st Century | 6,584.72 |
| 427 - Special Education Fiscal Support | 150.75 |
| 863 - PAYROLL CLEARING | 1,561,146.75 |
| | **$1,770,179.20** |

# Request Approval of Quarterly Investment Report

## Superintendent's Recommendation:

Presented by Victoria N. Perez, Assistant Superintendent of Finance & Operations

## Rationale:

Presenting the Quarterly Investment Report

## Paperwork Impact:

N/A

## Budgetary Information:

N/A

### Resource Personnel:

Victoria N. Perez, Assistant Superintendent of Finance & Operations

### Board Policy Reference and Compliance:

(CFA) Local

# San Benito Consolidated Independent School District
## QUARTERLY Investment Report
**July 1, 2025 to September 30, 2025**

| First Community Bank | | Investment Description | Yield | Beg. Balance 07/01/25 | Additions | Withdrawals | Interest Earned | Ending Balance 09/30/25 |
|---|---|---|---|---|---|---|---|---|
| 199 | | General Operating Account #8078 | | $ - | | | $ 18,567.13 | **$ 18,567.13** |
| 863 | | Payroll Fund #3262 | | $ - | | | $ 11,278.67 | **$ 11,278.67** |
| 865 | | Student Activity Account #3270 | | $ - | | | $ 956.70 | **$ 956.70** |
| 599 | | Interest and Sinking Account #8086 | | $ - | | | $ 482.48 | **$ 482.48** |
| 806 | | Scholarship Fund Account #3327 | | $ - | | | $ 560.14 | **$ 560.14** |
| 865 | | CTE Account #8329 | | $ - | | | $ 23.43 | **$ 23.43** |
| 626 | | Construction Project Account #8337 | | $ - | | | $ 4.06 | **$ 4.06** |
| 876 | | Escrow Account #3289 | | $ - | | | $ 124.51 | **$ 124.51** |
| | | First Community Bank Total | | **-** | **-** | **-** | **31,997.12** | **31,997.12** |

| Charles Schwab | | Investment Description | Yield | Beg. Balance 07/01/25 | Additions | Withdrawals Depreciation/Appreciation | Interest Earned | Ending Balance 09/30/25 |
|---|---|---|---|---|---|---|---|---|
| 199 | | General Fund | | $ 5,667,594.16 | $ - | $ 64,693.87 | $ 102.99 | **$ 5,732,391.02** |
| | | Ameritrade Total | | **5,667,594.16** | | **64,693.87** | **102.99** | **5,732,391.02** |

| First Public | | Investment Description | Yield | Beg. Balance 07/01/25 | Additions | Withdrawals | Interest Earned | Ending Balance 09/30/25 |
|---|---|---|---|---|---|---|---|---|
| 199 | | General Fund Corporate Overnight Plus | 4.42% | $ 230.41 | $ - | $ - | $ 2.58 | **$ 232.99** |
| 753 | | Employee Group Health Ins. Acct | 4.40% | $ 152.09 | $ - | $ - | $ 1.69 | **$ 153.78** |
| 199 | | General Fund Corporate Overnight | 4.40% | $ 19,230,582.97 | $ 25,500,074.87 | $ (28,500,000.00) | $ 171,579.55 | **$ 16,402,237.39** |
| 626 | | SBCISD Construction | 4.40% | $ 30,106,007.59 | $ - | $ (8,500.00) | $ 335,165.98 | **$ 30,432,673.57** |
| 865 | | Activity Accounts | 4.40% | $ 475,931.75 | $ - | $ - | $ 5,298.70 | **$ 481,230.45** |
| 806 | | Scholarship | 4.40% | $ 16,471.94 | $ - | $ - | $ 183.39 | **$ 16,655.33** |
| | | First Public Total | | **49,829,376.75** | **25,500,074.87** | **(28,508,500.00)** | **512,231.89** | **47,333,183.51** |

| Texas Class | | Investment Description | Yield | Beg. Balance 07/01/25 | Additions | Withdrawals | Interest Earned | Ending Balance 09/30/25 |
|---|---|---|---|---|---|---|---|---|
| 626 | TX-01-0031-0001 | Construction Fund | 4.38% | $ 50.16 | $ - | $ - | $ 0.78 | **$ 50.94** |
| 599 | TX-01-0031-0002 | Debt Service | 4.38% | $ 2,718,951.55 | $ - | $ (1,428,135.88) | $ 22,081.35 | **$ 1,312,897.02** |
| 622 | TX-01-0031-0003 | Construction 2004 | 4.38% | $ - | $ - | $ - | $ - | **$ -** |
| 619 | TX-01-0031-0006 | Construction 2001 | 4.38% | $ - | $ - | $ - | $ - | **$ -** |
| 621 | TX-01-0031-0007 | Construction 1998 | 4.38% | $ - | $ - | $ - | $ - | **$ -** |
| 199 | TX-01-0031-0005 | General Fund | 4.38% | $ 104,545.40 | $ - | $ - | $ 1,161.07 | **$ 105,706.47** |
| 626 | TX-01-0031-0009 | Construction 2008 | 4.38% | $ - | $ - | $ - | $ - | **$ -** |
| 753 | TX-01-0031-0010 | Group Health Fund | 4.38% | $ 391,965.65 | $ 3,552,717.04 | $ (3,673,524.80) | $ 3,294.12 | **$ 274,452.01** |
| 801 | TX-01-0031-0008 | Falligant Trust | 4.38% | $ 7,279.96 | $ - | $ - | $ 80.86 | **$ 7,360.82** |
| | | Texas Class Total | | **3,222,792.72** | **3,552,717.04** | **(5,101,660.68)** | **26,618.18** | **$ 1,700,467.26** |
| | | **Grand Totals for all Investments** | | **$ 58,719,763.63** | **$ 29,052,791.91** | **$ (33,545,466.81)** | **$ 570,950.18** | **$ 54,798,038.91** |
| | | Prior Year Quarter One | | 56,442,986.98 | $ 29,754,168.88 | $ (36,636,252.37) | $ 686,736.74 | $50,247,640.23 |

**This report reflects all investment activity of the San Benito Consolidated Independent School District from July 1, 2025 through September 30, 2025.**

*****YTD Interest Earned from July 1, 2025 through September 30, 2025 is $570,950.18**

**Christopher Cortez**
**Investment Officer**

# Request Approval of Quarterly Federal Funds Comparison Report

## Superintendent's Recommendation:

Presented by Victoria N. Perez, Assistant Superintendent of Finance & Operations

## Rationale:

Presenting the Quarterly Federal Funds Comparison Report

## Paperwork Impact:

N/A

## Budgetary Information:

N/A

## Resource Personnel:

Victoria N. Perez, Assistant Superintendent of Finance & Operations

## Board Policy Reference and Compliance:

(CFA) Local

Board Meeting Date: October 15, 2025

## Quarterly Federal Fund Report
## As of September 30, 2025

| ***Grant Year 2024-2025*** | RF | Grant End Date | | **Grant Award** | **Budgeted Exp.**** | **YTD Expenditures** | **Balance** |
|---|---|---|---|---|---|---|---|
| Title I Part A - 211 | √ | 9/30/2025 | Stephanie Ramirez | 6,529,153.00 | 6,409,993.00 | 5,469,764.52 | 940,228.48 |
| Title I Part D - 211Y | √ | 9/30/2025 | Stephanie Ramirez | 179,642.00 | 177,411.00 | 152,207.30 | 25,203.70 |
| Title I Part C - 212 | √ | 9/30/2025 | Stephanie Ramirez | 802,455.00 | 792,067.00 | 647,853.13 | 144,213.87 |
| IDEA B Formula - 224 | √ | 9/30/2025 | Ernesto Manriquez | 2,059,394.00 | 2,059,394.00 | 2,059,324.60 | 69.40 |
| IDEA B Preschool - 225 | √ | 9/30/2025 | Ernesto Manriquez | 28,368.00 | 28,368.00 | 28,368.00 | - |
| Title III Part A - 263 | √ | 9/30/2025 | Ema B. Gonzalez | 232,398.00 | 227,715.00 | 176,585.87 | 51,129.13 |
| Title IV Part A - 289 | √ | 9/30/2025 | Stephanie Ramirez | 855,828.00 | 846,749.00 | 423,163.52 | 423,585.48 |
| Title II Part A - 255 | √ | 9/30/2025 | Stephanie Ramirez | 737,795.00 | 725,720.00 | 601,726.45 | 123,993.55 |
| Perkins Grant - 244 | | 8/15/2025 | Alan Larralde | 202,972.00 | 199,698.00 | 198,996.57 | 701.43 |
| GearUp - 274-001 SBHS | | 9/30/2025 | Irma Perez | 91,228.00 | 89,400.00 | 40,438.24 | 48,961.76 |
| GearUp - 274-041 BCMS | | 9/30/2025 | Irma Perez | 103,424.00 | 101,352.00 | 74,141.24 | 27,210.76 |
| GearUp - 274-042 MJMS | | 9/30/2025 | Irma Perez | 98,370.00 | 96,400.00 | 67,738.27 | 28,661.73 |
| GearUp - 274-043 RMS | | 9/30/2025 | Irma Perez | 104,942.00 | 102,840.00 | 75,192.84 | 27,647.16 |
| GearUp - 274-204 Collegiate | | 9/30/2025 | Irma Perez | 14,306.00 | 14,020.00 | 10,452.98 | 3,567.02 |
| Texas 21st Century - 352 Cyc. 11 | | 9/30/2025 | Nancy Casas | 1,700,000.00 | 1,658,520.00 | 1,658,520.00 | - |
| Texas 21st Century - 265 Cyc. 12 | | 9/30/2025 | Nancy Casas | 1,588,000.00 | 1,555,411.00 | 1,436,259.32 | 119,151.68 |
| | | | | **15,328,275.00** | **15,085,058.00** | **13,120,732.85** | **1,964,325.15** |

| ***Grant Year 2024-2025*** | RF | Grant End Date | | **Grant Award** | **Budgeted Exp.**** | **YTD Expenditures** | **Balance** |
|---|---|---|---|---|---|---|---|
| Texas Homeless - 206 | | 8/31/2026 | Amy Rodriguez | 50,544.00 | 50,544.00 | - | 50,544.00 |
| Title I Part A - 211 | √ | 9/30/2026 | Stephanie Ramirez | 5,706,766.00 | 5,555,251.00 | 614,470.43 | 4,940,780.57 |
| Title I Part D - 211Y | √ | 9/30/2026 | Stephanie Ramirez | 113,134.00 | 110,130.00 | 3,398.48 | 106,731.52 |
| Title I Part C - 212 | √ | 9/30/2026 | Stephanie Ramirez | 527,284.00 | 513,285.00 | 46,279.24 | 467,005.76 |
| IDEA B Formula - 224 | √ | 9/30/2026 | Ernesto Manriquez | 1,963,677.00 | 1,963,677.00 | 225,362.32 | 1,738,314.68 |
| IDEA B Preschool - 225 | √ | 9/30/2026 | Ernesto Manriquez | 28,045.00 | 28,045.00 | 2,669.32 | 25,375.68 |
| Title III Part A - 263 | √ | 9/30/2026 | Ema B. Gonzalez | 226,777.00 | 220,756.00 | 44,276.98 | 176,479.02 |
| Title IV Part A - 289 | √ | 9/30/2026 | Stephanie Ramirez | 422,101.00 | 410,894.00 | 16,961.91 | 393,932.09 |
| Title II Part A - 255 | √ | 9/30/2026 | Stephanie Ramirez | 648,390.00 | 631,176.00 | 22,522.01 | 608,653.99 |
| Perkins Grant - 244 | | 8/15/2026 | Alan Larralde | 180,262.00 | 176,265.00 | - | 176,265.00 |
| LASO B1 K-5 | | 9/30/2026 | Diana Atkinson | 257,000.00 | 257,000.00 | 41,249.85 | 215,750.15 |
| LASO B1 Secondary | | 9/30/2026 | Joanne Fernandez | 200,000.00 | 200,000.00 | 25,000.00 | 175,000.00 |
| Texas 21st Century - 352 Cyc. 11 | | 7/31/2026 | Celia Banuelos | 1,700,000.00 | 1,654,950.00 | 1,344.85 | 1,653,605.15 |
| Texas 21st Century - 265 Cyc. 12 | | 7/31/2026 | Celia Banuelos | 1,588,000.00 | 1,555,411.00 | 2,037.62 | 1,553,373.38 |
| | | | | **13,611,980.00** | **13,327,384.00** | **1,045,573.01** | **12,281,810.99** |

| ***Multi-Year Grants*** | Grant End Date | | **Grant Award** | **Budgeted Exp.**** | **YTD Expenditures** | **Balance** |
|---|---|---|---|---|---|---|
| Texas Homeless - 206 (2024-2026) | 8/31/2026 | Amy Rodriguez | 33,133.00 | 33,133.00 | - | 33,133.00 |
| Texas Homeless - 206 (2023-2026) | 8/31/2026 | Amy Rodriguez | 21,600.00 | 21,600.00 | 8,781.97 | 12,818.03 |
| Stronger OST Grant (ASP) - 265-ASP | 7/31/2025 | Nancy Casas | 187,840.00 | 183,190.00 | 148,202.99 | 34,987.01 |
| Stronger Connections Grant - 289-SCG | 9/30/2026 | Sandra Romeros | 840,000.00 | 840,000.00 | 201,263.59 | 638,736.41 |
| Strong Foundations Planning (Rider 76) - 429-LS | 8/31/2026 | Dilia Cornett | 160,000.00 | 160,000.00 | 51,112.71 | 108,887.29 |
| School Safety Standards - 429-SS (2023-2025) | 4/30/2026 | Rene Flores | 461,794.00 | 461,794.00 | 457,431.50 | 4,362.50 |
| SAFE Grant Cycle 1 - 429-SF | 4/30/2027 | R Flores/S Ramirez | 4,909,427.00 | 4,909,427.00 | 2,485,581.00 | 2,423,846.00 |
| SAFE Grant Cycle 2 - 429-S2 | 4/30/2027 | R Flores/S Ramirez | 367,398.00 | 367,398.00 | 69,199.59 | 298,198.41 |
| | | | **6,981,192.00** | **6,976,542.00** | **3,421,573.35** | **3,554,968.65** |

| **ALL GRANT TOTALS** | **35,921,447.00** | **35,388,984.00** | **17,587,879.21** | **17,801,104.79** |
|---|---|---|---|---|

** Most grants have Indirect Cost that is recorded to 199 General Fund

## Discussion, Consideration, and Possible Approval of Gift/Bequest for the 2025-2026 School Year

### Superintendent's Recommendation:
The Superintendent recommends to the Board of Trustees to approve the Gift/Bequest to campus or departments as presented.

