

2022-2023 District Improvement Plan

Accountability Rating: B

District Name

Schulenburg Independent School District

Address

521 Shorthorn Drive
Schulenburg, Texas 78956

District ID

075903

Superintendent

Duane Limbaugh

Date of School Board Approval



2022-23 District Educational Improvement Committee Members

Name	Position	Committee Role
Troy Brenek	Community	
Walter Brock	Athletic Director	
Kristi McBride	Interim Elementary Principal	
Susan Guzman	Parent	
Amy Hartman	High School Teacher	
Roque Thompson	High School Principal	
Sharon Jochen	Junior High Teacher	
Cindy Kalina	District Nurse	
Duane Limbaugh	Superintendent	
Tonia Livingston	Business/Community	
Jamie Lusk	High School Teacher	
Rachel Robertson	Sped. Director	
Kim Olsovsky	Business/Parent	
Heather Pavlu	Counselor	
Brittany Pekar	Elementary Teacher	
Cheryl Pekar	Community	
Susie Shank	Parent/Community Organization	
Mercy Silcox	High School Teacher	
Sharon Johnson	Counselor	
Phyllis Venghaus	Community Organization	
Tami Walker	Community	
Callene Zapalac	Junior High Principal	
Melissa Zapalac	Junior High Teacher	

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Mission Statement

The mission of Schulenburg ISD is to create Shorthorns Forever – Educating and empowering our students for success.

Vision

Core Beliefs

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11:** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs

Total Expenditures

Subtotal of additional federal funds included for this school: \$

State or Local Programs

Total Expenditures

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Demographics

Overall Summary

The staff at Schulenburg ISD include 62 teachers, 10 paraprofessionals, and 6 administrators. The student population is 40.25% White, 14.11% African American, 41.36% Hispanic, 0.69% Asian, and 0.41% Native American.

Summary of Strengths

What were the identified strengths?

Summary of Needs

What were the identified needs?

Need to identify current strategies and services provided to particular sub-populations, such as economically disadvantaged and special education students, as well as what additional support is needed for each group.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Provide professional development and staff on how to best utilize the programs in place to assist students.

Student Achievement

Overall Summary

Achievement gains were made in specific areas, however we still need to focus on closing more of the gaps in some of our sub-populations.

Summary of Strengths

What were the identified strengths?

Some demographics continue to show growth and are closing the gaps.

Summary of Needs

What were the identified needs?

Monitor and work with low socioeconomic status and African American sub-population students for closing the gaps. During COVID-19 school closures, SISD implemented remote learning district-wide. Students and teachers continue to need support and access to high-quality technology and internet/wifi resources to sustain academic performance and achieve performance goals on STAAR and EOC assessments.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Monitor student achievement, by using collected data, to work on closing the gaps, while also ensuring our teachers have the training needed to assist students.

District Processes & Programs

Overall Summary

Schulenburg ISD utilizes the TEKS Resource System and Eduphoria as the primary curriculum and data assessment tool to monitor student progress/achievement.

Summary of Strengths

What were the identified strengths?

The use of Eduphoria to collect data, primarily at the Elementary campus, allows teachers and administrators the ability to quickly review the assessments, over the school year, and determine where a student is struggling and needs additional assistance/re-teach.

Summary of Needs

What were the identified needs?

Training and utilization of the TEKS Resource System and TExGuide.

Work towards an aligned curriculum district-wide.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Individualized instruction based on assessment data.

Expansion of interventions.

Perceptions

Overall Summary

Schulenburg ISD offers a variety of opportunities for students to participate in throughout their schooling (UIL, Sports, Dual Credit, FFA, Student Council, etc.) to prepare them for their post-secondary experiences.

Summary of Strengths

What were the identified strengths?

The extracurricular activities at SHS are appreciated by parents and the community (FFA, Athletics and UIL are just a few).

Summary of Needs

What were the identified needs?

Better parent/guardian communication (especially for new students)

Ensure the communication is in various forms, as some do not have access to the Internet (ex., the Elementary sends notes/WAG home every week)

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Better parent/guardian communication, in multiple forms, so as many parents/guardians can be reached to ensure participation in their child's education.

Additional Information

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	2019-20		2020-21		2021-22	
Early Education		%	4	0.60%	3	0.40%
Pre-Kindergarten		%	22	3.20%	37	5.30%
Kindergarten		%	40	5.70%	34	4.90%
Grade 1		%	44	6.30%	38	5.40%
Grade 2		%	44	6.30%	43	6.10%
Grade 3		%	47	6.80%	42	6.00%
Grade 4		%	46	6.60%	54	7.70%
Grade 5		%	51	7.30%	42	6.00%
Grade 6		%	64	9.20%	49	7.00%
Grade 7		%	51	7.30%	62	8.90%
Grade 8		%	62	8.90%	55	7.90%
Grade 9		%	53	7.60%	70	10.00%
Grade 10		%	61	8.80%	50	7.10%
Grade 11		%	60	8.60%	61	8.70%
Grade 12		%	47	6.80%	60	8.60%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2019-20		2020-21		2021-22	
All Students		100%	696	100%	700	100%
American Indian or Alaska Native		%	3	0.40%	1	0.10%
Asian		%	9	1.30%	6	0.90%
Black or African American		%	98	14.10%	109	15.60%
Hispanic/Latino		%	278	39.90%	279	39.90%
Native Hawaiian/Other Pacific		%	0	0.00%		%
Two or More Races		%	22	3.20%	18	2.60%
White		%	286	41.10%	287	41.00%
Economically Disadvantaged		%	92	24.00%	428	61.10%
At-Risk		%	229	32.90%	251	35.90%
Special Education		%	58	8.30%	56	8.00%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2018-19	2019-20	2020-21
All Students		99.2	96.6
Male		99.1	96.2
Black or African American		98.9	95.8
White		99.5	97.5
Two or More Races		99.4	93.3
English Language Learner		99.7	96.6

