

# FALFURRIAS ELEM

## Campus Improvement Plan - Falfurrias Elementary 2022/2023



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DMAC Solutions ®

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# FALFURRIAS ELEM

## **Mission**

*Our fundamental purpose is to successfully prepare every student for post-graduation success in all avenues of life by creating a college and career ready learning community.*

## **Vision**

*Brooks County ISD produces graduates who are globally competitive learners that lead to facilitate the establishment of a premier nationally recognized rural district.*

### Nondiscrimination Notice

FALFURRIAS ELEM 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.

# FALFURRIAS ELEM Site Base

Name	Position
Solis, Isabel	Principal
Garcia, Ricardo	Special Programs Director
Maupin, Ashley	Teacher
Garza, Daisy	Teacher
Garcia, Aurora	Teacher
Garcia, Gabriella	Teacher
Regalado, Ana	Teacher
Arevalo, Donna	Teacher
Garcia, Valerie	Counselor

# Resources

Resource	Source
ESSER II FUND 281	Federal
ESSER III 282 FUND	Federal
ESSER-266	Federal
G/T Ed Block Grant	Federal
IDEA Special Education	Federal
T1Part C-Migrant	Federal
T2Part A Teacher/Principal Training and Recruiting	Federal
TCLAS High Quality After Sch Grant	Federal
TCLAS- COVID ACCELERATED INST.	Federal
TCLAS-GR-State	Federal
Title I, Part A Parental Engagement	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III, SSA (ESC)	Federal
Bilingual / ESL	State
Dyslexia	State
State Compensatory	State

# FALFURRIAS ELEM

**Goal 1.** (Academic Goal) By 2023, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

**Objective 1.** By Spring 2023, Falfurrias Elementary will support teachers in implementing Reading, Writing, Math, Science, and Social Studies STAAR strategies to increase student performances as measured by meeting grade-level standards. The campus will focus on all grade levels and subject areas, monitor student progress and passing standards for all genders, Hispanic, White, Eco Disadvantaged, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Monitor the Did not master, Approaches, Meets, and Masters level performance of students on tested areas checkpoints, common assessments, unit tests, and benchmarks through data meetings in PLCs data rooms. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,5)</p>	Administrators, Assistant Principal(s)	July 22-June 23	(O)Benchmark scores, (O)Measuring up workbooks, (O)Reading/Math Assessments, (O)State Assessment Data, (O)Supplemental materials	Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments
<p>2. Teachers will utilize Eureka math curriculum and supplement using the Sharon Wells resources to differentiate instruction and increase student achievement in Math. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,5.3)</p>	Administrators, Teacher(s)	July 22-June 23	(O)Benchmark scores, (O)State Assessment Data, (O)Supplemental materials	Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments
<p>3. Collaborate continuously with SPED/504/MTSS/Bilingual/ESL Team to support the implementation of acceleration and enrichment with interventions, accommodations, with designed supports: PLCs focus, Inclusion Supports, Co-teaching, and differentiated instruction to improve achievement in all subject areas. (Title I SW Elements: 1.1,2.5) (Target Group: ESL,Migrant,SPED) (Strategic Priorities: 2) (ESF: 1.2,5.3)</p>	Administrators	July 22-July 23	(F)IDEA Special Education, (F)T1Part C-Migrant, (O)Benchmark scores, (O)Funding for materials, (O)Manipulatives, (O)State Assessment Data, (S)Bilingual / ESL	Criteria: STAAR/EOC Meets and Masters Levels Benchmarks Unit Test Checkpoints
<p>4. As per House Bill 4545, 3rd and 5th grade students who did not meet satisfactory performance in the 2022 spring STAAR/EOC/STAAR Alt. will have an acceleration committee meeting with parent/guardian to devise a plan of action to meet the 30 hours of support in the content areas not mastered. (Title I SW Elements: 1.1,2.2,2.5,3.1) (Target Group: AtRisk) (ESF:</p>	Administrators, Teacher(s)	July 18-June	(F)TCLAS High Quality After Sch Grant, (F)TCLAS- COVID ACCELERATED INST., (L)Local Funds, (O)Benchmark scores, (O)Parent Survey Form, (O)TEKS RESOURCE CURRICULUM	Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments

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**Objective 1.** By Spring 2023, Falfurrias Elementary will support teachers in implementing Reading, Writing, Math, Science, and Social Studies STAAR strategies to increase student performances as measured by meeting grade-level standards. The campus will focus on all grade levels and subject areas, monitor student progress and passing standards for all genders, Hispanic, White, Eco Disadvantaged, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3.1,5.3)				
5. Students will be provided additional supports through a math interventionist daily in the supporting and readiness standards. Students will be exposed daily to math fluency, problem solving, in small group settings. (Title I SW Elements: 1.1,2.4,2.5,2.6,3.2) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 1.2,4.1,5)	Teacher(s)	August 2022 to May 2022	(O)Funding for materials, (O)Manipulatives, (O)Measuring up workbooks, (O)Reading/Math Assessments, (O)Supplemental materials	Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments
6. Utilize the STEM lab for hand-on activities that help students master readiness and supporting math and science concepts on the 5th grade STAAR test through a certified teacher and a co-teacher. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: 5th) (ESF: 4,5)	Teacher(s)	July 2022-July 2023	(F)ESSA Title I, A Improving Basic Programs, (O)Benchmark scores, (O)Computers, (O)DMAC Solutions Data Software, (O)Manipulatives	Criteria: STAAR results Benchmark results Common assessments Observations Lesson Plans
7. Provide access to the STEM LAB for 1st-5th grade students in order to build on the foundation of science concepts tested in 5th grade STAAR test. (Title I SW Elements: 1.1,2.3,2.4,2.5) (Target Group: 1st,2nd,3rd,4th,5th) (ESF: 4.1,5.3,5.4)	Administrators, Teacher(s)	July 2022- July 2023	(O)Benchmark scores, (O)Manipulatives, (O)SmartBoard	Criteria: STAAR results Benchmark results Common assessments Observations Lesson Plans
8. Students will provided additional practice through the education galaxy online program to support understanding of readiness and supporting standards in math and reading. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,ECD,AtRisk)	Teacher(s)	July 2022-July 2023	(O)Benchmark scores, (O)Computers, (O)Readiness Checklist, (O)Supplemental materials	Criteria: STAAR results Benchmark results Common assessments Observations Lesson Plans
9. Non-readers will be provided opportunities to improve reading comprehension and fluency through the use of daily practice on Mind Play and Education Galaxy online program. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk)	Administrators, Core Subject Teachers, Librarian	July 2023-July 2023	(O)Computers	Criteria: STAAR results Benchmark results Common assessments Observations Lesson Plans