### Rationale:
To assist campus or departments with monetary or items as needed by campus or departments.

### Paperwork Impact:
N/A

### Budgetary Information:
N/A

### Resource Personnel:
Victoria N. Perez, Assistant Superintendent of Finance & Operations
Alfredo Perez, Superintendent of Schools

### Board Policy Reference and Compliance:
**CH (Local)**

Board Meeting Date: October 15, 2025

SAN BENITO SCHOOLS

**Business Office / Donations**

**October 2025-2026**

| Date Submitted | Campus/ Department | Donor's Name | Amount | Item(s) / Method of Donation | Board Approved Date |
|---|---|---|---|---|---|
| 09.17.25 | Dr. Raul Garza | Rene Garza | $2,363.88 | School Logo Banner (In-Kind) | |
| 09.10.25 | Purchasing | APEX Wireless | $500 | Tailgate Items (Check) | |
| 09.19.25 | Purchasing | KLC Video Security | $200 | Tailgate Items (Credit Card) | |
| 09.19.25 | Purchasing | Little Caesars Pizza | $240 | Tailgate Items (In-Kind) | |
| 09.26.25 | Purchasing | Sam's Club | $50 | Tailgate Items (Gift Card) | |
| 09.26.25 | Purchasing | Telepro Communications | $200 | Tailgate Items (Check) | |
| 09.16.25 | SBHS Conjunto | St Benedict's Catholic Church | $150 | Performance @ Annual Fall Festival (Check) | |
| 09.17.25 | SBCISD PD | San Benito Walmart | $144.20 | Water Beverages & Refreshments (In-Kind) | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

# SAN BENITO CISD DONATION FORM

240 N Crockett Street · San Benito, Texas 78586 · (956) 361-6100

| | |
|---|---|
| Campus / Department | Dr. Raul Garza, Jr., STEAM Academy |
| Date of Donation | Nov. 2025 |
| Donor's Name | Rene Garza |
| Address/City/State/Zip | |
| Telephone | 956-544-0849 |
| Description of Donation | 10ft h x 35ft w BANNER (Dr. Raul Garza STEAM) |
| Federal ID# (if applicable) | |
| Donation Item/Amount $ | 2,363.88 |
| | *Amount or Value of Donation* |
| Purpose of Donation | To display the banner with the school name and logo |
| Restricted to Purpose of Donation | ☐ Yes ☐ No |

Superintendent's Signature/Date

Board Signature/Date

**Funds Deposited to**
Account Name and Code: IN-KIND

**San Benito CISD School Board Policy CDC (LEGAL)**

**Use of Donated Property**

A conveyance, devise, or bequest of property for the benefit of the public schools, if not otherwise directed by the donor, vest: the property in a board or their successors as trustees for those to be benefited by the donation.

Funds or other property donated or the income from the property may be spent by the trustees:

1. For any purpose designated by the donor that is in keeping with the lawful purposes of the schools for the benefit of which the donation was made; or
2. For any legal purpose if a specific purpose is not designated by the donor.

*Education Code 11.156*

**San Benito CISD School Board Policy CDC (LOCAL)**

**Unsolicited Gifts (Authority to Accept)**

The Board delegates to the Superintendent the authority to accept unsolicited gifts on behalf of the District. However, any gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval. Once accepted, a gift becomes the sole property of the District.

*Updated 7.24.19*

# SAN BENITO CISD DONATION FORM

240 N Crockett Street · San Benito, Texas 78586 · (956) 361-6100

Campus / Department: Purchasing/Supt.

Date of Donation: 09/10/2025

Donor's Name: APEX Wireless

Address/City/State/Zip: 501 West Avenue, APT. 2902, Austin, TX 78701

Telephone:

Description of Donation: Purchases for tailgate items.

Federal ID# (if applicable):

Donation Item/Amount $: 500.00

*Amount or Value of Donation*

Purpose of Donation: To help with the expenses for our mighty Greyhound Fans.

Restricted to Purpose of Donation: ☑ Yes ☐ No

Superintendent's Signature/Date

Board Signature/Date

**Funds Deposited to**
Account Name and Code: 199-R-00-5749-00-728-0-99-30

**San Benito CISD School Board Policy CDC (LEGAL)**

**Use of Donated Property**

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*Education Code 11.156*

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*Updated 7.24.19*

**SAN BENITO CISD DONATION FORM**

240 N Crockett Street · San Benito, Texas 78586 · (956) 361-6100

Campus / Department: Purchasing/Supt.

Date of Donation: 09/19/2025

Donor's Name: KLC Video Security

Address/City/State/Zip: 1111 Texas Blvd, Texarkana, Tx 75501

Telephone: 903-792-7262

Description of Donation: Purchases for Tailgate Items

Federal ID# (if applicable):

Donation Item/Amount $ 200.00

*Amount or Value of Donation*

Purpose of Donation: To help with the expenses for our mighty Greyhounds Fans.

Credit Card Payment

Restricted to Purpose of Donation: ☑ Yes ☐ No

Superintendent's Signature/Date

Board Signature/Date

**Funds Deposited to**
Account Name and Code: 199-R-00-5749-00-728-0-99-30

**San Benito CISD School Board Policy CDC (LEGAL)**

**Use of Donated Property**

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*Education Code 11.156*

**San Benito CISD School Board Policy CDC (LOCAL)**

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*Updated 7.24.19*

**SAN BENITO CISD DONATION FORM**

240 N Crockett Street · San Benito, Texas 78586 · (956) 361-6100

| | |
|---|---|
| Campus / Department | Purchasing/Supt. |
| Date of Donation | 09/18/2025 |
| Donor's Name | Little Caesars Pizza |
| Address/City/State/Zip | 190 S 77 Sunshine Strip, San Benito, TX 78586 |
| Telephone | 956-399-3400 |
| Description of Donation | Pizzas (30) for tailgate game. |
| Federal ID# (if applicable) | |
| Donation Item/Amount | $ 240.00 |
| | *Amount or Value of Donation* |
| Purpose of Donation | Donation of pizzas for our mighty Greyhound Fans. |
| Restricted to Purpose of Donation | ☑ Yes ☐ No |

Superintendent's Signature/Date

Board Signature/Date

**Funds Deposited to**
Account Name and Code: in-kind

**San Benito CISD School Board Policy CDC (LEGAL)**

**Use of Donated Property**

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*Education Code 11.156*

**San Benito CISD School Board Policy CDC (LOCAL)**

**Unsolicited Gifts (Authority to Accept)**

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*Updated 7.24.19*

**SAN BENITO CISD DONATION FORM**

240 N Crockett Street · San Benito, Texas 78586 · (956) 361-6100

| | |
|---|---|
| Campus / Department | Purchasing/Supt. |
| Date of Donation | 09/25/2025 |
| Donor's Name | Sam's Club |
| Address/City/State/Zip | 621 US-77 Frontage Road, Harlingen, TX 78550 |
| Telephone | 956-507-7305 |
| Description of Donation | Donation of gift card for tailgate. |
| Federal ID# (if applicable) | |
| Donation Item/Amount | $ 50.00 |
| | *Amount or Value of Donation* |
| Purpose of Donation | To help with the expenses for our mighty Greyhound Fans. |
| Restricted to Purpose of Donation | ☑ Yes ☐ No |

Superintendent's Signature/Date

Board Signature/Date

**Funds Deposited to**
Account Name and Code: 199-R-00-5749-00-728-0-99-300

**San Benito CISD School Board Policy CDC (LEGAL)**

**Use of Donated Property**

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*Education Code 11.156*

**San Benito CISD School Board Policy CDC (LOCAL)**

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*Updated 7.24.19*

**SAN BENITO CISD DONATION FORM**

240 N Crockett Street · San Benito, Texas 78586 · (956) 361-6100

| | |
|---|---|
| Campus / Department | Purchasing/Supt. |
| Date of Donation | 09/26/2025 |
| Donor's Name | Telepro Communications |
| Address/City/State/Zip | 12005 N. Bryan Rd, Mission, TX 78573 |
| Telephone | 956-618-2360 |
| Description of Donation | Donation of gift card for tailgate. |
| Federal ID# (if applicable) | |
| Donation Item/Amount | $ 200.00 |
| | *Amount or Value of Donation* |
| Purpose of Donation | To help with the expenses for our mighty Greyhound Fans. |
| Restricted to Purpose of Donation | ☑ Yes ☐ No |

Superintendent's Signature/Date

Board Signature/Date

**Funds Deposited to**
Account Name and Code: 199-R-00-5749-00-728-0-99-300

**San Benito CISD School Board Policy CDC (LEGAL)**

**Use of Donated Property**

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*Education Code 11.156*

**San Benito CISD School Board Policy CDC (LOCAL)**

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*Updated 7.24.19*

**SAN BENITO CISD DONATION FORM**

240 N Crockett Street · San Benito, Texas 78586 · (956) 361-6100

| | |
|---|---|
| Campus / Department | San Benito HS - Conjunto Estrella |
| Date of Donation | Saturday, September 06, 2025 |
| Donor's Name | St. Benedict's Catholic Church |
| Address/City/State/Zip | 351 South Bowie St., San Benito, TX. |
| Telephone | 956-626-1265 |
| Description of Donation | Donation for Performance |
| Federal ID# (if applicable) | NA |
| Donation Item/Amount $ | 150.00 |

*Amount or Value of Donation*

Purpose of Donation: Conjunto Estrella performed at their annual Fall Festival and the church wanted to donate to the students for their wonderful performance.

Restricted to Purpose of Donation ☐ Yes ☑ No

Superintendent's Signature/Date

Board Signature/Date

**Funds Deposited to**
Account Name and Code: 865 R 00 5749 CO 001 0 00 000

**San Benito CISD School Board Policy CDC (LEGAL)**

**Use of Donated Property**

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*Education Code 11.156*

**San Benito CISD School Board Policy CDC (LOCAL)**

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*Updated 7.24.19*

240 N Crockett Street · San Benito, Texas 78586 · (956) 361-6100

| | |
|---|---|
| Campus / Department | San Benito C.I.S.D. Police Dpt |
| Date of Donation | 9/16/2025 |
| Donor's Name | San Benito Walmart |
| Address/City/State/Zip | 1126 US-77, San Benito, Tx, 78586 |
| Telephone | (956) 361-9047 |
| Description of Donation | 10 cases waters (40pk) 4 cases of Gatorade (18pk) 2 cases of Sugar Free Monsters (12Pk) |
| Federal ID# (if applicable) | |
| Donation Item/Amount $ | 144.20 |
| | *Amount or Value of Donation* |
| Purpose of Donation | Homecoming parade/football game |

Restricted to Purpose of Donation ☑ Yes ☐ No

Superintendent's Signature/Date

Board Signature/Date

**Funds Deposited to**
Account Name and Code:

**San Benito CISD School Board Policy CDC (LEGAL)**

**Use of Donated Property**

A conveyance, devise, or bequest of property for the benefit of the public schools, if not otherwise directed by the donor, vests the property in a board or their successors as trustees for those to be benefited by the donation.

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*Education Code 11.156*

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*Updated 7.24.19*

## Discussion, Consideration, and Possible Approval of Budget Amendment (s) for the 2025-2026 School Year

### Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve amending the 2025-2026 budget as presented in the exhibit attached.

### Rationale:

Appropriate additional necessary funds.

### Paperwork Impact:

A minimal amount of paperwork will be generated by the amendment.

### Budgetary Information:

Amendment is necessary to provide adequate funding for items presented.

### Resource Personnel:

Victoria N. Perez, Assistant Superintendent of Finance & Operations
Alfredo Perez, Superintendent of Schools

### Board Policy Reference and Compliance:

CE (Local)

SAN BENITO SCHOOLS

# Business Office / Budget Amendment
## October 2025-2026

| Date Submitted | Campus/ Department | Contact Person | Amount | Reason for Transfer | Board Approved Date |
|---|---|---|---|---|---|
| 09.30.25 | Bilingual | Sylvia Perez | $243.00 | OT Pay for Saturday Trainings (Technology) | |
| 09.30.25 | Bilingual | Sylvia Perez | $199.00 | OT Pay for Saturday Trainings (Custodian) | |
| 10.02.25 | Finance | Christopher Cortez | $27,600.00 | Delinquent Tax Attorney Additional State Aid Gained for FY21 Property Value Study | |
| 10.02.25 | Professional Development | Marina Buenrostro | $ 1,700.00 | Send Principals & Assistant Principals New Administrator Induction Academies as part of TAC 241.25 | |
| | | | | | |
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ORIGINAL

# SAN BENITO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**Business Office**
240 North Crockett Street • San Benito, Tx 78586 • Phone: (956) 361-6160 • Fax: (956) 361-6166

## BUDGET AMENDMENT FORM

Superintendent
**TO:**

September 30-2025
**Date**

Bilingual Department
**From:**

**Board Approved Date:** _____

| Title of Program | From Account Number | To Account Number | Amount To Transfer |
|---|---|---|---|
| TELPAS & ELPS Training - Bilingual DPT. BP | 199 E 21 6399 00 806 0 25 000 | 199 E 53 6121 01 806 0 25 000 | 224 |
| TELPAS & ELPS Training - Bilingual DPT. | 199 E 21 6399 00 806 0 25 000 | 199 E 53 6141 01 806 0 25 000 | 4 |
| TELPAS & ELPS Training - Bilingual DPT. | 199 E 21 6399 00 806 0 25 000 | 199 E 53 6143 01 806 0 25 000 | 8 |
| TELPAS & ELPS Training - Bilingual DPT. | 199 E 21 6399 00 806 0 25 000 | 199 E 53 6145 01 806 0 25 000 | 1.00 |
| TELPAS & ELPS Training - Bilingual DPT. | 199 E 21 6399 00 806 0 25 000 | 199 E 53 6146 01 806 0 25 000 | 6 |
| | | | |
| | | **Total** | 243 |

**Reason for Transfer:**

Overtime pay for a Saturday training by the Bilingual department.

