

# Fabens Independent School District

## District Improvement Plan

2024-2025



**Board Approval Date:** October 16, 2024

# Mission Statement

All students in Fabens Independent School District will be successful, lifelong, global learners.

## Vision

*Working together, Fabens ISD creates a positive and lasting impact through multiple learning opportunities.*

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**Fabens Middle School**  
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**Fabens High School**  
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*Victor Martel, Assistant Principal*

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# Superintendent Constraints

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Fabens Independent School District (FISD), home of the Wildcats, is located about 30 miles east of downtown El Paso and just 2 miles north of the U.S.-Mexico border. As a rural district rooted in an agricultural community, Fabens has long welcomed Mexican immigrants seeking better opportunities. The district is committed to fostering academic achievement across its four campuses and the Early College Program: Fabens Elementary School (Grades PK-2), O'Donnell Intermediate (Grades 3-5), Fabens Middle School (Grades 6-8), and Fabens High School (Grades 9-12), which includes specialized programs like P-Tech, T-STEM, and the Cotton Valley Early College Program.

FISD has a strong focus on academic growth and performance. For the 2024-2025 school year, the district implemented a grade-level reconfiguration, moving 3rd grade from Fabens Elementary to O'Donnell Intermediate. This change is part of the district's efforts to enhance curriculum alignment and improve instructional planning. Additionally, the district is participating in the Teacher Incentive Allotment (TIA), a Texas initiative designed to reward and retain high-performing teachers. Through the TIA, educators in Fabens ISD have the opportunity to earn performance-based incentives, helping to attract and retain top talent while improving student outcomes. The district is also adopting the Texas Education Agency's "Grow Your Own" models, which focus on developing local talent pipelines by encouraging students and community members to pursue careers in education. This initiative not only addresses teacher shortages but also ensures that future educators reflect the community's diversity and values.

Fabens ISD Demographics as of October 17, 2024

Fabens ES: 426 students

O'Donnell Intermediate: 437 students

Fabens MS: 395 students

Fabens HS: 629 students

Total District Enrollment: 1,887

Prior Year Enrollment: 1991 students

As of current data, the district is experiencing a decrease in student enrollment of about 104 students.

Enrollment Data Below is Based on 23-24 Fall PEIMS Snapshot

100% Title I Part A District

Enrollment By Grade Level	Count	Special Population	%	Instructional Programs	%
Early Childhood Education	2	Economically Disadvantaged	91.14%	Bilingual Education	21.75%
				ESL Education	22.17%
Pre-Kindergarten	49	Non-Educationally Disadvantaged	8.86%	Career & Technical Education	
Kindergarten	130	Immigrant	1.83%	Career & Technical Education (9-12 grades only)	
Grade 1	131	Emergent Bilingual	54.72%	Gifted & Talented Education	4.66%
Grade 2	145			Special Education	15.67%
Grade 3	142	Students w/ Dyslexia	3.04%		
Grade 4	135	Foster Care	0.0%		
Grade 5	136	Homeless	2.99%		
Grade 6	119	Immigrant	1.83%		
Grade 7	144	Migrant	4.61%		
Grade 8	152	Title I	100.0%		
Grade 9	175	Military Connected	1.89%		
Grade 10	185	At-Risk	77.62%		
Grade 11	138				
Grade 12	125				

Special Populations by Count

Emergent Bilingual: 1,044

Immigrants: 35

Military Connected: 36

Dyslexia: 58

## Staff Information

Staff Information	Count	Percent
<b>Total Staff</b>	368	
<b>Professional Staff:</b>		
<b>Teachers</b>	153	
<b>Professional Support</b>	37	
<b>Campus Administration (School Leadership)</b>	7	
<b>Central Administration</b>		
<b>Educational Aides:</b>	43	
<b>Auxiliary Staff:</b>	121	
<b>Teachers by Years of Experience:</b>		
<b>Beginning Teachers</b>	13.0	8.6%
<b>1-5 Years Experience</b>	32.4	21.3%
<b>6-10 Years Experience</b>	22	14.4%
<b>11-20 Years Experience</b>	59.9	39.3%
<b>Over 20 Years Experience</b>	25	16.4%
<b>Average Years Experience of Teachers:</b>		
		11.9
<b>Average Years Experience of Teachers with District:</b>		
		9.9

Fabens ISD ensures student success by seeking and hiring highly qualified teachers. The average year of experience of our teachers is over 10 years with the majority of these experience years being with Fabens ISD. It is still a challenge to recruit teachers in high need areas such as bilingual, sped and CTE. Below are some of the ways that Fabens ISD supports all teachers and paraprofessionals:

- -Texas Teacher Incentive Allotment
- District of Innovation
- -TTESS evaluations focused on teacher growth and its alignment to student growth and/or performance
- -Provide Time for Professional Development
- -Purposeful PLC's (analyzing data, discussing effectiveness of instructional strategies, and implementing data driven teaching methods)
- Employee Retention Stipends
- Grow Your Own Model (Coaching Model), Grant Opportunities



## Demographics Strengths

With **54.72% of students classified as Emergent Bilinguals**, FISD serves a linguistically diverse population. This diversity brings opportunities for bilingual programs that can enhance learning experiences for all students.

The district offers several initiatives for teacher retention and recruitment such as the Teacher Incentive allotment program and teacher residency programs.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The student enrollment for Fabens ISD is still at a decline. **Root Cause:** We are competing with several neighboring districts and charter schools.

**Problem Statement 2 (Prioritized):** Over half the student population is identified as Emergent Bilingual. **Root Cause:** Children are first generation, and the students are the ones who are translating for the adults (parents).

**Problem Statement 3 (Prioritized):** The district is predominantly Economically Disadvantaged along with other at-risk indicators. **Root Cause:** Students are first generation and parents do not have a higher education degree that allows for them to seek opportunities to improve their quality of life.

**Problem Statement 4 (Prioritized):** Supporting Special Populations **Root Cause:** With 15.67% of students in special education, 22.17% in ESL programs, and 4.61% classified as migrant, There is a need to provide differentiated instruction and it is not always feasible due to access and appropriate resources.

# Student Learning

## Student Learning Summary

2024 Accountability Rating Projections

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight Weighted	Weighted Points	Overall Score	2024 Overall Rating
<b>(071903) - Fabens ISD</b>							
Student Achievement	68	76	76	70%	53.2	75	C
School Progress, Part A	76						
School Progress, Part B	75						
Closing the Gaps	72			30%	21.6		

Campus	Gr 3-12 Enrollment	Total Enrollment	Domain I			Domain II-A			Domain II-B			Domain III			Overall
			Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Proportional Weight*	Campus Scale Score	Proportional Points	Campus Scale Score
FABENS H S	608	608	42.3%	75	31.7	42.3%	75	31.7	42.3%	81	34.3	42.3%	71	30.0	78
FABENS MIDDLE	415	415	28.9%	60	17.3	28.9%	64	18.5	28.9%	70	20.2	28.9%	67	19.4	69
JOHANNA O'DONNELL INT	271	271	18.9%	72	13.6	18.9%	82	15.5	18.9%	80	15.1	18.9%	86	16.3	83
FABENS EL	142	598	9.9%	56	5.5	9.9%	100	9.9	9.9%	59	5.8	9.9%	61	6.0	69
<b>FABENS ISD</b>	<b>1,436</b>	<b>1,892</b>	<b>100.0%</b>		<b>68.1</b>	<b>100.0%</b>		<b>75.6</b>	<b>100.0%</b>		<b>75.4</b>	<b>100.0%</b>		<b>71.7</b>	

Proportional Weight =  $\frac{\text{\# of students in Gr 3-12 enrolled at that campus (Fall Snapshot)}}{\text{Total \# of students in Gr 3-12 enrolled at the campuses evaluated IN THAT DOMAIN}}$

Total # of students in Gr 3-12 enrolled at the campuses evaluated IN THAT DOMAIN

**23-24 STAAR PERFORMANCE**

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	1,288	958	457	298	3,001	
Approaches GL or Above	826	654	300	195	1,975	66%
Meets GL or Above	485	340	118	89	1,032	34%
Masters GL	136	105	24	32	297	10%
Total Percentage Points						110%
<b>Component Score</b>						<b>37</b>

Accountability Groups						
	All Students	Hispanic	White	Pacific Islander	Two or More Races	High Focus <sup>A</sup>
<b>All Subjects</b>						
<b>Percent of Tests</b>						
At Approaches GL Standard or Above	66%	66%	56%	0%	-	65%
At Meets GL Standard or Above	34%	35%	11%	0%	-	33%
At Masters GL Standard	10%	10%	0%	0%	-	9%
<b>Number of Tests</b>						
At Approaches GL Standard or Above	1,975	1,970	5	0	-	1,870
At Meets GL Standard or Above	1,032	1,031	1	0	-	955
At Masters GL Standard	297	297	0	0	-	273
Total Tests	3,001	2,988	9	4	-	2,878
<b>Reading/Language Arts (RLA)</b>						
<b>Percent of Tests</b>						
At Approaches GL Standard or Above	64%	64%	0%	0%	-	63%
At Meets GL Standard or Above	38%	38%	0%	0%	-	36%
At Masters GL Standard	11%	11%	0%	0%	-	10%

