

FABENS ISD

District Improvement Plan

2020/2021

Board of Trustees

Rey Sepulveda, President
Benjamin Morales, Vice-President
Sylvia Gonzales, Secretary
Adan Escobar
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Greg Spence



Fabens Independent School District
821 NE G Street

Date Reviewed: 10/12/2020

DMAC Solutions ®

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Date Approved: 12/16/2020

12/9/2020

District Administration

Dr. Veronica Vijil, Superintendent

Michele Gonzalez, Assistant Superintendent

Campus-Level Administration

Fabens Elementary

Richard Lopez, Principal

Steven Olivas, Assistant Principal

O'Donnell Intermediate

Corina Ruiz, Principal

Fabens Middle School

Nancy Torres, Principal

Michael Montes, Assistant Principal

Fabens High School

Anthony Prado, Principal

Maria Villarreal, Assistant Principal, Cotton Valley Early College

Alejandro Navarro, Assistant Principal

FABENS ISD Site Base

Name	Position
Gonzalez, Michele	Asst. Sup. C&I
Ochoa, Carla	Parent
Dominguez, Mario	Director
Flores, Veronica	Teacher
Martinez, Marco	Parent
Fraire, Richard	Teacher
Hertel, Michael	Teacher
Estrada, Carlos	Teacher
Fraire, Richard	Teacher
Meza, David	Community Member
Cavazos, Marty	DIT Secretary
Pacheco, Cynthia	Teacher
Navar, Julie	Teacher
Chavez, Susan	Teacher
Lorio, Michelle	Teacher
Chaparro, Emil	Teacher
Montoya, Ana	Teacher
Romero Mora, Leticia	Teacher

FABENS ISD

Mission

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.

Nondiscrimination Notice

FABENS ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Fabens ISD Board Goals

1. The percent of 3rd grade students that score meets grade level or above on STAAR Reading on the December 2019 TAPR will increase from 46% to 60% by December 2024.
2. The percent of 3rd grade students that score meets grade level or above on STAAR Mathematics on the December 2019 TAPR will increase from 54% to 65% by December 2024.
3. The percentage of graduates that meet the criteria for CCMR will increase from 73% on the December 2019 TAPR to 80% by December 2024.

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Goal 1. STAAR ELA, math, social studies, and science test scores will increase from 46% of all students passing at the "Meets Grade Level" standard in May 2019 to 60% in May 2021 or an increase of 2% yearly until the goal is met.

Objective 1. (English and Spanish Language Arts) STAAR ELA test scores will increase from 38% of all students passing at the "Meets Grade Level" standard in May 2019 to 50% in May 2021 or an increase of 2% yearly until the goal is met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate STAAR data in Reading for All Students during PLCs and develop engaging experiences and lessons. Generate closing tasks that replicate STAAR formatted questions at least two times per week in tested grade levels. (Title I SW: 1,3,9) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 2,2.2,4,4.1,5,5.1,5.2,5.3,5.4)	Principal, Teacher(s)	Weekly	(S)Local Funds, (S)State Compensatory	Criteria: STAAR TELPAS Formative - Walk throughs Benchmark and Unit Assessments Reading level Assessments TALA Assessments Lesson Plans
2. Analyze STAAR data in Writing for All Students and subgroups and prepare students for state assessment in Writing in Grades 4, 7, and English I and II based on STAAR Blueprint and areas identified in needs assessment using The Writing Academy training and TEKS Resource System. (Title I SW: 1,3,9) (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.2,2.2,2.4,4.1,5,5.1,5.2,5.3,5.4)	Principal, Teacher(s)	Weekly	(S)Local Funds, (S)State Compensatory	Criteria: STAAR Writing and EOC English I and II Formative - Benchmark and Unit Testing Writing Portfolios Walk throughs Lesson Plans
3. Implement Fundamental Five strategies in all content areas. Use instructional rounds to train and mentor teachers for effective implementation. (Title I SW: 3,4,5,9,10) (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,2.2,2.1,2.2,5,5.1,5.2,5.3,5.4)	Instructional Facilitator, Literacy Coach, Principal, Teacher(s)	Daily	(F)Title I, (S)Local Funds - \$0, (S)State Compensatory	Criteria: Instructional rounds and walk through data STAAR and EOC data Formative - Instructional rounds and walk through data Benchmark Data Closing task analysis

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- Goal 1.** STAAR ELA, math, social studies, and science test scores will increase from 46% of all students passing at the "Meets Grade Level" standard in May 2019 to 60% in May 2021 or an increase of 2% yearly until the goal is met.
- Objective 2.** (Mathematics) STAAR math test scores will increase from 55% of all students passing at the "Meets Grade Level" standard in May 2019 to 65% in May 2021 or an increase of 2% yearly until the goal is met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate STAAR data in Professional Learning Communities (PLCs) for Math for All Students and subgroups and focus innovative strategies on objectives below 80% mastery using TEKS Resource System, Sharon Wells Math, and state-adopted materials. (Title I SW: 1,3,9) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Instructional Facilitator, Principal, Teacher(s)	End of August 2021	(S)Local Funds, (S)State Compensatory	Criteria: STAAR Math TSI Math Formative - Math Unit Assessments and Benchmarks Walk throughs Lesson Plans

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Goal 1. STAAR ELA, math, social studies, and science test scores will increase from 46% of all students passing at the "Meets Grade Level" standard in May 2019 to 60% in May 2021 or an increase of 2% yearly until the goal is met.