Overtime For Technology Tech Nelson Rodriguez

Ema Gonzalez (Sep 30, 2025 13:08:32 CDT)
**Signature**

**Approved By:** Signature of Superintendent

**FOR BUSINESS OFFICE USE ONLY**

**Funds Available** ☐ Yes ☐ No

**Approved By:** _____
Assistant Superintendent of Finance and Operations

Rev07/29/22BO

ORIGINAL

# SAN BENITO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**Business Office**
240 North Crockett Street • San Benito, Tx 78586 • Phone: (956) 361-6160 • Fax: (956) 361-6166

## BUDGET AMENDMENT FORM

Superintendent
**TO:**

September 30-2025
**Date**

Bilingual Department
**From:**

**Board Approved Date:** _____

| Title of Program | From Account Number | To Account Number | Amount To Transfer |
|---|---|---|---|
| TELPAS & ELPS Training - Bilingual DPT. BP | 199 E 21 6399 00 806 0 25 000 | 199 E 51 6121 01 806 0 25 000 | 184.00 |
| TELPAS & ELPS Training - Bilingual DPT. | 199 E 21 6399 00 806 0 25 000 | 199 E 51 6141 01 806 0 25 000 | 3.00 |
| TELPAS & ELPS Training - Bilingual DPT. | 199 E 21 6399 00 806 0 25 000 | 199 E 51 6143 01 806 0 25 000 | 6.00 |
| TELPAS & ELPS Training - Bilingual DPT. | 199 E 21 6399 00 806 0 25 000 | 199 E 51 6145 01 806 0 25 000 | 1.00 |
| TELPAS & ELPS Training - Bilingual DPT. | 199 E 21 6399 00 806 0 25 000 | 199 E 51 6146 01 806 0 25 000 | 5.00 |
| | | | |
| | | **Total** | 199 |

**Reason for Transfer:**

Overtime pay for a Saturday training by the Bilingual department.

Overtime For Custodian Blanca Rivera

Ema Gonzalez (Sep 30, 2025 11:12:20 CDT)
**Signature**

**Approved By:** Signature of Superintendent

**FOR BUSINESS OFFICE USE ONLY**

**Funds Available** ☐ Yes ☐ No

**Approved By:** _____
Assistant Superintendent of Finance and Operations

Rev07/29/22BO

*ORIGINAL*

**SAN BENITO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**
**Business Office**
240 North Crockett Street • San Benito, Tx 78586 • Phone: (956) 361-6160 • Fax: (956) 361-6166

# BUDGET AMENDMENT FORM

Superintendent
**TO:**

October 15, 2025
**Date**

Finance Department
**From:**

**Board Approved Date:** _____

| Title of Program | From Account Number | To Account Number | Amount To Transfer |
|---|---|---|---|
| General Fund - Local Fund Balance | 199-00-3700-00-000-0-00-000 | 199-41-6299-00-726-0-99-900 | $27,600.00 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | **Total** | $ 27,600.00 |

**Reason for Transfer:**

Funding for Delinquent Tax Attorney - Additional State Aid Gained for FY21 Property Value Study

**Signature**

**Approved By:** Signature of Superintendent

**FOR BUSINESS OFFICE USE ONLY**

**Funds Available** Yes ☐ No ☐

**Approved By:** _____
Assistant Superintendent of Finance and Operations

Rev07/29/22BO

LINEBARGER GOGGAN BLAIR & SAMPSON, LLP
ATTORNEYS AT LAW
1517 West Front Street
Suite 202
Tyler, TX 75702

512-447-6675 EXT. 3804

September 11, 2025

Mr. Alfredo "Fred" Perez
Superintendent
San Benito Consolidated Independent School District
240 N Crockett St
San Benito, TX 78586

**RE: BILLING - 2021 Property Value Study Audit**

Dear Mr. Perez:

Please accept this letter as our statement for services rendered in representing the district in the audit of the school's 2021 Property Value Study.

| | |
|---|---|
| Additional State Aid Gained or Recapture Reduction | $275,586 |
| Total Fee | $27,559 |
| **Amount Due** | **$27,559** |

LINEBARGER GOGGAN BLAIR & SAMPSON, LLP

By Robby Harbuck
Robby Harbuck

**PLEASE REMIT YELLOW COPY WITH YOUR PAYMENT:**

Linebarger Goggan Blair & Sampson, LLP
Attn: Accounting Department
P.O. Box 17428
Austin, Texas 78760

ORIGINAL

# SAN BENITO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT

**Business Office**
240 North Crockett Street • San Benito, Tx 78586 • Phone: (956) 361-6160 • Fax: (956) 361-6166

## BUDGET AMENDMENT FORM

Superintendent
**TO:**

10/1/2025
**Date**

Marleen Araiza, Professional Development
**From:**

**Board Approved Date:** _____

| Title of Program | From Account Number | To Account Number | Amount To Transfer |
|---|---|---|---|
| Professional Development | 199 E 21 6495 00 812 0 99 000 | 199 E 23 6239 00 812 0 99 000 | $111.00 |
| | 199 E 21 6411 00 812 0 99 000 | 199 E 23 6239 00 812 0 99 000 | $1,600.00 |
| | | | |
| | | | |
| | | | |
| | | **Total** | $ 1,711.00 |

**Reason for Transfer:**

Funds needed to send Principals and Assistant Principals to the New Administrator Induction Academies ast part of TAC 241.25

Marleen Araiza
**Signature**

**Approved By:** Signature of Superintendent

**FOR BUSINESS OFFICE USE ONLY**

**Funds Available** ☐ Yes ☐ No

**Approved By:** _____
Assistant Superintendent of Finance and Operations

Rev07/29/22BO

**Discussion, Consideration, and Possible Approval regarding Purchases of over $50,000.**

## Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve the Purchases of $50,000 or more for purchases of goods or services as presented.

## Rationale:

Purchases of $50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

## Paperwork Impact:

No additional paperwork required.

## Budgetary Information:

Funds have been budgeted for the 2025-2026 school year.

## Resource Personnel:

Victoria N. Perez, Assistant Superintendent of Finance & Operations
Alfredo Perez, Superintendent of Schools

## Board Policy Reference and Compliance:

This item is in compliance with Board Policy CH(LOCAL).

Board Meeting Date: October 15, 2025

SAN BENITO SCHOOLS

**Business Office / 50K**

**October 2025-2026**

| Date Submitted | Vendor Name | Campus/ Department | Amount | Contact Person | Board Approved Date |
|---|---|---|---|---|---|
| 09/29/25 | HEB | Purchasing | 45,000.00 | Jany Barbosa | |
| 09/26/25 | Solid Border | Technology | 64,989.00 | Gloria Cardenas | |
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**REQUEST TO PURCHASE TURKEYS/HAMS FOR DISTICT EMPLOYEES**

**VENDOR:**
HEB-will use American Express Card

**ITEMS:**
TURKEYS/HAMS

**TARGETED GOAL:**
Strategic Plan: FI.P2: – San Benito CISD will maintain efforts to streamline systems and operations

**FUNDING SOURCE:**
$45,000.00 (estimated amount pending survey from the district)
199 E 41 6498 00 726 0 99 900

**PURCHASING METHOD:**
HEB -RFP-0724-GMS

Board Meeting Date: October 15, 2025

**2024-2025**
**SAN BENITO CISD**
**PURCHASE OF TURKEYS/HAMS FOR**
**DISTRICT EMPLOYEES**

| Full Time Employee Count | HEB estimated Turkey Cost | HEB estimated Ham Cost | estimated total coast |
|---|---|---|---|
| 1664* | $ 18.60 | $ 31.40 | |
| 1647/2=832. | (1.55 per lb-avg 12) | (3.14 per lb avg 10) | |
| *estimated charges for* | $ 15,475.20 | $ 26,124.80 | **$ 41,600.00** |
| (half of the employees per item) | | | |

*employee count confirmed by HR Secretary it includes FT and PT employees

| | |
|---|---|
| **Date:** | 09/29/2025 |
| **Person/Dept. Requesting Quote:** | Mr. Eddie Cavazos, Director of Purchasing |
| **Requisition #** | |

# PURCHASING DEPARTMENT
## WRITTEN QUOTATION DOCUMENTATION FORM
## FOR AMOUNTS: $500.00 - $49,999.99

| | VENDOR 1 | VENDOR 2 | VENDOR 3 |
|---|---|---|---|
| **Company:** | HEB | Wal-Mart Community | Sam's Club |
| **Contact Person:** | | | |
| **City/State:** | | | |
| **Telephone #:** | San Benito, TX 78586 | San Benito, TX 78586 | Harlingen, TX 78550 |
| **Email:** | | | |

| ITEM # | Qty | Descriptions/Specs | Unit Price Vendor 1 | Unit Price Vendor 2 | Unit Price Vendor 3 |
|---|---|---|---|---|---|
| | | Purchase of Turkeys and Hams for Districtwide Employees | 1.55lb/3.14lb | .97lb/3.48lb | 0/3.28 |
| | | Average of 12lb turkeys and 10lb hams | | | |
| | | | | | |
| | | | | | |
| | | *Freight Charges* | | | |
| | | *Delivery Date After Receipt of PO* | | | |
| | | **TOTAL** | $ 18.60/31.40 | $ 11.64/34.80 | $ 0/32.80 |

| | |
|---|---|
| ***RECOMMENDED VENDOR*** | HEB previous orders have been processed in a timely manner |
| ***If LOW QUOTE NOT Recommended need justification*** | |
| | |

Administrator Signature _____ Date _____

*Revised 10-4-17*

Pickup or delivery?

frozen whole turkey

Search

Reorder My Items

Sign In Account

$0.00

Departments | Services | Get it Fast | New Arrivals | Halloween | Pharmacy | Rollbacks & More | Tailgating | Baby Event | Dinner Made Easy | My Items | Only at Walmart | OnePay | Walmart+

**Price**

**Brand**

**Get it fast**

**Subscription**

**Form**

**Meat Type**

**Food Condition**

**Special Diet Needs**

**Flavor**

**Category**

**Container**

**Availability**

**Departments**

**Special Offers**

**Customer Rating**

**Retailer**

**Benefit Programs**

Add

Subscribe

Sponsored

**$6.57** 27.4 ¢/oz

Marie Callender's Turkey & Stuffing Meal To Share, Frozen Meal, 24 oz (Frozen)

4.6 416

SNAP eligible

Save with W+

Pickup as soon as 7pm

Add

Subscribe

Sponsored

**$14.96** $5.48/lb

Final cost by weight

JENNIE-O OVEN READY Boneless Turkey Breast, Frozen, 2 - 3 lb Plastic Bag

4.6 746

SNAP eligible

Save with W+

Pickup as soon as 7pm

**$13.90** avg price 97.0 ¢/lb

Final cost by weight

Butterball Frozen Whole Turkey, All Natural, 10-16 lbs., Serves 5-8

4.2 255

SNAP eligible

Out of stock

Shop similar

**$17.93** avg price 84.0 ¢/lb

Final cost by weight

JENNIE-O Frozen Turkey, 16-24 lb, Serves 11 to 17

4.2 84

SNAP eligible

Out of stock

Shop similar

**$20.13** avg price 97.0 ¢/lb

Final cost by weight

Butterball All Natural Frozen Whole Turkey, 16-24 lbs., Serves 8-12

4.3 132

**$28.12** avg price $1.98/lb

Final cost by weight

Shady Brook Farms Frozen Whole Turkey, No Antibiotics Ever, 10-17 lbs, Serves 7 to 11

4.0 7

**$35.64** avg price $2.97/lb

Final cost by weight

JENNIE-O OVEN READY Whole Turkey, Frozen

4.7 175

Popular pick

Marketside

# Marketside Bone-in Spiral Cut Brown Sugar Double Glazed Ham, Pork, 8 - 14.6 lb

4.1 | 2,368 ratings

**Ingredients**

**About this item**

- Marketside Bone-in Spiral-Cut Ham, 7.5-11.75 lb
- Premium smoked ham with natural juice
- Bone-in spiral cut
- Ham
- Brown sugar double glazed for a sweet and savory experience
- USDA inspected
- Enjoy on special occasions, holidays, or as a gourmet dinner
- Succulent and moist...

View more

**Shop Confidently**

Free 90-day returns >

**Whiter teeth in 5 days**

Daily whitening upkeep

Shop now

Crest 3DWHITE

Sponsored | Disclaimer

**$24.80** avg price

$2.48/lb | Final cost by weight

Price when purchased online

Free 90-day returns

Add to cart

Subscribe $24.80

**Your usuals, on your schedule**

Save time and stay stocked!

How it works

**One-time purchase** **$24.80**

**How you'll get this item:**

I want delivery savings with Walmart+

You get 30 days free! Choose a plan at checkout.

| Shipping | Pickup | Delivery |
|---|---|---|
| Not available | As soon as 6pm today | As soon as 1 hour |

**Harlingen Supercenter** Change

Pickup as soon as **6pm**

Aisle AC3

Sold and shipped by **Walmart**

**Free 90-day returns** Details

SNAP eligible

Add to list Add to registry

Riverside

# Riverside Frozen Whole Young Turkey, 8 - 12 lbs

**Avg. 10.25 lbs**

**$15.89** each
($1.55 / lb)

Prices may vary between in-store, curbside, and delivery.

1 added

Add to list

**Where to find this**

**In Meat Market with the Frozen Whole Turkeys**
at San Benito H-E-B

**View nearby stores**

## Highlights

SNAP EBT eligible

## Description

This frozen Riverside whole young turkey is key to making a mouthwatering holiday dinner. Ranging in size from 8 – 12 lbs, it's perfect for a smaller gathering and cooks up tender and moist. And while it's roasting for about 3 hours, you can use the included giblets to add extra depth to homemade gravy or stuffing.

- Frozen whole turkey
- USDA Grade A

# H-E-B Fully Cooked Bone-in Hickory Smoked Half Spiral Sliced Ham - Honey Glaze

Avg. 9.5 lbs

**$29.83** each
($3.14 / lb)

Prices may vary between in-store, curbside, and delivery.