Annual Dropout Rate				
Student Group	Grade Level	2018-19	2019-20	2020-21
	9-12		0.4	0.4
	9-12		0.9	0.9
	9-12		2.9	
	9-12		0	1
	9-12		0.9	
	9-12		2.9	2.9

Annual and Total Graduates

Annual Graduates						
Subgroup	2018-19		2019-20		2020-21	
All Students		100%	56	100%	47	100%
African American		%	8	14.30%	4	8.50%
Asian		%	0	0.00%		%
Hispanic		%	14	25.00%	20	42.60%
Two or More		%	1	1.80%		%
American Indian		%	0	0.00%		%
Pacific Islander		%	0	0.00%		%
White		%	33	58.90%	23	48.90%
Economically Disadvantaged		%	19	33.90%	22	46.80%
At-Risk		%	10	17.90%	7	14.90%
English Language Learner		%	0	0.00%		%
Special Education		%	7	12.50%	6	12.80%

Total Graduates (All Students)						
Graduate Type	18-19		19-20		20-21	
Recommended High School Program/ Distinguished Achievement Program		%	0	0.00%	0	0.00%
Foundation High School Program (Distinguished Levels of Achievement)		%	55	98.20%	55	98.20%
Foundation High School Program (Endorsement)		%	0	0.00%	0	0.00%
Foundation High School Program (No Endorsement)		%	1	1.80%	1	1.80%
Minimum High School Program		%	0	0.00%	0	0.00%

Student Performance Data

Reading

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	51	1398	13	25	38	75
4	61	1498	25		41	36	59	24	39	13	21
5	50	1522	18		36	32	64	17	34	9	18
6	59	1565	21		36	38	64	17	29	6	10
7	43	1614	17		40	26	60	17	40	9	21
8	52	1657	17		33	35	67	22	42	13	25

2020-21 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	43	1437	10	23	33	77
4	43	1474	16		37	27	63	13	30	8	19
5	49	1514	19		39	30	61	17	35	8	16
6	62	1547	28		45	34	55	14	23	8	13
7	51	1620	20		39	31	61	19	37	10	20
8	61	1686	11		18	50	82	31	51	12	20
All Students	3	40	1408	13	33	27	68	13	33	8	20
	5	41	1576	12	29	29	71	23	56	8	20

	6	48	1517	23	48	25	52	12	25	3	6
	7	60	1688	8	13	52	87	31	52	15	25
	8	52	1704	8	15	44	85	26	50	17	33

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	23	1391	6	26	17	74
4	33	1459	18		55	15	45	10	30	5	15
5	17	1479	8		47	9	53	3	18	1	6
6	20	1569	8		40	12	60	7	35	2	10
7	18	1589	9		50	9	50	6	33	2	11
8	25	1682	5		20	20	80	13	52	5	20

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	18	1432	4	22	14	78
4	23	1419	13		57	10	43	1	4	1	4
5	21	1526	8		38	13	62	8	38	3	14
6	31	1508	19		61	12	39	4	13	2	6
7	17	1589	8		47	9	53	6	35	1	6
8	18	1682	4		22	14	78	9	50	4	22
Hispanic/ Latino	3	12	1353	5	42	7	58	2	17	0	0
	5	21	1504	9	43	12	57	6	29	0	0
	6	19	1510	9	47	10	53	5	26	1	5

	7	30	1644	6	20	24	80	11	37	4	13
	8	16	1726	3	19	13	81	10	63	6	38
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	1									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	5	0									
	6	0									
	7	0									
	8	0									

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	14	1354	5	36	9	64
	4	7	1451	3	43	4	57	2	29	1	14
	5	8	1465	5	63	3	38	1	13	1	13

	6	10	1524	6	60	4	40	3	30	0	0
	7	6	1615	2	33	4	67	2	33	1	17
	8	8	1543	7	88	1	13	1	13	1	13

2020-21 Reading STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	6	1427	1	17	5	83
4	4										
5	11	1503	5		45	6	55	3	27	2	18
6	8	1494	4		50	4	50	0	0	0	0
7	7	1502	5		71	2	29	0	0	0	0
8	9	1660	2		22	7	78	4	44	1	11
Black or African American	3	10	1382		3	30	7	70	2	20	1
	5	4									
	6	11	1500	6	55	5	45	2	18	0	0
	7	6	1613	2	33	4	67	3	50	1	17
	8	8	1608	2	25	6	75	0	0	0	0

2018-19 Reading STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	14	1453	2	14	12	86
4	20	1571	4		20	16	80	11	55	6	30
5	21	1561	5		24	16	76	11	52	5	24
6	28	1579	6		21	22	79	7	25	4	14

	7	15	1652	4	27	11	73	8	53	5	33
	8	17	1687	4	24	13	76	8	47	7	41

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	17	1461	4	24	13	76
White	4	15	1569	1	7	14	93	11	73	7	47
White	5	16	1521	5	31	11	69	6	38	3	19
White	6	22	1613	5	23	17	77	9	41	5	23
White	7	23	1665	7	30	16	70	12	52	8	35
White	8	33	1696	5	15	28	85	18	55	7	21
White	3	14	1466	4	29	10	71	7	50	6	43
White	5	16	1684	2	13	14	88	14	88	8	50
White	6	17	1546	7	41	10	59	5	29	2	12
White	7	24	1763	0	0	24	100	17	71	10	42
White	8	25	1726	3	12	22	88	15	60	11	44
Two or More Races	3	0									
Two or More Races	4	1									
Two or More Races	5	3									
Two or More Races	6	1									
Two or More Races	7	3									
Two or More Races	8	1									
Two or More Races	3	2									
Two or More Races	4	1									
Two or More Races	5	0									