Accountability Groups						
<b>Number of Tests</b>						
At Approaches GL Standard or Above	826	826	0	0	-	779
At Meets GL Standard or Above	485	485	0	0	-	444
At Masters GL Standard	136	136	0	0	-	122
Total Tests	1,288	1,285	2	1	-	1,237
<b>Mathematics</b>						
<b>Percent of Tests</b>						
At Approaches GL Standard or Above	68%	68%	60%	0%	-	68%
At Meets GL Standard or Above	35%	36%	0%	0%	-	35%
At Masters GL Standard	11%	11%	0%	0%	-	11%
<b>Number of Tests</b>						
At Approaches GL Standard or Above	654	651	3	0	-	626
At Meets GL Standard or Above	340	340	0	0	-	322
At Masters GL Standard	105	105	0	0	-	99
Total Tests	958	952	5	1	-	921
<b>Science</b>						
<b>Percent of Tests</b>						
At Approaches GL Standard or Above	66%	66%	100%	0%	-	65%
At Meets GL Standard or Above	26%	26%	0%	0%	-	25%
At Masters GL Standard	5%	5%	0%	0%	-	5%
<b>Number of Tests</b>						
At Approaches GL Standard or Above	300	299	1	0	-	284
At Meets GL Standard or Above	118	118	0	0	-	109
At Masters GL Standard	24	24	0	0	-	23
Total Tests	457	455	1	1	-	439
<b>Social Studies</b>						
<b>Percent of Tests</b>						
At Approaches GL Standard or Above	65%	66%	100%	0%	-	64%
At Meets GL Standard or Above	30%	30%	100%	0%	-	28%
At Masters GL Standard	11%	11%	0%	0%	-	10%
<b>Number of Tests</b>						
At Approaches GL Standard or Above	195	194	1	0	-	181
At Meets GL Standard or Above	89	88	1	0	-	80

Accountability Groups						
At Masters GL Standard	32	32	0	0	-	29
Total Tests	298	296	1	1	-	281

**Academic Growth**

<b>School Progress: Academic Growth RLA and Math</b>			
	<b>Points Earned</b>		<b>Calculated</b>
Annual Growth Points Earned	1,060.5	x1	1,060.50
Accelerated Learning Points Earned	219	x0.25	54.75
Sum of Annual Growth plus Accelerated Learning Points			1,115.25
Total Tests Evaluated			1,704
<b>Academic Growth Score</b>			<b>65</b>
<b>Annual Growth RLA and Math</b>			
	<b>Count</b>	<b>Point</b>	<b>Calculated</b>
Tests Earning 0 Points	541	0	0
Tests Earning 0.5 Points	205	0.5	102.5
Tests Earning 1 Point	958	1	958
Annual Growth Points Earned			1,060.5
Total Tests Evaluated			1,704
<b>Annual Growth Score</b>			<b>62</b>
<b>Accelerated Learning RLA and Math</b>			
	<b>Count</b>	<b>Point</b>	<b>Calculated</b>
Tests Earning 0 Points	369	0	0
Tests Earning 1 Point	219	1	219
Accelerated Learning Points Earned			219
Total Tests Evaluated			588
<b>Accelerated Learning Score</b>			<b>37</b>

2022-23 Graduates	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	151	
Total credit for CCMR criteria	128	85% scales to 87

**CCMR Component School for Past Three Years**

21-22 70%

22-23 78%

23-24 85%

The school has shown a consistent improvement in its CCMR component over the three-year period. Starting at 70% in the 2021-2022 school year, the CCMR rate increased by 8 percentage points in 2022-2023 to 78%, followed by another 7 percentage point increase in 2023-2024, reaching 85%. This trend indicates a steady growth in the percentage of students achieving college, career, or military readiness, reflecting the school's effective strategies in preparing students for post-secondary success. The consistent year-over-year improvement suggests the school's interventions, programs, or instructional strategies aimed at CCMR are working, potentially due to enhanced academic support, career and technical education (CTE) offerings, or improved guidance and counseling services.

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**Graduation Trends**

<b>Graduation Rate</b>	<b>All Students</b>
Class of 2023, 4 yr	87.7%
Class 2022, 5 yr	93.9%
Class 2021, 6- yr	88.7%
<b>Highest Graduation rate is 93.9%</b>	

Graduation rate has increased from 92.7% to 93.9%



**CLOSING THE GAPS DATA**

Accountability Groups						
	All Students	African American	Hispanic	White	Pacific Islander	High Focus^
<b>Academic Achievement Status</b>						
<b>Reading/Language Arts (RLA)</b>						
2024 % at Meets GL Standard or Above	38%	-	38%	0%	0%	36%
2024 # at Meets GL Standard or Above	485	-	485	0	0	444
2024 Total Tests (Adjusted)	1,288	-	1,285	2	1	1,237
<b>Mathematics</b>						
2024 % at Meets GL Standard or Above	35%	-	36%	0%	0%	35%
2024 # at Meets GL Standard or Above	340	-	340	0	0	322
2024 Total Tests (Adjusted)	958	-	952	5	1	921
<b>Academic Growth Status</b>						
<b>RLA</b>						
2024 Academic Growth Score	65%	-	66%	25%	0%	65%
2024 Growth Points	619.25	-	618.75	0.50	0.00	580.50
2024 Total Tests	946	-	943	2	1	899
<b>Mathematics</b>						
2024 Academic Growth Score	65%	-	66%	63%	0%	65%
2024 Growth Points	496.00	-	494.75	1.25	0.00	475.00
2024 Total Tests	758	-	755	2	1	729
<b>Federal Graduation Rate Status</b>						
2023 % Graduated	84.5%	-	84.3%	100.0%	-	84.0%
2023 # Graduated	142	0	140	2	0	126
2023 Total in Class	168	0	166	2	0	150
<b>Progress in Achieving English Language Proficiency (EB/EL Current)</b>						
2024 TELPAS Progress Rate						40%
2024 TELPAS Progress						351
2024 TELPAS Total						887
<b>Student Success (Student Achievement Domain Score (STAAR Component Only))</b>						
2024 STAAR Component Score	37	-	37	22	0	36

Accountability Groups						
2024 % at Approaches GL Standard or Above	66%	-	66%	56%	0%	65%
2024 % at Meets GL Standard or Above	34%	-	35%	11%	0%	33%
2024 % at Masters GL Standard	10%	-	10%	0%	0%	9%
2024 Total Tests	3,001	-	2,988	9	4	2,878
School Quality (College, Career, and Military Readiness Performance)						
2023 % Students Meeting CCMR	83%	-	83%	50%	-	83%
2023 # Students Meeting CCMR	128	0	127	1	0	115
2023 Total Students	155	0	153	2	0	138
Participation 2023-24						
<b>RLA</b>						
% Participation	100%	-	100%	100%	100%	100%
# Participants	1,417	-	1,412	2	1	1,364
Total Students	1,423	-	1,418	2	1	1,370
<b>Mathematics</b>						
% Participation	100%	-	100%	100%	100%	100%
# Participants	1,016	-	1,007	5	1	977
Total Students	1,020	-	1,011	5	1	981

Additional Groups									
	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	Special Ed (Former)	Non Continuously Enrolled	Highly Mobile	Homeless	Migrant
Academic Achievement Status									
<b>Reading/Language Arts (RLA)</b>									
2024 % at Meets GL Standard or Above	38%	36%	58%	27%	27%	29%	28%	35%	22%
2024 # at Meets GL Standard or Above	485	432	53	212	6	78	31	14	17
2024 Total Tests (Adjusted)	1,288	1,197	91	792	22	267	111	40	77
<b>Mathematics</b>									
2024 % at Meets GL Standard or Above	35%	35%	48%	32%	27%	33%	32%	30%	30%
2024 # at Meets GL Standard or Above	340	308	32	180	6	59	25	9	16
2024 Total Tests (Adjusted)	958	891	67	565	22	180	78	30	53
Academic Growth Status									