Out of stock

Add to list

**Where to find this**

In Meat Market on the Back Wall
at San Benito H-E-B

View nearby stores

**More ways to save**

**Earn 5% cash back** on this item with the H-E-B Visa Signature® Credit Card
Apply now

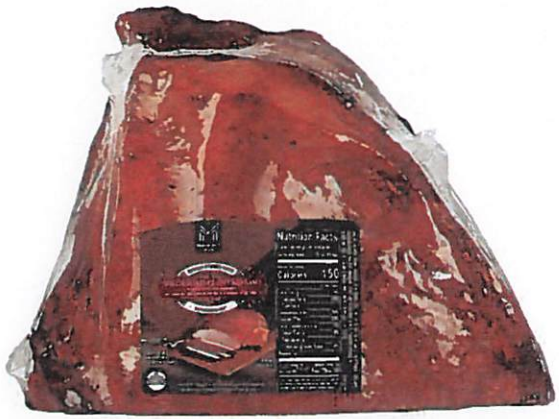
## Highlights

Gluten free verified | Low carb lifestyle | SNAP EBT eligible

## Description

Spiral sliced for easier carving, this H-E-B fully cooked bone-in ham is a holiday favorite. Hickory-smoked for up to 12 hours, it's delicious served warm or cold. Plus, it comes with a honey glaze that's simple to prepare on the stovetop or in the microwave. Pick up this ham for a memorable mouthwatering meal.

- Fully cooked bone-in ham
- Spiral-sliced for easier carving
- Hickory-smoked for up to 12 hours



Member's Mark

## Member's Mark Boneless Uncured Carver Ham, Priced Per Pound

4.7 | 29 ratings | Item # 990346594

**$22.96** $3.28/lb

Final cost by weight
Prices may vary in club and online

Shipping
Not available

Pickup

Delivery

### Curbside Pickup

Free for *Plus*, free for Club on eligible orders over $50

Harlingen Sam's Club Check other clubs

Add to Cart

Return or replace anytime. See details

Add to list

### Highlights

- Fully cooked, boneless carver uncured ham
- Made with natural juice
- No Nitrites or Nitrates Added
- 14g of protein per serving
- Perfect for any festive gathering

Read more

## Similar items for you

## We also recommend

Sponsored

**$10.98**

Holmes Smokehouse Pecan Smoked Andouille

# REQUEST TO PURCHASE BARRACUDA EMAIL PROTECTION

## Vendor:
Solid Border

## Items:
Barracuda Email Protection, Premium Plus 3yr plan
Year 2, in 2025
$64,989.00

## TARGETED GOAL:

### District Improvement Plan
Goal 1: SBCISD will increase student academic achievement for all student populations thereby closing academic and social-emotional gaps created by multiple factors to include COVID-19 by the conclusion of the 2025-2026 School Year.
Strategy 12: To support curriculum implementation and thus provide the San Benito students with the "gold standard" education, the district will provide scientifically-research based instructional resources and supplies including: technology hardware and software digital materials.

## FUNDING SOURCE:
199 E 53 6397 00 873 0 99 600

## PURCHASING METHOD
DIR-CPO-4850

Board Meeting Date: October 15, 2025

solid border
Network Security Reseller

**QUOTE FOR** Donald Bowman
San Benito CISD
450 South Dowling St
San Benito TX 78586
United States
(956) 361-6924
dbowman@sbcisd.net

**DATE** 09/17/2025
**QUOTE #** 6008376

**CONTACT** Erica Stinson
(512) 699-5600
erica@solidborder.com

PLEASE SEND PURCHASE ORDER
**BY EMAIL** orders@solidborder.com
**BY FAX** 800-887-9974

Barracuda
PREMIER SECURITY PARTNER

| ITEM | SKU | DESCRIPTION | QTY | LIST PRICE | PER UNIT | EXTENDED |
|---|---|---|---|---|---|---|
| | | Year 2 of 3 Renewal 2025 - 2026 | | | | |
| 1 | BEO001a | Barracuda Cloud Account, SN# 1859370 | 1 | $0.00 | $0.00 | $0.00 |
| 2 | EP-PPS-FTE-Usr-36M | Email Protection, Premium Plus, Education Full Time Equivalent, per User, 12 Months, SN# 1859370 | 1,350 | $199.20 | $48.14 | $64,989.00 |
| 3 | EP-PPS-STU-Usr-36M | Email Protection, Premium Plus, Education Student, per User, 12 Months, SN# 1859370 | 14,000 | $0.00 | $0.00 | $0.00 |
| | | Support to Run 12/17/2025 through 12/16/2026 | | | | |
| | | To be paid annually over 3 years<br>Year 1 in 2024 Total: $64,989.00 PAID PO # 8732500049<br>Year 2 in 2025 Total: $64,989.00 PO DUE 12/16/2025<br>Year 3 in 2026 Total: $64,989.00 PO DUE 12/16/2026 | | | | |

| | |
|---|---|
| **SUBTOTAL** | $64,989.00 |
| **SHIPPING** | $0.00 |
| **TAX (%)** | $0.00 |
| **TOTAL** | **$64,989.00** |

DIR Purchasing Contract DIR-CPO-4850

**QUOTE EXPIRES** 10/17/2025
**TERMS** Net 30.
Payment via credit card may incur a 4% processing fee.
**EMPLOYER ID #** EIN # 33-1009121
**REMIT TO** Solid Border, Inc.
1806 Turnmill St
San Antonio TX 78248
United States

By issuing a purchase order referencing the Quote number above, Customer acknowledges and agrees that use of the products and/or services listed herein are governed by the applicable terms and conditions listed below unless the parties have an applicable fully executed agreement or addendum thereto which governs this purchase.

**Solid Border, Inc. Terms and Conditions**

This order is non-refundable and non-cancellable.

For agreements with a term longer than 1-year, Customer is obligated to fulfill all additional payments for the term listed above. Multi-year commitments are binding.

Modifications to this agreement must be approved in writing by Solid Border, Inc.

If this Quote includes any of the following products and/or services, then they may be subject to auto-renewal by the manufacturer: BitSight, Cisco, Entrust, Mimecast, Proofpoint, or Rapid7. For auto-renewing products and/or services, if a purchase order for your renewal is not received by 45 days from the end of your current subscription term, then the auto-renewal will be cancelled, which may affect future pricing. Your current subscription will not be affected. A renewal quote can be generated prior to the end of your subscription term or by request.

SOLIDBORDER.COM
PROTECT YOUR NETWORK
HUB // DIR // BUYBOARD

solid border
Network Security Reseller

QUOTE FOR Donald Bowman
San Benito CISD
450 South Dowling St
San Benito TX 78586
United States
(956) 361-6924
dbowman@sbcisd.net

DATE 10/31/2024
QUOTE # 6004993

CONTACT Erica Stinson
(512) 699-5600
erica@solidborder.com

PLEASE SEND PURCHASE ORDER
BY EMAIL orders@solidborder.com
BY FAX 800-887-9974

Barracuda.
PREMIER SECURITY PARTNER

| ITEM | SKU | DESCRIPTION | QTY | LIST PRICE | PER UNIT | EXTENDED |
|---|---|---|---|---|---|---|
| | | PRICING GOOD THROUGH 11/26/2024 | | | | |
| | | Year 1 Renewal 2024 - 2025 | | | | |
| 1 | BEO001a | Barracuda Cloud Account, SN# 1859370 | 1 | $0.00 | $0.00 | $0.00 |
| 2 | EP-PPS-FTE-Usr-36M | Email Protection, Premium Plus, Education Full Time Equivalent, per User, 12 Months, SN# 1859370 | 1,350 | $199.20 | $48.14 | $64,989.00 |
| 3 | EP-PPS-STU-Usr-36M | Email Protection, Premium Plus, Education Student, per User, 12 Months, SN# 1859370 | 14,000 | $0.00 | $0.00 | $0.00 |
| | | Support to Run 12/17/2024 through 12/16/2025 | 15,350 | | | |
| | | Year 2 Renewal 2025 - 2026 | | | | |
| 4 | BEO001a | Barracuda Cloud Account, SN# 1859370 | 1 | $0.00 | $0.00 | $0.00 |
| 5 | EP-PPS-FTE-Usr-36M | Email Protection, Premium Plus, Education Full Time Equivalent, per User, 12 Months, SN# 1859370 | 1,350 | $199.20 | $48.14 | $64,989.00 |
| 6 | EP-PPS-STU-Usr-36M | Email Protection, Premium Plus, Education Student, per User, 12 Months, SN# 1859370 | 14,000 | $0.00 | $0.00 | $0.00 |
| | | Support to Run 12/17/2025 through 12/16/2026 | | | | |
| | | Year 3 Renewal 2026 - 2027 | | | | |
| 7 | BEO001a | Barracuda Cloud Account, SN# 1859370 | 1 | $0.00 | $0.00 | $0.00 |
| 8 | EP-PPS-FTE-Usr-12M | Email Protection, Premium Plus, Education Full Time Equivalent, per User, 12 Months, SN# 1859370 | 1,350 | $199.20 | $48.14 | $64,989.00 |
| 9 | EP-PPS-STU-Usr-12M | Email Protection, Premium Plus, Education Student, per User, 12 Months, SN# 1859370 | 14,000 | $0.00 | $0.00 | $0.00 |
| | | Support to Run 12/17/2026 through 12/16/2027 | | | | |

| ITEM | SKU | DESCRIPTION | QTY | LIST PRICE | PER UNIT | EXTENDED |
|---|---|---|---|---|---|---|
| | | To be paid annually over 3 years<br>Year 1 in 2024 Total: $64,989.00<br>Year 2 in 2025 Total: $64,989.00<br>Year 3 in 2026 Total: $64,989.00 | | | | |
| | | | | | SHIPPING | $0.00 |
| | | | | | SUBTOTAL | $194,967.00 |
| | | Purchasing Contract DIR-TSO-4365 | | | TAX (%) | $0.00 |
| | | | | | TOTAL | $194,967.00 |

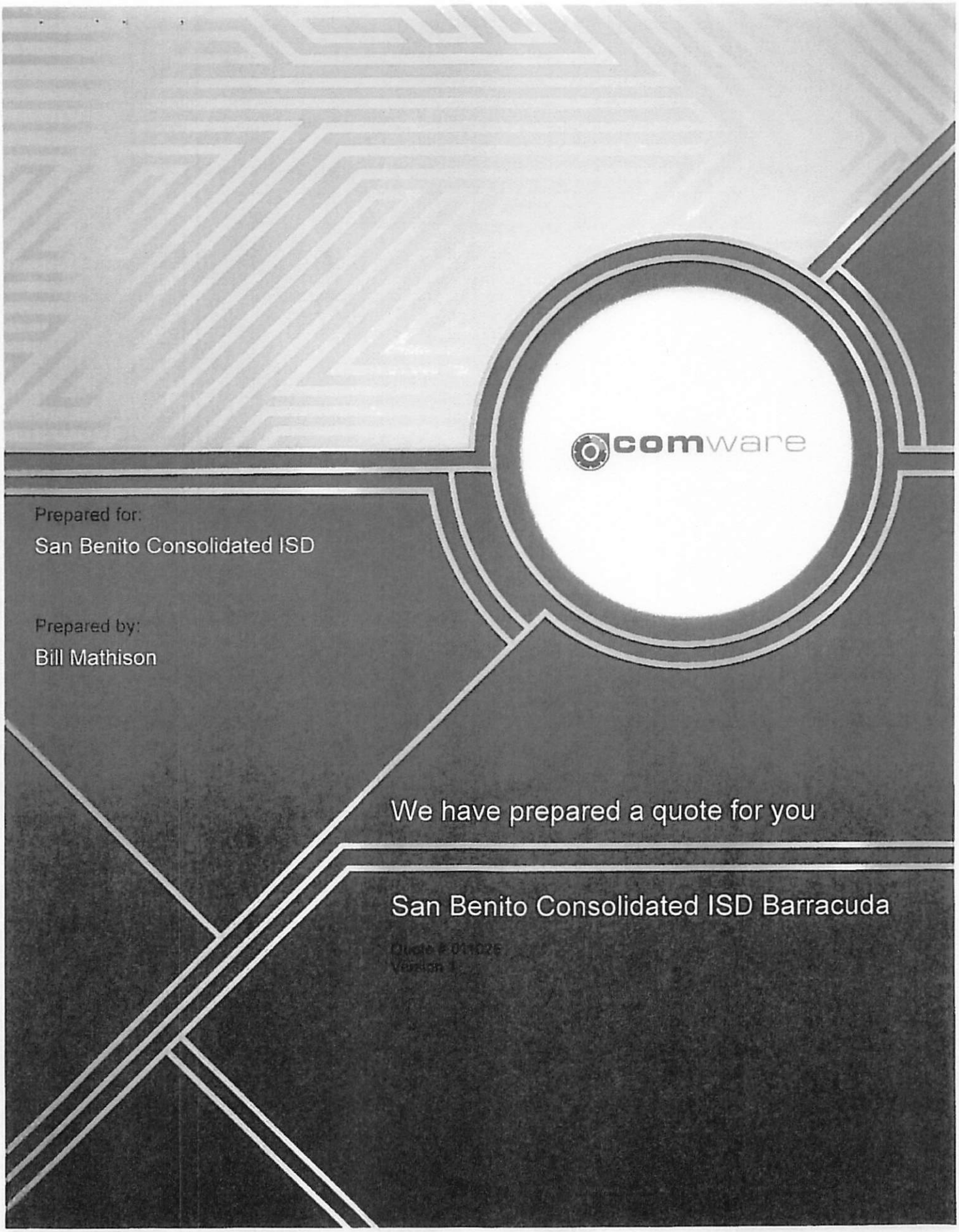
**QUOTE EXPIRES** 11/26/2024

**TERMS** Net 30.
Payment via credit card may incur a 4% processing fee.

**EMPLOYER ID #** EIN # 33-1009121

**REMIT TO** Solid Border, Inc.
1806 Turnmill St
San Antonio TX 78248
United States

SOLIDBORDER.COM
PROTECT YOUR NETWORK
HUB // DIR // BUYBOARD


comware
Prepared for:
San Benito Consolidated ISD
Prepared by:
Bill Mathison
We have prepared a quote for you
San Benito Consolidated ISD Barracuda
Quote # 011026
Version 1

Tuesday, November 05, 2024

San Benito Consolidated ISD
Donald Bowman
195 W Adele St
San Benito, TX 78586
dbowman@sbcisd.net

Dear Donald,

Thank you for the opportunity to assist you with your IT Security needs.We have prepared the following quote based on the information you provided us. We will happy to answer any questions you may have or make any changes you feel appropriate.

