

**Laredo Independent School District**  
**Dr. Leonides G. Cigarroa High School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Postsecondary Readiness



# Mission Statement

In partnership with the parents of our students and with other community members, Dr. Leo G. Cigarroa High School will provide our students optimal opportunities to allow for academic, career/technical, and personal/social development, thus enabling them to fulfill their academic potential and **Learn for Life**.

## Vision

Dr. Leo G. Cigarroa High School will graduate all students with the academic readiness for post-secondary education, the workforce, or civic life.

## Motto

"The Pride of South Laredo"

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Students who make up the student body are mostly Hispanic (99.6%), which 97.4% of them are economically disadvantaged and 65.5% are at-risk. The EL population is 34.4%, special education students are 11.6%, and mobility 16.5%. The attendance rate is at 94.2%. Students in alternative school placements range from 35-45 students in the past 3-5 years. Students enrolled in Texas Institutions of Higher Education are 51.4% and 28.4% complete one year without remediation. Students graduating with AP credit is at 49.6%, with 2 or more advanced/dual credit courses is at 53.7%, with 12 hours or more of post secondary credit is at 4.1%.

The enrollment numbers per grade level are: 9th- 436, 10th-422, 11th-381, and 12th-357

Class Size Averages:

ELAR: 12

Foreign Language: 20

Mathematics: 14.1

Science: 13.5

Social Studies: 11.7

### Demographics Strengths

This year, there have been many gains in areas that account for college ready students:

- The annual drop out rate has decreased and falls below the district and state by more than 1.5%.
- Dual Enrollment participation has increased from 54% to 69.4% with an increase participation of ELL students from 52.9% to 81.9% and Special Education students from 20.6% to 24.2% and economically disadvantaged from 54.6% to 70% for grades 11-12.
- AP participation has also increased from 39.2% to 49.7% with an increase participation of ELL students from 38% to 56.1%, Special Education

students from 22.1% to 29% and economically disadvantaged 40% to 50.7%.

- In English Language Arts AP courses we surpassed the state by 25% and the district by 2.7%, which helped us earn a distinction in English Language Arts.
- Graduates in CTE Coherent Sequence increased from 96.2% to 97.1%
- Students graduating with two or more advanced/dual-credit courses increased from 42.4% to 53.7%
- Students graduating with 12 hours or more of post secondary credit increased from 3.8% to 4.1%
- ELL students graduating with AP credit increased from 16.3% to 39%
- ELL students are double-blocked for reading and writing and this strategy has proven to prepare students enough to encourage participation in post secondary participation and showing success

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

**Problem Statement 1:** CHS scored low in comparison to the district (CHS: 71, MHS: 72, NHS:75) on Domain III, Closing the Gap. **Root Cause:** CHS needs additional teacher FTEs and an Assistant Principal FTE to properly track and monitor Grade Level Performance, Graduation Rate, English Language Proficiency, and Student Achievement of our student groups (All Students, Hispanics, Special Education, English Learners, Economically Disadvantaged, Continuously Enrolled, Non-Continuously Enrolled).

**Problem Statement 2:** There will be more intervention courses required for all of the GPCs and retesters; as a result, an additional FTEs are critical because teachers are now teaching HB1, HB5, College Prep, and Early College Academy classes. **Root Cause:** There is a shortage of teachers for these intervention courses that are going to overload the classes and the quality of instruction will be affected.

**Problem Statement 3:** CTE coherence sequence participation has increased; however, these programs cannot be sustainable without the needed technology, equipment, and training required to manage the courses' demands. **Root Cause:** More funding is needed to help sustain the effectiveness of the current CTE programs.

## Student Academic Achievement

### Student Academic Achievement Summary

On the latest STAAR EOC assessment:

Domain I- Student Achievement: STAAR Component

CHS STAAR RESULTS 2017-2018					
	All Students	ELA	Algebra I	Biology	U.S. History
Approaches	65	47	87	81	84
Meets	30	21	40	33	42
Masters	7	2	17	6	13

Domain II- School Progress Part A. Academic Growth

DOMAIN II SCHOOL PROGRESS		
PART A. Academic Growth		
	Campus	District
Combined Score	50	68
Reading Score	47	66
Math Score	54	71

Domain III- Closing the Gaps

Domain III. Closing the Gaps							
Academic Achievement	All Students	Hispanic	EcoDis	EL	SPED	Cont. Enrolled	Non-Cont. Enrolled
ELAR Targets	44%	37%	33%	29%	19%	46%	42%
Actual %	21%	21%	20%	10%	15%	21%	19%
Target Met	N	N	N	N	N	N	N

Math Targets	46%	40%	36%	40%	23%	47%	45%
Actual %	40%	40%	41%	32%	20%	42%	33%
Target Met	N	Y	Y	N	N	N	N
Graduation Rate	All Students	Hispanic	EcoDis	EL	SPED	Cont. Enrolled	Non-Cont. Enrolled
Graduation Targets	90%	90%	90%	90%	90%		
Actual %	91.80%	91.70%	91.40%	85.50%	77.80%		
Target Met	Y	Y	Y	N	N		
English Language Proficiency Status	All Students	Hispanic	EcoDis	EL	SPED	Cont. Enrolled	Non-Cont. Enrolled
ELP Target				42%			
Actual %				43%			
Target Met				Y			
School Quality	All Students	Hispanic	EcoDis	EL	SPED	Cont. Enrolled	Non-Cont. Enrolled
CCMR Targets	47%	41%	39%	30%	27%	50%	31%
Actual %	40%	39%	39%	25%	40%	42%	28%
Target Met	N	N	Y	N	Y	N	N

### Student Academic Achievement Strengths

Based on longitudinal data:

- ELL students performance in Math increased from 62% to 83% and in Science from 69% to 71%
- GT students performance is at 100% in Math, Social Studies and Science
- Reading labs used for pulling out students that need more intensive reading intervention. These labs have Achieve 3000 and Language Live
- Across campus and across disciplines vocabulary practice using state adopted vocabulary workbooks from Holt McDougal

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Retesters are stagnant in growth and went down significantly in English II. **Root Cause:** A need for new instructional materials, resources, strategies, and trainings that target reading for struggling readers is evident.

**Problem Statement 2:** Students are struggling with their EOC exams. The campus still falls short from the district and state levels. **Root Cause:** Teachers need more training in teaching reading in their content areas. If all teachers understand how to incorporate effective reading strategies in their lessons, students will have more opportunities to improve their reading skills.

**Problem Statement 3:** Tracking student progress in a timely manner and be able to provide feedback is difficult when there is a lack Mimio systems for

scoring practice problems for Social Studies. **Root Cause:** Students are not getting feedback because there is a shortage of Mimio scoring systems. A total of four Mimio systems are necessary to aid in providing immediate feedback.

**Problem Statement 4:** The math goal is to get 90% mastery in the state assessment, but instructional resources are severely limiting the progression and attainability of this goal. **Root Cause:** Providing all Algebra I teachers with Navigator systems and complete sets of TI Nspire calculators will allow for vertical and curricular alignment thus improving student performance.

**Problem Statement 5:** Math and science are minimally competing with the state and district. To stay abreast of the increasing rigors of the tests, teachers need more training on new instructional strategies. **Root Cause:** The reason math and science are slowing in performance is the lack of funding for professional development.



## School Processes & Programs

### School Processes & Programs Summary

Currently, the district curriculum only exists for Math, Science, and Social Studies. There is not a district curriculum in place for English Language Arts, which is the lowest and weakest area. To offset this problem, a prescriptive curriculum is created based on state assessment results and the assessed curriculum. These lessons are planned by grade level teams and the data utilized the most is the student expectation trend report. Progress is tracked by using checkpoint reports that can be generated on DMAC. All of our local assessments are provided by our district. Our local assessments are state released tests, which are aligned to our state assessment.

Lesson plans are submitted through OneNote. All administrators have access to this program, so they can review lesson plans submitted. The lesson plan template is specifically designed to accommodate the Fundamental Five model. Every classroom across the campus follows the Fundamental Five model, which ensures rigor and relevance in instruction.

In the beginning of the year, teachers create their yearly goal on DMAC under T-TESS, along with their Student Learning Objective (SLO).

Our campus Dr. Leo G. Cigarroa High School "Where students learn for life" leadership team includes:

#### ADMINISTRATION 2018-2019

**Laura Flores, Principal** [lflores@laredoisd.org](mailto:lflores@laredoisd.org)

**Matias Ydrogo, CAD/Asst. Principal** [mydrogo003@Laredoisd.org](mailto:mydrogo003@Laredoisd.org)

**Robert Chaney, Asst. Principal** [rchaney@Laredoisd.org](mailto:rchaney@Laredoisd.org)

**Loretta Cisneros, Asst. Principal** [locisneros@Laredoisd.org](mailto:locisneros@Laredoisd.org)

**Alfredo G. Perez, META & ECA Director** [aperez@laredoisd.org](mailto:aperez@laredoisd.org)

**Vania Galvan, Testing Facilitator** [vmagallanes001@Laredoisd.org](mailto:vmagallanes001@Laredoisd.org)

**Sandra V. Trevino, ELAR Facilitator** [svtrevino@laredoisd.org](mailto:svtrevino@laredoisd.org)

#### CAMPUS EDUCATIONAL COMMITTEES

#### Dr. Leo G. Cigarroa High School

2018-2019 Educational Committees

<b><u>BUDGET:</u></b>	<b><u>PERSONNEL/STAFFING:</u></b>	<b><u>STAFF DEVELOPMENT:</u></b>
<i>Alfredo Perez, Chair</i>	<i>Matias Ydrogo, Chair</i>	<i>Robert Chaney, Chair</i>
All Department Heads	Bird, Robert	Castillo, Jose
Bird, Robert	Castillo, Esequiel	Chavez, Jesus
Galvan, Vania	Cruz, Carlos	Esparza, Sandra
Gonzalez, Anaissa	Garcia, Arturo	Garcia, Rey
Medina, Rosario	Gonzalez, Maria T.	Garza, Claudia
Mendez, Ariana	Gonzalez, Rodolfo	Guel, Paloma
Mendez, Roy	Gutierrez, Albino	Gutierrez, Ligia
Mendoza, Mary	Hilario, Luis	Gutierrez, Mariana
Patterson, Erica	Ibarra Juan	Herrera, Iris
Perez Olga	Jimenez, Elma	Ibarra, Elaine
Perez, Maria G	Leal, Eloy	Martinez, Zujey
Ramirez, Oscar	Leal, Evelyn	Mendoza, Joe
Rendon, Luis	Llano, Elsa	Moncivais, Marilyn
Serna, Servando	Martinez, Gabriela	Perez, Gustavo
Torres, Juan J.	Rubio, Michelle	Serna, Servando
	Ruiz, Elizabeth	Tellez, Richard