Additional Groups									
<b>RLA</b>									
2024 Academic Growth Score	65%	65%	75%	60%	43%	61%	62%	69%	58%
2024 Growth Points	619.25	562.00	57.25	327.75	8.25	106.75	48.50	18.50	30.50
2024 Total Tests	946	870	76	543	19	176	78	27	53
<b>Mathematics</b>									
2024 Academic Growth Score	65%	65%	68%	64%	68%	68%	67%	53%	71%
2024 Growth Points	496.00	459.75	36.25	292.00	13.00	94.50	41.25	11.75	30.00
2024 Total Tests	758	705	53	455	19	138	62	22	42
<b>Federal Graduation Rate Status</b>									
2023 % Graduated	84.5%	84.9%	81.8%	82.1%			88.9%	100.0%	85.7%
2023 # Graduated	142	124	18	55			8	2	6
2023 Total in Class	168	146	22	67			9	2	7
<b>Progress in Achieving English Language Proficiency (EB/EL Current)</b>									
2024 TELPAS Progress Rate				40%					
2024 TELPAS Progress				351					
2024 TELPAS Total				887					
<b>Student Success (Student Achievement Domain Score (STAAR Component Only))</b>									
2024 STAAR Component Score	37	36	47	31	37	32	33	37	30
2024 % at Approaches GL Standard or Above	66%	65%	78%	60%	71%	58%	63%	70%	60%
2024 % at Meets GL Standard or Above	34%	33%	50%	26%	29%	29%	28%	31%	24%
2024 % at Masters GL Standard	10%	10%	14%	6%	11%	9%	8%	9%	6%
2024 Total Tests	3,001	2,786	215	1,776	56	589	246	87	171
<b>School Quality (College, Career, and Military Readiness Performance)</b>									
2023 % Students Meeting CCMR	83%	84%	71%	83%	0%	54%	70%	50%	75%
2023 # Students Meeting CCMR	128	113	15	52	0	13	7	1	6
2023 Total Students	155	134	21	63	4	24	10	2	8
<b>Participation 2023-24</b>									
<b>RLA</b>									
% Participation	100%	100%	100%	99%	100%	99%	100%	100%	100%
# Participants	1,417	1,316	101	902	26	341	117	41	82
Total Students	1,423	1,322	101	908	26	344	117	41	82
<b>Mathematics</b>									
% Participation	100%	100%	99%	100%	100%	98%	99%	100%	98%

Additional Groups									
# Participants	1,016	946	70	609	25	229	80	31	54
Total Students	1,020	949	71	612	25	233	81	31	55

TELPAS

TELPAS Composite Rating by Progress - Students in U.S. Schools Multiple Years for all campuses for 2023 - 2024							
Years in U.S. Schools	Total Students	Students with no Progress		Students Progressing 1 lvl		Students Progressing more than 1 lvl	
		#	% of Total	#	% of Total	#	% of Total
First Year	96	63	65.63%	28	29.17%	5	5.21%
Second Year	114	75	65.79%	36	31.58%	3	2.63%
Third Year	87	66	75.86%	21	24.14%	0	0.00%
Fourth Year	75	56	74.67%	19	25.33%	0	0.00%
Five or More Years	535	419	78.32%	112	20.93%	4	0.75%

Title III, Part A- Language Instruction for English Learners

Guiding Questions	District	FES	ODI	FMS	FHS
EB according to ELlevation	794	234	133	198	227
any students exceeded ELP Growth?	17	6	5	5	1
any students met expected growth?	186	29	54	58	44
any students did not meet expected growth?	343	18	56	118	152
any students need high support in Speaking?	412	173	81	57	102
any students need high support in Writing?	537	186	108	109	135
any students need high support in Listening?	364	144	70	72	78
any students need high support in Reading?	486	183	97	96	110

36% of students in the district are at an intermediate level or below

34% of students showed at least one year's growth on their Composite Score

Students and Teachers

Guiding Questions	FES	ODI	FMS	FHS
What elevation strategies does staff currently use to help students become more active participants in the learning?	Staff was required to complete one of the Elevation modules in the 2022-2023 school year.	At this time, we are not sure of what particular strategies are being used.	At this time, we are not sure of what particular strategies are being used.	At this time, we are not sure of what particular strategies are being used.
How do you use Elevation to address the emergent Bilingual Student needs?	Elevation provides us data for each student, and we are using it to select strategies that support the needs of our students.	We will determine this in PLC with the Dual Language teachers.	We will use Elevation to take a closer look at EB data during PLC's.	Teachers will use Elevation strategies that focus on writing and speaking.
How do you use Elevation for Professional Development purposes? How do we ensure we are able to break down the "check, reflect" components of the modules/activity.	We will focus on Reading and Writing strategies.	We will provide professional development to teachers on Thursdays to train them on resources in Elevation.	Teachers in all core areas will be trained in PLC, through Pathways and Module.	
How do we ensure the campus engage parents of English learners outside of engagement events?	All communication with families is in English and Spanish.	Unsure.	N/A	At this time, nothing specific has been scheduled.

### Parents, Families and Community

Guiding Questions	FES	ODI	FMS	FHS
What strategies does staff currently use to help parents become more active participants in the education of their children?	At this time, nothing specific has been used.	At this time, nothing specific.	Unsure	At this time, nothing specific has been used.
How does the campus promote culturally and linguistically and sustaining practices?	Folklorico and music classes with song selection in both Folklorico/Spanish.	Folklorico, Choir and Guitar song selection in both languages.	Folklorico, Dual Language program	There is nothing specific that has been scheduled.
<b>Engaging Parents:</b> How do school leaders build capacity for teachers to create partnerships with parents?	Unsure	Unsure	Unsure	There needs to be something specific that focuses on partnerships.
How does the campus engage parents of English learners outside of engagement events?	There is nothing specific that has been scheduled.	Assisted in the recruitment of 5th graders for middle school DL program.	Dual Language program meetings, literacy night	There is nothing specific that has been scheduled.
<b>Communities:</b> How do community partners currently support home-school partnerships with parents of English learners and their children?	CIS	CIS	CIS	We have CIS but there is nothing specific that focuses on this particular population.

### Special Education

Coming Soon

**Migrant**

**Comprehensive Needs Assessment CLNA**

2021-2022 Fall Collection	2022-2023 Fall Collection	2023-2024 Fall Collection
Migrant students TOTAL-120	Migrant students TOTAL-101	Migrant Students Total-

Based on the data collected from parents, students, and migrant education program staff the areas of higher need are as follows:

Student Focus Areas	Parent Focus Areas	Staff Focus Areas
<b>Student focus areas:</b> -Learning about paying for/enrolling in college -High school classes needed to graduate -Learning about options after high school -Counseling (high school credits/ graduation) -Counseling about options after high school	<b>Parent focus areas:</b> -Reading and Mathematics Instruction -School Supplies -Tutoring during the day -Before or after school tutoring (parents would rather have before school tutoring) -Educational materials at home (because of transportation issues)	Reading Instruction -Mathematics Instruction -Books/materials/supplies -Program planning/ evaluation -Curriculum and instruction -Identification and recruitment -Reading/literacy strategies

**Student Responsive Supports Data:**

Deliverables	Total	Fabens HS	Fabens MS
Referrals	17	10	7
Assessments	7	2	5
Students in Services	5	2	3

Fabens ISD has partnered with Emergence Heath Network to Fabens school based mental health support services.

**Discipline Data**

2021	2022	2023
9	384	456

### Student Attendance Data

2021	2022	2023
97.6%	91.09%	92.74%

### Student Learning Strengths

-Although the improvement is small but it is consistent for CCMR

-High Performance in Social Studies and Science

-**Mathematics performance** at Fabens ISD is a relative strength, with **68% of students** achieving the **Approaches Grade Level** standard. Additionally, **35% of students** met the **Meets Grade Level** standard, showing a solid foundation in math skills. The district's focus on math instruction is paying off, with consistent growth across multiple grade levels.

-Fabens ISD is making strides in **teacher retention** through the implementation of the **Teacher Incentive Allotment (TIA)**, which rewards and retains high-performing teachers. The district also has initiatives like the **"Grow Your Own" model**, which helps develop local talent pipelines, ensuring that future educators reflect the community's diversity and values. These programs not only address teacher shortages but also maintain a stable and experienced teaching workforce, which is crucial for student achievement.

- Increased partnerships such as Emergence to better serve our students

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** For all tests and subjects the % of students that score at the "meets" or "master" is not significant. **Root Cause:** Students are approaching grade level standards but there is a need to challenge from meets to master grade level

**Problem Statement 2 (Prioritized):** Student Achievement Performance is Below State Expectations **Root Cause:** A need to track student progress and provide targeted interventions

**Problem Statement 3 (Prioritized):** Less than 50% of students have demonstrated one years growth on TELPAS. **Root Cause:** Not all staff members are fully aware of support strategies are being implemented or used with our EB population. More training/ staff development is needed on how to utilize Ellevation software.

**Problem Statement 4:** Discipline data has shown that has been increase in incidents reported/ recorded from 2021 to 2023. **Root Cause:** We are still experiencing the effects that Covid had on our students.

**Problem Statement 5 (Prioritized):** Attendance rate for 2023 is at about 92% which is an increase from 2022 but it is still low. **Root Cause:** Absences continue to be an issue.



**Problem Statement 6 (Prioritized):** Although the district has seen consistent improvements in CCMR, rising from 70% in 2021-2022 to 85% in 2023-2024, there is still a need to push for further progress to ensure all students are adequately prepared for post-secondary success **Root Cause:** expanding CTE, Early College, and T-STEM programs, advising

**Problem Statement 7:** Closing the Gaps Performance Needs Improvement **Root Cause:** struggling to address disparities in performance across student groups

# District Processes & Programs

## District Processes & Programs Summary

### Fabens ISD: Innovation and Support for Student Success

Fabens Independent School District (FISD) is a **district of innovation** offering **one-to-one devices** (Chromebooks) for all students. The district is **open enrollment** and provides **universal pre-kindergarten**. The academic success of FISD students is supported by highly qualified staff, innovative curriculum methods, the implementation of a comprehensive school counseling program, and a commitment to **fiscal transparency**.