	6	1									
	7	3									
	8	1									
Two or More Races	3	3									
	5	0									
	6	0									
	7	0									
	8	2									

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	36	1392	8	22	28	78
4	42	1464	22		52	20	48	12	29	7	17
5	36	1507	14		39	22	61	11	31	4	11
6	28	1556	12		43	16	57	9	32	2	7
7	28	1617	10		36	18	64	10	36	6	21
8	34	1635	12		35	22	65	11	32	6	18

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	30	1426	7	23	23	77
4	29	1438	16		55	13	45	5	17	3	10
5	35	1478	18		51	17	49	9	26	3	9
6	42	1505	25		60	17	40	4	10	2	5

	7	33	1584	16	48	17	52	10	30	5	15
	8	30	1662	7	23	23	77	13	43	4	13
Economically Disadvantaged	3	28	1383	10	36	18	64	6	21	3	11
	5	26	1535	9	35	17	65	12	46	2	8
	6	32	1495	18	56	14	44	7	22	1	3
	7	38	1639	8	21	30	79	14	37	5	13
	8	32	1675	6	19	26	81	12	38	7	22

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	12	1380	3	25	9	75
4	7	1355	6		86	1	14	0	0	0	0
5	3										
6	5	1525	2		40	3	60	1	20	0	0
7	1										
8	4										

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	10	1439	1	10	9	90
4	11	1414	7		64	4	36	0	0	0	0
5	9	1561	2		22	7	78	4	44	1	11
6	8	1420	7		88	1	13	0	0	0	0
7	3										

	8	5	1629	3	60	2	40	2	40	0	0
Limited English Proficient	3	5	1361	2	40	3	60	0	0	0	0
	5	10	1492	5	50	5	50	2	20	0	0
	6	7	1490	3	43	4	57	1	14	0	0
	7	6	1576	1	17	5	83	0	0	0	0
	8	2									

2018-19 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	10	1379	3	30	7	70	2	20	1	10
	4	8	1320	6	75	2	25	0	0	0	0
	5	12	1425	8	67	4	33	1	8	1	8
	6	6	1443	4	67	2	33	0	0	0	0
	7	10	1478	9	90	1	10	0	0	0	0
	8	10	1501	8	80	2	20	0	0	0	0

2020-21 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	2									
	4	7	1368	6	86	1	14	0	0	0	0
	5	11	1376	9	82	2	18	2	18	0	0
	6	7	1408	6	86	1	14	1	14	0	0
	7	12	1479	9	75	3	25	1	8	1	8
	8	6	1604	3	50	3	50	1	17	0	0

Special Education	3	5	1305	4	80	1	20	0	0	0	0
	5	7	1458	4	57	3	43	1	14	1	14
	6	14	1429	11	79	3	21	1	7	0	0
	7	8	1527	5	63	3	38	1	13	0	0
	8	9	1513	6	67	3	33	0	0	0	0

Writing

**2019-20 STAAR Data N/A Due to COVID-19*

**2021-22 Writing STAAR Results Not Reported.*

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	49	3495	28	57	21	43	10	20	0	0
	7	53	3858	12	23	41	77	24	45	5	9
Hispanic/Latino	4	15	3394	8	53	7	47	2	13	0	0
	7	27	3841	6	22	21	78	11	41	2	7
American Indian or Alaska Native	4	0									
	7	1									
Black or African American	4	8	3289	7	88	1	13	0	0	0	0
	7	6	3426	4	67	2	33	1	17	0	0
White	4	23	3569	13	57	10	43	7	30	0	0
	7	18	4036	2	11	16	89	12	67	3	17
Two or More Races	4	2									
	7	1									
Economically Disadvantaged	4	34	3420	19	56	15	44	5	15	0	0
	7	35	3791	9	26	26	74	13	37	3	9
Limited English Proficient	4	2									
	7	4									
Special Education	4	5	2897	5	100	0	0	0	0	0	0

	7	5	3167	4	80	1	20	0	0	0	0
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2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	61	3620	25	41	36	59	16	26	6	10
	7	43	3841	14	33	29	67	18	42	7	16
Hispanic/Latino	4	33	3468	16	48	17	52	7	21	1	3
	7	18	3716	5	28	13	72	6	33	0	0
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	7	3499	4	57	3	43	2	29	0	0
	7	6	3712	3	50	3	50	2	33	1	17
White	4	20	3903	5	25	15	75	7	35	5	25
	7	15	4062	4	27	11	73	8	53	5	33
Two or More Races	4	1									
	7	3									
Economically Disadvantaged	4	42	3472	21	50	21	50	8	19	1	2
	7	28	3877	8	29	20	71	12	43	5	18
Limited English Proficient	4	7	3054	7	100	0	0	0	0	0	0
	7	1									
Special Education	4	8	3023	7	88	1	13	0	0	0	0
	7	10	3178	8	80	2	20	0	0	0	0

2020-21 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	43	3540	22	51	21	49	12	28	3	7
	7	51	3608	23	45	28	55	10	20	2	4

Hispanic/ Latino	4	23	3207	17	74	6	26	0	0	0	0
	7	17	3538	8	47	9	53	4	24	0	0
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	4									
	7	7	3397	5	71	2	29	0	0	0	0
White	4	15	4045	3	20	12	80	9	60	3	20
	7	23	3685	9	39	14	61	4	17	2	9
Two or More Races	4	1									
	7	3									
Economically Disadvantaged	4	29	3314	18	62	11	38	5	17	0	0
	7	33	3551	16	48	17	52	5	15	1	3
Limited English Proficient	4	11	3132	10	91	1	9	0	0	0	0
	7	3									
Special Education	4	7	2929	6	86	1	14	0	0	0	0
	7	12	3150	11	92	1	8	0	0	0	0