Objective 3. (Social Studies) STAAR social studies test scores will increase from 56% of all students passing at the "Meets Grade Level" standard in May 2019 to 66% in May 2021 or an increase of 2% yearly until the goal is met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate Social Studies data and focus on objectives below 80% mastery using TEKS Resource system in both tested and non-tested grade levels, supported by State adopted texts and supplementary distance learning resources, such as Nearpod to prepare students for state assessment in Social Studies in grades 8 and 11. (Title I SW: 1,3,9) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Instructional Facilitator, Principal, Teacher(s)	End of August 2021	(S)Local Funds, (S)State Compensatory	Criteria: Increased performance in social studies STAAR Social Studies EOC US History Formative - Unit Assessments and Benchmarks Course passing rates

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Goal 1. STAAR ELA, math, social studies, and science test scores will increase from 46% of all students passing at the "Meets Grade Level" standard in May 2019 to 60% in May 2021 or an increase of 2% yearly until the goal is met.

Objective 4. (Science) STAAR science test scores will increase from 50% of all students passing at the "Meets Grade Level" standard in May 2019 to 60% in May 2021 or an increase of 2% yearly until the goal is met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Disaggregate Science data and focus on objectives below 80% mastery using TEKS Resource system in both tested and non-tested grade levels, supported by State adopted texts and supplementary distance learning resources, such as ScanTech, StemScopes, and Nearpod to prepare students for state assessment in Science in grades 5, 8, and 9.</p> <p>Provide opportunities for hands-on science labs and experiments. (Title I SW: 1,9) (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.2,2.2,2.4,4.1,5,5.1,5.2,5.3,5.4)</p>	Instructional Facilitator, Principal, Teacher(s)	End of August 2021	(F)Title I, (S)Local Funds, (S)State Compensatory	<p>Criteria: Science STAAR/ EOC</p> <p>Formative - Unit and benchmark assessments</p> <p>Passing Rates</p> <p>Science Fairs and Student products</p>

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Goal 1. STAAR ELA, math, social studies, and science test scores will increase from 46% of all students passing at the "Meets Grade Level" standard in May 2019 to 60% in May 2021 or an increase of 2% yearly until the goal is met.

Objective 5. (At-Risk Student Services) Address the needs of At-Risk students through innovative programs and interventions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Address the needs of at-risk students through intervention and credit recovery opportunities, such as Edgenuity, intercession classes, summer school, and tutoring aligned to their needs as identified by the appropriate campus teams: SAT, 504, ARD, LPAC, GPC. (Title I SW: 2,3,5,9,10) (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3) (ESF: 1,1.1,1.2,2.2,1.2.2,3,3.3,4,4.1,5,5.1,5.2,5.3,5.4)	Campus 504 Coordinator, Dyslexia specialist, Instructional Facilitator, Literacy Coach, Principal, Special Ed Director	Every Three weeks	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Increased completion rate, increased number of at-risk students accruing credits toward graduation. Formative - Intervention rosters Meeting minutes Student records Grades At-risk data review Retention rates
2. Provide quality CATE program: Career Pathways for college-bound and vocationally bound students Implement a PTECH program: Diesel Technology (Title I SW Elements: 1.1,2.2,2.3,2.5,2.6,3.2) (Target Group: CTE) (Strategic Priorities: 3) (ESF: 1,1.1,1.2,2.2,2.4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Superintendent(s), Principal, Teacher(s)	Yearly	(F)Federal Funds, (S)Local Funds	Criteria: CTE Annual Evaluation Industry Certification completion PTECH Cohort progress Summative - Course descriptions Class loads lesson plans PTECH plan
3. Ensure a pathway for success after high school for every student by expanding College Career Readiness models to include Early College, T-STEM, and PTECH programs for all interested students to include traditionally underserved populations and economically disadvantaged youth. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,3,4)	Principal	May 2021		Criteria: Graduation Rates College Credits and Industry Certifications earned before graduation College entrance after high school

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Objective 6. (Migrant Services) Provide quality services to Migrant students to support academic success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide quality services to Migrant students to include: <ul style="list-style-type: none"> o Identification o Support Services o Monitoring and intervention based on academic progress of migrant students. (Title I SW: 1,6,10) (Title I SW Elements: 1.1,2.6) (Target Group: Migrant) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.4,4.4.1) 	Migrant Coordinator, Principal	Every 3 Weeks	(F)Migrant Grant	<p>Criteria: Increased promotion rates among migrant students</p> <p>NGS Reports Credit accrual</p> <p>Migrant Survey</p> <p>Migrant Education Annual Evaluation Report</p> <p>Formative - Increased promotion rates among migrant students</p> <p>NGS Reports Credit accrual</p> <p>Migrant Survey</p> <p>Migrant Education Annual Evaluation Report</p>

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Goal 1. STAAR ELA, math, social studies, and science test scores will increase from 46% of all students passing at the "Meets Grade Level" standard in May 2019 to 60% in May 2021 or an increase of 2% yearly until the goal is met.