### Curriculum and Instruction Assessment Processes:

- **TEKS Resource System**, Houghton Mifflin Harcourt, and McGraw-Hill resources
- **Lead4ward Accountability Connect** and instructional resources
- **Ondatasuite** for student data
- **DMAC Solutions** and **Eduphoria** for assessment and analysis
- **Renaissance 360** for assessments and lesson planning
- **MClass Amplify** for early literacy assessment
- **T-STEM and P-TECH** curriculum support through Region 19
- **Social-Emotional Learning (SEL)** curriculum at all levels

Due to the pandemic, teaching has shifted significantly, with platforms like **Google Classroom** becoming standard for instruction delivery. However, without a dedicated instructional technology specialist, this transition has been challenging for some teachers. FISD recognizes the importance of **virtual and remote learning** coupled with **data analytics** in preparing students for post-secondary education and the workforce. The district continues to research effective online teaching methods to further enhance instructional delivery.

### Comprehensive School Counseling Program:

Fabens ISD is aware of the **social, emotional, and mental health** needs of its students. The district's counseling program aligns with **Title IV** requirements and the **Texas Model for Comprehensive School Counseling Programs**. Counselors, in collaboration with Communities in Schools Coordinators, ensure that counseling services and curriculum are available both during and after school hours for students and parents. The counseling program addresses:

- **Guidance curriculum**: Helping students develop their educational potential, interests, and career objectives.
- **Responsive services**: Intervening on behalf of students facing personal concerns that impact their academic, personal, or social development.
- **Individual planning**: Assisting students in managing their educational, career, and personal development.
- **System support**: Supporting teachers, staff, parents, and the community in promoting student growth.

**Guidance Curriculum** (Pre-K to 12th grade) focuses on the following areas:

- **Interpersonal Effectiveness**
- **Post-Secondary Education and Career Readiness**
- **Personal Health and Safety**

### Social-Emotional Learning (SEL) Skills:

The SEL program focuses on five main areas:

1. **Self-awareness**
2. **Self-management**
3. **Social awareness**
4. **Relationship skills**

## 5. Responsible decision-making

### Counseling Services:

The district offers a range of counseling services:

- **Responsive Services:** Immediate support for students dealing with life-changing events, such as family issues or grief.
- **Preventive Services:** Counseling to support students before issues become problematic.
- **Remedial Services:** Interventions to help students resolve issues and make positive choices.
- **Crisis Services:** Critical intervention in response to severe incidents, ensuring the safety and well-being of students.

### System Support and Multi-Tiered Systems of Support (MTSS):

System support includes indirect services, such as consulting with teachers and parents, managing the counseling program, and using **Multi-Tiered Systems of Support (MTSS)**. MTSS includes:

- **Tier 1:** Universal programs for all students, such as PBIS, guidance curriculum, and school-wide events.
- **Tier 2:** Targeted interventions for students needing additional support based on data-driven identification.
- **Tier 3:** Intensive interventions for students in crisis or needing emergency services.

### Bilingual Education Program:

The mission of FISD's **Bilingual and ESL programs** is to provide students with opportunities to become bilingual and biliterate, preparing them as global learners. The district implements a **One-Way Dual Language 50/50 Bilingual Program** for grades K-5, which is expanding to middle school in 2023-2024. English learners in grades 6-12 are served through an **ESL Pull-Out Model**, with progress monitored by campus **Language Proficiency Assessment Committees (LPACs)**.

### Gifted and Talented Program:

Fabens ISD offers a **Gifted and Talented (GT) program** for students in grades K-12. GT students in elementary are grouped together weekly, while secondary students are encouraged to participate in advanced coursework, such as Pre-AP, AP, and Dual Credit classes.

### Migrant Education Program:

The **Migrant Education Program** serves **101 students**, providing additional support through grade monitoring, home visits, and enrichment programs like summer camps and workshops. The program helps close the educational gap for migrant students but faces challenges such as transportation and internet access. To support families better, the program is advocating for resources like a reliable vehicle to help transport families to community resources.

### Parent Advisory Council (PAC):

The **Parent Advisory Council** holds meetings for migrant families, providing crucial information and resources. These meetings help families navigate the school system, understand graduation requirements, and access community resources.

## District Processes & Programs Strengths

The district is committed to addressing students' post-pandemic needs, with a focus on supporting their **mental, social, and emotional well-being**. This has become a **shared responsibility** among all stakeholders in the learning community. Fabens ISD is a **one-to-one device district**, providing every student with a device to support learning. Additionally, the district has shown **notable improvement in financial integrity**.

The district has fully trained staff and implemented the **Texas School Counselor Evaluation System**, using the **Effective Advising Framework** to assess and enhance its counseling program. To further support **Social and Emotional Learning (SEL)**, the district has adopted the **Leader in Me** curriculum, which engages all stakeholders, including parents. A **tiered support system** is in place, and Fabens ISD has partnered with **Emergency Healthcare Network** to provide on-site mental health services.

Additionally, the district has expanded its **Dual Language Program** to the secondary level, further enhancing language development opportunities for students.

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

**Problem Statement 1 (Prioritized):** There continues to be a lack of access to internet for all students and hot spots are not readily available. **Root Cause:** Internet is not available in all areas of the community and the district needs a system of inventory and funding equipment.

**Problem Statement 2 (Prioritized):** Lack of extra-curricular activities for students and parents to engage in together. **Root Cause:** The need of funding and communication with parents regarding needs

**Problem Statement 3 (Prioritized):** While the district's counseling program has implemented comprehensive services across the Responsive, Preventive, and Crisis levels, a systematic review of the effectiveness and reach of these services may be needed. This includes ensuring counselors have the necessary resources and time to implement multi-tiered support systems (MTSS) effectively, particularly as students face increased mental he **Root Cause:** MTSS has traditionally targeted academics and not mental health

# Perceptions

## Perceptions Summary

We are at the end of ESSER and the district will be using historical perception data to make adjustments as needed now that funding is not available.

The **COVID-19 pandemic** introduced significant challenges and adjustments for the entire Fabens ISD community. To better understand these challenges and address the most impactful concerns, Fabens ISD conducted an **Elementary and Secondary School Relief Fund (ESSER III)** survey, gathering feedback from **280 participants**. The survey highlighted several key themes:

1. **Social, Emotional, and Academic Needs of Students:** Participants emphasized the importance of addressing both the academic and emotional well-being of students, underscoring the need for resources that support mental health and emotional growth.
2. **Student and Parent Engagement:** Engagement between students, parents, and the school community was seen as a priority, with the need for stronger connections to help students thrive in a post-pandemic environment.
3. **Physical Space and Upgraded Facilities:** Concerns were raised about the physical environment, including facility repairs and upgrades aimed at reducing virus transmission and ensuring a safe learning environment.
4. **Technology (Devices and Connectivity):** Participants noted the importance of having reliable technology, including devices and internet connectivity, to support remote learning and classroom integration.
5. **Well-Supported Teachers:** Teachers need more support to navigate the post-pandemic educational landscape, including access to up-to-date technology and adequate resources to reduce class sizes and improve instructional quality.

In collaboration with the **Wildcat Community**, Fabens ISD developed a plan to allocate federal stimulus funds (**ESSER III and ESSER II**) to address these concerns. The following initiatives were prioritized:

- **Social Emotional Learning (SEL):** Implementing SEL programs such as **Rethink Ed** and the **Leader in Me**.
- **Community in Schools Coordinators:** Hiring coordinators at each campus to assist with truancy, parent-teacher communication, and SEL curriculum.
- **Technology Upgrades:** Enhancing classroom technology, including **Promethean Boards** and **Front Row Systems** with cameras, microphones, and speakers to improve teaching and learning.
- **Teacher Laptops:** Providing new **Dell laptops** for teachers to support instructional delivery.
- **Class Size Reduction:** Hiring additional teachers to create smaller class sizes, improving student engagement and learning outcomes.
- **Video Walls:** Installing video walls for community presentations and interventions during physical education.
- **Credit Recovery Software:** Purchasing **Edgenuity** to support students in need of credit recovery.
- **Air Purifiers and AC Unit Upgrades:** Installing air purifiers and upgrading AC units to improve air quality and reduce virus transmission.
- **Retention Stipends:** Offering stipends to retain district employees and ensure staff stability.
- **Teacher Aides and Tutors:** Adding teacher aides and tutors to provide additional instructional support.

## Ensuring District Safety

In light of growing concerns about **school safety**, particularly after the Uvalde tragedy, **Fabens ISD** remains steadfast in its commitment to putting **student safety first**. The district has implemented several protocols and is working on additional safety measures.

The **Director of Technology and Security** is spearheading efforts to enhance district-wide safety by leveraging technology. His team is replacing and upgrading analog cameras at all secondary campuses with **new IP high-resolution artificial intelligence cameras**, and **doubling the camera count** to expand coverage.

The district's **Front Row system**, an investment made using **ESSER III funds** in the summer of 2021, is being deployed in classrooms but is not yet fully operational.

Fabens ISD currently uses the **Raptor emergency management software** for data tracking and security purposes. In addition, **active shooter training** is scheduled for staff during in-service training at one of the secondary schools upon teachers' return.