English I

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 English I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	
All Students	67	4051	17	25	50	75	36	54	7	10	
Hispanic/ Latino	22	3987	3	14	19	86	10	45	0	0	
Black or African American	14	3574	10	71	4	29	1	7	0	0	
White	28	4320	4	14	24	86	22	79	7	25	
Economically Disadvantaged	29	3790	11	38	18	62	8	28	0	0	
Special Education	6	3552	3	50	3	50	1	17	0	0	

2020-21 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	56	4073	16	29	40	71	29	52	6	11
Hispanic/Latino	19	3997	5	26	14	74	9	47	0	0
Black or African American	9	3827	5	56	4	44	2	22	1	11
White	23	4332	3	13	20	87	17	74	5	22
Economically Disadvantaged	36	3981	12	33	24	67	16	44	4	11
Special Education	8	3501	7	88	1	13	1	13	0	0

2021-22 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	77	4041	21	27	56	73	45	58	8	10
Hispanic/Latino	23	3877	10	43	13	57	11	48	2	9
Black or African American	14	3795	8	57	6	43	5	36	0	0
White	39	4226	3	8	36	92	28	72	6	15
Economically Disadvantaged	38	3856	16	42	22	58	17	45	1	3
Limited English Proficient	8	3429	6	75	2	25	2	25	0	0
Special Education	5	3706	3	60	2	40	1	20	0	0

English II

***2019-20 STAAR Data N/A Due to COVID-19**

2018-19 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	55	4046	18	33	37	67	27	49	5	9
Hispanic/Latino	21	3906	7	33	14	67	8	38	1	5
Black or African American	6	3522	5	83	1	17	1	17	0	0
White	27	4264	6	22	21	78	17	63	4	15
Economically Disadvantaged	19	3944	9	47	10	53	6	32	2	11
Special Education	6	3249	6	100	0	0	0	0	0	0

2020-21 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	61	4005	18	30	43	70	34	56	2	3
Hispanic/Latino	27	3958	10	37	17	63	13	48	0	0
Black or African American	9	3562	6	67	3	33	2	22	1	11
White	23	4211	2	9	21	91	17	74	1	4
Economically Disadvantaged	39	3968	14	36	25	64	20	51	1	3
Limited English Proficient	5	3532	5	100	0	0	0	0	0	0
Special Education	10	3408	8	80	2	20	2	20	0	0

2021-22 English II STAAR Results						
Student Group	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters

			#	%	#	%	#	%	#	%
All Students	48	4120	11	23	37	77	31	65	3	6
Hispanic/ Latino	18	3968	6	33	12	67	9	50	0	0
Black or African American	8	3962	2	25	6	75	5	63	0	0
White	20	4309	3	15	17	85	15	75	3	15
Economically Disadvantaged	25	4073	7	28	18	72	15	60	2	8
Special Education	5	3412	4	80	1	20	0	0	0	0

Mathematics

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	51	1465	10	20	41	80
	4	61	1546	18	30	43	70	22	36	13	21
	5	50	1597	10	20	40	80	23	46	10	20
	6	59	1655	11	19	48	81	28	47	15	25
	7	43	1619	17	40	26	60	16	37	4	9
	8	41	1637	14	34	27	66	14	34	2	5

2020-21 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	43	1485	3	7	40	93
	4	43	1568	10	23	33	77	21	49	10	23

	5	49	1653	7	14	42	86	31	63	17	35
	6	62	1633	18	29	44	71	25	40	15	24
	7	51	1600	28	55	23	45	9	18	4	8
	8	42	1664	8	19	34	81	17	40	2	5
All Students	3	40	1402	14	35	26	65	13	33	3	8
	5	41	1645	5	12	36	88	22	54	10	24
	6	48	1625	12	25	36	75	18	38	7	15
	7	62	1649	21	34	41	66	22	35	9	15
	8	40	1640	13	33	27	68	12	30	0	0

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	23	1454	6	26	17	74
4	33	1535	9		27	24	73	7	21	6	18
5	17	1554	5		29	12	71	6	35	2	12
6	20	1677	4		20	16	80	11	55	6	30
7	18	1570	9		50	9	50	4	22	0	0
8	22	1679	7		32	15	68	10	45	2	9

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	18	1477	1	6	17	94
4	23	1509	7		30	16	70	7	30	1	4
5	21	1655	1		5	20	95	14	67	7	33
6	31	1611	9		29	22	71	9	29	6	19

	7	17	1603	9	53	8	47	3	18	1	6
	8	14	1670	3	21	11	79	6	43	2	14
Hispanic/ Latino	3	12	1339	6	50	6	50	1	8	1	8
	5	21	1586	3	14	18	86	7	33	2	10
	6	19	1610	5	26	14	74	6	32	2	11
	7	31	1620	13	42	18	58	8	26	3	10
	8	13	1648	4	31	9	69	5	38	0	0
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	1									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	5	0									
	6	0									
	7	0									
	8	0									

2018-19 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	14	1432	2	14	12	86
	4	7	1499	3	43	4	57	2	29	2	29
	5	8	1538	2	25	6	75	1	13	0	0
	6	10	1586	3	30	7	70	3	30	0	0
	7	6	1584	3	50	3	50	2	33	0	0
	8	8	1517	4	50	4	50	0	0	0	0

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	3	6	1439	0	0	6	100	1	17	0	0
	4	4									
	5	11	1590	3	27	8	73	5	45	2	18
	6	8	1550	5	63	3	38	2	25	1	13
	7	7	1535	7	100	0	0	0	0	0	0
	8	8	1639	3	38	5	63	2	25	0	0

Black or African American	3	10	1366	4	40	6	60	2	20	0	0
	5	4									
	6	11	1598	4	36	7	64	4	36	1	9
	7	7	1650	3	43	4	57	3	43	2	29
	8	8	1591	5	63	3	38	1	13	0	0