Objective 7. (Instructional Technology) Continue to integrate technology into classroom instruction to support blended and distance learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Continue to enhance the integration of technology into classroom instruction and update the Technology Plan for the district to include short and long term goals</p> <p>Staff development on blended and distance learning</p> <p>Integration of technology into instructional program across the curriculum (all subjects/all grade levels)</p> <p>Equipment, maintenance, software upgrades</p> <p>Edgenuity</p> <p>TEKS Resource Program</p> <p>Lightsale</p> <p>Discovery Education</p> <p>Electronic Textbooks</p> <p>Scan Tech Lab</p> <p>Renaissance Learning: Accelerated Reader/ MyON</p> <p>Google Classroom/ Google Education (Title I SW: 1,3,4,9) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 2,2.1,2.2,4,4.1)</p>	Director of Technology, Principal	weekly	(S)Local Funds, (S)State Compensatory	<p>Criteria: Completion of technology plan goals</p> <p>STAAR</p> <p>TELPAS</p> <p>Formative - Lesson plans</p> <p>Walk throughs</p> <p>Plan reviews and updates</p>
<p>2. Provide one-to-one technology for all students Pre-K - 12th grade to support blended and distance learning. Upgrade technology for instructional staff. Upgrade labs to support online assessments. Upgrade infrastructure to support wireless internet access throughout all campuses as well as community access points. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Strategic Priorities: 2,3) (ESF: 1,2,5)</p>	Assistant Superintendent(s), Director of Technology, Principal	Monthly	(F)Federal Funds, (S)Local Funds	<p>Criteria: Technology pan goals</p> <p>Technology inventory</p>

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Goal 1. STAAR ELA, math, social studies, and science test scores will increase from 46% of all students passing at the "Meets Grade Level" standard in May 2019 to 60% in May 2021 or an increase of 2% yearly until the goal is met.

Objective 8. (Advanced Academics) Provide all students with an advanced, differentiated, and challenging curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue implementing the G/T program. o Update G/T curriculum to include differentiation with depth and complexity. o Identify and serve G/T kindergarten students by March 1 each year. o Test new students for identification yearly o Provide G/T staff development o 30-hour training for new teachers o 6-hour update training o 6-hour administrator/counselor training o Provide effective information and communication to all parents regarding the G/t program. (TIA 13.6) o High School-level Spanish for middle school G/T students o Pre-AP classes at Middle School O Pre-AP & AP classes @ HS level o Dual Credit Courses @ HS level o Algebra 1 @ Middle School o GT Showcase o Early entry to UTEP for Seniors @ ECHS (Title I SW: 3,4,9,10) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5) (Target Group: GT) (Strategic Priorities: 1,3) (ESF: 1.1.1,1.2,2.2.1,2.2,3,3.1,3.2,3.3,3.4,4.4.1,5.5.1,5.2,5.3,5.4)	Principal	Monthly	(S)Local Funds	Criteria: STAAR Dual Credit AP participation GT Program Evaluation Formative - GT Certifications Course and program descriptions GT Parent information Presentations and competitions
2. Prepare all students for college readiness by increasing the number of Advanced Placement (AP) and Dual credit courses offered. Strengthen partnerships with institutes of higher learning and businesses to provide work-based learning experiences and build a pathway to college and careers. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Strategic Priorities: 3) (ESF: 1,2,3,4,5)	Assistant Superintendent(s), Counselor(s), Department Heads, Principal, Superintendent(s)	Yearly	(F)Federal Funds, (S)Local Funds, (S)State Compensatory	Criteria: Course offerings Course completion

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Goal 1. STAAR ELA, math, social studies, and science test scores will increase from 46% of all students passing at the "Meets Grade Level" standard in May 2019 to 60% in May 2021 or an increase of 2% yearly until the goal is met.

Objective 9. (Teacher Support for Highly Effective Instruction) Recruit and retain highly qualified teachers and teacher assistants.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit and retain highly qualified teachers and teacher assistants and use the District of Innovation status to hire in hard-to-fill areas such as Dual Credit and CTE. Add mentor and Dual Credit stipends, quality staff development, and Teacher and employee of the Year recognitions. (Title I SW: 3,4) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,2.2)	Instructional Facilitator, Literacy Coach, Principal, Superintendent(s)	yearly	(S)Local Funds	Criteria: Staff turnover and hiring Course selection Formative - Personnel records showing that all teachers are highly qualified Paraprofessional certificates/transcripts
2. Seek mentor allotment funding to support mentor training with the New Teacher Center and mentor stipends. Assign mentors to support teachers with 0-2 years experience. Secure funding support (CREEED) for teachers pursuing graduate courses to become dual credit certified as well as Alternative Certification Programs for Dual credit staff transitioning from higher education. Pursue the Teacher Incentive Allotment to further compensate master teachers. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,2.2,5,5.1,5.2,5.3,5.4)	Assistant Superintendent(s)	yearly	(S)State Funds	Criteria: Teacher retention T-TESS SLOs Mentor Allotment Program funds awarded Teacher Incentive Allotment Draft/ Minutes/ Approval CREEED Scholarships awarded

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Goal 2. Student attendance rates reach 95.5% or higher for the district by 2021 and 97% by 2024 and graduation rates will reach 95% by 2024.