**All Administrators**

**D.E.I.C. Representative:**

*Gerardo Valdez*

**CURRICULUM:**

*Loretta Cisneros, Chair*

**Arriaga, Monica**

**Barrera, Rosa Maria**

**Bird, Robert**

**Calderon, Jose**

**Castro, Alexander**

**Cuevas, Carmen**

**Gamez, Graciela**

**Gonzalez**

**Gonzalez, Gladys**

**Tijerina, Homero**

**Trevino, Gilberto**

**Valdez, Gerardo**

**All Department Heads**

**All Administrators**

**SCHOOL ORGANIZATION:**

*Sandra Trevino, Chair*

**Aguilar, Tomas**

**Campos, Laura**

**De Hoyos, Raymundo**

**Dominguez, Elisa**

**Dominguez, Jacinta**

**Flores, Ricardo**

**Garcia, Paula**

**Gonzalez, Francisco**

**Laurel, Debbie**

**Lerma, Erika**

**Villarreal, Enrique**

**All Department Heads**

**All Administrators**

**PLANNING:**

*Vania M. Galvan, Chair*

**Arrambide, Araceli**

**Ayala, Cristina**

**Benavides, Rafael**

**Camarillo, Celina**

**Cantu, Diana**

**Casiano, Jorge**

**De Hoyos, Amanda**

**Dominguez, Veronica**

**Encinas, Maria**

**Garcia Elizabeth**

**Herrera, Ramon**

**Mendez, Arriana**

<b>Gonzalez, Rebecca</b>	<b>Medina, Rosario</b>	<b>Ochoa, Michel</b>
<b>Hernandez, Johnny</b>	<b>Moore, Jessica</b>	<b>Perez, Linda</b>
<b>Landa, Nancy</b>	<b>Ramos, Rolando</b>	<b>Ríos, Cassandra</b>
<b>Lopez, María Irma</b>	<b>Rao, Vijay</b>	<b>Siklo, Martin</b>
<b>Nolen, Arthur</b>	<b>Reidenback, David</b>	<b>Trevino, Israel</b>
<b>Peinado, Esmeralda</b>	<b>Rivera, Cesar</b>	<b>All Department Heads</b>
<b>Pena, Selina</b>	<b>Sanchez, Sonya</b>	<b>All Administrators</b>
<b>Perez, Jesus</b>	<b>Torres, Juan J.</b>	
<b>Perez, Maria E.</b>	<b>Trevino, Martha</b>	
<b>Ramirez-Coronado, Arturo</b>	<b>Vasquez, Jorge</b>	
<b>Saldaña, Mary Ann</b>	<b>Villarreal, Ernesto</b>	
<b>Valverde, Angie</b>	<b>All Department Heads</b>	
<b>Villalobos, Eduardo</b>	<b>All Administrators</b>	
<b>All Department Heads</b>		
<b>All Administrators</b>		

### **School Processes & Programs Strengths**

For Reading:

- Reading strategies designed by DMR, Inc. consultant Dr. Ramirez are being implemented in all ELA courses
- A prevention and intervention reading lab that implements Achieve 3000 and Language Live reading programs for GPC students and students who fall far below grade level

For Math:

- Math is targeting Special Education students by having a consultant tutor them in academies

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Piloting laptops in the classrooms but there aren't enough laptops; therefore, it is difficult to implement quality web-based programs to target all retesters and GPCs in tested areas. **Root Cause:** In order to implement web-based reading programs, every classroom needs computer carts with a class set of laptops that will be housed in each classroom with lock and key.

# Perceptions

## Perceptions Summary

Cigarroa HS dedicates itself to providing parents with useful information on their children. This information is communicated at Report Card Night, Meet the Teacher night, Awards ceremony, school messenger, emails, phone calls, marquee and parent meetings. To increase communication with parents, school messenger is updated daily to include the latest news and announcements; truancy officers and personnel distribute curbside flyers advertising important dates and information. In the Family Reading Night Festival, parents are encouraged to display and sell their arts and crafts in the school library. Furthermore, at the annual Christmas Posada, parents enjoy food and entertainment, which promotes school culture. As soon as a parent walks into the front office, they are greeted and asked how they can be helped and if a parent is seen waiting, they are asked if they have been helped. No parent is left unattended for long and immediate assistance is of the utmost importance. Even when parents are summoned to the school for their child's disciplinary action, they are treated amicably and respectfully and always with a warm smile. Additionally, disciplinary referrals are vetted by experienced administrators. Grounds for suspensions have to be extreme; the goal of our school is to ensure all students attend school as much as possible to achieve student success.

## Perceptions Strengths

- Effective safety procedures are in place at the campus. There are 2 to 3 police officers and 7 to 8 security guards on duty every day. School safety is a top priority at Cigarroa HS. All custodians, secretaries, clerks, administrators, police officers, and security guards have radios to communicate efficiently and quickly with one another. Therefore, if an occasion arises that requires immediate action, the nearest staff member can radio in for assistance.
- We offer afterschool English acquisition classes for adults and provide day care for their children.
- The VITA program offers parents with income tax return assistance
- Computer Literacy classes for parents are offered after school
- Monthly parent training/meetings are conducted by our parent liaison
- Parental skills and development classes are offered to assist parents and guardians with the latest research on parenting
- CHS has a partnership with TAMU called "Si Juntos for Texas" Better Health Program

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Part of the Guidance and Counseling initiatives is to motivate students to succeed and instill higher educational goals. However, with limited funding for Scholarship Night, Youth of the Month, Senior Parent Night, Dual Enrollment parent meetings, Career Day, and other parental involvement events it burdens counselors to fund these functions. **Root Cause:** The reason for limited events and functions that will motivate students is the lack of funding that is provided. An estimated \$3500 is required to adequately organize these events for parents and students.

**Problem Statement 2:** Students are not utilizing counseling and mentoring services provided in the Student Go Center because of lack of space and comfort that is critical in accommodating students. **Root Cause:** The Student Go Center is lacking in providing fundamental space and comfort that initiates motivation to seek counseling; therefore, a total of \$3500 is needed to improve the atmosphere and appearance of the center to motivate students.

**Problem Statement 3:** Attendance rates at the school can improve if there is adequate transportation for truant officers to do home visits. **Root Cause:** A new van or suburban is needed in order to transport truant officers safely to do home visits. Currently, the vehicles used for this task need to be replaced because of their substandard condition.

**Problem Statement 4:** Counselors are not receiving the latest updates and strategies to improve the guidance and counseling that is critical for student mental health and achievement. **Root Cause:** There are limited funds for professional development. Counselors are unable to attend conferences that will keep them abreast of innovative techniques that will improve their craft funding of \$3000 is needed to remedy this problem.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups



- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals







**Goal 1: Laredo ISD and Cigarroa HS establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.**

**Performance Objective 1:** LISD and Cigarroa HS will offer all students a rigorous, visible, interdisciplinary curriculum to ensure that all students demonstrate a yearly increase on state assessments and the Texas Success Initiative (TSI) college readiness.  
Increase Domain I Score from 69% to 74%.

**Evaluation Data Source(s) 1:** TAPR Reports -STAAR/EOC  
TELPAS Reports  
PBMAS

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p>1) Implement LEAD documents in OneNote for appropriate sequencing and mastery of TEKS objectives throughout the content areas addressing high school education for all students including but not limited to: at-risk, bilingual, Special ed, G/T, and CTE students.</p>		Principal, Assistant Principals, Leadership and Transformation teams, Curriculum and Planning Committees, Teachers, CIS Coordinator.	This strategy will vertically align tested areas which improves instruction by making it more rigorous and relevant.				
<p>Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 4401187.00, 199 - General Fund: Operating (PIC 99) - 3124802.00, 199 - General Fund: Bilingual (PIC 25) - 182536.00, 199 - General Fund: SCE (PIC 30) - 886571.00, 199 - General Fund: CTE (PIC 22) - 1429215.00, 199 - General Fund: Special Education (PIC 23) - 1307511.00, 211 - ESEA Title I: Improving Basic Program - 633275.00, 181 - Athletic Fund - 337255.00, 199 - General Fund: Athletic (PIC 91) - 563440.00, 224 - IDEA - Part B: Formula Fund - 266043.00, 255 - ESEA II, A Training &amp; Recruiting - 124555.00, 263 - LEP Bilingual Program Fund - 58634.00, 435 - SSA Regional Day School - Deaf - 167352.00, 482 - Dr. Hochman Grant Fund - 140.00, 180 - E-Rate Fund - 120169.00</p>							


<p align="center"><b>Comprehensive Support Strategy PBMAS</b></p> <p>2) Incorporate rigor and relevance in the delivery of instruction to address college readiness by implementing the Fundamental Five instructional approach to promote best practices on higher order thinking and questioning strategies.</p>		Principal, Assistant Principals, and Counselors	This strategy will ensure fidelity of best practices through the disciplines and the campus which has a positive direct impact on student achievement.				
<p align="center"><b>Comprehensive Support Strategy PBMAS</b></p> <p>3) Provide prescriptive interventions of selected students based on assessment performance and teacher recommendations for: at risk students, Pre-AP and AP students during the day, extended day and extended week tutorials</p>		Principal, Assistant Principals, Leadership and Transformation teams, Curriculum Staff Development and Planning Committees	This strategy will customize curriculum based on student needs which will focus on weak skills and through additional instruction strengthen these skills in preparation for state assessments.				
Funding Sources: 199 - General Fund: SCE (PIC 30) - 88776.00							
<p align="center"><b>Comprehensive Support Strategy PBMAS</b></p> <p>4) Implement Fundamental Five expectations through the utilization of the learning walks observation form that integrates all of the fundamentals of teacher and student behaviors.</p>		Principal, Assistant Principals, Leadership and Transformation teams	This strategy will hold teachers accountable for implementing best practices and allowing them to improve on their teaching craft which in turn increases student achievement.				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 1:** Laredo ISD and Cigarroa HS establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 2:** LISD and Cigarroa HS will meet State/Region STAAR student progress measures annually. Increase Domain II Score from 72 to \_\_\_\_\_.

**Evaluation Data Source(s) 2:** Texas Education Agency TAPR Reports -School Report Card

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<b>Comprehensive Support Strategy</b> 1) Devise prescriptive lesson plans based on analyzed and evaluated benchmark and CBA results to target weak student objectives		Principal, Assistant Principals, Leadership and Transformation teams; Curriculum and Planning Committees	This strategy will create sound instruction that is data-driven and provides an opportunity to spiral objectives that need to be taught again which will increase student performance.				
	2) In a special announcement, announce students earning "A" honor roll, meets or masters on end of course exams, selection to "Youth of the Month", AP scholar recognition, and other accomplishments such as awards in orchestra, band, ROTC and art completions including highest number of CTE certifications and blood donations.		Principal, Assistant Principals, Leadership and Transformation teams, Curriculum and Planning Committees, Teachers, CIS Coordinator.	This strategy will make every students' efforts meaningful and celebrated which will entice more students to be recognized and in essence increase student achievement.			
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 2600.00, 199 - General Fund: GT (PIC 21) - 896.00							
							







**Goal 1:** Laredo ISD and Cigarroa HS establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 3:** LISD and Cigarroa HS will supplement Reading and Math instructional programs to meet the needs of all special population students in order to increase student achievement to Meets or Masters and close performance gaps.

Increase Domain III Score from 71 to \_\_\_\_\_.