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	14	1517	2	14	12	86
	4	20	1579	6	30	14	70	12	60	5	25
	5	21	1650	3	14	18	86	14	67	7	33
	6	28	1666	4	14	24	86	14	50	9	32
	7	15	1679	4	27	11	73	9	60	3	20
	8	9	1652	2	22	7	78	4	44	0	0

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	17	1518	2	12	15	88	10	59	6	35
	4	15	1660	1	7	14	93	11	73	8	53
	5	16	1708	2	13	14	88	12	75	8	50
	6	22	1694	4	18	18	82	14	64	8	36
	7	23	1623	10	43	13	57	6	26	3	13
	8	19	1673	2	11	17	89	9	47	0	0
White	3	14	1479	3	21	11	79	9	64	2	14
	5	16	1732	1	6	15	94	12	75	8	50
	6	17	1665	2	12	15	88	8	47	4	24
	7	24	1687	5	21	19	79	11	46	4	17
	8	16	1647	3	19	13	81	4	25	0	0
Two or More Races	3	0									
	4	1									
	5	3									
	6	1									

	7	3									
	8	1									
Two or More Races	3	2									
	4	1									
	5	0									
	6	1									
	7	3									
	8	1									
Two or More Races	3	3									
	5	0									
	6	0									
	7	0									
	8	2									

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	36	1454	6	17	30	83	14	39	2	6
	4	42	1518	13	31	29	69	10	24	6	14
	5	36	1593	7	19	29	81	16	44	7	19
	6	28	1628	6	21	22	79	11	39	3	11
	7	28	1611	11	39	17	61	9	32	2	7
	8	29	1612	13	45	16	55	8	28	1	3

2020-21 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	30	1474	3	10	27	90
	4	29	1530	8	28	21	72	10	34	4	14
	5	35	1617	6	17	29	83	18	51	8	23
	6	42	1598	15	36	27	64	11	26	7	17
	7	33	1586	20	61	13	39	6	18	1	3
	8	26	1662	4	15	22	85	10	38	1	4
Economically Disadvantaged	3	28	1366	12	43	16	57	5	18	1	4
	5	26	1616	3	12	23	88	12	46	3	12
	6	32	1593	10	31	22	69	9	28	2	6
	7	40	1617	17	43	23	58	9	23	4	10
	8	29	1644	10	34	19	66	10	34	0	0

2018-19 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	12	1437	4	33	8	67
	4	7	1490	3	43	4	57	0	0	0	0
	5	3									
	6	5	1600	2	40	3	60	1	20	1	20
	7	1									
	8	4									

2020-21 Mathematics STAAR Results

Student Group											
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	10	1510	0	0	10	100	5	50	2	20
	4	11	1525	2	18	9	82	3	27	0	0
	5	9	1661	0	0	9	100	6	67	3	33
	6	8	1519	4	50	4	50	0	0	0	0
	7	3									
	8	5	1601	3	60	2	40	1	20	0	0
Limited English Proficient	3	5	1349	2	40	3	60	0	0	0	0
	5	10	1599	0	0	10	100	4	40	0	0
	6	7	1523	4	57	3	43	1	14	0	0
	7	7	1547	4	57	3	43	0	0	0	0
	8	2									

2018-19 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	10	1525	2	20	8	80	5	50	3	30
	4	8	1414	8	100	0	0	0	0	0	0
	5	12	1480	7	58	5	42	1	8	0	0
	6	6	1499	4	67	2	33	1	17	0	0
	7	10	1531	7	70	3	30	0	0	0	0
	8	10	1511	8	80	2	20	1	10	0	0

2020-21 Mathematics STAAR Results

Student Group											
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	2									
	4	7	1477	4	57	3	43	1	14	1	14
	5	11	1580	4	36	7	64	4	36	2	18
	6	7	1477	6	86	1	14	1	14	0	0
	7	12	1541	11	92	1	8	1	8	0	0
	8	6	1605	3	50	3	50	2	33	0	0
Special Education	3	5	1255	4	80	1	20	0	0	0	0
	5	7	1573	2	29	5	71	3	43	0	0
	6	14	1573	8	57	6	43	4	29	3	21
	7	8	1518	7	88	1	13	0	0	0	0
	8	9	1542	7	78	2	22	0	0	0	0

Algebra I

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Algebra I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	
All Students	60	4012	13	22	47	78	28	47	18	30	
Hispanic/Latino	22	4041	4	18	18	82	12	55	7	32	
Black or African American	13	3568	6	46	7	54	1	8	1	8	
White	23	4216	3	13	20	87	14	61	9	39	
Economically Disadvantaged	31	3888	8	26	23	74	12	39	7	23	
Special Education	5	3386	3	60	2	40	0	0	0	0	

2020-21 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	54	4051	9	17	45	83	29	54	18	33
Hispanic/Latino	22	3968	4	18	18	82	10	45	6	27
Black or African American	6	3789	2	33	4	67	2	33	1	17
White	23	4282	0	0	23	100	17	74	11	48
Economically Disadvantaged	29	3857	8	28	21	72	9	31	6	21
Special Education	8	3452	4	50	4	50	0	0	0	0

2021-22 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	62	3953	16	26	46	74	30	48	16	26
Hispanic/Latino	21	3845	9	43	12	57	9	43	4	19
Black or African American	9	3659	3	33	6	67	1	11	1	11
White	31	4116	4	13	27	87	20	65	11	35
Economically Disadvantaged	32	3791	10	31	22	69	12	38	5	16
Limited English Proficient	8	3438	6	75	2	25	1	13	0	0
Special Education	5	3716	2	40	3	60	2	40	1	20