Objective 1. The student attendance rate will increase from 94.9% in 2019 to 96% by 2024.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor attendance on a daily basis. o Parent notification o Parent calls/ home visits o Letters o Individual Attendance Plan o Computerized attendance reports o Counseling Implement attendance recovery teams for students participating in an asynchronous setting. o Home visits o Provide a dropout list to all campuses o Community Service o Technology o Email Teacher o Websites o One Call Now o Parent Portal (Title I SW: 1,9) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Every day	(S)Local Funds	Criteria: Weekly attendance rates Formative - Attendance documentation Intervention plans
2. Provide incentives to promote improved/perfect attendance: o Student recognition o Perfect attendance incentives and group challenges (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Principal	Every six weeks	(S)Local Funds	Criteria: Attendance rates Summative - Campus climate surveys Attendance incentive programs

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Goal 2. Student attendance rates reach 95.5% or higher for the district by 2021 and 97% by 2024 and graduation rates will reach 95% by 2024.

Objective 2. The district graduation rate will increase by 5% in 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide dropout prevention and recovery through the following: o Counseling services o Pregnancy-related services o Services for school-age parents o Credit Recovery (Title I SW: 1,5,6,7,9,10) (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 3) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Principal	Every week	(F)Title I, (S)State Compensatory	Criteria: Dropout rate Graduation Rate Formative - Transcripts Leaver Reports

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Goal 3. Provide a safe and orderly school climate, conducive to learning.

Objective 1. (Student Discipline) Discipline referrals resulting in out of class placements will decrease in by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement discipline management plans with alternatives to removing students from classrooms; Visible administrators and teachers in halls, before and after school, during lunch, and class changes; Consistent enforcement of Student Code of Conduct; Non-Violent Crisis Prevention Intervention (CPI) Training; Reward positive student behavior ; Newsletters; End-of-Year Awards Programs; Incentives; Clubs; Community Service; PBIS; Wildcat Speak Up (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.1,1.2,2.2,3.3,1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Every week	(S)Local Funds	Criteria: Discipline Action code review and analysis Formative - Decrease in the number of discipline referrals. Climate surveys
2. Provide a Comprehensive Guidance Plan to include: o Character Education o Decision making o Self-esteem o Private and group counseling o Scholarship acquisition o Testing o Career awareness (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.1,1.2,3.3,1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal	Monthly	(S)Local Funds	Criteria: Graduation rates Climate surveys Calendars Formative - Roles Calendars Surveys
3. Implement Eduguide and an online mentoring program for students grades 4-12 to connect students to lessons that support mutual respect and character. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal	weekly		Criteria: Eduguide participation Surveys Discipline referral rates
4. Implement a District Positive Behavior Interventions and Supports Team (PBIS) to strengthen and support campus PBIS teams and provide for alignment and sustainability. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6)	Assistant Principal(s), Counselor(s), Special Ed Director	By January 2021	(S)Local Funds	Criteria: PBIS data Discipline data

FABENS ISD

Goal 3. Provide a safe and orderly school climate, conducive to learning.

Objective 1. (Student Discipline) Discipline referrals resulting in out of class placements will decrease in by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2,3) (ESF: 1,3)				

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Goal 3. Provide a safe and orderly school climate, conducive to learning.

Objective 2. Tobacco, Alcohol, and Drug (TAOD) offenses will decrease by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue drug-free curriculum and reduce campus drug offenses: Red Ribbon Week; Staff development; Counseling (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Assistant Principal(s), Counselor(s), Principal	Every 9 weeks	(S)Local Funds	Criteria: Discipline data Surveys Formative - Calendars Events Referrals to DAEP

FABENS ISD

Goal 4. Increase parent and community involvement to promote student achievement by implementing various programs and strategies.

Objective 1. (Family and Community Engagement) Provide opportunities for increased parent and community involvement in decision making and campus and district activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for increased parent and community involvement: District and campus decision-making committee meetings; Parent communications; District and Campus Newsletters; Calendar of Events; Meet the Teacher Night; Parent Recruitment Program; Parent/Teacher Conference; Instructional classes for parents; Teacher contacts; Telephone; Conferences; Mail; Report card pick-up; Email; Coordinated efforts by school, community, and local agencies; Guest Readers in classrooms; Parent Orientation sessions; Parent Resource Centers; School-Parent Compacts; Make-and-Take Sessions for parents; Communication of district and campus goals in English and in Spanish; Federal programs planning sessions; Interpreters; Communications in parents' native language; Music, art, and theatre programs; Special ed parent counseling sessions; CAT/PAC Monthly Meetings; Parent Self Serve; Renaissance Home Connect; Wildcat Speak Up (Title I SW: 6) (Title I SW Elements: 2.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Counselor(s), Principal	Every month	(F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Criteria: Agendas and meeting minutes Volunteer records Events documentation Formative - Increase in parental involvement. Parent/Community Involvement Rate Parent Surveys Parent Sign-In Sheets
2. Continue to provide announcements through community monitors, website, Twitter, parent self-serve, class dojo, newsletters, calendars, and parent call-out system. Add resources to the Fabens ISD website for parents and families. Support distance learning with technology support for families. Purchase Thought Exchange to provide a bilingual platform for the exchange of ideas and feedback from families regarding timely issues facing our students and community. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target	Director of Technology, Principal, Teacher(s)	Every Week	(S)Local Funds	Criteria: Evidence of technology for communication Notices, calendars, and parent communication documentation Summative - Increase parental communication

FABENS ISD

Goal 4. Increase parent and community involvement to promote student achievement by implementing various programs and strategies.