**Evaluation Data Source(s) 3:** Texas Accountability Reports

**Summative Evaluation 3:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p>1) Utilize instructional technology programs and equipment such as Achieve 3000 and Lexia Strategies to accelerate reading skills of GPC students for preparation of the state assessments</p>		Principal, Assistant Principals, Leadership and Transformation teams, Curriculum Staff Development and Planning Committees	This strategy will increase student performance by providing web-based prevention tutorials for EOC I.				
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p>2) Implement scientifically research based instructional programs such as Student Learning Objectives (SLO) to provide prescriptive, differentiated instruction to meet the needs of diverse populations and promote teacher growth</p>		Principal, Assistant Principals, Leadership and Transformation teams, Curriculum and Planning Committees, Teachers	This strategy will provide an instructional system that will allow teachers to differentiate for students' needs and positively affect student achievement.				
Funding Sources: 211 - ESEA Title I: Improving Basic Program - 40.00							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p>3) Provide prescriptive instructional academies for SPED in math and retesters for EOC I and II</p>		Principal, Assistant Principals, Curriculum and Planning Committees, Teachers	This strategy will target students who need further remediation for the state assessment thus increasing student performance.				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 1:** Laredo ISD and Cigarroa HS establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 4:** LISD and Cigarroa HS will supplement instructional programs to increase District and Campus Graduation Rate for all students and special populations. (Domain I & III) (See Plan Addendum)

**Evaluation Data Source(s) 4:** Texas Accountability Performance Report (TAPR) STAAR/EOC TELPAS Reports PBMAS

**Summative Evaluation 4:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p>1) On a weekly basis, review attendance reports to monitor student attendance and target students with 3 or more absences by requiring them to get teacher signatures as proof of attendance to their classes</p>		Principal; Assistant Principals; Counselors; Attendance clerks/officers, CIS Site Coordinator	This strategy will positively impact several areas such as decrease in the number of student behavior referrals, increase in academic achievement, increase in graduation rates, increase in attendance rates, and increase in CBA and EOC results.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 1:** Laredo ISD and Cigarroa HS establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 5:** LISD and Cigarroa HS will increase the Number of Students (Percent) meeting EL progress (Advancing a minimum of 1 English Language Proficiency Level on TELPAS). (Domain III) from 43% to \_\_\_\_\_.

**Evaluation Data Source(s) 5:** TELPAS

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p>1) Implement the SIOP model in reading and writing through the integration of ESL blocks to maximize instruction and intervention for ELLs to prepare them for EOC I and II</p>		Principal, Assistant Principals, Leadership and Transformation teams, Curriculum and Planning Committees, Teachers	This strategy will increase ELL students' performance in state assessments and in their course work which will lead to increase graduation, create college ready students, and facilitate higher education among this subgroup.				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							




**Goal 1:** Laredo ISD and Cigarroa HS establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 6:** LISD and Cigarroa HS will increase the number of students meeting at least one College, Career, or Military Ready indicator (CCMR) as a means to close the gap (Domain I & Domain III) from 42% to \_\_\_\_\_.

**Evaluation Data Source(s) 6:** Texas Accountability Reports

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Provide Fish Camp, freshmen orientation, to familiarize incoming students with organization availability including college and career, CTE courses		Principal, Assistant Principals, Leadership, counselors and Curriculum and Planning Committees,	This strategy will increase participation in the college and career programs offered at Cigarroa High School and encourage membership in student organizations.				
Funding Sources: 199 - General Fund: Basic Instruction (PIC 11) - 250.00							
							

**Goal 1:** Laredo ISD and Cigarroa HS establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 7:** LISD and Cigarroa HS will meet State/Region completion rates in dual enrollment and/or Advanced Placement coursework on an annual basis  
(High School Only)

Dual Enrollment/Advanced Placement completion rate will increase 5%  
from 54 % to 57%

**Evaluation Data Source(s) 7:** TAPR Report  
PBMAS Report

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p>1) Offer concurrent enrollment through collaboration with both local college and university, as well as distance education with out-of-town institutions</p>		District and campus leadership, transformation teams, both Curriculum and Planning Directors and Committees, Principal, Assistant Principals, Teachers.	This practice should increase the number of high achieving students enrolling in dual enrollment courses..				
<p>2) Expand partnership programs with LCC/TAMIU/Texas A &amp; M College Station. University of Texas, as well as with other private/public institutions.</p>		Principal, Assistant Principals, CTE director, Guidance & Counseling director	This practice should promote and enhance student success and therefore increase the number of high achieving students participating in rigorous coursework.				
<p>3) Promote the engineering magnet school/program (Sabas Perez Engineering Magnet School) by recruiting 8th graders at the end of the year</p>		Principal; Assistant Principals; Magnet Director; Magnet and middle school Counselors	This strategy will increase enrollment for the magnet school.				
<p>4) Increase the number of courses offered at the Sabas Perez Early College Academy that will lead to dual credit courses based on a sequence that provides students an opportunity to attain not only a high school diploma but also up to 60 higher ed. credit hours</p>		Principal; Assistant Principals; Magnet Director; Magnet and middle school Counselors	This practice should increase the number of high achieving students participating in rigorous coursework.				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

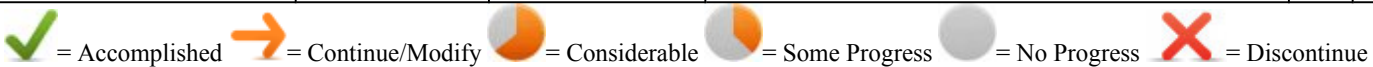
**Goal 1:** Laredo ISD and Cigarroa HS establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 8:** LISD and Cigarroa HS will meet State/Region STAAR assessment performance rates to meet Performance-Based Monitoring Analysis System (PBMAS) standards annually.

District/Campus will improve staging on PBMAS to maintain or decrease staging from 1 to 0 in Bilingual, SpEd, CTE and ESSA. (See Plan Addendum)

**Evaluation Data Source(s) 8:** TAPR Reports-STAAR/EOC  
PBMAS Reports

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Continue implementation of the seven critical success factors and their respective milestones of the transformation model of the Texas Title I Priority Schools grant		District and campus leadership, transformation teams, both Curriculum and Planning Directors and Committees, Principal, Assistant Principals, Teachers.	This practice should decrease the number of student behavior referrals, increase in both academic achievement, graduation rates, and in attendance rates, CBA and EOC results for all subgroups.				
							







**Goal 1:** Laredo ISD and Cigarroa HS establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 9:** LISD and Cigarroa HS will increase the number of earned industry-recognized certifications through participation in CTE program yearly.  
(High School Only)

Increase industry certificates by 5% from 6000 to 6300.

**Evaluation Data Source(s) 9:** TAPR Report-

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p><b>PBMAS</b></p> <p>1) Provide real-world experiences through core and CTE classes and provide opportunities to students in garnering state certifications in their area of study</p>		District and campus leadership, transformation teams, both CTE Director and Committees, Principal, Assistant Principals, Teachers.	This practice should decrease the number of student behavior referrals, increase in both academic achievement, graduation rates, and in attendance rates, CBA and EOC results for all subgroups.				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							


**Goal 1:** Laredo ISD and Cigarroa HS establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 10:** LISD and Cigarroa HS will develop innovative instructional strategies and provide staff development to effectively integrate the teaching and learning of technology applications and skills within the curriculum.

Increase Domain I score from 69% to \_\_\_\_.

**Evaluation Data Source(s) 10:** Staff Development Calendar/Sign In Sheets

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Provide professional development opportunities for all stakeholders on data disaggregation, content specific training, differentiation, best practices, and technology integration.		District and campus leadership, transformation teams, both Curriculum and Planning Directors and Committees, Principal, Assistant Principals,.	Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data. In addition this practice should decrease the number of student behavior referrals, increase in both academic achievement, graduation rates, and in attendance rates, CBA and EOC results for all subgroups through being more prescriptive by targeting strengths and weaknesses of both students and teachers.				
Funding Sources: 211 - ESEA Title I: Improving Basic Program - 6938.00							
2) Cigarroa High School will work with the district's Instructional Technology department in the purchase and installation of equipment and related hardware to help integrate technology and improve student access to network and Internet resources		IT department; Principal and designee	This strategy will provide for faster network accessibility by all stakeholders with fewer Internet access failures				
							


**Goal 1:** Laredo ISD and Cigarroa HS establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 11:** LISD and Cigarroa HS will effectively integrate the teaching and learning of technology applications and skills within the curriculum as per School Technology and Readiness (STaR) survey standards.

Improve or increase the number of teachers at proficient or higher from \_\_\_\_\_ to \_\_\_\_\_.

**Evaluation Data Source(s) 11:** STaR Survey/TIP Survey

**Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Utilize instructional technology programs and equipment to accelerate student achievement by providing digital learning experiences to students.		Principal, Assistant Principals, Leadership and Transformation teams	Provide opportunities for students to compete on a global scale.				
2) Provide technology integration opportunities to teachers.		Principal, Assistant Principal, Campus Technology, and Trainer	This strategy will cause increases in the use of teachers use of technology as evidence by walkthroughs, CBA Results and EOC Results				
							

**Goal 1:** Laredo ISD and Cigarroa HS establishes and pursues expectations of excellence and equity to achieve college, career, and military readiness.

**Performance Objective 12:** LISD and Cigarroa HS will decrease the number of student retentions at Elementary and Middle School through specialized instructional support.

Campus Retention rate will decrease from \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Data Source(s) 12:** Failure Reports

**Summative Evaluation 12:**

**Goal 2: LISD and Cigarroa HS provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.**

**Performance Objective 1:** LISD and Cigarroa HS will increase meet and/or exceed State/Region attendance rates on a yearly basis.

Campus will maintain or increase attendance rate from 95.7% to 97%

**Evaluation Data Source(s) 1:** Attendance Reports

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<p><b>PBMAS</b></p> <p>1) Utilize Attendance reports to monitor student attendance and provide interventions for students with 3 or more absences.</p>		Principal; Assistant Principals; Counselors; Attendance clerks/officers, CIS Site Coordinator	Decrease in the number of student behavior referrals, increase in academic achievement, increase in graduation rates, increase in attendance rates CBA and EOC results				
<p><b>PBMAS</b></p> <p>2) Use attendance team to contact parents/ make home visits for truant students.</p>		Principal; Assistant Principals; Counselors; Attendance clerks/officers	This strategy should cause a decrease in the number of student behavior referrals, increase in academic achievement, increase in graduation rates, increase in attendance rates CBA and EOC results				



<p align="center"><b>PBMAS</b></p> <p>3) Provide incentives for students with perfect attendance</p>		Principal; Assistant Principals; Counselors; Attendance clerks/officers	Increase in attendance rates				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 2:** LISD and Cigarroa HS provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 2:** LISD and Cigarroa HS will meet or decrease its dropout rate as compared to the annual State/Region drop our rates. (Secondary Schools Only)

Campus will maintain or decrease dropout rate by 5% from 202% to 2.1%.

**Evaluation Data Source(s) 2:** TAPR Report  
PEIMS Submission Report

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<b>PBMAS</b> 1) Implement PBIS (Positive Behavior Intervention System) and RTI (Response To Intervention)		Principal; Assistant Principals; Counselors	Decrease in student behavior referrals, Increase in: student attendance academic achievement CBA and EOC data				
<b>PBMAS</b> 2) Provide Communities in Schools Program to at-risk students		Principal; Assistant Principals; At Risk Counselors; CIS Site Coordinator	Increase in graduation rates, attendance rates, CBA results, EOC results				
<b>PBMAS</b> 3) Dropout Leaver Recovery Reports -LV-221 and LV-222 will be used by attendance officers to track students.		Principal, Assistant Principals, Attendance Officers, and At Risk Counselor	Increase in both attendance and graduation rates				

**Goal 2:** LISD and Cigarroa HS provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 3:** LISD and Cigarroa HS will increase the number of students who graduate on time, with college readiness distinctions.

District and Campus graduation rate for All Students, Hispanic, ECD, ELL and SpED will increase. (See plan addendum)

Number of student with distinctions will increase

from \_\_\_\_\_ to \_\_\_\_\_.

**Evaluation Data Source(s) 3:** Counseling Reports

TAPR Report

PEIMS Submission Report

**Summative Evaluation 3:**

**Goal 2:** LISD and Cigarroa HS provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 4:** LISD and Cigarroa HS will implement a districtwide Discipline Management Plan which reinforces positive student behavior and reduces the number of student discipline referrals.