**Access control systems** are in place at each campus to regulate who can enter and when. Staff members are being trained to ensure all other doors remain secured at all times. The district is also updating all campus doors with a **keyway system** that limits the issuance of traditional keys. **New alarm codes** have been issued to security personnel, further restricting access to authorized users only.

The Director of Technology and Security is also ensuring that all **safety drills and protocols** are up to date.

### Parent and Family Engagement Survey Data

The district recently conducted a **Parent and Family Engagement Survey** to gather feedback from parents regarding involvement in their children's education. The results showed:

- **76.12%** of parents feel their child's school provides opportunities for them to share feedback and ideas regarding the school's parental involvement program and activities.
- **44.78%** of parents reported they did **not attend** a meeting this school year where the goals and activities of the **Title I program** were discussed.
- **19%** of parents indicated they were **unsure what the Title I program** is.
- **24% of parents** felt they received timely communication from their child's school counselor regarding concerns.

In the past year, parent participation in the development or review of the following was recorded:

- **Parent policy:** 57% of parents participated.
- **Use of Parental Involvement Funds:** 14.29% of parents participated.
- **School Improvement Plan:** 28.57% of parents participated.

Implementation of Watch DOGS program to recruit more dads into our district.

### Perceptions Strengths

-The district has prioritized **Social-Emotional Learning (SEL)** by implementing comprehensive programs like **Rethink Ed** and **Leader in Me**, addressing the well-being and emotional growth of students. This focus has helped Fabens ISD meet the rising social-emotional needs of students, which were heightened during the pandemic.

-, demonstrating a strong commitment to **parent and family engagement**. Additionally, the implementation of the **Watch DOGS program** has enhanced efforts to engage fathers in the educational process.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parents and community members may see barriers to meaningful involvement in schools and the district. **Root Cause:** We have not provided enough choices of ways to get involved that are safe, welcoming and attractive to the community.

**Problem Statement 2 (Prioritized):** There is a need for community volunteers, in particular Fathers **Root Cause:** Member of the community are not aware of the steps and procedures of how to become involved .

**Problem Statement 3 (Prioritized):** The need for data surveys past safety . Others are needed to assess the full picture of the district. **Root Cause:** Fabens ISD did not offer climate surveys throughout the schools year.

# Priority Problem Statements

**Problem Statement 1:** The student enrollment for Fabens ISD is still at a decline.

**Root Cause 1:** We are competing with several neighboring districts and charter schools.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Parents and community members may see barriers to meaningful involvement in schools and the district.

**Root Cause 2:** We have not provided enough choices of ways to get involved that are safe, welcoming and attractive to the community.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** There is a need for community volunteers, in particular Fathers

**Root Cause 3:** Member of the community are not aware of the steps and procedures of how to become involved .

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** The need for data surveys past safety . Others are needed to assess the full picture of the district.

**Root Cause 4:** Fabens ISD did not offer climate surveys throughout the schools year.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** The district is predominantly Economically Disadvantaged along with other at-risk indicators.

**Root Cause 5:** Students are first generation and parents do not have a higher education degree that allows for them to seek opportunities to improve their quality of life.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** There continues to be a lack of access to internet for all students and hot spots are not readily available.

**Root Cause 6:** Internet is not available in all areas of the community and the district needs a system of inventory and funding equipment.

**Problem Statement 6 Areas:** District Processes & Programs

**Problem Statement 7:** For all tests and subjects the % of students that score at the "meets" or "master" is not significant.

**Root Cause 7:** Students are approaching grade level standards but there is a need to challenge from meets to master grade level

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** Less than 50% of students have demonstrated one years growth on TELPAS.

**Root Cause 8:** Not all staff members are fully aware of support strategies are being implemented or used with our EB population. More training/ staff development is needed on how

to utilize Ellevation software.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Attendance rate for 2023 is at about 92% which is an increase from 2022 but it is still low.

**Root Cause 9:** Absences continue to be an issue.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** Although the district has seen consistent improvements in CCMR, rising from 70% in 2021-2022 to 85% in 2023-2024, there is still a need to push for further progress to ensure all students are adequately prepared for post-secondary success

**Root Cause 10:** expanding CTE, Early College, and T-STEM programs, advising

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Supporting Special Populations

**Root Cause 11:** With 15.67% of students in special education, 22.17% in ESL programs, and 4.61% classified as migrant, There is a need to provide differentiated instruction and it is not always feasible due to access and appropriate resources.

**Problem Statement 11 Areas:** Demographics

**Problem Statement 12:** Over half the student population is identified as Emergent Bilingual.

**Root Cause 12:** Children are first generation, and the students are the ones who are translating for the adults (parents).

**Problem Statement 12 Areas:** Demographics

**Problem Statement 13:** Student Achievement Performance is Below State Expectations

**Root Cause 13:** A need to track student progress and provide targeted interventions

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** Lack of extra-curricular activities for students and parents to engage in together.

**Root Cause 14:** The need of funding and communication with parents regarding needs

**Problem Statement 14 Areas:** District Processes & Programs

**Problem Statement 15:** While the district's counseling program has implemented comprehensive services across the Responsive, Preventive, and Crisis levels, a systematic review of the effectiveness and reach of these services may be needed. This includes ensuring counselors have the necessary resources and time to implement multi-tiered support systems (MTSS) effectively, particularly as students face increased mental health

**Root Cause 15:** MTSS has traditionally targeted academics and not mental health

**Problem Statement 15 Areas:** District Processes & Programs



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

## Student Data: Assessments





- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data

# Goals

**Goal 1:** The district will provide a safe and orderly school climate, conducive to learning.

**Performance Objective 1:** By the end of the 2024-2025 school year, Fabens ISD will reduce the number of mental health referrals by 25%, from 53 to 39, and student well-being by developing a Multi tiered mental health support system

**Evaluation Data Sources:** Referral Data , Reports

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Use RethinkEd , Reports from Transact, Emergence and CIS to track referrals Provide training to at-risk coordinator, counseling team, social worker, CIS, on incorporating MTSS for mental health along with academics</p> <p><b>Strategy's Expected Result/Impact:</b> Students mental health needs are met and as a result we will see academic improvements</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Leadership</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 3</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





## Performance Objective 1 Problem Statements:

District Processes & Programs
<p><b>Problem Statement 3:</b> While the district's counseling program has implemented comprehensive services across the Responsive, Preventive, and Crisis levels, a systematic review of the effectiveness and reach of these services may be needed. This includes ensuring counselors have the necessary resources and time to implement multi-tiered support systems (MTSS) effectively, particularly as students face increased mental he <b>Root Cause:</b> MTSS has traditionally targeted academics and not mental health</p>

**Goal 1:** The district will provide a safe and orderly school climate, conducive to learning.

**Performance Objective 2:** By May 2025, Fabens ISD will increase mental health screenings from 31% of the student body to 50%, with an emphasis on identifying at-risk students .

**Evaluation Data Sources:** SHAPE ASSESSMENT, RETHINK ED assessment data.





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Utilize Rethink Ed screenings Screenings with the support of Emergence</p> <p><b>Strategy's Expected Result/Impact:</b> increase in Student well being</p> <p><b>Staff Responsible for Monitoring:</b> At-Risk coordinator, MTSS teams, counselors and administrators</p> <p><b>Funding Sources:</b> - 289 Title IV, Part A-SSAEP - 289.31.6397.00.999.30</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1:** The district will provide a safe and orderly school climate, conducive to learning.

**Performance Objective 3:** Throughout the 2024-2025 school year, the district will increase parent perception data regarding school counselor communication about their child's progress and concerns, aiming to raise the percentage of parents reporting 'always' receiving communication from 24% to 60%, a 20 percentage point increase.

**Evaluation Data Sources:** Texas School Counselor Evaluation and Support System Rubric (T-SCESS)

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide a Comprehensive Guidance Plan to include:</p> <ul style="list-style-type: none"> <li>-At Glance of all Activities</li> <li>-Social Emotional Learning</li> <li>-Character Education</li> <li>-Self Esteem</li> <li>-Decision Making</li> <li>-Private and Group Counseling</li> <li>-Scholarship acquisition</li> <li>-Testing and Career Awareness</li> <li>-Migrant Education Parent Academy to support the Whole Child: A Word of Possibilities Parent Academy.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Improved School Climate, and the overall development of mental, social and academic success of our students.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Teachers, Directors, Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 289 Title IV, Part A-SSAEP</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> The school counselors will collect data on all school counseling program activities and use it to drive changes to the counseling program.</p> <p><b>Strategy's Expected Result/Impact:</b> Student needs are addressed</p> <p><b>Title I:</b> 2.6</p>	Formative		Summative
	Nov	Feb	May





Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Implement an SEL curriculum at all grades levels that can be counselor led as well as teacher led. All campuses and stakeholders will utilize the Leader in Me curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved School Climate, and the overall development of mental, social and academic success of our students.</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - 282 ESSER III</p>	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> counselors and campus leaders will be trained on suicide prevention, grief informed and trauma informed care practices.</p> <p><b>Strategy's Expected Result/Impact:</b> The sustainability of an effective Multi-hazard Emergency Operations Plan.</p> <p><b>Funding Sources:</b> - 289 Title IV, Part A-SSAEP</p>	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Migrant Education Parent Academy to support the Whole Child: A Word of Possibilities Parent Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Migrant Parent Awareness on Social Emotional Learning, College Career Readiness</p> <p><b>Staff Responsible for Monitoring:</b> Director Federal Program, Migrant Specialist, District Social Worker</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 212 Title I, Part C – Migrant</p>	Formative		Summative
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** The district will provide a safe and orderly school climate, conducive to learning.