Objective 1. (Family and Community Engagement) Provide opportunities for increased parent and community involvement in decision making and campus and district activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Group: All) (Strategic Priorities: 3) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)				

FABENS ISD

Goal 5. Administer the schools and school district in a fiscally sound manner.

Objective 1. (Grants and external funding.) Increase grant proposals and awards based on the needs of the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Research and submit grant proposals to provide for enhanced, challenging curriculum and to supplement regular education and special programs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,2,3,4,5)	Directors, Superintendent(s)	Every semester		Criteria: Grants and grant compliance Summative - Increase in total grant awards

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Goal 5. Administer the schools and school district in a fiscally sound manner.

Objective 2. Budget within parameters approved by the board of trustees and in accordance with federal and state guidelines/compliance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Prioritize needs and coordinate the budget with these needs:</p> <ul style="list-style-type: none"> o Fund programs within federal and state guidelines. o Federal and state compliance o Maintain fund balance and increase when possible. o Budget reports to superintendent o Budget reports to board of trustees o Submit all business reports in a timely manner (Title I SW: 1,10) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,2,3,4,5) 	Chief Business Officer, Directors, Principal, Superintendent(s)	Every month	(F)IDEA Special Education, (F)Migrant Grant, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	<p>Criteria: Budget Audit report</p> <p>Summative - Fund Balance</p> <p>Annual Budget Report to Board of Trustees</p> <p>Progress toward ESEA Qualified Staffing Goal</p>
<p>2. Maintain a competitive salary schedule and quality staff development to attract and retain highly qualified staff. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)</p>	Chief Business Officer, Superintendent(s)	Yearly	(F)Title I, (S)Local Funds, (S)State Funds	Criteria: Staffing reports

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 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:pfs

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> For students in grades K-2, who have been retained, or are overage for their current grade level.

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 of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's 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

Filled Out By: Jorge Saenz, Executive Director of Special Programs
Date: November 22, 2019

School Year: 2019 - 2020

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan 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., Bilingual, ESL, economically disadvantage).

Goal(s):	Objective(s):
<ol style="list-style-type: none"> 1. The Fabens ISD MEP program will serve 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 STAAR testing and to assist English Learners in advancing in TELPAS Reading, Writing, Listening and Speaking levels. 	<ol style="list-style-type: none"> 1. Effectively and efficiently identify all students identified as PFS. 2. Inform school-based personnel immediately of students identified as PFS. 3. Coordinate academic, social and/or emotional-based services collaboratively with school-based personnel based on needs of PFS students. 4. Consistently monitor performance of PFS students through PFS Student Progress and Nine-Week Failure Reviews. 5. Consistently stay in communication with parents of PFS students and provide additional support as needed. 6. Provide supplemental support during summer through Project SMART.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Beginning of every month	Social Worker Executive Director of Special Programs	PFS Reports
<ul style="list-style-type: none"> Before the first day of school, 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. 	In-service training provided to all Fabens ISD teachers on August 6, 2019 and to	Social Worker Migrant Specialist Executive Director of Special Programs	2019-20 PFS Action Plan Sign-in Sheets Agenda

	administrators on August 26, 2019		Power Point Presentation
Additional Activities			
<ul style="list-style-type: none"> Consistently monitor academic performance of PFS students. Assist Out of School Youth (OSY) through the UTEP High School Equivalency Program (HEP) to gain their GEDs 	Ongoing throughout the school year	Social Worker Migrant Specialist Executive Director of Special Programs	Student Progress Review form Nine-Week Failure Review form Home visit logs UTEP HEP attendance sheets
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students			
<ul style="list-style-type: none"> During the academic calendar, 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 NGS Priority for Service reports. 	In-service training provided to all Fabens ISD teachers on August 6, 2019 and to administrators on August 26, 2019	Social Worker Executive Director of Special Programs	PFS Criteria Form Sign-in Sheets Agendas PFS reports
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	Ongoing throughout the school year	Social Worker Migrant Specialist Executive Director of Special Programs	PFS Criteria Form Sign-In Sheets
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and/or community visits to update parents on the academic progress of their children. 	Ongoing throughout the school year	Social Worker Migrant Specialist Executive Director of Special Programs	Report Cards SAT (RTI) paperwork if identified Attendance reports Progress Reports STAAR Reports Phone logs
Additional Activities			
<ul style="list-style-type: none"> During the academic school year, Fabens ISD MEP staff will provide parent training on TEAMS Parent Self Serve (parent portal) 	Prior to end of first nine weeks period	Social Worker Migrant Specialist Executive Director of Special Programs	Sign-in sheets Phone call logs Flyers
Provide services to PFS migrant students			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority services to these students in migrant education program activities. 	Upon initial identification as PFS	Social Worker Migrant Specialist Executive Director of Special Programs	PFS Criteria Form Sign-in Sheets PFS reports