# of Discipline referrals will decrease 5% from 36 to 34.







# of Discretionary placements at alternative campuses will decrease for:

All Students from \_\_\_\_\_ to \_\_\_\_\_ and

Special Ed. Students from \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Data Source(s) 4:** TAPR, PEIMS and 425 Reports

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Adhere to Discipline and Student Code of Conduct		Principal; Assistant Principals; Counselors; Attendance Officers, At Risk Counselor	This practice should cause a decrease in the number of student behavior referrals, increase in academic achievement, increase in graduation rates, increase in attendance rates CBA and EOC results				
2) Utilize visitor screening using Raptor, Conduct monthly fire drills, conduct bi-annual reverse evacuation drills and lock-downs, as well as use Gang Prevention Canine Unit to increase safety and safety awareness		Principal; Assistant Principals; Academic, SPED, At Risk and Drug Counselors	Decrease in the number of student behavior referrals Increase in academic achievement, Increase in graduation rates, increase in attendance rates CBA and EOC results				
	Funding Sources: 211 - ESEA Title I: Improving Basic Program - 800.00						
3) Implement an effective Discipline Management Plan with an In School Suspension system to meet the academic needs of the students. The counselor will meet with any student that is being placed at an alternative campus for a code 4		Principal, Assistant Principals, Counselors	Decrease in the number of ISS, DAEP, and JJAEP placements				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** LISD and Cigarroa HS provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 5:** LISD and Cigarroa HS Police Department will work with all stakeholders to insure a safe and secure environment. (District Only)

# of Incidents and Citations will decrease from \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Data Source(s) 5:** Police Reports on case numbers for the year.

**Summative Evaluation 5:**

**Goal 2:** LISD and Cigarroa HS provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 6:** LISD and Cigarroa HS will develop civically-engaged students by increasing the number of students participating in in school/community activities. (I,e, National Honor Society, Student Council, or other organizations that are civic oriented)

**Evaluation Data Source(s) 6:** Membership reports

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Provide character education activities such as Rachel's Challenge, Red Ribbon Week		Principal; Assistant Principals; bookkeepers; Counselors	Student behavior referral data, student attendance rate data, Accountability System (Index 1: Student Achievement) data				

**Goal 2:** LISD and Cigarroa HS provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 7:** LISD and Cigarroa HS will increase access to and participation in co- and extra-curricular activities to include: Academic UIL, Fine Arts, JROTC, athletics, service learning organizations and school clubs as evidenced in scheduled Board Committee Meetings.

# of students that participate in at least 1 activity


from \_\_\_\_\_ to \_\_\_\_\_

% of student body populations that participates in at least 1 activity

from \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Data Source(s) 7:** Participation reports

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Provide a variety of extracurricular activities and workshops that include Athletics, ROTC, Band, Leadership, UIL and Teen Leadership		Principal; Assistant Principals; Counselors; UIL Coordinator; P. E Coaching Staff	This practice should cause a decrease in the number of student behavior referrals, increase in academic achievement, increase in graduation rates, increase in attendance rates CBA and EOC results				
Funding Sources: 199 - General Fund: Operating (PIC 99) - 42008.00, 199 - General Fund: Basic Instruction (PIC 11) - 3000.00							
2) Implement School enrichment programs such as robotics, Skills USA, and Life and Exposition competitions.		Principal, Assistant Principals, CTE director, Guidance & Counseling director	This practice should cause a decrease in the number of student behavior referrals, increase in academic achievement, increase in graduation rates, increase in attendance rates CBA and EOC results				
3) Ensure student participation in Fitnessgram activities through health, physical education, ROTC, and athletic classes		Principal; Assistant Principals; Parent Liaison; CTE Teachers; PE Coaches	This practice should cause an increase in student health awareness.				
							

**Goal 2:** LISD and Cigarroa HS provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 8:** LISD and Cigarroa HS will improve the services provided to address bullying and violence prevention.

Campus will decrease the incidents of bullying from \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Data Source(s) 8:** Counseling Reports  
Discipline Report (425)

**Summative Evaluation 8:**

**Goal 2:** LISD and Cigarroa HS provides a safe, secure and healthy learning environment designed to nurture positive academic, social, and life skills development.

**Performance Objective 9:** LISD and Cigarroa HS will support students as they transition from Elementary to Middle School (5th-6th), Middle to High School (8th-9th) and High School to Post Secondary by increasing number of transition activities from \_\_\_\_\_ to \_\_\_\_\_.

**Evaluation Data Source(s) 9:** Counseling Reports  
CIA Agendas

**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Conduct Freshmen Orientation to familiarize incoming students with campus layout, organization availability including career awareness and meet organization sponsors and members		Principal; Assistant Principals; Counselors; organization sponsors, CIS Site Coordinator	Decrease in the number of student behavior referral data,  Increase in: student attendance academic achievement; Participation logs				

**Goal 3: LISD and Cigarroa HS develops and maintains meaningful student-centered relationships with parents, businesses, and community leaders in support of campus and district initiatives**

**Performance Objective 1:** LISD and Cigarroa HS will provide clear and concise information regarding policy, administrative guidelines, achievement, activities and pertinent issues from administration to school, home, and community.

Increase number of parents and community members participating in Site-Based Decision Making committees from \_\_\_\_ to \_\_\_\_.

Increase the number of parents/community members that attend informative meetings including Town Hall Meetings from \_\_\_\_ to \_\_\_\_.







Increase the number of positive social media postings by a minimum of 3%.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Conduct Family Needs Assessment Survey provided by district and implemented by parental liaison		Principal, Assistant Principals, CTE director, Guidance & Counseling director, Parent Involvement Coordinator	This practice will help in being prescriptive to meeting the needs of the community.				
2) Utilize Parental Involvement Center, School Messenger, newsletter and campus website for the dissemination of school information along with Communities in School CIS		Principal, Assistant Principals, CTE director, Guidance & Counseling director, Parent Involvement Coordinator, CIS Site Coordinator	This practice will help in communicating the campus vision and coupling it to the needs of the community.				
Funding Sources: 199 - General Fund: SCE (PIC 30) - 18000.00							
3) Conduct monthly whole school and individual parent informational sessions/conferences on a variety of topics		CHS counselors, faculty, parent liaison & staff	This practice will help in communicating the campus vision and coupling it to the needs of the community.				



4) Establish joint ventures with private and public sectors (schools)		Principal, Assistant Principals, CTE director, Guidance & Counseling director	This practice will help in communicating the campus vision and coupling it to the needs of the community.				
5) Provide Adult ESL classes		Bilingual Intervention specialist	The use of adult role models to learn English should promote the use of English at home for all students.				
6) Conduct parent meetings such Meet the Teacher nights, report card night, and PTO		Principal, Assistant Principals, CTE director, Parent Liaison	Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data. In addition, This practice should decrease the number of student behavior referrals, increase in both academic achievement, graduation rates, and in attendance rates, CBA and EOC results for all subgroups.				
7) Include parents and community members in the decision making process during CEIC, LPAC, and advisory committee meetings		Principal, Assistant Principals, CTE director, Guidance & Counseling director	The use of adult role models to learn English should promote the use of English at home for all students.				
8) Recognize CHS alumni through "Toro Legends"		Principal, Assistant Principals, CTE director, Guidance & Counseling director	The use of adult role models to learn English should promote education and character building for all students as well as decrease the number of student behavior referrals, increase in both academic achievement, graduation rates, and in attendance rates, CBA and EOC results for all subgroups.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** LISD and Cigarroa HS develops and maintains meaningful student-centered relationships with parents, businesses, and community leaders in support of campus and district initiatives

**Performance Objective 2:** LISD and Cigarroa HS will increase the number of parent volunteers and participation in community partnerships to maximize the intellectual growth and academic achievement of students.







Parent volunteers will increase from \_\_\_\_\_ to \_\_\_\_\_

Volunteer Hours will increase from \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Data Source(s) 2:** Volunteer Report

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Conduct Parental Involvement wellness meetings		Principal; Assistant Principals; Parent Liaison; CTE Teachers; PE Coaches	This practice will help in communicating the campus vision on health awareness and coupling it to the needs of the community.				
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 3 CSF 5 CSF 6</p> 2) The CHS Parent Advisory Council will assist in the development of the Parent and Family Engagement Policy and the Parent, Teacher, Student Compact that will be distributed during the Annual Title I Meeting in both English and Spanish.	2.4, 2.5, 2.6, 3.1, 3.2	Principal; Assistant Principals; Parent Liaison	This practice will help in communicating the campus vision and mission on upcoming events and activities to the community and coupling them to the needs of all stakeholders and in particular at risk students.				

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**Goal 4: LISD and Cigarroa HS establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.**

**Performance Objective 1:** LISD and Cigarroa HS will promote a positive organizational culture that values customer service and every employee through professional development and employee appreciation activities throughout the year to include:

- a) 100 % of district personnel (Campus and Department) will receive required trainings and staff development.
- b) LISD District and Campuses will increase the number of employee appreciation activities from \_\_\_\_\_ to \_\_\_\_\_.

**Evaluation Data Source(s) 1:** Sign-In Sheets, Certificates

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Provide professional development opportunities in skills and strategies to provide meaningful and purposeful training for integration in classroom instruction by all teachers		Principal, All Assistant Principals, CEIC Staff Development Committee	Through the use of data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data, this practice should decrease the number of student behavior referrals, increase in both academic achievement, graduation rates, and in attendance rates, CBA and EOC results for all subgroups.				
2) Attend the Region One Education Service Center's Collaborative professional Development opportunities for meaningful and purposeful campus training (Trainer of trainer model)		Principal, All Assistant Principals, CEIC	Through the use of data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data, this practice should decrease the number of student behavior referrals, increase in both academic achievement, graduation rates, and in attendance rates, CBA and EOC results for all subgroups.				
3) Provide continuous professional growth opportunities for all staff members through Edivate and HOONUIT		Principal, All Assistant Principals, CEIC	Through the use of data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data, this practice should decrease the number of student behavior referrals, increase in both academic achievement, graduation rates, and in attendance rates, CBA and EOC results for all subgroups.				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 4:** LISD and Cigarroa HS establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 2:** LISD and Cigarroa HS will develop organizational structures that effectively respond to and efficiently support the implementation of all state, federal and district performance mandates, operations and initiatives, as reviewed annually by District Level Administration.

Maintain the number of PEG campuses at 0.

Maintain the number of IR Campuses at Zero (0)

Maintain the number of Targeted (Focus) campuses at Zero (0).

Decrease the number of Additional Targeted Support campuses from 5 to 3.

Maintain the number of Comprehensive Support (Priority) campuses at Zero (0).

Maintain or Improve staging on PBMAS from 1 to 0 in Bilingual, CTE, SpEd, and ESSA.

**Evaluation Data Source(s) 2:** TAPR Reports  
PBMA Reports

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Cigarroa High School staff will work with CTE Department to upgrade culinary arts equipment		CTE Director Campus Principal	A well equipped state of the art culinary arts kitchen will increase participation in career programs offered at Cigarroa High School and encourage student to pursue culinary arts careers.				

**Goal 4:** LISD and Cigarroa HS establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 3:** LISD and Cigarroa HS will develop, maintain and communicate comprehensive organizational process that nurture administrative and teacher leadership competencies, the selection of highly qualified personnel, and the effective, efficient operation of all district/Campus level departments.

Increase Teacher Retention Rate  
from 97% to 99%

Increase the % of Teacher scoring an Proficient in all domains on T-TESS  
from 96 % to 99%.

Increase the % of Campus Leaders scoring proficient in all areas of T-PSS  
from 98% to 100%.