Science

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	51	3723	22	43	29	57	15	29	7	14
	8	52	3632	24	46	28	54	15	29	2	4
Hispanic/Latino	5	18	3469	12	67	6	33	2	11	1	6
	8	25	3650	11	44	14	56	5	20	0	0
American Indian or Alaska Native	5	0									
	8	1									
Black or African American	5	8	3403	6	75	2	25	1	13	0	0
	8	8	3123	7	88	1	13	0	0	0	0
White	5	21	4022	4	19	17	81	10	48	6	29
	8	17	3838	5	29	12	71	9	53	2	12
Two or More Races	5	3									
	8	1									
Economically Disadvantaged	5	35	3655	17	49	18	51	8	23	3	9
	8	34	3512	20	59	14	41	4	12	0	0
Limited English Proficient	5	3									
	8	4									
Special Education	5	12	3325	10	83	2	17	1	8	1	8
	8	9	3274	8	89	1	11	0	0	0	0

2020-21 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	49	3688	18	37	31	63	13	27	6	12
	8	60	3864	18	30	42	70	26	43	10	17
Hispanic/Latino	5	21	3686	8	38	13	62	5	24	2	10
	8	17	3899	6	35	11	65	9	53	4	24
American Indian or Alaska Native	5	0									
	8	0									

Black or African American	5	11	3441	7	64	4	36	2	18	0	0
	8	9	3638	4	44	5	56	3	33	1	11
White	5	16	3911	2	13	14	88	6	38	4	25
	8	33	3908	8	24	25	76	14	42	5	15
Two or More Races	5	0									
	8	1									
Economically Disadvantaged	5	35	3561	17	49	18	51	6	17	2	6
	8	29	3751	13	45	16	55	11	38	4	14
Limited English Proficient	5	9	3750	3	33	6	67	3	33	2	22
	8	5	3602	3	60	2	40	1	20	1	20
Special Education	5	11	3445	7	64	4	36	2	18	2	18
	8	6	3443	3	50	3	50	1	17	1	17

2021-22 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	41	3821	14	34	27	66	17	41	7	17
	8	53	3958	8	15	45	85	21	40	9	17
Hispanic/Latino	5	21	3567	11	52	10	48	4	19	1	5
	8	17	3895	2	12	15	88	6	35	2	12
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	4									
	8	8	3501	4	50	4	50	0	0	0	0
White	5	16	4154	1	6	15	94	11	69	5	31
	8	25	4146	2	8	23	92	14	56	7	28
Two or More Races	5	0									
	8	2									
Economically Disadvantaged	5	26	3757	10	38	16	62	10	38	3	12
	8	33	3874	5	15	28	85	9	27	4	12
Limited English Proficient	5	10	3636	5	50	5	50	2	20	1	10
	8	3									

Special Education	5	7	3608	3	43	4	57	2	29	0	0
	8	10	3440	4	40	6	60	0	0	0	0

Biology

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	63	4277	6	10	57	90	46	73	20	32
Hispanic/Latino	28	4056	5	18	23	82	16	57	4	14
White	28	4439	0	0	28	100	24	86	11	39
Economically Disadvantaged	17	4008	4	24	13	76	8	47	2	12
Special Education	5	3539	3	60	2	40	0	0	0	0

2020-21 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	58	4431	3	5	55	95	42	72	21	36
Hispanic/Latino	18	4356	0	0	18	100	13	72	5	28
Black or African American	11	3998	2	18	9	82	5	45	1	9
White	26	4725	0	0	26	100	23	88	14	54
Economically Disadvantaged	34	4396	3	9	31	91	21	62	9	26
Special Education	10	3931	2	20	8	80	4	40	2	20

2021-22 Biology STAAR Results										
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Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	71	4390	4	6	67	94	56	79	32	45
Hispanic/Latino	24	4271	2	8	22	92	16	67	10	42
Black or African American	10	4016	1	10	9	90	5	50	2	20
White	35	4606	0	0	35	100	34	97	20	57
Economically Disadvantaged	32	4316	2	6	30	94	23	72	11	34
Special Education	7	3880	1	14	6	86	2	29	1	14

Social Studies

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	52	3585	23	44	29	56	10	19	1	2
Hispanic/Latino	8	25	3611	10	40	15	60	4	16	1	4
American Indian or Alaska Native	8	1									
Black or African American	8	8	3232	7	88	1	13	1	13	0	0
White	8	17	3735	5	29	12	71	5	29	0	0
Two or More Races	8	1									
Economically Disadvantaged	8	34	3485	18	53	16	47	3	9	0	0
Limited English Proficient	8	4									
Special Education	8	9	3300	8	89	1	11	1	11	0	0

2020-21 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	61	3663	23	38	38	62	18	30	2	3
Hispanic/Latino	8	18	3614	7	39	11	61	5	28	0	0
American Indian or Alaska Native	8	0									
Black or African American	8	9	3463	5	56	4	44	2	22	0	0
White	8	33	3728	11	33	22	67	10	30	2	6
Two or More Races	8	1									
Economically Disadvantaged	8	30	3564	15	50	15	50	8	27	0	0
Limited English Proficient	8	5	3427	3	60	2	40	1	20	0	0
Special Education	8	6	3378	3	50	3	50	0	0	0	0

2021-22 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	53	3677	22	42	31	58	14	26	9	17
Hispanic/Latino	8	17	3581	8	47	9	53	2	12	2	12
American Indian or Alaska Native	8	0									
Black or African American	8	8	3383	5	63	3	38	0	0	0	0
White	8	25	3818	8	32	17	68	11	44	6	24
Two or More Races	8	2									
Economically	8	33	3600	15	45	18	55	5	15	4	12

Disadvantaged											
Limited English Proficient	8	3									
Special Education	8	10	3200	7	70	3	30	0	0	0	0

U.S History

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	56	4269	6	11	50	89	41	73	27	48
Hispanic/Latino	14	4228	2	14	12	86	10	71	7	50
Black or African American	9	3973	3	33	6	67	5	56	3	33
White	32	4357	1	3	31	97	25	78	16	50
Economically Disadvantaged	19	3980	6	32	13	68	10	53	5	26
Special Education	7	3325	6	86	1	14	0	0	0	0