<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Upon initial identification as PFS	Social Worker Migrant Specialist Executive Director of Special Programs	PFS Criteria Form Sign-in Sheets PFS reports
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Throughout the school year	Social Worker Migrant Specialist Executive Director of Special Programs	Social Work referral forms Sign-in sheets Phone calls Tutorials
<ul style="list-style-type: none"> The MEP staff will use STAAR data to provide supplemental instruction support for PFS students that meet the "Approaching" standard on the state assessment. 	July 2019-June 2020	Social Worker Migrant Specialist Executive Director of Special Programs	STAAR data PFS Progress Review data


 LEA Signature

11/22/2019
 Date Completed


 ESC Signature

12/4/19
 Date Received

COMPREHENSIVE NEEDS ASSESSMENT

FABENS INDEPENDENT SCHOOL DISTRICT

OCTOBER 2020



STUDENT DEMOGRAPHICS

Student Demographics (2018 snapshot)		
	Count	Percent
Gender		
Female	1081	48.71
Male	1158	51.72
Ethnicity		
Hispanic	2221	99.20
American Indian	0	0.00
Asian	0	0.00
Black	0	0.00
Native Hawaiian	0	0.00
White	17	0.76
Two or more	1	0.04
Other Student Information		
At-risk	1578	70.48
Economically Disadvantaged	2018	90.13
Homeless	52	2.32
Immigrant	59	2.64
English Learner	1052	46.99
Migrant	113	5.05
Military Connected	15	0.67
Foster Care	0	0.00
CTE Single parent/pregnant teen	7	0.31
Section 504	170	7.95



2019-20 Texas Academic Performance Report

District Name: **FABENS ISD**

District Number: **071903**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Needs Intervention

Student Groups



County Name: EL PASO
District Number: 071903

2019-20 District College, Career, and Military Readiness (CCMR)

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	74.9%	78.3%	-	78.0%	*	-	-	-	-	92.9%	75.7%	43.2%
2017-18	65.5%	62.2%	72.5%	-	72.7%	*	-	-	-	-	70.0%	72.5%	55.9%

ACADEMIC GROWTH MATH AND READING

Current Year Performance on SIAAR													
Prior Year Performance on SIAAR	Did Not Meet			Approaches Grade Level			Meets Grade Level			Masters Grade Level		Growth Points Earned	Total Possible Points
	Program Not Applicable (0 points)	Did Not Meet Progress (0 points)	Met or Exceeded (1 point)	Program Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded Progress (1 point)	Program Not Applicable (0 points)	Did Not Meet Progress (1/2 points)	Met or Exceeded (1 point)	Program Not Applicable (1 point)			
Did Not Meet	-	88	112	-	5	146	-	-	31	0			
Approaches Grade Level	-	87	0	-	129	129	-	-	151	43			
Meets Grade Level	27	-	-	136	-	-	-	100	125	96			
Masters Grade Level	2	-	-	21	-	-	89	-	-	194			
Total Number of Tests	29	185	112	157	134	275	89	100	207	233			
Total Points	0	0	112	0	67	275	0	50	207	333	1144	1721	
Score												66	

Growth Points Earned = $29 \times 0 + 185 \times 0 + 112 \times 1 + 157 \times 0 + 134 \times 0.5 + 275 \times 1 + 89 \times 0 + 100 \times 0.5 + 307 \times 1 + 333 \times 1 = 1144$

Total Possible Points = 1721

Academic Growth = $100 \times (1144 / 1721) = 66$

Scaled Score for FISD for
School Progress – Academic
Growth
Domain Value of 66
70 (C)

MEASURING SCHOOL PROGRESS – PART 2

Higher Levels
of Student
Achievement

Student Achievement
Domain Score for All Students

A campus with **fewer** economically
disadvantaged students on average has
higher levels of student achievement.

A campus with **more** economically
disadvantaged students tends to have
lower levels of student achievement.

% Economically Disadvantaged Students

Higher Rates of
Economically
Disadvantaged

Student Achievement
Domain Score for All Students

% Economically Disadvantaged Students

Higher Rates of
Economically
Disadvantaged

A
B
C
D
F

RELATIVE PERFORMANCE

Texas Education Agency
2019 Relative Performance
FABENS ISD (071903)

		Value needed for:				
		STAAR and CCMR	90	80	70	60
% Economically Disadvantaged	% Economically Disadvantaged Range					
90.2	90.1 to 91	60	52	43	35	29



Scaled Score for FISD
92 (A)

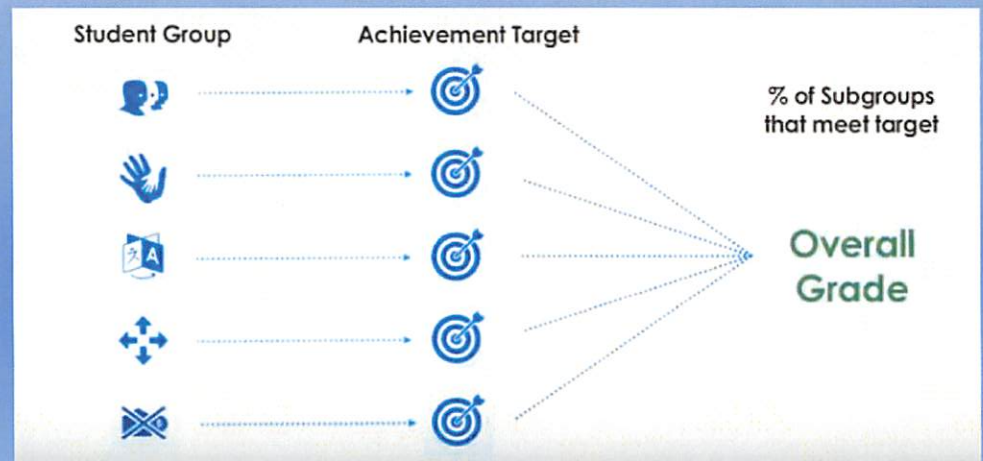
CLOSING THE GAPS

Student Groups

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current and Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled/Non-Continuously Enrolled