Since 1999, we have helped thousands of organizations secure their networks, endpoints and critical data. Comware partners with leading manufacturers of security solutions, selecting and specifying solutions designed to best meet each client's network security demands. We have reached Platinum partner status with many of our partner organizations who recognize our reach and expertise. Our highly-trained technical specialists evaluate the best options, combining the right products and professional services into cost-effective security solutions that deliver uncompromising quality, reliability and value, to support business-IT systems.

At Comware, we specialize in IT Security. We make it our business to know the things that threaten your data, and how well each product or solution works in each situation. This allows us to help you assess your environment for risks and find the right solution that fits your organization's risk profile, industry compliance mandates as well as your IT security budget.

We also go further than deploying products. Our security experts can help you craft a long-term IT security strategy and roadmap. We can help you secure your base systems (such as laptops, mobile devices, servers, Active Directory...) to raise your Security baseline and make your investment in additional solutions even more effective.

Again, thank you for your business and do not hesitate to reach out to us if you have any questions regarding this quote.

Bill Mathison
Territory Manager
Comware

P: 214-393-3127
E: bmathison@comware.com

## 3 Year option

| Description | Price | Qty | Ext. Price |
|---|---|---|---|
| **Barracuda Email Protection, Premium Plus, Full Time Equivalent, 3 years, (reference TXDIR 4458 pending)** | $36.64 | 16200 | $593,568.00 |
| | **Subtotal** | | $593,568.00 |

## 1 Year option

* Optional

| Description | Price | Qty | Ext. Price |
|---|---|---|---|
| **Barracuda Email Protection, Premium Plus, Full Time Equivalent, 1 year (reference TXDIR 4458 pending)** | $12.21 | 16200 | $197,802.00 |
| | ***Optional Subtotal** | | $197,802.00 |

# San Benito Consolidated ISD Barracuda

**Prepared by:**

**Comware**
Bill Mathison
214-393-3127
bmathison@comware.com

**Prepared for:**

**San Benito Consolidated ISD**
195 W Adele St
San Benito, TX 78586
Donald Bowman
(956) 361-6100
dbowman@sbcisd.net

**Quote Information:**

**Quote #: 011025**
Version: 1
Delivery Date: 11/05/2024
Expiration Date: 11/27/2024

## Quote Summary

| Description | Amount |
|---|---|
| 3 Year option | $593,568.00 |
| **Total** | $593,568.00 |

## *Optional Expenses

| Description | One-Time |
|---|---|
| 1 Year option | $197,802.00 |
| **Optional Subtotal** | $197,802.00 |

Taxes, shipping, handling and other fees may apply. We reserve the right to cancel orders arising from pricing or other errors. COMPLETE PO REQUIREMENTS ARE AS FOLLOWS - Payment Terms Net 30 - Product, Price - PO Number, PO Date - Ship-to, Bill-to addresses - Signature of authorized agent (if place for signature - Applicable Sales Tax (not included)/Tax Exempt ID# ***FOR COMPLETE TERMS AND CONDITIONS, PLEASE VISIT http://www.comware.com/terms-conditions/

| Comware | | San Benito Consolidated ISD | |
|---|---|---|---|
| Signature: | | Signature: | |
| Name: | Bill Mathison | Name: | Donald Bowman |
| Title: | Territory Manager | Date: | |
| Date: | 11/05/2024 | | |

SHI | GS

Pricing Proposal
Quotation #: 25495831
Created On: 11/4/2024
Valid Until: 11/29/2024

## TX-City of San Benito Consolidated Independent School District

**Donald Bowman**
240 NORTH CROCKETT STREET
ATTN: ACCOUNTS PAYBLE
SAN BENITO, TX 78586
United States
Phone: 956-361-6330
Fax:
Email: dbowman@sbcisd.net

## Inside Account Manager

**Joseph Marronaro**
290 Davidson Ave.
Somerset, NJ 08873
Phone: 732-868-8754
Fax:
Email: joseph_marronaro@shi.com

All Prices are in US Dollar (USD)

| | Product | Qty | Your Price | Total |
|---|---|---|---|---|
| 1 | Email Protection, Premium Plus, Education Full Time Equivalent, per User, 1 Month<br>Barracuda - Part#: EP-PPS-EDUFTE-USR-1M<br>Contract Name: TIPS - Technology Solutions, Products and Services<br>Contract #: 230105<br>Serial #: 1859370<br>Coverage Term: 12/17/2024 – 12/16/2027 | 48600 | $13.15 | $639,090.00 |
| | | | Subtotal | $639,090.00 |
| | | | Total | $639,090.00 |

**Additional Comments**

**Hardware items on this quote may be updated to reflect changes due to industry wide constraints and fluctuations.**

**Thank you for choosing SHI-GSI The pricing offered on this quote proposal is valid through the expiration date set above. To ensure the best level of service, please provide End User Name, Phone Number, Email Address and applicable Contract Number when submitting a Purchase Order. SHI Government Solutions, Inc. is 100% Minority Owned, Woman Owned Business. TAX ID# 22-3695478; DUNS# 14-724-3086**

*The products offered under this proposal are resold in accordance with the terms and conditions of the Contract referenced under that applicable line item.*

| | |
|---|---|
| **Date:** | November 5 ,2024 |
| **Person/Dept. Requesting Quote:** | Rene A. Guerra |
| **Requisition #** | |

SAN BENITO SCHOOLS

# PURCHASING DEPARTMENT

## WRITTEN QUOTATION DOCUMENTATION FORM

### FOR AMOUNTS: $500.00 - $49,999.99

| | VENDOR 1 | VENDOR 2 | VENDOR 3 |
|---|---|---|---|
| **Company:** | Solid Border DIR-TSO-4365 | comware DIR-4458 | SHI TIPS #230105 |
| **Contact Person:** | Erica Stinson | Bill Mathison | Joseph Marronaro |
| **City/State:** | | | |
| **Telephone #:** | 512-699-5600 | 214-393-3127 | 732-868-8754 |
| **Email:** | erica@solidborder.com | bmathison@comware.com | joseph_marronaro@shi.com |

| ITEM # | Qty | Descriptions/Specs | Unit Price Vendor 1 | Unit Price Vendor 2 | Unit Price Vendor 3 |
|---|---|---|---|---|---|
| | | Barracuda Email Protection-3yr | 194,967.00 | 593,568.00 | 639,090.00 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | *Freight Charges* | | | |
| | | *Delivery Date After Receipt of PO* | | | |
| | | **TOTAL** | $ 194,967.00 | $ 593,568.00 | $ 639,090.00 |

| | |
|---|---|
| ***RECOMMENDED VENDOR*** | Solid Border |
| ***If LOW QUOTE NOT Recommended need justification*** | |
| | |

Administrator Signature Rene A. Guerra Date 11-5-24 11-5-24

***Revised 10-4-17***

Barracuda.
Your journey, secured.

# Certificate of Subscriptions

| | |
|---|---|
| **Account:** | **San Benito Consolidated Independent School District** |
| **PO #:** | **3003153** |
| **Quote #:** | **Q-1305657** |
| **Distributor:** | |
| **Partner:** | **Solid Border** |

**PRODUCT**
**Barracuda Cloud Account**

**SERIAL NUMBER**
**1859370**

| START DATE | END DATE | CAPACITY | SUBSCRIPTION |
|---|---|---|---|
| Dec 17, 2024 | Dec 16, 2027 | 14,000 | Email Protection, Premium Plus, Education Student, per User, 1 Month |

# REQUEST FOR APPROVAL OF THE PROPOSAL FOR RFP-0925-PCS, PEST CONTROL SERVICES (DISTRICTWIDE)

## Superintendent's Recommendation:

That the Board of Trustees approve the recommendation to accept the proposal received from Kill-A-Bug for $26,580.00 as being the best value proposal for the district.

## Rationale:

The proposals were due on September 25, 2025, at 3:00 p.m. (CST), where four (4) proposals were received. A tabulation of their proposals is attached. The best value proposal is offered by Kill-A-Bug. It is the recommendation of the administration to accept the proposal from Kill-A-Bug for $26,580.00 for the San Benito CISD's Pest Control Services in the best interest for San Benito CISD.

## Paperwork Impact:

This will not generate additional paperwork for the District.

## Budgetary Information:

Funds are budgeted for the 2025-2026 school year for Pest Control Services.

## Resource Personnel:

Vicki Perez, Assistant Superintendent of Finance & Operations
Eddie Cavazos, Director of Purchasing
Albert Rodriguez, Maintenance Coordinator
Guillermo Aguilar, Director of Buildings and Grounds

## Board Policy Reference and Compliance:

N/A

Board Meeting Date: October 15, 2025

**SAN BENITO CISD**

**RFP-0925-PCS**

**PEST CONTROL TABULATION**

| VENDOR | FORM 1 | | FORM 2 | | FORM 3 | | FORM 4 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | | | | | *as needed* | | | |
| | | | | | *basis* | | | |
| | | | | | | | | |
| **Kill-A-Bug** | $ 4,800.00 | | $ 9,720.00 | | $75/hr | | $ 12,060.00 | **$ 26,580.00** |
| | | | | | | | | |
| **Paredes Pest Control LLC** | $ 10,248.00 | | $ 13,956.00 | | $50/hr | | $ 14,088.00 | **$ 38,292.00** |
| | | | | | | | | |
| **Clover Shield** | $ 11,040.00 | | $ 18,420.00 | | 0/hr | | $ 24,000.00 | **$ 53,460.00** |
| | | | | | | | | |
| **Massy Services** | $ 10,560.00 | | $ 10,659.00 | | $135/hr | | $ 14,724.00 | **$ 35,943.00** |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | |

**SAN BENITO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT**
**EVALUATION**
**SUMMARY FORM**

Done By :_____ Date: 09/29/2025

Project: PEST CONTROL SERVICES(DISTRICTWIDE)_____ No: RFP-0925-PCS

| | | PROPOSERS | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **EVALUATOR** | **Assigned Points** | **Kill-A-Bug** | **Paredes Pest Control** | **Clover Shield Management** | **Massey Services, Inc.** | | | |
| **A.** | 100 | 87 | 63 | 50 | 76 | | | |
| **B.** | 100 | 84 | 69 | 54 | 74 | | | |
| **C.** | 100 | 85 | 71 | 50 | 76 | | | |
| **D.** | 100 | 86 | 65 | 45 | 70 | | | |
| | | | | | | | | |
| | | | | | | | | |
| **Total Points (Score)** | | **342** | **268** | **199** | **296** | | | |
| **Rank Position** | | **FIRST** | **THIRD** | **FOURTH** | **SECOND** | | | |

NOTES:

**REQUEST FOR APPROVAL TO ADD ASSISTANT SUPERINTENDENT OF FINANCE & OPERATION AS A SIGNER OF ALL FINANCIAL INSTIUTIONS AND REMOVAL OF PREVIOUS CHEIF FINANCIAL OFFICER**

**Superintendent's Recommendation:**

The Superintendent Recommends to the Board to Add Assistant Superintendent of Finance & Operation as a Signer of All Financial Institutions and Removal of Previous CFO

**Rationale:**

Updating Signer

**Paperwork Impact:**

Signatures Required

**Budgetary Information:**

N/A

**Resource Personnel:**

Victoria N. Perez, Assistant Superintendent of Finance & Operations

Alfredo Perez, Superintendent of Schools

**Board Policy Reference and Compliance:**

CDA (Local)

Board Meeting Date: October 15, 2025

## Authorized Representative Add Form

*Name of Participant* San Benito CISD *Participant Number* 31912

***Addition of Authorized Representative***

In order to either (i) carry out the role of Investment Officer for the Participant or (ii) aid the Investment Officer of the Participant in the execution of his or her duties pursuant to Texas Government Code, Section 2256.003(c), as the case may be, the following officers, officials, employees, or contractors of the Participant are hereby designated as Authorized Representatives within the meaning of the Investment Agreement (Agreement). These designated Authorized Representatives have full power and authority to execute the Agreement and any other documents, as may be required to deposit money to and withdraw money from the Participant's Lone Star Investment Pool (Lone Star) account from time to time in accordance with the Agreement and the Information Statement, and take all other actions deemed necessary or appropriate for the investment of local funds of the Participant:

| | Rep #1 | Rep #2 | Rep #3 |
|---|---|---|---|
| Printed Name | Victoria N Perez | | |
| Title | Assistant Supt of Finance & Operations | | |
| E-mail address | vperez@sbcisd.net | | |
| Signature | | | |

In accordance with Lone Star procedures, an Authorized Representative shall promptly notify Lone Star of any changes in who is serving as Authorized Representative.

In addition to the foregoing Authorized Representatives, each Investment Officer of Lone Star appointed by the Lone Star Board of Trustees from time to time is hereby designated as an Investment Officer of the Government Entity and, as such, shall have responsibility for investing the share of Lone Star assets representing local funds of the Government Entity.

**PASSED AND APPROVED this_____day of_____, 20____.**

By: _____ By: _____

*Printed Name, Board President* *Printed Name, Board Secretary*

State of Texas, County of _____.

Before me,_____, on this day personally appeared_____, and _____
*(name of notary)* *(name of President)* *(name of Clerk/Secretary)*

known to me (or proved to me on the oath of_____) or through_____to be the person(s)
*(person providing oath)* *(identification item)*

whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of office this_____day of_____, 20____.

(Personalized Seal) _____
*Notary Public's Signature*

If you have any questions, call the Lone Star Investment Pool at 800-758-3927 for assistance.
Please return the completed form to **customer.service@lonestarinvestmentpool.com** or fax **512-452-7842.**
Keep the original for your files.