**Performance Objective 4:** By June 2025, the year-to-date count of discipline referrals will decrease by 20% or more, reducing the number of student misconduct incidents from 138 to below 111.

**Evaluation Data Sources:** Discipline Reports and Climate Surveys





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Sustain discipline management plans by implementing alternatives to removing students from classrooms. Ensure administrators and teachers are visible in hallways, before and after school, during lunch, and during class transitions. Maintain consistent enforcement of the student code of conduct and provide non-violent crisis prevention intervention (CPI) training. Promote and reward positive student behavior through newsletters, end-of-year awards programs, incentives, and involvement in clubs, community service, and PBIS initiatives. Encourage student voice through programs like Wildcat Speak Up</p> <p><b>Strategy's Expected Result/Impact:</b> Sustainability of a Discipline Plan and Improvement of Student Climate,; Decrease in discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership, Teachers, and Counselors</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 289 Title IV, Part A-SSAEP</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Utilize Positive Behavior Intervention and Support (PBIS) Campus and District Teams and continue to use a rewards program to promote a positive and respectful student culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive student behavior</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors and Faculty</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Funding Sources:</b> - 289 Title IV, Part A-SSAEP</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Assistant Principals will continue to meet and collaborate to share ideas and receive professional development related to discipline from district leads during these sessions</p> <p><b>Strategy's Expected Result/Impact:</b> Consistency on the way student discipline issues are addressed.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent and Superintendent</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 199 General Fund</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Utilize independent activities from RethinkEd to help support discipline related issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased emotional health awareness and increased family involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Communities in Schools Coordinators, District Social Worker, Counselors</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - 199 General Fund, - 211 Title I, Part A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 1:** The district will provide a safe and orderly school climate, conducive to learning.

**Performance Objective 5:** By June 2025, the district aims to reduce incidents of drug use or possession by 25%, decreasing from 32 incidents in 2024 to 24 or fewer.

**Evaluation Data Sources:** Well Informed faculty, staff and students who are prepared to respond to an emergency.





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Continue drug-free curriculum and reduce campus drug offenses: Red Ribbon Week; Staff development; Community In Schools Presentations.</p> <p><b>Strategy's Expected Result/Impact:</b> Drug, Tobacco and Alcohol awareness and reduction of incidents related to drug offenses</p> <p><b>Funding Sources:</b> - 199 General Fund, Red Ribbons and Other Promotional Items - 289 Title IV, Part A-SSAEP</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Continue to provide crisis intervention training to counselors, community in school coordinators, district social worker</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have the skills to handle immediate crisis situations involving students who may be using or in possession of drugs.</p> <p><b>Staff Responsible for Monitoring:</b> District Leadership</p> <p><b>Funding Sources:</b> - 199 General Fund</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			



**Goal 1:** The district will provide a safe and orderly school climate, conducive to learning.

**Performance Objective 6:** Throughout the 2024-2025 school year, the district will monitor special education discipline referrals and aim to reduce incidents by 50%, decreasing from 92 referrals to 46

**Evaluation Data Sources:** Discipline Data for Special Education





Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Analyze referral data by 9 weeks and ensure students are part of the MTSS process.	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> increase collaboration between special education and general education collaboration to ensure accommodations and modifications are consistently applied to reduce behavior incidents	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.

**Performance Objective 1:** By June 2025, 242 students will show progress in STAAR ELA/Reading, Math, Science, and Social Studies, increasing the percentage of students meeting grade-level expectations by 8 percentage points, from the current 34% to 42%.

**Evaluation Data Sources:** STAAR, TELPAS and EOC data, Common Assessments, Formative Walkthroughs

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Analyze STAAR/EOC data in ELA/Reading, Math., Science, Social Studies for all students and subgroups and prepares students for state assessments in these subjects based on the STAAR/EOC blueprint and areas identified in needs assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of student growth through writing portfolios, walk through, lesson plans and benchmark/unit tests</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Curriculum Directors and Campus Leadership</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Implement impact tutoring programs (intersession, summer school, HB4545) to provide intervention support.</p> <p><b>Strategy's Expected Result/Impact:</b> Mastery of content</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Curriculum Directors and Campus Leadership</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Teachers/Tutoring - 211 Title I, Part A , - 199 General Fund</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Continue to provide high quality materials for tier one instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students on grade level</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Curriculum Directors and Campus Leadership</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 199 General Fund</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Continue with leveled intervention activities for English Language Arts (Secondary) using No Red Ink by pairing interactive skill-building exercises with lightweight writing prompts and scaffolded essays that build writing fluency.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance in STAAR EOC English I and English II</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director and Campus Leadership</p> <p><b>Problem Statements:</b> Student Learning 1, 3</p> <p><b>Funding Sources:</b> - 199 General Fund</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Implement student data trackers across all tested grade levels</p> <p><b>Strategy's Expected Result/Impact:</b> Students take ownership of their learning and are conditioned to see progress as a positive</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 1:</b> For all tests and subjects the % of students that score at the "meets" or "master" is not significant. <b>Root Cause:</b> Students are approaching grade level standards but there is a need to challenge from meets to master grade level</p> <p><b>Problem Statement 2:</b> Student Achievement Performance is Below State Expectations <b>Root Cause:</b> A need to track student progress and provide targeted interventions</p> <p><b>Problem Statement 3:</b> Less than 50% of students have demonstrated one years growth on TELPAS. <b>Root Cause:</b> Not all staff members are fully aware of support strategies are being implemented or used with our EB population. More training/ staff development is needed on how to utilize Ellevation software.</p>

**Goal 2:** The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.

**Performance Objective 2:** By the end of the 2024-25 academic year, the number of EB/EL (Current) students meeting grade-level standards will increase by 8 percentage points, from 221 to 277 students in Reading/Language Arts (RLA) and from 180 to 226 students in Mathematics

**Evaluation Data Sources:** Common Assessments, District BOY and EOY assessments, Renaissance Assessments, STAAR/EOC

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Data meetings after modules and benchmark testing to train teachers on growth measures for Reading and Math.  <b>Strategy's Expected Result/Impact:</b> Increase in Math/Reading student growth, increased teacher collaboration, vertical alignment  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Curriculum Directors and Campus Leadership</p> <p><b>Title I:</b> 2.4, 2.6  <b>Problem Statements:</b> Demographics 2 - Student Learning 3</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Implementation of Go-Math curriculum and strategies for grades 6-8.  <b>Strategy's Expected Result/Impact:</b> Student growth  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Curriculum Directors and Campus Leadership</p> <p><b>Title I:</b> 2.4, 2.6, 4.1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Create Student Profiles to document the growth and strategies/interventions for each student  <b>Strategy's Expected Result/Impact:</b> Student Growth in Math  <b>Staff Responsible for Monitoring:</b> Campus and District Leadership</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Cross Reference Language Proficiency to make best practice decisions on supports for testing, instruction, and accommodations.  <b>Strategy's Expected Result/Impact:</b> Focused individualized support for special populations  <b>Staff Responsible for Monitoring:</b> Principals, Program Directors</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Implement leveled intervention activities using No Red Ink by pairing interactive skill-building exercises with lightweight writing prompts and scaffolded essays that build writing fluency. <b>Strategy's Expected Result/Impact:</b> Improved student performance in STAAR Reading <b>Staff Responsible for Monitoring:</b> Curriculum Director and Campus Leadership	Formative		Summative
	Nov	Feb	May
Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Continue the use of the TEKS resource system for all subjects and grades <b>Strategy's Expected Result/Impact:</b> instruction aligned to state assessments <b>Staff Responsible for Monitoring:</b> program directors and campus principals  <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> - 199 General Fund	Formative		Summative
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**





Demographics
<b>Problem Statement 2:</b> Over half the student population is identified as Emergent Bilingual. <b>Root Cause:</b> Children are first generation, and the students are the ones who are translating for the adults (parents).
Student Learning
<b>Problem Statement 1:</b> For all tests and subjects the % of students that score at the "meets" or "master" is not significant. <b>Root Cause:</b> Students are approaching grade level standards but there is a need to challenge from meets to master grade level <b>Problem Statement 2:</b> Student Achievement Performance is Below State Expectations <b>Root Cause:</b> A need to track student progress and provide targeted interventions <b>Problem Statement 3:</b> Less than 50% of students have demonstrated one years growth on TELPAS. <b>Root Cause:</b> Not all staff members are fully aware of support strategies are being implemented or used with our EB population. More training/ staff development is needed on how to utilize Ellevation software.