2020-21 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	60	4308	4	7	56	93	42	70	28	47
Hispanic/Latino	24	4341	0	0	24	100	18	75	11	46
Black or African American	11	3737	3	27	8	73	3	27	1	9
White	23	4537	1	4	22	96	19	83	15	65
Economically Disadvantaged	30	4115	4	13	26	87	16	53	11	37
Special Education	5	3950	1	20	4	80	2	40	2	40

2021-22 U.S. History STAAR Results										
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Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	55	4180	4	7	51	93	35	64	16	29
Hispanic/ Latino	21	4232	1	5	20	95	15	71	7	33
Black or African American	10	3731	3	30	7	70	2	20	0	0
White	23	4329	0	0	23	100	17	74	9	39
Economically Disadvantaged	35	4113	4	11	31	89	21	60	9	26
Special Education	6	3936	2	33	4	67	2	33	1	17

Strategy/Activity 2

Explore and research various incentive programs for staff

Critical Success Factor(s) CSF 6
CSF 7

Timeline

August 2019-July 2020

Person(s) Responsible/Monitor

Superintendent; Business Manager

Strategy's Expected Result/Impact

Increase the number of highly effective teachers

Reviews

Formative
Summative

Resources

Goal 2: Highly Qualified Teachers and Staff #2

SISD will recruit recruit and retain highly effective teachers, administrators, and staff.

Performance Objective 1:

SISD will provide professional development, mentoring, and instructional coaching opportunities for new and struggling teachers/administrators in order to help all educators reach their maximum potential.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Improve student learning and achievement through staff professional development.

	CSF 1
Critical Success Factor(s)	CSF 6
	CSF 7

Timeline

August 2019-July 2020

Person(s) Responsible/Monitor

Administrators, Teachers

Strategy's Expected Result/Impact

Increase teacher effectiveness

Reviews

Formative
Summative

Resources

Strategy/Activity 2

Staff development provided in areas such as G/T, CTE, ESL, T-TESS, PEIMS, SPED, TEKS Resource, other curriculum and instruction, Eduphoria and other technology, etc.

Critical Success Factor(s) CSF 7

Timeline

August 2019-July 2020

Person(s) Responsible/Monitor

Administrators; Teachers

Strategy's Expected Result/Impact

Increase teacher effectiveness

Reviews

Formative
Summative

Resources

Strategy/Activity 3

Conduct department meetings as needed for curriculum planning, and the development of teacher leaders, mentor teachers, and teachers as instructional leaders.

Critical Success Factor(s) CSF 3
CSF 7

Timeline

August 2019-July 2020

Person(s) Responsible/Monitor

Administrators; Teachers

Strategy's Expected Result/Impact

Increase teacher effectiveness

Reviews

**Formative
Summative**

Resources

Goal 3: Student Achievement

SISD will recruit and retain highly effective teachers, administrators, and staff.

Performance Objective 1:

SISD will provide professional development, mentoring, and instructional coaching opportunities for new and struggling teachers/administrators in order to help all educators reach their maximum potential.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

All new teachers/administrators will be assigned a mentor teacher/administrator upon employment at SISD. Mentors will be trained and time will be provided for effective mentoring activities to occur.

Timeline

August 2017-July 2018

Person(s) Responsible/Monitor

Campus Administrators

Strategy's Expected Result/Impact

Increase teacher effectiveness

Reviews

Formative
Summative

Resources

Description

Local, State, and Federal Funds

Strategy/Activity 2

All teachers new to teaching and new to the district will participate in two days of district orientation and professional development prior to the start of the school year in order to learn about district policies, procedures and expectations and receive training on district programs and curriculum.

Timeline

August 2017 and August 2018

Person(s) Responsible/Monitor

Superintendent; Campus Administrators; Instructional Technologist

Strategy's Expected Result/Impact

Increase teacher effectiveness

Reviews

Formative
Summative

Resources

Description

Local, State, and Federal Funds

Strategy/Activity 3

All teachers new to teaching will participate in one additional day of professional development prior to the start of the school year focusing on classroom management, student discipline, and student engagement.

Timeline

August 2018

Person(s) Responsible/Monitor

Superintendent; Campus Principals

Strategy's Expected Result/Impact

Increase teacher effectiveness

Reviews

**Formative
Summative**

Resources

Description

Local, State, and Federal Funds

Strategy/Activity 4

All staff members new to the district will participate in Capturing Kids Hearts or positive behavior interventions and supports training within the first two years of employment in the district.

Timeline

Summer 2018

Person(s) Responsible/Monitor

Campus Administrators

Strategy's Expected Result/Impact

Increase teacher effectiveness

Reviews

**Formative
Summative**

Resources

Description

Local, State, and Federal Funds

Strategy/Activity 5

Struggling teachers/administrators will be assigned a mentor teacher/administrator and put on a teacher support/growth plan to provide targeted assistance and training to help him/her progress and achieve mastery of required knowledge and skills needed for success.

Timeline

August 2017-July 2018

Person(s) Responsible/Monitor

Superintendent; Campus Administrators

Strategy's Expected Result/Impact

Increases teacher effectiveness

Reviews

Formative
Summative

Resources

Description

Local, State, and Federal Funds

Strategy/Activity 6

All teachers and principals will receive continuing training and support during the second year of implementation of T-TESS.

Timeline

August 2017-May 2018

Person(s) Responsible/Monitor

Superintendent; Campus Administrators

Strategy's Expected Result/Impact

Increase teacher effectiveness

Reviews

Formative
Summative

Resources

Description

Local, State, and Federal Funds

Strategy/Activity 7

Superintendent and Principals will receive continuing training and support during the second year of implementation of T-PESS.