# **Organizational Accounts** | Onboarding

HUB

## AUTHORIZED PERSON 1

| | | | |
|---|---|---|---|
| First Name | | Middle Initial | |
| Last Name | | Date of Birth | |
| Social Security Number | | Citizenship Status | |
| Cell Phone Number | | Secondary Phone | |
| Email Address | | Secondary Email | |
| Home Address (No PO Box) | | *City, State & Zip:* | |
| Mailing Address (if different) | | *City, State & Zip:* | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Title | Chairman of the Board ◯ | President ◯ | Vice President ◯ | Secretary ◯ | Assistant Secretary ◯ | Chief Financial Officer ◯ |
| Treasurer ◯ | Assistant Treasurer ◯ | Owner ◯ | General Partner ◯ | Partner ◯ | Member ◯ | Manager ◯ |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

## AUTHORIZED PERSON 2

| | | | |
|---|---|---|---|
| First Name | | Middle Initial | |
| Last Name | | Date of Birth | |
| Social Security Number | | Citizenship Status | |
| Cell Phone Number | | Secondary Phone | |
| Email Address | | Secondary Email | |
| Home Address (No PO Box) | | *City, State & Zip:* | |
| Mailing Address (if different) | | *City, State & Zip:* | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Title | Chairman of the Board ◯ | President ◯ | Vice President ◯ | Secretary ◯ | Assistant Secretary ◯ | Chief Financial Officer ◯ |
| Treasurer ◯ | Assistant Treasurer ◯ | Owner ◯ | General Partner ◯ | Partner ◯ | Member ◯ | Manager ◯ |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

**For Advisor Use*

| Est. Ent Worth | Fee Schedule | Target Portfolio |
|---|---|---|
| | | |

## AUTHORIZED PERSON 3

| | | | |
|---|---|---|---|
| First Name | | Middle Initial | |
| Last Name | | Date of Birth | |
| Social Security Number | | Citizenship Status | |
| Cell Phone Number | | Secondary Phone | |
| Email Address | | Secondary Email | |
| Home Address (No PO Box) | | *City, State & Zip:* | |
| Mailing Address (if different) | | *City, State & Zip:* | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Title | Chairman of the Board ◯ | President ◯ | Vice President ◯ | Secretary ◯ | Assistant Secretary ◯ | Chief Financial Officer ◯ |
| Treasurer ◯ | Assistant Treasurer ◯ | Owner ◯ | General Partner ◯ | Partner ◯ | Member ◯ | Manager ◯ |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

## AUTHORIZED PERSON 4

| | | | |
|---|---|---|---|
| First Name | | Middle Initial | |
| Last Name | | Date of Birth | |
| Social Security Number | | Citizenship Status | |
| Cell Phone Number | | Secondary Phone | |
| Email Address | | Secondary Email | |
| Home Address (No PO Box) | | *City, State & Zip:* | |
| Mailing Address (if different) | | *City, State & Zip:* | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Title | Chairman of the Board ◯ | President ◯ | Vice President ◯ | Secretary ◯ | Assistant Secretary ◯ | Chief Financial Officer ◯ |
| Treasurer ◯ | Assistant Treasurer ◯ | Owner ◯ | General Partner ◯ | Partner ◯ | Member ◯ | Manager ◯ |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

**For Advisor Use*

| Est. Ent Worth | Fee Schedule | Target Portfolio |
|---|---|---|
| | | |

# Request Approval of the Revision(s) to the 2025-2026 Compensation Plan

## Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve the Revision(s) to the 2025-2026 Compensation Plan.

## Rationale:

Revision(s) 2025-2026 Compensation Plan:

1. Stipend

## Paperwork Impact:

N/A

## Budgetary Information:

N/A

## Resource Personnel:

Alfredo Perez, Superintendent of Schools
Erika Echartea, Executive Director of Administrative Services

## Board Policy Reference and Compliance:

# San Benito CISD - Human Resources

## SBHS High School/ VMA

| Counselors/ Dept. Head | Stipend | Frequency |
|---|---|---|
| **Grade Level** | **Stipend** | **Frequency** |
| Counselors | $ 3,000 | Monthly |
| **High School** | **Stipend** | **Frequency** |
| Department Chair | $ 1,300 | Monthly |
| Department Head - Counselor | $ 2,000 | Monthly |
| **VMA** | **Stipend** | **Frequency** |
| Department Chair | $ 1,300 | Monthly |

| Career & Technical Edu. (CTE) | Stipend | Frequency |
|---|---|---|
| Agriculture Science | $ 3,000 | Monthly |
| Automotive Youth Edu. Systems | $ 2,500 | Annual |
| CTE Organization Sponsor | $ 1,800 | Annual |
| CTE Spotlight (NEW) | $ 1,000 | Monthly |
| **Dual Enrollment** | | |
| 1 Course | $ 500 | Bi-Annual |
| 2 Courses | $ 1,000 | Bi-Annual |
| 3+ courses | $ 1,500 | Bi-Annual |
| E- Sports Club (VMA Only) | $ 1,800 | Annual |
| EMT Coordinator | $ 1,500 | Annual |
| Lead Agriculture Teacher | $ 2,000 | Monthly |

| Teachers | Stipend | Frequency |
|---|---|---|
| Composite Certification - Social Studies/English | $ 1,000 | Monthly |
| **Dual Enrollment ^** | | |
| 1 Course | $ 500 | Bi-Annual |
| 2 Courses | $ 1,000 | Bi-Annual |
| 3+ courses | $ 1,500 | Bi-Annual |
| Dual Enrollment Lab ^^ | $ 200 | Bi-Annual |
| Graduation Requirement and Retester (HS/VMA) | $ 1,000 | Annual |
| Instructional Technology Representative (Campus, help with Technology Integration) | $ 1,000 | Bi-Annual |
| Masters (Any Area)* | $ 1,000 | Monthly |
| Masters (Teaching Field)* | $ 2,000 | Monthly |
| Doctoral (Teaching Field)* | $ 2,500 | Monthly |
| Math - Teaching Math, not eligible for Composite | $ 4,000 | Monthly |
| Media Technology | $ 1,000 | Monthly |
| Mentor Teacher (Excluding Mentors to ACP Interns) | $ 300 | Bi-Annual |
| OnRamps - Per Section (NEW) | $ 250 | Bi-Annual |
| Science - Teaching Science, not eligible for Composite | $ 4,000 | Monthly |
| STEM Coordinator | $ 1,500 | Monthly |
| **Teacher Stipend for Student Attendance** | **10% of six weeks award** | **Every six weeks** |
| Web Site Representative (Campus) | $ 1,500 | Bi-Annual |

# Request Approval of the 2025-2026 Organizational Chart

## Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees approval of the 2025-2026 organizational chart.

## Rationale:

This item reflects updates to the district's organizational structure, including revised titles and newly established positions. These changes are designed to better align leadership roles with current district priorities, improve operational efficiency, and ensure clarity in reporting and accountability. Board approval will support the implementation of a structure that meets the evolving needs of our students, staff, and community.

## Paperwork Impact:

Minimal

## Budgetary Information:

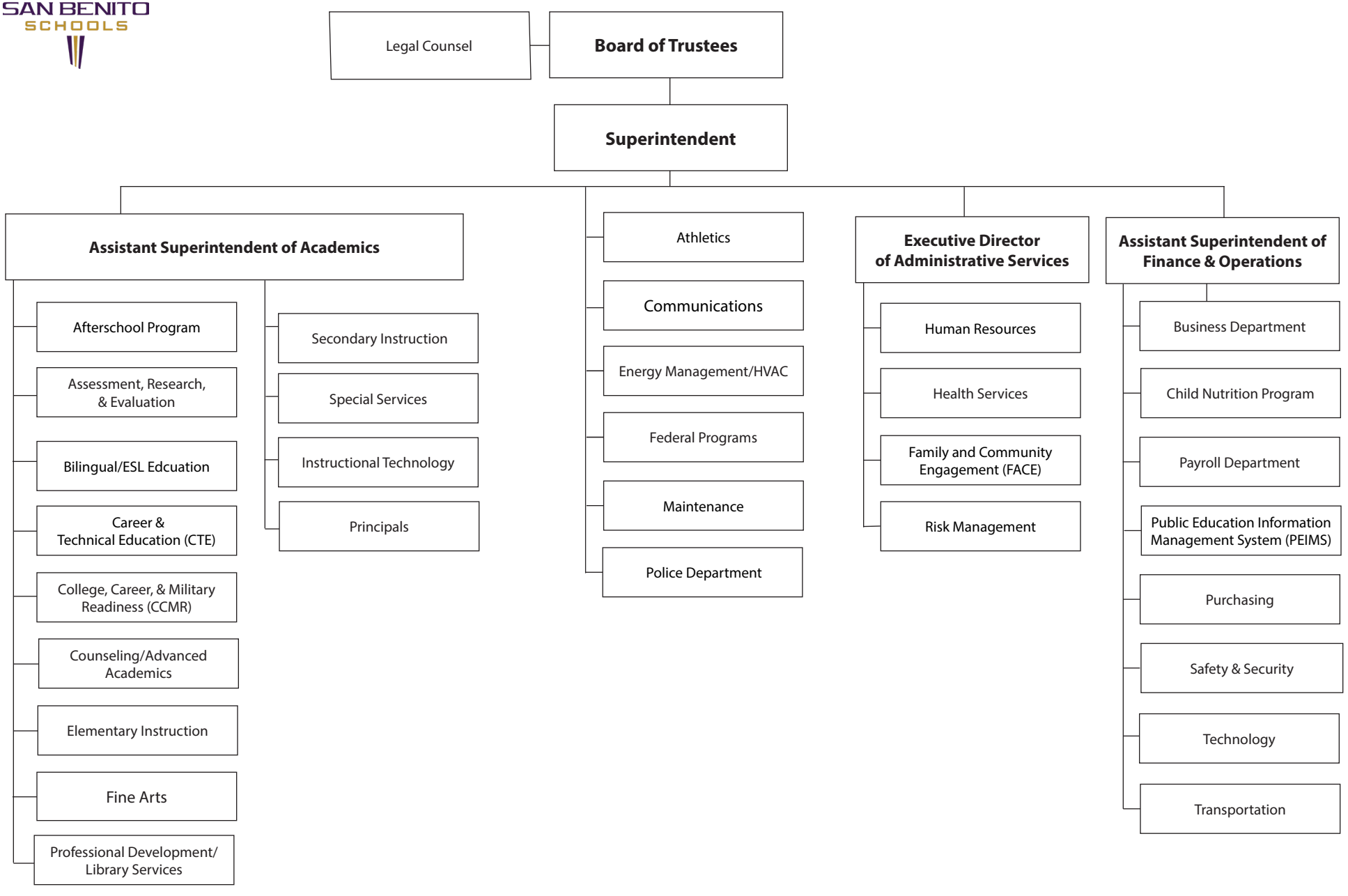
N/A

## Resource Personnel:

Erika Echartea, Executive Director of Administrative Services
Alfredo Perez, Superintendent of Schools

## Board Policy Reference and Compliance:

# San Benito Consolidated Independent School District
# 2025-2026 Superintendent's Organizational Chart




Effective: xx-xx-xxxx

**Request Approval of Compliance with RAY BAUM'S Act, Section 506-Dispatchable Location for 911**

## Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve the Compliance with RAY BAUM'S Act, Section 506-Dispatchable Location for 911.

## Rationale:

RAY BAUM'S Act emphasizes the importance of making dispatchable location information from all 911 calls available to PSAPs, regardless of the technological platform used. The FCC states "dispatchable location means a location delivered to the public safety answering point (PSAP) with a 911 call that consists of the validated street address of the calling party, plus additional information such as suite, apartment, or similar information."

## Paperwork Impact:

Minimal

## Budgetary Information:

429 E 52 6299 SF 999 499 000 $ 40,339.60
429 E 52 6397 SF 99 499 000 $63,906.04

## Resource Personnel:

Rene Flores, Safety Director
Rene Guerra, Technology Director
Vicki Perez, Assistant Superintendent of Finance & Operations
Alfredo Perez, Superintendent of Schools

## Board Policy Reference and Compliance:

| | |
|---|---|
| **Date:** | September 24, 2025 |
| **Person/Dept. Requesting Quote:** | Rene A. Guerra |
| **Requisition #** | |

SAN BENITO SCHOOLS

# PURCHASING DEPARTMENT

## WRITTEN QUOTATION DOCUMENTATION FORM

## FOR AMOUNTS: $500.00 - $49,999.99

| | VENDOR 1 | VENDOR 2 | VENDOR 3 |
|---|---|---|---|
| **Company:** | Netsync | Insight Public Sector | Global Data Technologies |
| **Contact Person:** | Xavier Trevino | Gabriel Sagredo | Mike Bain |
| **City/State:** | Houston, Texas | Chandler ,AZ | |
| **Telephone #:** | 713-218-5000 | 956-330-6996 | 325-777-0119 |
| **Email:** | xtrevino@netsync.com | gabriel.sagredo@insight.com | mbain@gdtnow.com |

| ITEM # | Qty | Descriptions/Specs | Unit Price Vendor 1 | Unit Price Vendor 2 | Unit Price Vendor 3 |
|---|---|---|---|---|---|
| | | E911 | $104,245.64 | $164,524.00 | $739,005.00 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | *Freight Charges* | | | |
| | | *Delivery Date After Receipt of PO* | | | |
| | | **TOTAL** | $ 104,245.64 | $ 164,524.00 | $ $739,005.00 |

| | |
|---|---|
| ***RECOMMENDED VENDOR*** | Netsync |
| ***If LOW QUOTE NOT Recommended need justification*** | |
| | |

Administrator Signature Rene A. Guerra Date 9-24-25

*Revised 10-4-17*

# NETSYNC

**2500 West Loop South, Ste. 410/510**
Houston, TX 77027 USA
713.218.5000

# QUOTE

AAAQ469452

| | |
|---|---|
| Quote #: | AAAQ469452 |
| Date: | 09/09/2025 |
| Valid for: | 30 Days |

| Customer | Inside Sales | Account Manager |
|---|---|---|
| San Benito Consolidated ISD<br>raguerra@sbcisd.net<br>956-361-6924 ext 6402 | Michelle Bailey<br>mbailey1@netsync.com | Xavier A Trevino<br>xtrevino@netsync.com |