**Goal 2:** The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.

**Performance Objective 3:** By June 2025, at least 40% of long-term English learners (those with 5+ years in the U.S.) will improve their TELPAS composite score by one or more performance levels

**Evaluation Data Sources:** State assessment data, benchmarks, walk-throughs.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Incorporate reading and writing activities across all curriculum core content areas.  <b>Strategy's Expected Result/Impact:</b> Effective instruction  <b>Staff Responsible for Monitoring:</b> Curriculum Director and Campus Leadership</p> <p><b>Title I:</b>                      2.4, 2.6                      - Results Driven Accountability</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide Sheltered Instruction Training to assist with LEP student growth and instruction scaffolding in all subjects and potential GT classification.  <b>Strategy's Expected Result/Impact:</b> Higher percentage of LEP students making growth in STAAR and TELPAS, and GT LEP students  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Curriculum Director, and Campus Leadership</p> <p><b>Title I:</b>                      2.4, 2.6                      - Results Driven Accountability</p> <p><b>Funding Sources:</b> - 263 Title III, Part A EL/Immigrant</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>





Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Implement and expand a dual language bi literacy program (k-6th) that challenges students to rigorous instruction and leads to stronger critical thinking skills and a bi literacy seal.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of LEP student achievement in all state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Curriculum Director, and Campus Leadership</p> <p><b>Title I:</b> 2.4, 2.6 - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - 199 General Fund</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.

**Performance Objective 4:** By August 2025, the percentage of graduates meeting CCMR criteria will increase by 10 percentage points, from the current rate of 85% to 95%

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> The college advisor will use the CCMR tracker and CCMR verifier to ensure all students earn a CCMR point.  <b>Strategy's Expected Result/Impact:</b> Increase of CCMR percentage and accuracy of data  <b>Staff Responsible for Monitoring:</b> Counselors, College Advisor and Campus Leadership</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> - 199 College, Career, and Military (CCMR)</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Counselors and Communities in Schools will provide presentations to parents regarding high school graduation plans, programs offered and the high school and procedures for college admission and military enlistment.  <b>Strategy's Expected Result/Impact:</b> Increase in CCMR points and graduation rate  <b>Staff Responsible for Monitoring:</b> Counselors, College Advisor, Communities in Schools, and Campus Leadership</p> <p><b>Funding Sources:</b> - 199 General Fund</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> The Migrant Education Program will develop a tracking system to ensure students are making progress towards graduation and work with parents to keep them informed of graduation plans and requirements.  <b>Strategy's Expected Result/Impact:</b> Increase in MEP graduation rate.  <b>Staff Responsible for Monitoring:</b> MEP staff</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 212 Title I, Part C – Migrant</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>



Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Secondary Counselors will attend mandatory CTE training that is aligned to the effective advising framework. <b>Strategy's Expected Result/Impact:</b> Increase in Industry Based Certifications and CTE course completion <b>Staff Responsible for Monitoring:</b> Campus and District Leadership  <b>Funding Sources:</b> - 199 College, Career, and Military (CCMR)	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Increase student awareness of different College Career Readiness School Models: PTECH, Early College, programs of study and endorsements. -Presentations -Campus and College Visits -Stem Fiesta -Girls who Code  <b>Strategy's Expected Result/Impact:</b> Increase in CCMR score and Increase in Industry Based Certifications <b>Staff Responsible for Monitoring:</b> District and Campus Leadership  <b>Funding Sources:</b> - 244 Perkins Career & Technical Ed (CTE) , - 199 State Career & Technical Ed (CTE), - 199 College, Career, and Military (CCMR)	Formative		Summative
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Performance Objective 4 Problem Statements:**

Student Learning
<b>Problem Statement 6:</b> Although the district has seen consistent improvements in CCMR, rising from 70% in 2021-2022 to 85% in 2023-2024, there is still a need to push for further progress to ensure all students are adequately prepared for post-secondary success <b>Root Cause:</b> expanding CTE, Early College, and T-STEM programs, advising

**Goal 2:** The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.





**Performance Objective 5:** By June 2026, the on cohort four-year graduation rate is projected to increase by 6 percentage points, rising from the 2023 rate of 87.7% to 94%

**Evaluation Data Sources:** CCMR, TAPR

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Utilize a tracking system to provide early intervention and loss of credit tutoring to include credit by exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of graduates</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leadership</p> <p><b>Funding Sources:</b> - 199 General Fund</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Implement and utilize a district drop recovery plan</p> <p><b>Strategy's Expected Result/Impact:</b> students on track for graduation</p> <p><b>Staff Responsible for Monitoring:</b> elementary director, principals</p> <p><b>Funding Sources:</b> - 199 General Fund</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.





**Performance Objective 6:** The student attendance rate for the district will increase from 91 % in 2022 to 95% by June 2023.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Student Attendance Task Force by Campus <b>Strategy's Expected Result/Impact:</b> Immediate Identification of Students who have attendance issues <b>Staff Responsible for Monitoring:</b> Campus and District Leadership	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			

**Goal 3:** The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

**Performance Objective 1:** Throughout the 2024-2025 academic year, the district will collaborate with the University of Texas at El Paso and Region 19 to recruit and develop highly qualified teachers, with the goal of reducing teacher and paraprofessional vacancies by 50%, from 6 to 3, by the start of the next school year.





**Evaluation Data Sources:** Teacher vacancy reports

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Collaborate with the Miner teacher mentorship Program and new teacher center at UTEP <b>Strategy's Expected Result/Impact:</b> Recruit highly qualified teachers <b>Staff Responsible for Monitoring:</b> Human Resources director and campus leadership  <b>Title I:</b> 2.6	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> The district will sustain a Grow Your Own Model by collapsing one teacher vacancy to sustain resident or paraprofessional support <b>Strategy's Expected Result/Impact:</b> Increase in Teacher Pool/ Less Vacancies. <b>Staff Responsible for Monitoring:</b> District Leadership	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> The District will collaborate with US Prep and UTEP to implement a teacher resident and mentor coaching model. Teacher <b>Strategy's Expected Result/Impact:</b> Support Teacher	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                     </div> <div style="text-align: center;">  Accomplished                     </div> <div style="text-align: center;">  Continue/Modify                     </div> <div style="text-align: center;">  Discontinue                     </div> </div>			

**Goal 3:** The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

**Performance Objective 2:** Throughout the 2024-2025 school year, the district will maintain the Teacher Incentive Allotment program and increase the number of designated teachers by 10% of its current number of





**Evaluation Data Sources:** TIA evaluation tool, # of teachers

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Cohort D-E of the TIA is supported by completing T-Tess calibration activities and staying informed through out District Webpage.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in funding and the number of teachers qualifying for TIA</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent and Curriculum Director</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Assisting and mentoring teachers through the National Board Certification Application Process.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in funding and teachers qualifying for TIA</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Assistant Superintendent and Curriculum Directors</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
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**Goal 3:** The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

**Performance Objective 3:** By June 2025, the district will reduce the number of non-bilingual certified teachers serving elementary students from 3 to 0.





**Evaluation Data Sources:** certifications

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide study materials and resources for teachers pursuing bilingual certification. Implement a reimbursement initiative to reduce financial barriers for those taking the bilingual certification test.</p> <p><b>Strategy's Expected Result/Impact:</b> Certification</p> <p><b>Staff Responsible for Monitoring:</b> campus principals</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Deliver training sessions led by bilingual experts using various modalities, including instructional coaching and peer coaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in bilingual certifications</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, HR Director, and Asst Superintendent</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
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**Goal 3:** The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

**Performance Objective 4:** Throughout the 2024-2025 school year, the district will provide relevant and effective professional development to increase the percentage of teachers scoring at the accomplished level in Domain 4 of T-TESS from a domain average of 29.8% to 40%.

**Evaluation Data Sources:** Strive Eduphoria, teacher surveys

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> offer more target professional development for teachers <b>Strategy's Expected Result/Impact:</b> an increase in domain 4 and the teaching quality of the teacher <b>Staff Responsible for Monitoring:</b> Campus Principal, HR, Asst Superintendent of Curriculum and Instruction  <b>Funding Sources:</b> - 255 Title II, Part A	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> T-TESS post-conference meetings to facilitate meaningful discussions between teachers and appraisers, focusing on strategies to improve in areas aligned with Domain 4. <b>Strategy's Expected Result/Impact:</b> Increased involvement from teachers <b>Staff Responsible for Monitoring:</b> Campus Principal, HR, and Assistant Superintendent	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 4:** The district will build strong partnerships with parents, community and business members to promote a shared responsibility for student learning.

**Performance Objective 1:** Throughout the school year, the district will recruit fathers to join the WATCH D.O.G.S. program, increasing by 100% from 10 to 20 dads, with the goal of having 5 dads involved at each campus.