Indicators

- Academic Achievement in Reading, Mathematics, Writing, Science and Social Studies
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- Graduation Rates
- English Learner Language Proficiency Status
- College, Career, and Military Readiness Performance
- At or Above Meets Grade Level Performance in Reading and Mathematics

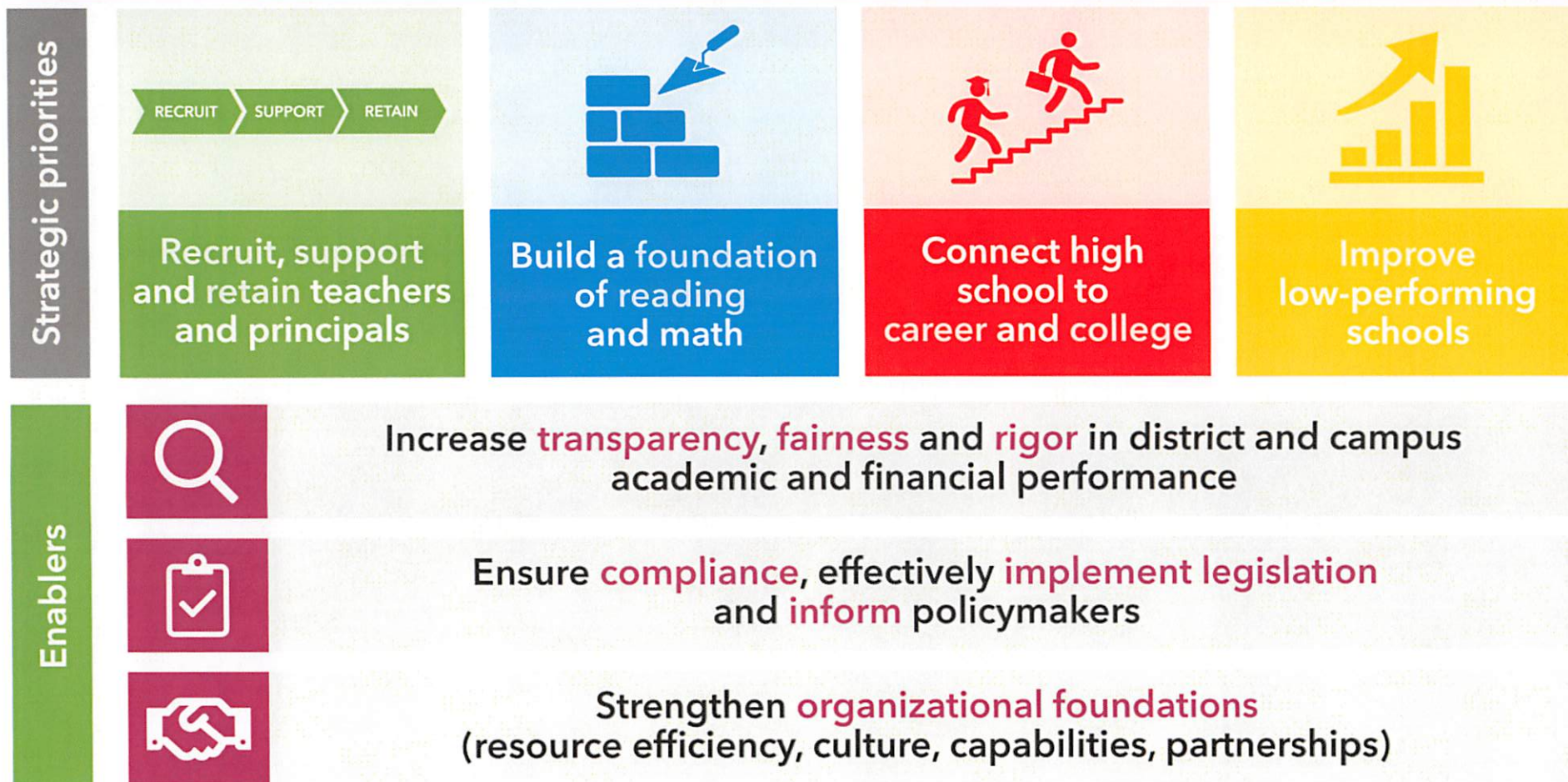


CLOSING THE GAPS DOMAIN

Academic Achievement Status		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Economically Disadvantaged	EL (Cummulative)	Special (Current)	Special (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
ELA Reading Target		44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	16%	36%	46%	44%	10	16
% at Meets QL Standard or Above		30%	-	30%	67%	-	-	-	-	33%	29%	16%	36%	46%	44%		
# at Meets QL Standard or Above		943	-	537	6	-	-	-	-	452	238	15%	20%	35%	35%		
Total Tests		1,079	-	1,073	6	-	-	-	-	1,079	1,079	1,079	1,079	1,079	1,079		
Math Target		46%	31%	40%	58%	45%	62%	50%	54%	36%	40%	23%	44%	47%	45%	6	6
Target Met		Y	-	Y	83%	-	-	-	-	Y	Y	Y	Y	Y	Y		
% at Meets QL Standard or Above		55%	-	54%	83%	-	-	-	-	53%	52%	2%	34%	34%	34%		
# at Meets QL Standard or Above		584	-	584	5	-	-	-	-	511	325	42	14	480	109		
Total Tests (Adjusted)		1,079	-	1,073	6	-	-	-	-	972	630	148	38	876	203		
Total Indicators		10	-	10	6	-	-	-	-	10	10	10	10	10	10		
ELA Reading Target		66	62	65	69	67	77	67	68	64	64	59	65	66	67	7	16
Target Met		Y	-	Y	79	-	-	-	-	Y	Y	Y	Y	Y	Y		
% at Meets QL Standard or Above		54%	-	66	79	-	-	-	-	47%	47%	30%	30%	43%	43%		
# at Meets QL Standard or Above		543	-	816	7	-	-	-	-	470	284.5	62.5	21.0	683.5	100.5		
Total Tests		823	67	816	7	71	86	74	73	724	419	113	30	683	180		
Math Target		71	67	69	74	71	86	74	73	68	68	61	70	71	70	7	16
Target Met		Y	-	Y	80	-	-	-	-	Y	Y	Y	Y	Y	Y		
% at Meets QL Standard or Above		66	-	66	80	-	-	-	-	65	66	60	53	67	66		
# at Meets QL Standard or Above		597.0	-	593.0	4.0	-	-	-	-	526.0	339.5	69.5	17.5	493.5	100.5		
Total Tests		905	-	903	5	-	-	-	-	807	515	118	33	733	105		
Total Indicators		7	-	7	5	-	-	-	-	7	7	7	7	7	7		