**Evaluation Data Source(s) 3:** T-TESS Reports  
T-PSS Reports

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
<b>Comprehensive Support Strategy PBMAS</b> 1) Conduct weekly Administration and Lead teacher meetings to promote collaboration and to discuss the use of effective instructional practices, student data analysis, and student progress.  2) Hire highly qualified teachers to comply with NCLB  3) Provide support to new teachers by providing a mentor/buddy guide		Principal, Assistant Principals and department heads.	In addition to increasing Teacher Retention and T-TESS scores, this practice should improve academic instruction and student performance in the classroom.				
		Principal, All Assistant Principals, CEIC	Professional Certifications, NCLB HQ reports				
		Principal, All Assistant Principals, CEIC	Mentor/mentee meeting, observation logs				

**Goal 4:** LISD and Cigarroa HS establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 4:** LISD and Cigarroa HS will generate, leverage, and strategically utilize all resources through sound, fiscally responsible practices in support of positive student and employee performance outcomes.

LISD will maintain FIRST Rating.

100% of campus expenditures are aligned to the Comprehensive Needs Assessment and the Campus Improvement Plan.

100% of Campuses and Departments will follow internal Administrative Regulations to acquire goods and services including Fundraising.

Reduce the percent of campuses and departments that are in non-compliance with CH (Local) Policy.

**Evaluation Data Source(s) 4:** Budget Reports  
Corrective Action Plans

**Summative Evaluation 4:**

**Goal 4:** LISD and Cigarroa HS establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 5:** LISD and Cigarroa HS will implement a system of internal controls to provide reasonable assurance that the District meets its objectives.

The district will maintain an Unmodified Opinion in the Annual Financial Report.(District )

100% of Campuses and Departments will follow internal Administrative Regulations to acquire goods and services including Fundraising.

**Evaluation Data Source(s) 5:** Audit Report  
Comprehensive Annual Financial Report (CAFR)

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug

1) Conduct monthly expenditure review		Principal, Assistant Principals, CEIC, Bookkeepers, Custodial Staff, Club Sponsors	This practice should increase fiscal responsibility of all stakeholders.				
---------------------------------------	--	--	--	--	--	--	--

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue



**Goal 4:** LISD and Cigarroa HS establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 6:** LISD and Cigarroa HS will maintain a safe, secure and healthy learning and working environment for all students and employees.

The number of workman's compensation claims will decrease from \_\_\_\_\_ to \_\_\_\_\_.

The number of employees that participate in district health and wellness initiatives will increase from \_\_\_\_\_ to \_\_\_\_\_.

Increase the number of students getting the flu shot from \_\_\_\_\_ to \_\_\_\_\_

**Evaluation Data Source(s) 6:** Workman's Compensation Reports  
Blue Cross/Blue Shield Data  
Flu Report

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Promote student wellness activities such as flu clinics, health screenings, health science technology fairs, and blood drives		Principal; Assistant Principals; Parent Liaison; CTE Teachers; PE Coaches	This practice should promote health consciousness among students that in turn should increase both academic achievement, graduation rates, and in attendance rates, CBA and EOC results for all subgroups.				
2) Initiate Energy/Water conservation strategies		Principal, Assistant Principals, CEIC Planning Committee, Custodial Staff, Club Sponsors	This practice should increase fiscal responsibility of all stakeholders.				
3) Promote environmentally conscious initiatives such as recycling		Principal, Assistant Principals, Custodial Staff, teachers, Club Sponsors	This practice should increase fiscal responsibility of all stakeholders.				
4) Cigarroa High School will work with division of operations to purchase and install a new sprinkler system		Division Of Operations Principal	Working grounds watering system				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 4:** LISD and Cigarroa HS establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 7:** LISD and Cigarroa HS will maintain a safe and secure environment by increasing response time and completion of all work orders.

The number of work orders will decrease from \_\_\_\_ to \_\_\_\_

**Evaluation Data Source(s) 7:** Work Order System reports

**Summative Evaluation 7:**


**Goal 4:** LISD and Cigarroa HS establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 8:** LISD and Cigarroa HS will develop and maintain a staffing plan that utilizes data drive decision making to balance available budgetary resources with best practices and district needs.

**Evaluation Data Source(s) 8:** Master Schedule, Staffing Reports, Waiver Requests

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug
1) Allocate monies to all programs according to program guidelines		Principal, Assistant Principals, CEIC, Bookkeepers, Custodial Staff, Club Sponsors	This practice should increase fiscal responsibility of all stakeholders.				
2) Comply with staffing formulas and hire highly qualified teachers to comply with NCLB		Principal, Assistant Principals, CEIC Personnel/Staffing and School Organization Committees	This practice should decrease the number of student behavior referrals, increase in both academic achievement, graduation rates, and in attendance rates, CBA and EOC results for all subgroups.				

3) Utilize staffing formulas for master scheduling to maximize FTEs for optimal instructional opportunities		Principal, All Assistant Principals, CEIC Personnel/Staffing and School Organization Committees, Registrar	Master Schedule, Certifications, pertinent T-TESS documentation				
							

**Goal 4:** LISD and Cigarroa HS establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 9:** LISD and Cigarroa HS schools will not have 1 or more student groups that fail to meet performance standards for three consecutive years.

**Evaluation Data Source(s) 9:** STAAR Data

**Summative Evaluation 9:**

**Goal 4:** LISD and Cigarroa HS establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 10:** LISD and Cigarroa HS will develop and implement a customer service training program to promote a supportive and service driven culture for all campus and department support staff employees.

100% of all campus and department support staff employees will receive training annually.

**Evaluation Data Source(s) 10:** Customer Service Training Sign-In Sheets

**Summative Evaluation 10:**

**Goal 4:** LISD and Cigarroa HS establishes and maintains efficient organizational support structures that promote positive performance outcomes and comply with financial accountability standards.

**Performance Objective 11:** LISD and Cigarroa HS will promote an increase in teachers meeting expectations on certification attempts.







Number of teachers participating in review sessions will increase from \_\_\_\_ to \_\_\_\_

The teacher passing rate on certification attempts will increase from \_\_\_\_\_ to \_\_\_\_\_.

**Evaluation Data Source(s) 11:** Certification Reports

**Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Mar	June	Aug

1) Oversee Student Activity, organization, club funds		Principal, Assistant Principals, Bookkeepers, Club Sponsors	This practice should increase fiscal responsibility of all stakeholders.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement LEAD documents in OneNote for appropriate sequencing and mastery of TEKS objectives throughout the content areas addressing high school education for all students including but not limited to: at-risk, bilingual, Special ed, G/T, and CTE students.
1	1	2	Incorporate rigor and relevance in the delivery of instruction to address college readiness by implementing the Fundamental Five instructional approach to promote best practices on higher order thinking and questioning strategies.
1	1	3	Provide prescriptive interventions of selected students based on assessment performance and teacher recommendations for: at risk students, Pre-AP and AP students during the day, extended day and extended week tutorials
1	1	4	Implement Fundamental Five expectations through the utilization of the learning walks observation form that integrates all of the fundamentals of teacher and student behaviors.
1	2	1	Devise prescriptive lesson plans based on analyzed and evaluated benchmark and CBA results to target weak student objectives
1	3	1	Utilize instructional technology programs and equipment such as Achieve 3000 and Lexia Strategies to accelerate reading skills of GPC students for preparation of the state assessments
1	3	2	Implement scientifically research based instructional programs such as Student Learning Objectives (SLO) to provide prescriptive, differentiated instruction to meet the needs of diverse populations and promote teacher growth
1	3	3	Provide prescriptive instructional academies for SPED in math and retesters for EOC I and II
1	4	1	On a weekly basis, review attendance reports to monitor student attendance and target students with 3 or more absences by requiring them to get teacher signatures as proof of attendance to their classes
1	5	1	Implement the SIOP model in reading and writing through the integration of ESL blocks to maximize instruction and intervention for ELLs to prepare them for EOC I and II
1	7	1	Offer concurrent enrollment through collaboration with both local college and university, as well as distance education with out-of-town institutions
4	3	1	Conduct weekly Administration and Lead teacher meetings to promote collaboration and to discuss the use of effective instructional practices, student data analysis, and student progress.

# State Compensatory

## Budget for Dr. Leonides G. Cigarroa High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-11-6119-00-003-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$559,315.00
199-11-6119-20-003-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$74,910.00
199-23-6119-00-003-9-99-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$596,377.00
199-31-6119-00-003-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$74,618.00
199-31-6119-00-003-9-99-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$531,565.00
199-33-6119-00-003-9-99-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$69,042.00
199-36-6119-00-003-9-91-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$563,440.00
199-36-6119-00-003-9-99-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$143,912.00
211-11-6119-00-003-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$245,408.00
211-11-6129-00-003-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$161,016.00
211-31-6119-00-003-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$100,287.00
199-12-6129-00-003-9-30-000	6129 Salaries or Wages for Support Personnel	\$52,948.00
199-23-6129-00-003-9-99-000	6129 Salaries or Wages for Support Personnel	\$515,011.00
199-32-6129-00-003-9-30-000	6129 Salaries or Wages for Support Personnel	\$113,958.00
199-51-6129-00-003-9-99-000	6129 Salaries or Wages for Support Personnel	\$455,948.00
211-33-6129-00-003-9-30-000	6129 Salaries or Wages for Support Personnel	\$81,392.00
211-61-6129-00-003-9-30-000	6129 Salaries or Wages for Support Personnel	\$33,069.00
<b>6100 Subtotal:</b>		<b>\$4,372,216.00</b>
<b>6200 Professional and Contracted Services</b>		
199-11-6249-99-003-9-30-000	6249 Contracted Maintenance & Repair	\$7,866.00
199-51-6249-00-003-9-99-FLT	6249 Contracted Maintenance & Repair	\$2,500.00



199-51-6249-99-003-9-99-000	6249 Contracted Maintenance & Repair	\$2,882.00
211-52-6249-00-003-9-30-000	6249 Contracted Maintenance & Repair	\$400.00
199-51-6255-00-003-9-99-000	6255 Utilities - Locally Defined	\$722,074.00
<b>6200 Subtotal:</b>		<b>\$735,722.00</b>
<b>6300 Supplies and Services</b>		
199-51-6317-90-003-9-99-000	6317 Supplies for Maintenance and/or Operations - Locally Defined	\$49,991.00
199-11-6329-00-003-9-30-000	6329 Reading Materials	\$13,866.00
199-12-6329-20-003-9-30-000	6329 Reading Materials	\$17,906.00
199-11-6399-00-003-9-30-000	6399 General Supplies	\$60,000.00
199-23-6399-00-003-9-99-000	6399 General Supplies	\$4,500.00
211-11-6399-99-003-9-30-000	6399 General Supplies	\$11,503.00
<b>6300 Subtotal:</b>		<b>\$157,766.00</b>
<b>6400 Other Operating Costs</b>		
199-23-6411-00-003-9-99-000	6411 Employee Travel	\$42,008.00
211-13-6411-00-003-9-30-000	6411 Employee Travel	\$7,938.00
199-36-6494-00-003-9-99-000	6494 Reclassified Transportation Expenses	\$31,000.00
199-32-6499-99-003-9-30-CIS	6499 Miscellaneous Operating Costs	\$18,000.00
<b>6400 Subtotal:</b>		<b>\$98,946.00</b>

### Personnel for Dr. Leonides G. Cigarroa High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ballesteros, J.	Library Clerk	State Comp	1
Camarillo, C.	Teacher	State Comp	0.5
Gonzalez, A.	Teacher	State Comp	.05
Gonzalez, R.	At Risk Coord.	State Comp	1
Granados, S.	Teacher	State Comp	1
Herrera, R.	Teacher	State Comp	0.5
Lara, F.	Library Clerk	State Comp	1
Leal, E.	Teacher	State Comp	1
Medina, R.	Teacher	State Comp	0.5
Mendoza, M.	Teacher	State Comp	0.5
Montalvo, J.	Teacher	State Comp	1
Montemayor, M.	Teacher	State Comp	0.13
Moore, J.	Teacher	State Comp	0.5
Pena, S.	Teacher	State Comp	0.5
Rios, C.	Teacher	State Comp	0.5
Rivera, C.	Teacher	State Comp	0.5
Torres, J.	Teacher	State Comp	1

# Title I Schoolwide Elements

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

### 1.1: Comprehensive Needs Assessment

Our site-based decision-making (SBDM) committee members conduct an annual comprehensive needs assessment to determine both the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to best prioritize and use available local, state, and federal budget allocations. Using the data, the committee decided to focus on improving the passing rate of all students/student groups including but not limited to: Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 80 percent of all students and all student groups passing all parts of state mandated assessments for the 2018-19 School Year.