**Evaluation Data Sources:** Community surveys, data on the number of parent volunteers by campus

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Kickoff tailgate and events throughout the year to recruit dads  <b>Strategy's Expected Result/Impact:</b> Increased parental involvement  <b>Staff Responsible for Monitoring:</b> Director of Federal Programs, Principals, Communities in Schools</p> <p><b>Title I:</b> 4.1, 4.2  <b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Implement Monthly District Parent Meetings led by Community and Schools Coordinators to address and inform parents of the following                      -Mental Health                      -Cyberbullying                      -Academics                      -Post-Secondary Education                      -Drug Awareness  <b>Strategy's Expected Result/Impact:</b> Increased interaction between students, parents and schools  <b>Staff Responsible for Monitoring:</b> Director of Federal Programs, Principals, CIS coordinators</p> <p><b>Title I:</b> 4.1, 4.2  <b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>







Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> The Migrant Education Program will collaborate with the Migrant Parent Advisory Council to update eligible families on school initiatives and resources for academic, social emotional and financial support.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing the Gaps Domain 3</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs and MEP staff</p> <p><b>Funding Sources:</b> - 212 Title I, Part C – Migrant</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** The district will build strong partnerships with parents, community and business members to promote a shared responsibility for student learning.

**Performance Objective 2:** The number of parent volunteers





**Evaluation Data Sources:** Signed School-Parent Compact agreement by campus, agendas, meeting sign in sheets

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Community in Schools coordinator will work with campus principal to facilitate a meeting of meaningful consultation for parents to assist with writing a school-parent compact.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased School-Parent Collaboration</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Communities in Schools Coordinator by Campus</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 4:** The district will build strong partnerships with parents, community and business members to promote a shared responsibility for student learning.

**Performance Objective 3:** By December 2025, the Migratory Education Program, Parent Advisory Council (PAC) will increase its parent membership by 20% from 10 parents to 12 parents.





**Evaluation Data Sources:** Attendance, Sign In Sheets

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> -Increase the number of home visits                      - Offer alternate meeting times                      -Offer daycare for parents                      -Donation events                      -Health fairs</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of Migrant Parental Involvement and Volunteers  <b>Staff Responsible for Monitoring:</b> Federal Programs Director, Migrant Specialist, Social Worker</p> <p><b>Results Driven Accountability - Equity Plan</b>  <b>Funding Sources:</b> - 212 Title I, Part C – Migrant</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Goal 5:** The district will operate in a fiscally sound manner through financial transparency.

**Performance Objective 1:** By the end of the 2024-2025 school year, the district will reduce the monthly spending variance for the Every Student Succeeds Act (ESSA) grant program from over 20% to 5% or less.





**Evaluation Data Sources:** Monthly drawdown reports and monthly federal expenditures reports

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Prioritize needs and coordinate the budget with these needs:                      -fund programs within federal and state guidelines                      -Budget Reports to Superintendent and Board of Trustees                      -Submit all business reports in a timely manner.</p> <p><b>Strategy's Expected Result/Impact:</b> Well defined budget</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Executive Director of Finance, Federal Program Director, Principals</p> <p><b>Funding Sources:</b> - 211 Title I, Part A , - 212 Title I, Part C – Migrant , - 255 Title II, Part A , - 263 Title III, Part A EL/ Immigrant , - 289 Title IV, Part A-SSAEP</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			

**Goal 5:** The district will operate in a fiscally sound manner through financial transparency.

**Performance Objective 2:** By the end of the 2024-2025 school year, the district will reduce the monthly spending variance for IDEA-B Formula and IDEA-B Preschool grant program from over 20% to 5% or less.

**Evaluation Data Sources:** Financial Accountability data, Compliance monitoring

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Gather data throughout the year to support the needs assessment process and allocate funding appropriately. <b>Strategy's Expected Result/Impact:</b> Reduction of mass spending at the end of the grant cycle <b>Staff Responsible for Monitoring:</b> Director of Federal Programs, Finance and Special Education	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$2,862,457.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

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# District Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$0.00
1	4	4			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	6			\$0.00
2	3	3			\$0.00
2	4	2			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
<b>Sub-Total</b>					\$0.00
199 State Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	5			\$0.00
<b>Sub-Total</b>					\$0.00
199 College, Career, and Military (CCMR)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1			\$0.00
2	4	4			\$0.00
2	4	5			\$0.00
<b>Sub-Total</b>					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4			\$0.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Teachers/Tutoring		\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
5	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
212 Title I, Part C – Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			\$0.00
2	4	3			\$0.00
4	1	3			\$0.00
4	3	1			\$0.00
5	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
244 Perkins Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	5			\$0.00
<b>Sub-Total</b>					\$0.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1			\$0.00
5	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
263 Title III, Part A EL/Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$0.00
5	1	1			\$0.00
<b>Sub-Total</b>					\$0.00



282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
<b>Sub-Total</b>					\$0.00
289 Title IV, Part A-SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		289.31.6397.00.999.30	\$0.00
1	3	1			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1	Red Ribbons and Other Promotional Items		\$0.00
5	1	1			\$0.00
<b>Sub-Total</b>					\$0.00

# Addendums

## Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.</li> </ul>

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**NOTE:** *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: Fabens ISD

Region: 19

## Priority for Service (PFS) Action Plan

Completed By:

Jorge A. Estrada

Date: 07/31/2024

School Year: 2024 – 2025

**Note:** Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).

### Goal(s):

1. Fabens ISD Migratory Education Program will serve and prioritize PFS students in a proactive, effective and collaborative manner in conjunction with campus personnel to help meet their academic, social and emotional needs.
2. MEP funding will be focused on the academic needs of PFS students to assist them in passing Math & Reading STAAR testing and to assist Emergent Bilingual in advancing in Reading, Writing, Listening and Speaking levels.

### Objective(s):

1. Identify and serve all students designated as PFS in an effective and efficient manner
2. Inform, train and support teachers and staff who work directly with PFS students.
3. Provide academic, social, and/or emotional services in coordination with school-based staff addressing high needs of students identified as PFS.
4. Monitor academic performance to provide intervention support and guidance needed for PFS students every six weeks before the grading period ends.
5. Provide academic enrichment programs to assist with Reading and Math.
6. Monitor and evaluate the MEP Program procedures consistently.

## Required Strategies

	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are PFS.</b>			
<ul style="list-style-type: none"> <li>▪ <b>Monthly</b>, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</li> </ul>	1 <sup>st</sup> working day of each month	Jorge A. Estrada Migrant Specialist Karla Villa NGS data / Secretary	Texas NGS
<ul style="list-style-type: none"> <li>▪ <b>Before the first day of school</b>, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	August 2024	Dr. April Galaviz Director of Federal Programs & Initiatives Jorge A. Estrada Migrant Specialist	PFS Action Plan PAC Meeting
Additional Activities			
<ul style="list-style-type: none"> <li>▪ Assist out of school youth to obtain their GED through the UTEP High School Equivalency Program (HEP)</li> </ul>	Ongoing	Dr. April Galaviz Director of Federal Programs & Initiatives Jorge A. Estrada Migrant Specialist	Review Students Plans and Grades Home-visit logs UTEP-HEP Attendance sheets
<b>Required Strategies</b>			
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>▪ <b>During the academic calendar</b>, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.</li> </ul>	August and September 2024	Jorge A. Estrada Migrant Specialist	Student PFS Forms Campus Sign-In Sheets Presentation
<ul style="list-style-type: none"> <li>▪ <b>During the academic calendar</b>, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.</li> </ul>	End of October 2024	Jorge A. Estrada Migrant Specialist	Sign-In Sheets PAC meetings minutes PAC Action Plan PFS Parent Meeting-Flyer/ Sign In sheets
<ul style="list-style-type: none"> <li>▪ <b>During the academic calendar</b>, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.</li> </ul>	At least twice throughout the school year	Jorge A. Estrada Migrant Specialist	PFS Student Progress Form Parent Sign-In sheets Phone Log

<p><b>Additional Activities</b></p> <ul style="list-style-type: none"> <li>During academic school year, Fabens ISD will implement basic technology training and assist with understanding Parent Portal and the STAAR report card.</li> </ul>	<p>Parent Portal and Technology training will be on going throughout the school year.</p>	<p>Jorge A. Estrada Migrant Specialist</p>	<p>Sign-in sheets Parent Surveys PAC Flyer PAC Sign in Sheets</p>
<p><b>Provide services to PFS migrant students.</b></p>			
<ul style="list-style-type: none"> <li><b>The district's Title I, Part C migrant coordinator or MEP staff will</b> use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	<p>Ongoing throughout the school year.</p>	<p>Dr. April Galaviz Director of Federal Programs &amp; Initiatives  Jorge A. Estrada Migrant Specialist</p>	<p>PFS Criteria form Sign-in sheets Agenda</p>
<ul style="list-style-type: none"> <li><b>The district's Title I, Part C migrant coordinator or MEP staff will</b> ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	<p>Ongoing</p>	<p>Dr. April Galaviz Director of Federal Programs &amp; Initiatives  Jorge A. Estrada Migrant Specialist</p>	<p>PFS Criteria Form Sign-In sheets Social Worker Logs</p>
<ul style="list-style-type: none"> <li><b>The district's Title I, Part C migrant coordinator or MEP staff will</b> determine what federal, state, or local programs serve PFS students.</li> </ul>	<p>Throughout the school year</p>	<p>Dr. April Galaviz Director of Federal Programs &amp; Initiatives  Jorge A. Estrada Migrant Specialist</p>	<p>Student Date portfolios Attendance reports Progress reports</p>


  
 LEA Signature

10/7/2024
   
 Date Completed


  
 ESC Signature

9/10/24
   
 Date Received