Graduation Rate Status		90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	7	16
Target Met		Y	-	Y	100%	-	-	-	-	Y	Y	Y	Y	Y	Y		
% at Meets QL Standard or Above		79.5%	-	79.3%	100%	-	-	-	-	79.5%	82.1%	68.7%	68.7%	73%	73%		
# at Meets QL Standard or Above		80.5%	-	88.4%	1	-	-	-	-	89.5%	62.1%	12	12	144	4.0		
Total Tests		145	-	145	1	-	-	-	-	145	28	12	12	144	9		
Total Indicators		3	-	3	1	-	-	-	-	3	3	3	3	3	3		
Student Achievement Performance Status		36%	-	36%	36%	-	-	-	-	36%	36%	36%	36%	36%	36%	3	16
Target Met		Y	-	Y	36%	-	-	-	-	Y	Y	Y	Y	Y	Y		
% at Meets QL Standard or Above		36%	-	36%	36%	-	-	-	-	36%	36%	36%	36%	36%	36%		
# at Meets QL Standard or Above		36%	-	36%	36%	-	-	-	-	36%	36%	36%	36%	36%	36%		
Total Tests		145	-	145	1	-	-	-	-	145	28	12	12	144	9		
Total Indicators		3	-	3	1	-	-	-	-	3	3	3	3	3	3		
Student Success Status		47	36	41	58	46	73	48	58	38	37	23	43	48	46	7	16
Target Met		Y	-	Y	70	-	-	-	-	Y	Y	Y	Y	Y	Y		
% at Meets QL Standard or Above		47%	-	46%	70%	-	-	-	-	45%	41%	26%	36%	47%	45%		
# at Meets QL Standard or Above		47	-	46	70	-	-	-	-	45	41	26	36	47	45		
Total Tests		145	-	145	70	-	-	-	-	145	28	12	12	144	9		
Total Indicators		3	-	3	70	-	-	-	-	3	3	3	3	3	3		
Student Achievement Status		47	36	41	58	46	73	48	58	38	37	23	43	48	46	7	16
Target Met		Y	-	Y	70	-	-	-	-	Y	Y	Y	Y	Y	Y		
% at Meets QL Standard or Above		47%	-	46%	70%	-	-	-	-	45%	41%	26%	36%	47%	45%		
# at Meets QL Standard or Above		47	-	46	70	-	-	-	-	45	41	26	36	47	45		
Total Tests		145	-	145	70	-	-	-	-	145	28	12	12	144	9		
Total Indicators		3	-	3	70	-	-	-	-	3	3	3	3	3	3		
Student Achievement Status		47	36	41	58	46	73	48	58	38	37	23	43	48	46	7	16
Target Met		Y	-	Y	70	-	-	-	-	Y	Y	Y	Y	Y	Y		
% at Meets QL Standard or Above		47%	-	46%	70%	-	-	-	-	45%	41%	26%	36%	47%	45%		
# at Meets QL Standard or Above		47	-	46	70	-	-	-	-	45	41	26	36	47	45		
Total Tests		145	-	145	70	-	-	-	-	145	28	12	12	144	9		
Total Indicators		3	-	3	70	-	-	-	-	3	3	3	3	3	3		

Scaled Score for FSD
80 (B)

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



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*