Our campus Dr. Leo G. Cigarroa High School "Where students learn for life" leadership team includes:

#### ADMINISTRATION 2018-2020

**Laura Flores, Principal** [lflores@laredoisd.org](mailto:lflores@laredoisd.org)

**Robert Chaney, Asst.Principal** [rchaney@laredoisd.org](mailto:rchaney@laredoisd.org)

**Vania Galvan, vmagallanes001@laredoisd.org**

**Matias Ydrogo, Asst. Principal** [mydrogo003@Laredoisd.org](mailto:mydrogo003@Laredoisd.org)

**Alfredo G. Perez, META Director** [aperez@laredoisd.org](mailto:aperez@laredoisd.org)

#### 2018-2020 DEPARTMENT CHAIRPERSONS

**HEAD COUNSLEOR**

**HEAD LIBRARIAN::**

Sandra Esparza [sesparza@Laredoisd.org](mailto:sesparza@Laredoisd.org)

Marilyn Moncivais [mamoncivais@Laredoisd.org](mailto:mamoncivais@Laredoisd.org)

**ENGLISH LANGUAGE ARTS:**

Rosario Medina [rmedina@Laredoisd.org](mailto:rmedina@Laredoisd.org)

**SCIENCE:**

Robert Bird [rjbird@laredoisd.org](mailto:rjbird@laredoisd.org)

**ATHLETICS:**

Carlo Hein [ckhein@laredoisd.org](mailto:ckhein@laredoisd.org)

**SPECIAL EDUCATION**

Erica Patterson [epatterson041@Laredoisd.org](mailto:epatterson041@Laredoisd.org)

**FINE ARTS REP:**

ServandoSerna [sserna043@Laredoisd.org](mailto:sserna043@Laredoisd.org)

**MATHEMATICS:**

Maria E. Perez [meperez2@Laredoisd.org](mailto:meperez2@Laredoisd.org)

**SOCIAL STUDIES:**

Roy Mendez [rmendez003@Laredo.org](mailto:rmendez003@Laredo.org)

**CAREER & TECHNICAL EDUCATION:**

Alexander Castro, [alcastro@laredoisd.org](mailto:alcastro@laredoisd.org)

**OTHER LANGUAGES:**

Graciela Gamez, [ggamez@laredoisd.org](mailto:ggamez@laredoisd.org)

**HEADSTODIAN**

JuanC Vedia [jcvedia969@Laredoisd.org](mailto:jcvedia969@Laredoisd.org)

**CAMPUS EDUCATIONAL COMMITTEES**

**Dr. Leo G. Cigarroa High School  
2016-2018 Educational Committees**

**DISTRICT EDUCATIONAL  
IMPROVEMENT COMMITTEE**

**(D.E.I.C.) Representative:**

*Ricardo Flores*

**PERSONNEL/STAFFING:**

*M. Ydrogo, Chair*

Castillo, Esequiel

Cruz, Carlos

Garcia, Arturo

Gonzalez, Maria T.

Gonzalez, Rodolfo

Gonzalez, Gilberto

Gutierrez, Albino

Hilario, Luis

Jimenez, Elma

Leal, Eloy

**BUDGET:**

*A. Perez, Chair*

Bird, Robert

Garcia, Armando

Hein, Carlo

Medina, Rosario

Mendez, Ariana

Mendez, Roy

Mendoza, Mary

Ortiz, Sara

Patterson, Erica

Perez, Olga

**STAFF DEVELOPMENT:**

*R. Chaney, Chair*

Castillo, Jose

Chavez, Jesus

Esparza, Sandra

Garcia, Rey

Garza, Claudia

Gomez, Luis

Guel, Paloma

Gutierrez, Mariana

Herrera, Iris

Ibarra, Elaine

**Perez, Maria G**  
**Ramirez, Oscar**  
**Rendon, Luis**  
**Serna, Servando**  
**Torres, Juan J.**  
**All Administrators**  
**All Department Heads**

**Llano, Elsa**  
**Martinez, Gabriella**  
**Ramon, Erika**  
**Rubio, Michelle**  
**Ruiz, Elizabeth**  
**Tijerina, Homero**  
**Trevino, Gilberto**  
**Valdez, Gerardo**  
**All Department Heads**  
**All Administrators**

**Leyva, Claudia**  
**Martinez, Zujey**  
**Mendoza, Joe**  
**Moncivais, Marilyn**  
**Serna, Servando**  
**Soto, Araceli**  
**Tellez, Richard**  
**Villarreal, Enrique**  
**All Department Heads**  
**All Administrators**

**CURRICULUM:**

***L. Cisneros, Chair***  
**Arriaga, Monica**  
**Barrera, Rosa Maria**  
**Bird, Robert**  
**Calderon, Jose**  
**Castro, Alexander**

**SCHOOL ORGANIZATION:**

***S. Trevino, Chair***  
**Aguilar, Tomas**  
**Bermea, Randolph**  
**Campos, Laura**  
**Castillo Juan**

**PLANNING:**

***V. Galvan, Chair***  
**Arrambide, Araceli**  
**Ayala, Cristina**  
**Benavides, Rafael**  
**Camarillo, Celina**  
**Cantu, Diana**

**Cuevas, Carmen**  
**Gamez, Graciela**  
**Gonzalez, Gladys**  
**Gonzalez, Rebecca**  
**Landa, Nancy**  
**Leal, Evelyn**  
**Lopez, María Irma**  
**Lopez, Saul**  
**Nolen, Arthur**  
**Moore, Jessica**  
**Peinado, Esmeralda**  
**Pena, Selina**  
**Perez, Jesus**  
**Perez, Maria E.**  
**Ramirez-Coronado, Arturo**  
**Saldaña, Mary Ann**  
**Valverde, Angie**  
**Villalobos, Eduardo**  
**Wilkins, Walter**

**De Hoyos, Raymundo**  
**Dominguez, Elisa**  
**Dominguez, Jacinta**  
**Ferral, Sergio**  
**Flores, Ricardo**  
**Garcia, Paula**  
**Gonzalez, Anaissa**  
**Gonzalez, Francisco**  
**Gutierrez, Ligia**  
**Laurel, Debbie**  
**Lerma, Erika**  
**Medina, Rosario**  
**Montemayor, Victor**  
**Perez, Gustavo**  
**Ramos, Rolando**  
**Rao, Vijay**  
**Reidenbach, David**  
**Rivera, Cesar**  
**Sanchez, Sonya**  
**Sanchez, Sergio**

**Casiano, Jorge**  
**Chavez, Javier**  
**De Hoyos, Amanda**  
**Dominguez, Veronica**  
**Encinas, Mary**  
**Garcia Elizabeth**  
**Herrera, Ramon**  
**Hernandez, Johnny**  
**Martinez, Cornrado**  
**Ochoa, Michel**  
**Flores, Linda**  
**Perez, Yvonne**  
**Ríos, Cassandra**  
**Salazar, Raul**  
**Siklo, Martin**  
**Soria, Nora**  
**Trevino, Israel**  
**Urbina, Francisco**  
**Uresti, Esmeralda**

<p><b>All Department Heads</b></p> <p><b>All Administrators</b></p>	<p><b>Tijerina, Rodolfo</b></p> <p><b>Trevino, Martha</b></p> <p><b>Vasquez, Jorge</b></p> <p><b>Villarreal, Ernesto</b></p> <p><b>All Department Heads</b></p> <p><b>All Administrators</b></p>	<p><b>All Department Heads</b></p> <p><b>All Administrators</b></p>
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**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

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



**Campus Improvement Plan** was developed with appropriate stakeholders including the SBDM committee to ensure proper attention and intervention strategies have been addressed and set in place to improve on each of the three Domains in HB 22, A-F Accountability System. This system addresses the graduation rates in both Domain I & III. CCMR, including TSI, SAT, ACT, AP, Dual Credit, Industry Based Certifications, Graduates with IEP, Enlisting in U.S. Armed Forces, and meeting CTE coherent sequence with certification in Domains I & III. Additionally, student academic achievement is tied into all three Domains. Domain III targets each sub population.

To accomplish these objectives, the staff will use budgeted funds to implement school-wide reform strategies that provide opportunities for all children to MEET the State's Grade Level of academic performance, use effective methods and instructional strategies that are established on scientifically based research that:

1. Reinforces the core academic program.
2. Increases both the amount and quality of learning time.
3. Includes the funding of an after-school and Saturday tutorials, along with summer school enrichment programs for students who are At-Risk and in need of continuity in their instructional program to be successful in subsequent school years.
4. Contains plans for meeting the educational needs of historically underserved populations.
5. Includes strategies to address the needs of low-achieving students, At-Risk, or those students not meeting the State student academic achievement standards.
6. Addresses how the school will determine if such needs have been met.
7. Are consistent with and are designed to implement the State and local improvements plans.

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

We, all stakeholders, follow a model of continuous improvement with consistent monitoring of the CNA and CIP. Additionally, we have established several checkpoints where we are to review/revise the interventions set to attain our Goals for the 2018-2019 school year:

Formative Review: November, March, June

Summative: August

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

The CIP along with other vital information is available to parents and the community in an understandable format (school website, school messenger, personal phone calls, emails, conferences, monthly parent meetings, library reading night, Meet the Teacher) and language (English and Spanish).

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

To create opportunities for all children to meet State standards, professional development conducted at the campus, education service centers, conferences and workshops will be readily available, intensive and sustained. In addition, implementation of professional development opportunities will be sought such that they address: the integration of technology as an instructional and learning tool, campus initiatives, differentiated instruction, and be content specific.

We will implement strategies to attract and retain high-quality teachers including: advertising on our districts website, our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's pool and paying stipends for math, and science teachers as well as incentives given for professionals who obtain additional certifications or trainings. In addition, both the provision of a mentoring program as well as teacher recognitions will take place periodically to create a positive learning environment.

Teachers from every content area will provide prescriptive instruction during tutorials.

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

The instructional program will be provided by highly-qualified teachers. Only teachers who are both certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned, will be hired by the school. Teachers who have alternative certification will be considered only in emergency circumstances. Besides appropriate certification, teachers who are both experienced and have been successful in previous assignments will be sought out. Provisions to high-quality sustained professional development will be made throughout the school year for teachers, principals, and paraprofessionals. Professional development will be prescriptive and targeted to individual teachers' (core content specific) specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or campus/district identified needs.

There will be an emphasis not only on STAAR EOC, but on CCMR, extra-curricular activities, and athletics.