**Please send purchase order to: PO@netsync.com**

| Line # | Part | Description | Qty | Unit Price | Ext Price |
|---|---|---|---|---|---|
| Main Site | | | | Sub Total | 104,245.64 |
| | Informacast (10/30/2025-10/29/2028) | | | | |
| 1.0 | SS-CPF-3 | Software Provisioning | 1 | 1,642.79 | 1,642.79 |
| 2.0 | SSF-3YR-USR-TIER 3 | InformaCast Fusion User Term 3 Year(s)<br>Unit Price: 0.96 Each per Month<br>Duration: 3 Years, Billing Frequency: Yearly | 1500 | 34.56 | 51,840.00 |
| 3.0 | SSF-3YR-ECC | InformaCast Emergency Communications Center Link Term 3 Year(s) | 1 | 10,423.25 | 10,423.25 |
| | Labor | | | | |
| 4.0 | NET-PRO-SRVC | Installation & Deployment per SoW. \| UC: Voice NEW Install | 4 | 8,219.50 | 32,878.00 |
| 5.0 | NET-PRO-SRVC | Installation & Deployment per SoW. \| UC: Voice Migration | 4 | 1,865.40 | 7,461.60 |

**Notes: 340004050-179366-02**

CER with Upgrade-V2.0

TIPS - Technology Solutions Products and Services | 230105
Netsync DIR-CPO-5391 | DIR-CPO-5391

| | |
|---|---|
| Total | 104,245.64 |
| Tax/Vat | 0.00 |
| Shipping | 0.00 |
| **Grand Total USD** | **104,245.64** |

**Insight Public Sector Inc**
**2701 E. Insight Way**
**Chandler, AZ 85286**

**Client Exec : Gabriel Sagredo**
**Phone 956-330-6996**
gabriel.sagredo@insight.com

**Client Ops Associate: Jason Sawyers**
jason.sawyers@insight.com

**DIR Contract#____DIR-CPO-5030_____**

Department of Information Resources

Sales Quote: Q092325GLS-1
Date: **9/23/2025**
Buyer: **San Benito CISD**
Name: **Rene Guerra**
Phone: **956-644-1250**
Email: raguerra@sbcisd.net

| Part Number | Description | Quantity | List Price | Discount | Unit Price | Extended Price |
|---|---|---|---|---|---|---|
| SRVCS-1 | CallManager Upgrade | 1 | $ 14,984.00 | 0.00% | $ 14,984.00 | $ 14,984.00 |
| SRVCS-2 | CallManager e911 | 1 | $ 64,190.00 | 0.00% | $ 64,190.00 | $ 64,190.00 |
| SRVCS-3 | CallManager e911 Wire-Mapping* | 1 | $ 85,350.00 | 0.00% | $ 85,350.00 | $ 85,350.00 |
| | | | $ - | 0.00% | $ - | $ - |
| | | | $ - | 0.00% | $ - | $ - |
| | | | $ - | 0.00% | $ - | $ - |
| | | | $ - | 0.00% | $ - | $ - |
| | | | $ - | 0.00% | $ - | $ - |
| | | | $ - | 0.00% | $ - | $ - |
| | | | $ - | 0.00% | $ - | $ - |
| | | | $ - | 0.00% | $ - | $ - |
| | Notes: Project duration (12-16 weeks) | | $ - | 0.00% | $ - | $ - |
| | **CallManager Upgrade Notes:** | | $ - | 0.00% | $ - | $ - |
| | - Call Manager Upgrade to v15 | | $ - | 0.00% | $ - | $ - |
| | - Call Manager Upgrade - on existing Vmware and hosts (VXRail) | | $ - | 0.00% | $ - | $ - |
| | **CallManager e911 Notes: (Ray BAUM's / Kari's Law)** | | $ - | 0.00% | $ - | $ - |
| | - CallManager E911 - All Sites (CER) | | $ - | 0.00% | $ - | $ - |
| | - CallManager E911 - Wire-mapping Notes: | | $ - | 0.00% | $ - | $ - |
| | - Pre-requisites, Telco supports enhanced lines, network hardware compatible, DID availability, PSAP support provided by school district and telco | | $ - | 0.00% | $ - | $ - |
| | - Faulty or inactive network drops, will require change request to repair or trace | | $ - | 0.00% | $ - | $ - |
| | - Pricing reflects mapping all active classroom ports to switchport for ELIN data and support | | $ - | 0.00% | $ - | $ - |
| | - Informacast not included | | $ - | 0.00% | $ - | $ - |

**Sales Quote is valid for 30 days**

**TOTAL** **$164,524.00**

TERMS AND CONDITIONS

This purchase is subject to Insight's online Terms of Sales, unless you are purchasing via a separate purchase agreement between you and Insight, in which case, that separate agreement will govern. Insight's online Terms of Sale are located at https://www.insight.com/terms-and-policies.

GLOBAL DATA TECHNOLOGIES

EDUCATION DIVISION

School Name: San Benito CISD - CASH
Service Address: 240 N. Crockett St
City: San Benito State: TX Zip: 78586
Contact Name: Mr. Rene' Guerra 956-361-6924
Contact Email: raguerra@sbcisd.net

Rep: Mike Bain/John Fortenberry
Phone: 325-777-0119
Email: mbain@gdtnow.com
Date: 8/27/25

| Qty | Item | Description | Term | Price per Unit | Total |
|---|---|---|---|---|---|
| 490 | Equipment | Yealink T46U Desktop | 60 mo | $235,200.00 | |
| 910 | Equipment | Yealink T44U Desktop | | $436,800.00 | |
| | Warranty | 5 Years Hardware Warranty | | included | |
| | Service | 5 Years Software Updates | | included | |
| | Service | 5 Years Phone Service | | included | |
| | Install | GDT Professional Installation | | included | |
| | Install | 911 Speed Dial Notifications | | included | |
| | | | | | |
| | | | | | $672,000.00 |
| | | | | E-911 Recovery: | |
| | | | | | $672,000.00 |
| 41 | Service | Fax to Email | 60 mo | $36,900.00 | |
| 23 | Equipment | Algo 8301 Integration Controller | | $69,000.00 | |
| | | | | | $105,900.00 |
| | | | | Subtotal: | $777,900.00 |
| | | | | 5% Cash Discount | $38,895.00 |
| | | | | Total: | **$739,005.00** |

Early Termination Fee from the current carrier? No [ X ] Yes [ ] - If Yes, GDT will pay up-to $ _____

This proposal is intended solely for the recipient. It will remain valid for 30 days from the date provided.

Customer faxing via: Analog Fax Line [ ] Fax Adapter [ ] Fax to Email [ X ]

This service proposal starts onboarding; the final contract is to be provided on the day of installation.

The applicant confirms that all credit and financial information provided to Global Data Technologies (GDT) and its assignees is accurate and authorizes the release of information from banking institutions and credit agencies as needed for the credit decision process. This includes the authorization for GDT and/or its assignees to obtain personal credit and income tax records for the purpose of evaluating or renewing credit or managing the resulting account. A fax or photocopy of this authorization is equally valid as the original.

**Customer Acceptance**

Signature: _____ Date: _____

Printed Name: _____ Title: _____

Signer's Email: _____ Federal Tax ID (EIN): _____

Name Listed with Secretary of State: _____

District's Billing Email(s): _____

**What's Next? Once we receive all necessary documents - signed quote, LOA, and most recent phone bill - a dedicated project manager from GDT will reach out to you and begin the onboarding process.**

We look forward to doing business with you! - The GDT Team

Global Data Technologies, Inc. | 325-340-4032

# REQUEST APPROVAL OF BOARD MINUTES

## Superintendent's Recommendation:

That the Board of Trustees approve the minutes of the following Board meetings:

Special Board Meeting on August 27, 2025
Public Hearing on September 17, 2025
Regular Board Meeting on September 17, 2025

Article 6252-17a, §3(b}, V.A.T.S., requires in part that the Board shall prepare and retain minutes of each of its open meetings. The meetings are public records and should be available for public inspection and copying on request to the Superintendent or his designee.

## Rationale:

See Exhibit.

## Paperwork Impact:

No additional paperwork will be generated.

## Budgetary Information:

N/A

## Resource Personnel:

Alfredo Perez, Acting Superintendent of Schools

## Board Policy Reference and Compliance:

This item is in compliance with Board Policy BE(LEGAL)BE(LOCAL).

Board Approved: October 15, 2025

# Special Board Meeting Minutes

Wednesday, August 27, 2025 5:30 PM
John F. Barron Administration Building - Board Room, 240 N. Crockett Street, San Benito, Texas 78586

---

| | |
|---|---|
| Rudy Corona: | Present |
| Ariel Cruz-Vela: | Present |
| Frutoso Gomez: | Present |
| Crystal Hernandez: | Present |
| Orlando Lopez: | Present |
| Alex Reyna: | Present |
| Israel Villarreal: | Present |

The meeting was called into Order at 5:30 PM.

Alex Reyna arrived at 5:35 PM.

DRAFT

1. **Opening of Meeting**
   1.1. Roll Call, Establish Quorum
   _____ Dr. Ariel Cruz-Vela, Board President
   _____ Crystal Hernandez, Board Vice-President
   _____ Israel Villarreal III, Board Secretary
   _____ Rudy Corona, Board Trustee
   _____ Frutoso M. Gomez, Jr., Board Trustee
   _____ Orlando López, Board Trustee
   _____ Alex Reyna, Board Trustee
   _____ Alfredo Ramirez, Superintendent of Schools
   _____ Tony Torres, Board Attorney
2. **Public Comment**
   No public comments.
3. **Action Agenda**
   3.1. Discussion and Possible Approval of Resolution to Approve Financing Agreement for Scoreboard Project
   Motion to approve the resolution to approve financing agreement for the scoreboard project. This motion, made by Orlando Lopez and seconded by Rudy Corona, Carried.

| | |
|---|---|
| Rudy Corona: | Yea |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Yea |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Yea |
| Alex Reyna: | Absent |
| Israel Villarreal: | Yea |

   Yea: 6, Nay: 0, Absent: 1

   3.2. Discussions and Possible Approval of GMS Architectural Agreement
   Motion to approve GMS Architectural Agreement. This motion, made by Rudy

Corona and seconded by Frutoso Gomez, Carried.

| | |
|---|---|
| Rudy Corona: | Yea |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Yea |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Yea |
| Alex Reyna: | Absent |
| Israel Villarreal: | Yea |

Yea: 6, Nay: 0, Absent: 1

3.3. Discussion and Possible Approval of Budget Amendments for the 2025-2026 School Year

Motion to approve budget amendments as presented. This motion, made by Orlando Lopez and seconded by Israel Villarreal, Carried.

| | |
|---|---|
| Rudy Corona: | Yea |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Yea |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Yea |
| Alex Reyna: | Yea |
| Israel Villarreal: | Yea |

Yea: 7, Nay: 0

4. **Closed Meeting**

The meeting was called into Closed Session at 5:37 PM.

4.1. Employment, Resignation(s), Retirement(s), and Termination(s)

4.2. Discussion and Consideration of Employment of Assistant Superintendent of Finance and Operations

4.3. Conduct Superintendent's Evaluation

4.4. Discussion and Consideration of Proposed Revisions to Superintendent Evaluation Instrument/Goals

5. **Reconvene into Open Session**

The meeting was called into Open Session at 7:58 PM.

5.1. Employment, Resignation(s), Retirement(s), and Termination(s)

Motion to approve as presented in Executive Session. This motion, made by Orlando Lopez and seconded by Crystal Hernandez, Carried.

| | |
|---|---|
| Rudy Corona: | Yea |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Yea |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Yea |
| Alex Reyna: | Yea |
| Israel Villarreal: | Yea |

Yea: 7, Nay: 0

5.2. Discussion and Possible Approval of Employment of Assistant Superintendent of Finance and Operations

Motion to approve Victoria Perez as Assistant Superintendent of Finance and Operations. This motion, made by Orlando Lopez and seconded by Israel Villarreal, Carried.

| | |
|---|---|
| Rudy Corona: | Yea |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Yea |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Yea |
| Alex Reyna: | Yea |
| Israel Villarreal: | Yea |

Yea: 7, Nay: 0

DRAFT

5.3. Discussion and Possible Action regarding Superintendent Evaluation
Motion to approve the Superintendent's Evaluation. This motion, made by Orlando Lopez and seconded by Frutoso Gomez, Carried.

| | |
|---|---|
| Rudy Corona: | Yea |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Yea |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Yea |
| Alex Reyna: | Yea |
| Israel Villarreal: | Yea |

Yea: 7, Nay: 0

5.4. Discussion and Possible Action on Proposed Revisions to Superintendent Evaluation Instrument/Goals
No action.

6. **Closing of Meeting**

6.1. Adjournment
The meeting was adjourned at 8:00 PM.

_____ _____

Board President Board Secretary

DRAFT

# Public Hearing Minutes

Wednesday, September 17, 2025 5:30 PM
John F. Barron Administration Building - Board Room, 240 N. Crockett Street, San Benito, Texas 78586

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| | |
|---|---|
| Rudy Corona: | Present |
| Ariel Cruz-Vela: | Present |
| Frutoso Gomez: | Absent |
| Crystal Hernandez: | Present |
| Orlando Lopez: | Present |
| Alex Reyna: | Present |
| Israel Villarreal: | Absent |

The meeting was called to Order at 5:30 PM.

DRAFT

1. **Opening of Meeting**
   1.1. Roll Call; Establish Quorum
   _____ Dr. Ariel Cruz-Vela, Board President
   _____ Crystal Hernandez, Board Vice-President
   _____ Israel Villarreal, II, Board Secretary
   _____ Rudy Corona, Board Trustee
   _____ Frutoso M. Gomez, Jr., Board Trustee
   _____ Orlando López, Board Trustee
   _____ Alex Reyna, Board Trustee
   _____ Alfredo Perez, Superintendent of Schools
   _____ Tony Torres, Board Attorney
2. **Public Comment**
   2.1. Public comment on San Benito CISD's Proposed Tax Rate
   1. Mary Maney - disaster relief pennies
3. **Discussion and Presentation of San Benito CISD's Proposed Tax Rate**
   Presentation was presented by Christopher Cortez, Interim Chief Financial Officer/Accounting Director
4. **Community Comment**
   4.1. Community Comment on the San Bentio CISD's Proposed Tax Rate
   Mary Maney - disaster pennies
5. **Closing of Meeting**
   5.1. Adjournment
   Motion to adjourn the meeting. This motion, made by Orlando Lopez and seconded by Rudy Corona, Carried.

| | |
|---|---|
| Rudy Corona: | Yea |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Absent |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Yea |
| Alex Reyna: | Yea |
| Israel Villarreal: | Absent |

Yea: 5, Nay: 0, Absent: 2

The meeting was adjourned at 5:39 PM.