Timeline

August 2017-July 2018

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Increase administrator effectiveness

Reviews

Formative
Summative

Resources

Description

Local, State, and Federal Funds

Goal 4: Facilities #1

SISD will provide safe, secure and inviting facilities that accommodate current needs and allow for future growth.

Performance Objective 1:

SISD will facilitate the work on the approved 2016 Bond Projects to update campus facilities as identified and will continue to adjust and address district facility and transportation needs as prioritized in the long-term strategic plan.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Oversee and facilitate the 2016 Bond Projects for the demolition of the old elementary building and construction of new parking.

Timeline

Ongoing

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Description

2016 Bond; Owners Building Resource

Strategy/Activity 2

Oversee and facilitate the 2016 Bond Projects to update the intercom, bell, and phone systems to ensure all buildings/facilities have effective communication capability.

Timeline

Ongoing

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Description

2016 Bond; E-Rate; Owners Building Resource

Strategy/Activity 3

Oversee and facilitate the 2016 Bond Projects to design and build a new CTE building with expansion of the current AG shop.

Timeline

Ongoing

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Description

2016 Bond; Owners Building Resource

Strategy/Activity 4

Evaluate transportation needs including both the yellow and white fleets and develop a plan to address transportation needs for the district.

Timeline

August 2017-July 2018

Person(s) Responsible/Monitor

Superintendent; Transportation Director

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Description

Local, State, and Federal Funds

Strategy/Activity 5

Continue to conduct district audits to ensure compliance with state and federal guidelines and mandates regarding facility and transportation records and policies including but not limited to asbestos plans, integrated pest management, hazardous material control, vehicle inspections, safety audits, fire safety, etc.

Timeline

August 2017-July 2018

Person(s) Responsible/Monitor

Superintendent; Maintenance and Transportation Director; Business Manager

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Description

Local, State, and Federal Funds; TASB

Strategy/Activity 6

Conduct a facilities study to identify and prioritize district facility needs for both deferred maintenance and future growth and expansion.

Timeline

August 2017-July 2018

Person(s) Responsible/Monitor

Superintendent; School Board

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Description

Owners Building Resource

Objective 2:

Provide evidence-based practices that address the needs of students for special programs and coordinated health services

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Provide students with access to counseling and mental/behavioral support programs and services: suicide prevention including a parental or guardian notification procedure, dropout reduction,

dyslexia treatment, violence prevention, conflict resolution, interventions on trauma/grief-informed care, sexual abuse, sex trafficking, sexual harassment, and dating violence.

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Principals and Counselors

Strategy's Expected Result/Impact

Increase student achievement by providing a safe learning environment for all students

Reviews

Formative
Summative

Resources

Objective 3:

Implement a bullying policy to provide a safe learning environment for all students

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Provide staff development for staff on the prevention, identification, response and reporting of bullying as stated in the school board policy.

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Principal and teachers

Strategy's Expected Result/Impact

Increase safe learning environment for all students, increase student attendance

Reviews

Formative
Summative

Resources

Objective 4:

Implement safe learning environment for all students through employment of peace officer, school resource officer, or security officer.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Provide safe learning environment through the support of district employed peace officer, school resource officer, or security officer.

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

District leadership

Strategy's Expected Result/Impact

Increase student attendance, reduce discipline rates

Reviews

Formative

Summative

Resources

Objective 5:

To encourage students to stay in school and graduate

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Provide middle and high school students with support programs and services through the guidance counselor to promote graduation, college readiness, FAFSA completion, graduation plans, college entrance exams, college applications, career and workforce pathways, CTE programs and industry based certifications, and workforce readiness skills.

Timeline

August 2020-May 2021

Person(s) Responsible/Monitor

Principal, Guidance Counselor, Teachers

Strategy's Expected Result/Impact

Increase CCRMS, reduce dropout rate, increase high school graduation rate, increase the number of students attaining industry based certifications

Reviews

Formative
Summative

Resources

Goal 5: Facilities #2

SISD will provide safe, secure, and inviting facilities that accommodate current needs and future growth.

Performance Objective 1:

SISD will make improvements and implement strategies to ensure the safety and security of district students and staff.

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Continue to monitor cameras and implement safety protocols to address parking areas district wide and multiple access points at the secondary campus.

Timeline

August 2017-July 2018

Person(s) Responsible/Monitor

Superintendent; Secondary Principal; Technology Dept.

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Description

TASB Risk Management Grant; Local Funds; Human

Strategy/Activity 2

Implement new Access Control Doors and Software program and utilize the Raptor System monitor and control access to school campuses and students.

Timeline

August 2017-July 2018

Person(s) Responsible/Monitor

Superintendent; Campus Secretaries; Technology Dept.

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Description

Local, State, and Federal Funds;

Strategy/Activity 3

With the new Access Control Doors and Software, SISD will continue to develop policies and implement procedures for building access and key control, including after-hours facility use by the public and re-keying of district facilities as needed.

Timeline

August 2017-July 2018

Person(s) Responsible/Monitor

Superintendent; Maintenance Director; Business Manager

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Description

Local, State, and Federal Funds; Human

Strategy/Activity 4

SISD will continue to utilize the CopSync Emergency Alert System and provide opportunities for emergency drills and practice in collaboration with local emergency personnel.

Timeline

August 2017-July 2018

Person(s) Responsible/Monitor

Superintendent; Technology Dept.

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Description

Local, State, and Federal Funds; CopSync Program; Partnership with local law enforcement and other emergency response teams; Agreements with local churches for use as emergency shelters

Strategy/Activity 5

SISD will conduct an Emergency Management Audit (required every three years) and implement changes as needed to address identified concerns.

Timeline

May-August 2017

Person(s) Responsible/Monitor

Superintendent; Emergency Management Team

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Description

Local, State, and Federal Funds; Human

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Allocations by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Budget Reference

Amount

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Budget Reference

Funding Source

Amount