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

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance and meeting the needs of all students. Using data gleaned from DMAC regarding state assessments, STAAR, TELPAS, and benchmark (CBA) tests, teachers will use data to initiate, adapt/modify and/or discontinue existing strategies to better meet student needs as determined by use of these results.

Suitable additional assistance will be provided to students experiencing difficulty in mastering the TEKS. Actively monitoring student performance based on daily exercises, periodic tests, and district assessments, teachers will ensure that student needing help will receive the needed assistance. Through both the school tutorial program as well as enrichment courses students not meeting course objectives will be provided needed additional assistance. By providing additional meeting times such as Saturday Tutorial Academies, pull-out sessions, and Credit Recovery Program the number of opportunities for success will increase. This will be coupled to Response to Intervention or RTI, implemented to establish and provide the necessary academic and/or behavioral support to students to ensure that grade level expectations are met.

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

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

The parent liaison along with the Family and Community Involvement Committee met to develop the Parent and Family Engagement Policy. A copy was distributed to parents, and it is available on the school website in both English and Spanish.

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

Title I, Part A Funds will be used to target parent needs identified by our needs assessment data and to also purchase materials used in the parent volunteer program. Notifications will be sent to parents in a language and format they can understand that includes: parents' right to know teacher qualifications, parents' right to know non-highly qualified teacher, annual report cards, reports regarding student achievement, parental involvement policy and school-parent compact. In addition, parent education will be provided to parents by the campus parent liaison as well as the District's Parental Involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting. The school will also provide materials and training in areas such as literacy or technology.

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barrera, Rosa	Teacher	Title I	1
Garcia, San Juana	Send in Teacher Aide	Title I	1
Garza, Claudia	LCDC Counselor	Title I	1
Garza, Estela	Send in Teacher Aide	Title I	1
Gomez, Rosalinda	Parental Involvement Liaison	Title I	1
Hernandez, Adelaida	LCDC Counselor	Title I	0.33
Landa, Nancy	Teacher	Title I	0.77
Lerma, Erika	Teacher	Title I	0.71
Ochoa, Michel	Teacher	Title I	0.71
Suarez, G	Send in Teacher Aide	Title I	1
Tijerina, Amelda	Licensed Vocational Nurse	Title I	1
Valdez, S	Send in Teacher Aide	Title I	1
Villarreal, S	Health Assistant	Title I	1
Wilkins, Walter	Technology Trainer	Title I	1

## Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Student	Zoe Landa	Junior; Site Based Decision Committee Member
Parent	Maricela Arzola	Site Based Decision Committee Member
Administrator	Alfredo Perez	Engineering Magnet School Director;
Administrator	Laura Flores	Administrator Laura Flores, Principal;
Administrator	Matias Ydrogo	Asst. Principal; Curriculum Chair
Administrator	Miguel Chapa	Asst. Principal; Leadership Planning Chair
Business Representative	Jesus Ledezma	Business Representative
Business Representative	Sandra Llano	Business Representative
Classroom Teacher	Roy Mendez	Site Based Decision Committee Member
Classroom Teacher	Angie Valverde	Classroom Teacher
Classroom Teacher	Arturo Garcia	Classroom Teacher
Classroom Teacher	Elma Jimenez Elma Jimenez	Classroom Teacher
Classroom Teacher	Servando Serna	Classroom Teacher
District-level Professional	Oralia Cortez	District-level Professional
Student	Amy Perez	Senior; Site Based Decision Committee Member

## Family and Community Involvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sandra Trevino	Administrator
Parent	Ma. De Lourdes Gutierrez	Freshmen Parent
Parent	Maria Garza	Sophomore Parent
Parent	Aricelda Perez	Junior Parent
Parent	Lydia Medellin	Senior Parent
Parent	Maria Del Carmen Garza	Assist Parent
Parent	Myrna Tellez	Bilingual Parent
Parent	Ma. Del Carmen Salazar	D-PAC Parent
Parent	Eloisa Adriana Volpe	Athletics Parent
Parent	Rosalinda Molina	Community Parent
Business Representative	Francisco Javier Jr Ramirez, Jr	Business Member
Student	Elizabeth Trevino	Student
Student	Aaron Ramirez	Student

# Campus Funding Summary

<b>180 - E-Rate Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Capital Outlay - Wiring		\$120,169.00
<b>Sub-Total</b>					\$120,169.00
<b>181 - Athletic Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Payroll Cost	6100	\$3,000.00
1	1	1	Contracted Services		\$59,496.00
1	1	1	Athletic Supplies		\$101,695.00
1	1	1	Other Operating expenditures		\$166,197.00
1	1	1	Capital Outlay		\$6,867.00
<b>Sub-Total</b>					\$337,255.00
<b>199 - General Fund: Basic Instruction (PIC 11)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Contracted Maint. & Repair		\$840.00
1	1	1	General Supplies		\$16,842.00
1	1	1	Testing Materials		\$14,500.00
1	1	1	Xerox Paper		\$4,000.00
1	1	1	Graduation Exp.		\$16,360.00
1	1	1	General Supplies MAG		\$19,096.00
1	1	1	Payroll Cost	6100	\$4,289,138.00
1	1	1	General Supplies INS	199-11-6399-99-003-9-11-INS	\$20,127.00
1	1	1	Library Books	199-12-6399-20-003-9-11-000	\$3,298.00
1	1	1	Teacher conf travel	199-13-6411-00-003-9-11-000	\$2,000.00
1	1	1	Copier Rental	199-11-6264-00-003-9-11-000	\$11,086.00
1	1	1	Transportation (instructional use)	199-11-6494-00-003-9-11-000	\$1,500.00

1	1	1	Operating Costs MISC	199-11-6499-00-003-9-11--000	\$2,400.00
1	2	2	Incentives/Awards		\$2,600.00
1	6	1	Supplies-R.O.T.C.		\$250.00
2	7	1	GENERAL SUPPLIES - ROTC	199-36-6494-99-003-9-99-RTC	\$3,000.00
<b>Sub-Total</b>					<b>\$4,407,037.00</b>
<b>199 - General Fund: Operating (PIC 99)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Dues		\$2,500.00
1	1	1	General Supplies (Sensitive)		\$1,000.00
1	1	1	Reading Materials		\$1,000.00
1	1	1	Transportation	199-36-6494-00-003-9-99-000	\$25,500.00
1	1	1	Payroll Cost	6100	\$2,311,855.00
1	1	1	Contracted Maintenance and Repair Fleet	199-51-6249-00-003-9-99-FLT	\$2,500.00
1	1	1	Wet Mops	199-51-6249-99-003-9-99-000	\$2,882.00
1	1	1	Water and sewage	199-51-6255-00-003-9-99-000	\$84,113.00
1	1	1	Electricity	199-51-6259-00-003-9-99-000	\$625,378.00
1	1	1	gas	199-51-6258-00-003-9-99-000	\$4,400.00
1	1	1	Sanitation services dumpster	199-51-6255-01-003-9-99-000	\$8,183.00
1	1	1	Administration Supplies	199-23-6399-00-003-9-99-000	\$3,000.00
1	1	1	Counseling Supplies	199-31-639-00-003-9-99-000	\$500.00
1	1	1	Wet Mop Supplies	199-51-6317-90-003-9-99-000	\$158.00
1	1	1	Janitorial Supplies	199-51-6317-99-003-9-99-000	\$43,333.00
1	1	1	Fleet Supplies	199-51-6319-00-003-9-99-FLT	\$4,000.00
1	1	1	Custodial General Supplies	199-51-6399-00-003-9-99-000	\$1,500.00
1	1	1	Administrative Travel	199-23-641-00-003-9-99-000	\$3,000.00
2	7	1	Student Travel U.I.L.	199-36-6412-00-003-9-99-000	\$33,008.00
2	7	1	Travel O/D U.I.L.	199-36-6411-00-003-9-99-000	\$2,000.00
2	7	1	STUDENT TRAVEL - ROTC	199-36-6412-99-003-9-99-RTC	\$4,000.00



2	7	1	TRANSPORTATION - ROTC	199-36-6494-99-003-9-99-RTC	\$3,000.00
<b>Sub-Total</b>					\$3,166,810.00
<b>199 - General Fund: Special Education (PIC 23)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	General Supplies		\$374.00
1	1	1	Payroll Cost	6100	\$1,307,137.00
<b>Sub-Total</b>					\$1,307,511.00
<b>199 - General Fund: Athletic (PIC 91)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Payroll Cost	6100	\$563,440.00
<b>Sub-Total</b>					\$563,440.00
<b>199 - General Fund: Bilingual (PIC 25)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Extra Duty Pay		\$36,479.00
1	1	1	Reading Materials		\$23,000.00
1	1	1	Testing Materials		\$3,500.00
1	1	1	Testing Materials headphones		\$4,000.00
1	1	1	General Supplies		\$25,000.00
1	1	1	Library Books		\$19,800.00
1	1	1	Travel O/D		\$16,000.00
1	1	1	General Supplies (office)		\$4,000.00
1	1	1	Payroll Cost	6100	\$50,757.00
<b>Sub-Total</b>					\$182,536.00
<b>199 - General Fund: CTE (PIC 22)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Supplies-Ag. Mech.		\$500.00
1	1	1	General Supplies - Oil & Gas		\$310.00
1	1	1	General Supplies - A/V Class		\$500.00

1	1	1	Supplies-Mkt. Co-Op		\$500.00
1	1	1	Supplies-Food Prod. Mgt.		\$2,500.00
1	1	1	Supplies-Cons. H.E.		\$1,500.00
1	1	1	Supplies-Ag. Science		\$2,500.00
1	1	1	Supplies HOE		\$1,250.00
1	1	1	General Supplies Criminal Justice		\$1,000.00
1	1	1	General Supplies Auto Tech		\$2,000.00
1	1	1	Incent/Awards For Participants		\$250.00
1	1	1	Travel O/D		\$1,500.00
1	1	1	Student Travel		\$6,780.00
1	1	1	Transportation		\$2,500.00
1	1	1	Contracted Maintenance and Repair		\$1,850.00
1	1	1	Payroll Cost	6100	\$1,400,775.00
1	1	1	Engineering supplies	199-11-6399-29-003-9-22-000	\$3,000.00
<b>Sub-Total</b>					\$1,429,215.00
<b>199 - General Fund: GT (PIC 21)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	2	General Supplies		\$896.00
<b>Sub-Total</b>					\$896.00
<b>199 - General Fund: SCE (PIC 30)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Contracted Maint. & Repair		\$7,866.00
1	1	1	General Supplies		\$60,000.00
1	1	1	Library Books		\$17,866.00
1	1	1	Payroll Cost	6100	\$800,839.00
1	1	3	Extra Duty Pay		\$74,910.00
1	1	3	Reading Materials		\$13,866.00
3	1	2	Communities in Schools		\$18,000.00

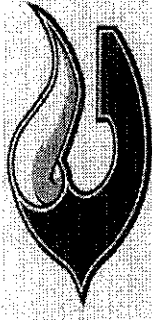
					<b>Sub-Total</b>	\$993,347.00
<b>211 - ESEA Title I: Improving Basic Program</b>						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	Toner Supplies			\$7,000.00
1	1	1	Reading Materials			\$2,000.00
1	1	1	General Supplies			\$2,103.00
1	1	1	Misc. Operating Costs			\$1,000.00
1	1	1	Payroll Cost	6100		\$621,172.00
1	3	2	Dues			\$40.00
1	10	1	Travel O/D			\$6,938.00
2	4	2	Maint. & Repair Raptor			\$400.00
2	4	2	Supplies Raptor			\$400.00
					<b>Sub-Total</b>	\$641,053.00
<b>224 - IDEA - Part B: Formula Fund</b>						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	Payroll Cost			\$266,043.00
					<b>Sub-Total</b>	\$266,043.00
<b>255 - ESEA II, A Training &amp; Recruiting</b>						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	Payroll Cost			\$124,555.00
					<b>Sub-Total</b>	\$124,555.00
<b>263 - LEP Bilingual Program Fund</b>						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	Payroll Cost			\$58,634.00
					<b>Sub-Total</b>	\$58,634.00
<b>435 - SSA Regional Day School - Deaf</b>						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	Payroll Cost			\$167,352.00