_____
Board President

_____
Board Secretary

DRAFT

# Regular Board Meeting Minutes

Wednesday, September 17, 2025 Immediately following Public Hearing
John F. Barron Administration Building - Board Room, 240 N. Crockett Street, San Benito, Texas 78586

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Rudy Corona: Present
Ariel Cruz-Vela: Present
Frutoso Gomez: Absent
Crystal Hernandez: Present
Orlando Lopez: Present
Alex Reyna: Present
Israel Villarreal: Present
The meeting was called to Order at 5:39 PM.

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Orlando Lopez left at 5:40 PM.
Israel Villarreal arrived at 6:31 PM.
Rudy Corona left during closed session.
Orlando Lopez: Absent
The meeting was called to Order at 5:39 PM.

Orlando Lopez left at 5:40 PM.
Israel Villarreal arrived at 6:31 PM.
Rudy Corona left during closed session.
Rudy Corona: Absent
The meeting was called to Order at 5:39 PM.

Orlando Lopez left at 5:40 PM.
Israel Villarreal arrived at 6:31 PM.
Rudy Corona left during closed session.

1. **Opening of Meeting**
   1.1. Roll Call, Establish Quorum
   _____ Dr. Ariel Cruz-Vela, Board President
   _____ Crystal Hernandez, Board Vice-President
   _____ Israel Villarreal, III, Board Secretary
   _____ Rudy Corona, Board Trustee
   _____ Frutoso M. Gomez, Jr., Board Trustee
   _____ Orlando López, Board Trustee
   _____ Alex Reyna, Board Trustee
   _____ Alfredo Perez, Superintendent of Schools
   _____ Tony Torres, Board Attorney
   1.2. Pledge of Allegiance to the United States and the Texas Flags
   The Pledge of Allegiance to the United States and the Texas Flags was recited by Evelin Emelie Leos. Evelin is a senior at San Benito High School.
   1.3. Invocation
   The Invocation was given by Joanna Davila, she is a senior at San Benito High

School.

2. **Special Recognition**
   2.1. Riverside Middle School — South Texas US Youth Soccer Olympic Development Program
   2.2. GEAR UP - Staff/Student Recognition - National GEAR UP Week
   2.3. Dr. Raul Garza, Jr., STEAM Academy – featured in People Magazine
   2.4. Sullivan Environmental Science Academy – iHeart Radio in Partnership with DonorsChoose "Thank a Teacher"
   2.5. San Benito High School – Elected as a board member to the Texas Industrial Vocational Association / Association for Career & Technical Education
   2.6. Finance & Payroll Department – Financial Integrity Rating System of Texas 100% perfect score
   2.7. Angela G. Leal, Collegiate Academy, Dr. C.M. Cash Elementary, Ed Downs Fine Arts Academy, La Encantada Elementary, Sullivan Environmental Science Academy, Dr. Raul Garza, Jr. STEAM Academy, Frank Roberts Elementary, Fred Booth Global Leadership Academy, La Paloma Elementary, Rangerville Elementary, and Riverside Middle School – Texas Education Agency Academic Growth Ratings

3. **Public Comment**

1. Aldair Arguelles Abreu - rats at San Benito High School
2. Lupita - STAAR, congratulations to the schools on distinction, police officers, bus drivers, and maintenance
3. Mary Maney — good start to the school year, staff replacement, stipends, compensation plan, Christmas videos, and Stop Loss

4. **Board Report**
5. **Superintendent's Report**
   5.1. Update on Performing Arts Center
6. **Consent Agenda: Academics Services**

Motion to approve agenda items 6.1-6.11 as presented. This motion, made by Rudy Corona and seconded by Crystal Hernandez, Carried.

| | |
|---|---|
| Rudy Corona: | Yea |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Absent |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Absent |
| Alex Reyna: | Yea |
| Israel Villarreal: | Yea |

Yea: 5, Nay: 0, Absent: 2

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   6.1. *Request for Approval of the Memorandum of Understanding between San Benito CISD and Behavioral Health Solutions for the 2025-2026 School Year
   6.2. *Request for Approval of the Memorandum of Understanding between San Benito CISD and Region One Education Service Center Child Find/Child Serve Agreement for the 2025-2026 School Year
   6.3. *Request for Approval of the Memorandum of Understanding between San Benito CISD and Region One Education Service Center Health and Human Services Commission Early Childhood Intervention Services for the 2025-2026 School Year
   6.4. *Request for Approval of the Memorandum of Understanding between San Benito CISD and Texas State Technical College Student Recruitment Program for the 2025-2030 School Years
   6.5. *Request for Approval of the Memorandum of Understanding between San Benito CISD and STARS College Network for a College Advisory Program Partnership with San Benito High School for the 2025-2028 School Years
   6.6. *Request for Approval of the Memorandum of Agreement between San Benito CISD and Region One Education Service Center OmniTrack Professional Development System for the 2025-2026 School Year
   6.7. *Request for Approval of the Memorandum of Agreement between San Benito CISD and Region One Education Service Center OmniTrack Professional Development Subscription for the 2025-2026 School Year
   6.8. *Request for Approval of the Shared Services Agreement between San Benito CISD and Brownsville ISD - Brownsville Regional School Day Program for the Deaf for the 2025-2026 School Year

6.9. *Request for Approval of the Travel Grant Agreement between San Benito CISD and Charles Butt Foundation Texas Reads, Texas Leads (TXRL) Travel Grant for the 2025-2028 School Years

6.10. *Request for Approval of the Contract between San Benito CISD and Region One Education Service Center Strong Foundations Implementation Grant Cycle C for the 2025-2026 School Year

6.11. *Request for Approval of the At-Risk Handbook for the 2025-2026 School Year

7. **Consent Agenda: Business and Finance**

Motion to approve agenda items 7.1-7.14 as presented. This motion, made by Rudy Corona and seconded by Crystal Hernandez, Carried.

| | |
|---|---|
| Rudy Corona: | Yea |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Absent |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Absent |
| Alex Reyna: | Yea |
| Israel Villarreal: | Yea |

Yea: 5, Nay: 0, Absent: 2

7.1. *Request for Approval of Cash Account for August 2025

7.2. *Request for Approval of Comparison of Revenue and Expenditures to Budget for August 2025

7.3. *Request for Approval of Tax Collection Report for August 2025

7.4. *Request for Approval of Check Disbursements Report for August 2025

7.5. *Request for Approval of Gifts/Bequests for the 2025-2026 School Year

7.6. *Request for Approval of Budget Amendments

7.7. *Request for Approval of Purchases over $50,000

7.8. *Request for Approval to Award Bid Proposals for RFCSP-0725-ERCPP, Cybersecurity Pilot Program for FCC Form 471 Applicatio

7.9. *Request for Approval to Extend Bid RFP-0824-MCSD, Meals Catering Services Districtwid

7.10. *Request for Approval to Extend RFP-0823-RSD, Recycling Services Districtwid

7.11. *Request for Approval of the Resolution to Adopt Disaster Relief Pennies

7.12. *Request for Approval of Resolution to Set the Maintenance and Operations Tax Rate

7.13. *Request for Approval of Resolution to Set the Interest and Sinking Tax Rate

7.14. *Request for Approval of Resolution for Tax Payment Discounts

8. **Consent Agenda: Administration**

Motion to approve agenda items 8.1-8.8 as presented. This motion, made by Rudy Corona and seconded by Crystal Hernandez, Carried.

| | |
|---|---|
| Rudy Corona: | Yea |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Absent |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Absent |
| Alex Reyna: | Yea |
| Israel Villarreal: | Yea |

Yea: 5, Nay: 0, Absent: 2

8.1. *Request for Approval of the 2025-2026 T-TESS Appraiser List

8.2. *Request for Approval of Revisions to the 2025-2026 T-PESS Appraiser List

8.3. *Request for Approval of Revisions to the 2025-2026 Compensation Plan

8.4. *Request for Approval of the Agreement between San Benito CISD and The University of Texas Rio Grande Valley (UTRGV) Teacher Preparation Program

8.5. *Request for Approval of the Service Agreement between San Benito CISD and Texas Association of School Boards Pay Systems Review

8.6. *Request for Approval to Award Bid Proposals for RFCSP-0825-SLI, Stop Loss Insurance

8.7. *Request for Approval of Revisions to Board Policy EFB(LOCAL)

8.8. *Request for Approval of Board Minutes

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9. **Action Agenda**

9.1. Discussion and Possible Approval of Board Proclamation for the National GEAR UP Week

Motion to approve the Proclamation for the National GEAR UP Week as presented. This motion, made by Crystal Hernandez and seconded by Rudy Corona, Carried.

| | |
|---|---|
| Rudy Corona: | Yea |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Absent |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Absent |
| Alex Reyna: | Yea |
| Israel Villarreal: | Yea |

Yea: 5, Nay: 0, Absent: 2

9.2. Discussion and Possible Approval of the Interlocal Agreement between San Benito CISD and The University of Texas at Austin OnRamps Program for the 2025-2026 School Year

Motion to approve the Interlocal Agreement between San Benito CISD and The University of Texas at Austin OnRamps Program for the 2025-2026 School Year. This motion, made by Rudy Corona and seconded by Israel Villarreal, Carried.

| | |
|---|---|
| Rudy Corona: | Yea |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Absent |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Absent |
| Alex Reyna: | Yea |
| Israel Villarreal: | Yea |

Yea: 5, Nay: 0, Absent: 2

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10. **Closed Meeting**

The meeting was called into Closed Session at 6:47 PM.

10.1. Employment, Resignation(s), Retirement(s), and Termination(s)

10.2. Discussion and consideration of Superintendent Employment Agreement

10.3. Legal Update regarding 2025-DCL-00268-B; SBCISD v. Davila, et al

11. **Reconvene into Open Session**

The meeting was Reconvened into Open Session at 9:33 PM.

11.1. Employment, Resignation(s), Retirement(s), and Termination(s)

Motion to approve employment, resignations, retirements, and terminations as discussed in closed session. This motion, made by Crystal Hernandez and seconded by Alex Reyna, Carried.

| | |
|---|---|
| Rudy Corona: | Absent |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Absent |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Absent |
| Alex Reyna: | Yea |
| Israel Villarreal: | Yea |

Yea: 4, Nay: 0, Absent: 3

11.2. Discussion and possible action on the Superintendent's Employment Agreement

Motion to approve as discussed in closed session. This motion, made by Crystal Hernandez and seconded by Alex Reyna, Carried.

| | |
|---|---|
| Rudy Corona: | Absent |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Absent |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Absent |
| Alex Reyna: | Yea |

Israel Villarreal: Yea

Yea: 4, Nay: 0, Absent: 3

11.3. Discussion and possible action regarding 2025-DCL-00268;SBCISD v. Davila, et al

Motion to approve as discussed in closed session. This motion, made by Crystal Hernandez and seconded by Alex Reyna, Carried.

| | |
|---|---|
| Rudy Corona: | Absent |
| Ariel Cruz-Vela: | Yea |
| Frutoso Gomez: | Absent |
| Crystal Hernandez: | Yea |
| Orlando Lopez: | Absent |
| Alex Reyna: | Yea |
| Israel Villarreal: | Yea |

Yea: 4, Nay: 0, Absent: 3

12. **Closing of Meeting**

12.1. Adjournment

The meeting was adjourned at 9:34 PM.

_____ _____

Board President Board Secretary

DRAFT

# REQUEST FOR APPROVAL ON SELECTING GEOTECHNICAL SERVICES, CONSTRUCTION MATERIALS TESTING, AND INSPECTION SERVICES FOR THE PERFORMING ARTS CENTER AT VETERANS MEMORIAL ACADEMY IN RESPONSE TO RFQ#0925-GSCMTIS

## Superintendent's Recommendation:

The Superintendent recommends that the Board of Trustees approve the recommendation to accept the qualifications of the listed firm for geotechnical services, construction materials testing, and inspection services for the Performing Arts Center at Veterans Memorial Academy.

## Rationale:

The district solicited RFQ's for geotechnical services, construction materials testing, and inspection services for the Performing Arts Center at Veterans Memorial Academy. The RFQ's were due on September 23, 25, at 3:00 pm, where four (4) qualifications were received. The Qualifications were reviewed by a committee for consideration. Please see the attached list of Qualifications received. It is the recommendation of the Administration to accept the Qualifications from listed firm as being in the best interest of the San Benito CISD.

## Paperwork Impact:

This will not generate additional paperwork for the District.

## Budgetary Information:

N/A

## Resource Personnel:

Mr. Alfredo Perez, Superintendent of Schools

## Board Policy Reference and Compliance:

Board Meeting Date: 10.15.2025

**GEOTECHNICAL SERVICES, CONSTRUCTION MATERIALS TESTING, INSPECTION SERVICES FOR THE PERFORMING ARTS CENTER AT VETERANS MEMORIAL ACADEMY**
**RFQ#0925-GSCMTIS**

SAN BENITO SCHOOLS

**DATE: Tuesday, September 23, 2025 TIME: 03:00 PM LIST OF PROPOSALS RECEIVED**

| Vendor | Vendor Location | Topic | Phone Number | Contact Person | Email |
|---|---|---|---|---|---|
| Millennium Engineers Group, Inc. | San Benito, TX | Request for qualifications for geotechnical services. | 956-300-2500 | Sergio Tovar | stovar@megengineers.com |
| | | | | | |
| UES Professional Solutions 45, LLC | La Feria, TX | Request for qualifications for geotechnical services. | 956-201-4797 | John Peterson, PG | Jpeterson2@teamues.com |
| | | | | | |
| Tolunay-Wong Engineers, Inc. | Harlingen, TX | Request for qualifications for geotechnical services. | 956-291-0520 | George Hill | ghill@tweinc.com |
| | | | | | |
| Terracon Consultants, Inc. | Pharr, TX | Request for qualifications for geotechnical services. | 956-283-8254 | Jorge A Flores | Jorge.flores@terracon.com |
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