<b>Sub-Total</b>					\$167,352.00
<b>482 - Dr. Hochman Grant Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Hockman Grant Supplies		\$140.00
<b>Sub-Total</b>					\$140.00
<b>Grand Total</b>					\$13,765,993.00

# Addendums



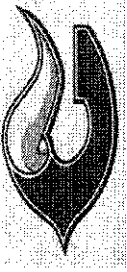
Laredo Independent School District  
Dr. Leo G. Cigarroa High School



Laredo Independent School District  
Dr. Leo G Cigarroa High School  
**PROPOSED BUDGET BREAKDOWN 2018-2019**  
**PROGRAMS: 11,91 & 99 Proposed funds**

140800

199 FUND	Local Funds	AMOUNT	Goals	Objectives	Strategies
199-11-6339-00-003-9-11-000	Testing Materials	\$ 14,500.00	1	1	1
199-11-6399-00-003-9-11-000	General Supplies	\$ 16,842.00	1	1	1
199-11-6399-17-003-9-11-000	Supplies-R.O.T.C.	\$ 250.00	1	6	1
199-11-6399-28-003-9-11-000	Xerox Paper	\$ 4,000.00	1	1	1
199-11-6494-00-003-9-11-000	Transportation	\$ 1,500.00	1	1	1
199-11-6499-00-003-9-11-000	Misc. Oper. Costs	\$ 2,400.00	1	1	1
199-11-6499-01-003-9-11-000	Graduation Exp.	\$ 16,360.00	1	4	4
199-11-6499-44-003-9-11-000	Incentives/Awards	\$ 2,600.00	1	1	3
199-12-6249-00-003-9-11-LIC	Contracted Maint. & Repair	\$ 840.00	1	1	1
199-13-6411-00-003-9-11-000	Travel O/D	\$ 2,000.00	1	1	1
199-23-6399-00-003-9-99-000	General Supplies	\$ 3,000.00	1	1	1
199-23-6411-00-003-9-99-000	Travel O/D	\$ 3,000.00	1	1	1
199-31-6399-00-003-9-99-000	General Supplies	\$ 500.00	1	1	1
199-36-6411-00-003-9-99-000	Travel O/D U.I.L.	\$ 2,000.00	2	7	1
199-36-6412-00-003-9-99-000	Student Travel U.I.L.	\$ 33,008.00	2	7	1
199-36-6494-00-003-9-99-000	Transportation	\$ 25,500.00	1	1	1
199-36-6495-00-003-9-99-000	Dues	\$ 2,500.00	1	1	1
199-36-6329-00-003-9-99-000	Reading Materials	\$ 1,000.00	1	1	1
199-51-6399-00-003-9-99-000	General Supplies	\$ 1,500.00	1	1	1
199-52-6399-88-003-9-99-000	General Supplies (Sensitive)	\$ 1,000.00	1	1	1
199-51-6249-00-003-9-99-FLT	Repair/Labor	\$ 2,500.00	1	1	1
199-51-6639-00-003-9-99-FLT	General Supplies	\$ 4,000.00			
199-36-6412-99-003-9-99-RTC	STUDENT TRAVEL - ROTC	\$ 4,000.00	2	7	1
199-36-6494-99-003-9-99-RTC	TRANSPORTATION - ROTC	\$ 3,000.00	2	7	1
199-11-6399-99-003-9-11-RTC	GENERAL SUPPLIES - ROTC	\$ 3,000.00	2	7	1

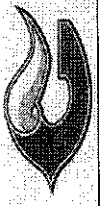


Laredo Independent School District Dr. Leo G Cigarroa High School PROPOSED BUDGET BREAKDOWN 2018-2019 <b>BILINGUAL FUNDS</b>		<b>\$ 131,779.00</b>
<b>199 FUND</b>	<b>Bilingual Funds</b>	<b>AMOUNT</b>
199-11-6119-20-003-9-25-000	Extra Duty Pay	\$ 36,479.00
199-11-6329-00-003-9-25-000	Reading Materials	\$ 23,000.00
199-11-6339-00-003-9-25-000	Testing Materials	\$ 3,500.00
199-11-6399-00-003-9-25-000	Testing Materials	\$ 4,000.00
199-12-6329-20-003-9-25-001	General Supplies	\$ 25,000.00
199-13-6291-00-003-9-25-000	Library Books	\$ 19,800.00
199-13-6411-00-003-9-25-000	Consulting Services	\$ 20,479.00
	Travel O/D	\$ 16,000.00
199-23-6399-00-003-9-25-000	General Supplies	\$ 4,000.00

		Goals	objective	Strategy
tutorials extra duty pay		1	1	3
Classroom				
Novels/Periodicals/Books/Dictionaries		1	5	5
LPAC,		1	1	7
headphone/ LPAC		1	1	7
Instructional Supplies		1	1	7
Purchase library books		1	1	7
Teacher improvement		1	1	7
Teacher Travel/Staff Development		1	1	7
Bilingual clerk office tonal Supplies		1	1	7



Laredo Independent School District  
 Dr. Leo G Cigarroa High School  
 PROPOSED BUDGET BREAKDOWN 2018-2019



GT Program 21	Proposed Funds	896.00	Goals	objective	Strategy
199-11-6399-00-041-9-21-000	General Supplies	\$ 896.00	1	2	2
	GT supplies				

Laredo Independent School District  
 Dr. Leo G Cigarroa High School  
 PROPOSED BUDGET BREAKDOWN 2018-2019



STATE COMP. Funds		\$ 192,508.00		Goals	objective	Strategy
199-11-6249-99-003-9-30-000	199-11-61	\$ 7,866.00	Contracted Maint. & Repair	1	1	1
199-11-6119-20-003-9-30-000	Tutorials	\$ 74,910.00	Extra Duty Pay	1	1	3
199-11-6329-00-003-9-30-000	199-11-61	\$ 13,866.00	Reading Materials	1	1	3
199-11-6399-00-003-9-30-000	199-11-61	\$ 60,000.00	General Supplies	1	1	1
199-12-6329-20-003-9-30-000	Tu	\$ 17,866.00	Library Books	1	1	1
199-32-6499-99-003-9-30-cis	CIS	\$ 18,000.00	Communities in Schools	3	1	2

**Laredo Independent School District  
Dr. Leo G Cigarroa High School**



**PROPOSED BUDGET BREAKDOWN 2018-2019**

CTE: 22		Proposed Funds	\$ 28,440.00	Goals	objective	Strategy
199-11-6399-01-003-9-22-000	Supplies-Ag. Mech.	\$	500.00	1	1	1
199-11-6399-02-003-9-22-000	General Supplies - Oil & Ga	\$	310.00	1	1	1
199-11-6399-04-003-9-22-000	General Supplies - A/V Class	\$	500.00	1	1	1
199-11-6399-06-003-9-22-000	Supplies-Mkt. Co-Op	\$	500.00	1	1	1
199-11-6399-08-003-9-22-000	Supplies-Food Prod. Mgt.	\$	2,500.00	1	1	1
199-11-6399-09-003-9-22-000	Supplies-Cons. H.E.	\$	1,500.00	1	1	1
199-11-6399-12-003-9-22-000	Supplies-Ag. Science	\$	2,500.00	1	1	1
199-11-6399-21-003-9-22-000	Supplies HOE	\$	1,250.00	1	1	1
199-11-6399-26-003-9-22-000	General Supplies Criminal Justice	\$	1,000.00	1	1	1
199-11-6399-27-003-9-22-000	General Supplies Auto Tech	\$	2,000.00	1	1	1
199-11-6399-29-003-9-22-000	General Supplies (Engineer)	\$	3,000.00	1	1	1
199-11-6499-44-003-9-22-000	Incent/Awards For Participants	\$	250.00	1	1	1
199-36-6411-00-003-9-22-000	Travel O/D	\$	1,500.00	1	1	1
199-36-6412-00-003-9-22-000	Student Travel	\$	6,780.00	1	1	1
199-36-6494-00-003-9-22-000	Transportation	\$	2,500.00	1	1	1
199-11-6249-00-003-9-22-000	Contracted Maintenance and Repair	\$	1,850.00	1	1	1
	Lumber/Torch Tips/Thinner/ Brushes					
	Beakers/Gloves/Safety Goggles/Training Materials					
	Memory Chips/Sticks/Mic. Stands					
	Pin Drives/ Office (tax preparation) Supplies					
	Culinary Arts Practicum					
	Rescue Dummy/ CPR Cards					
	Metalwork metals for skilles USA and Life Downs					
	Aprons/Hairnets/ Detergent/ Baking products					
	Tactical Equipment					
	Hand Tools/ Floor Jacks					
	Tools/Metals/Lumber/Pin Drives					
	Medals/ Trophies/ Certificates					
	Teacher travel w/ Students					
	Student travel to Competition					
	Student travel to Competition					
	Equipment Maintenance					

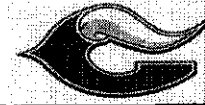
Laredo Independent School District  
 Dr. Leo G Cigarroa High School



PROPOSED BUDGET BREAKDOWN 2018-2019

Special Education 23	Proposed Funds	Goals	objective	Strategy
199-11-6399-00-041-9-23-000	\$ 374.00	1	3	3
	General Supplies	\$ 374.00		

**Laredo Independent School District  
Dr. Leo G Cigarroa High School  
PROPOSED BUDGET BREAKDOWN 2018-2019**



Title 1	Proposed Funds	\$ 19,881.00	Goals	objective	Strategy
211-11-6399-99-003-9-30-000	Toner Supplies	\$ 7,000.00	1	1	1
211-12-6329-00-003-9-30-000	Reading Materials	\$ 2,000.00	1	1	1
211-12-6495-00-003-9-30-000	Dues	\$ 40.00	1	3	2
211-13-6411-00-003-9-30-000	Travel O/D	\$ 1,933.00	1	10	1
211-23-6411-00-003-9-30-000	Travel O/D	\$ 4,000.00	1	10	1
211-31-6411-00-003-9-30-000	Travel O/D	\$ 600.00	1	10	1
211-33-6399-00-003-9-30-000	General Supplies	\$ 1,103.00	1	1	1
211-52-6249-00-003-9-30-000	Maint. & Repair Raptor	\$ 400.00	7	2	6
211-52-6399-00-003-9-30-000	Supplies Raptor	\$ 400.00	2	4	4
211-61-6399-00-003-9-30-000	General Supplies	\$ 1,000.00	1	1	1
211-61-6499-00-003-9-30-000	Misc. Operating Costs	\$ 1,000.00	1	1	1
211-61-6411-00-003-9-30-000	Travel O/D	\$ 405.00	1	10	0

Laredo Independent School District  
 Dr. Leo G Cigarroa High School  
 PROPOSED BUDGET BREAKDOWN 2018-2019



	Proposed Funds	\$ 19,096.00	Goals	objective	Strategy
MAG Program	General Supplies	\$ 19,096.00	Supplies for Magnet	1	1
199-11-6399-00-003-9-11-MAG					