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**Goal 1.** (Academic Goal) By 2023, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

**Objective 1.** By Spring 2023, Falfurrias Elementary will support teachers in implementing Reading, Writing, Math, Science, and Social Studies STAAR strategies to increase student performances as measured by meeting grade-level standards. The campus will focus on all grade levels and subject areas, monitor student progress and passing standards for all genders, Hispanic, White, Eco Disadvantaged, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(ESF: 4,4.1,5,5.3,5.4)				
10. Students will be provided instruction supports in reading and math through the high impact tutorials and enrichment after school program. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,ECD,AtRisk) (ESF: 3.3,4.1,5.3,5.4)	Campus Administrators, Core Subject Teachers, Federal Programs Director, Lead Teacher	August 2022- August 2023	(F)TCLAS High Quality After Sch Grant, (F)TCLAS- COVID ACCELERATED INST., (O)State Assessment Data, (O)Supplemental materials	Criteria: Benchmarks, common assessments, lesson plans, observations and breakthroughs

# FALFURRIAS ELEM

- Goal 1.** (Academic Goal) By 2023, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.
- Objective 2.** By Spring 2023, FES will implement EL strategies to increase student performance as measured by the meets grade level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The campus administrative team will be monitoring instructional practices through classroom visits, monthly audits, and program reports to ensure opportunities are provided for our Bilingual/ESL students through high yield strategies, differentiated instruction, as well as incorporating SLOP and TELPAS practices. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: BI,ESL) (Strategic Priorities: 2) (ESF: 4.1,5,5.3)</p>	Administrators	July 22-July 23	(O)Benchmark scores, (O)State Assessment Data, (S)Bilingual / ESL, (S)Instructional Materials Allotment	Criteria: STAAR/STAAR Alt./TELPAS/MAP Unit Test Common Assessments Checkpoints
<p>2. LPAC non-passers will be closely monitored through meetings that will take place every six weeks on an as needed based on progress reports and six weeks grades to ensure students are on track to moving to next grade level or graduation. (Title I SW Elements: 1.1,2.5) (Target Group: BI,ESL) (Strategic Priorities: 2) (ESF: 4.1,5.3)</p>	Administrators, Campus Administrators, Federal Programs Director	July 22- July 23	(F)TCLAS High Quality After Sch Grant, (F)TCLAS- COVID ACCELERATED INST., (O)Benchmark scores, (O)Supplemental materials, (S)Bilingual / ESL, (S)Bilingual Ed Block Grant	Criteria: STAAR/STAAR Alt./TELPAS/MAP Unit Test Common Assessments Checkpoints
<p>3. Bilingual students will be administered a TELPAS benchmark tests to provide practice in speaking, listening, vocabulary, and writing in the test setting. (Title I SW Elements: 1.1,2.5) (Target Group: BI,ESL) (Strategic Priorities: 2) (ESF: 1.2,3.2,4.1,5.3)</p>	Administrators, Campus Administrators, Federal Programs Director	July 2022-July 2023	(O)Computers, (S)Bilingual / ESL, (S)Bilingual Ed Block Grant	Criteria: STAAR/STAAR Alt./TELPAS/MAP Unit Test Common Assessments Checkpoints



# FALFURRIAS ELEM

- Goal 1.** (Academic Goal) By 2023, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.
- Objective 3.** By Spring 2023, FES will implement SPED STAAR supports to increase student performance as measured by the meets grade level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Contact the regional service center and alternative programs regarding the need for highly qualified instructors in the special education areas. This includes the need for core content areas as well as bilingual certification. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: SPED) (Strategic Priorities: 1) (ESF: 1.2,2.1)	Administrators, Campus Administrators	July 2022 - June 2023	(F)IDEA Special Education, (S)Bilingual / ESL	Criteria: Evaluations, certification and surveys
2. Monitor and provide one to one supports with implementation of accommodations and supplemental aides. (Title I SW Elements: 1.1) (Target Group: SPED) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Administrators, Assistant Principal(s), Campus Administrators, Credit Recovery Teacher, Principal, Special Education Director	July 2022 - June 2023	(F)IDEA Special Education	Criteria: STAAR/STAAR Alt./TELPAS/MAP Unit Test Common Assessments Checkpoints
3. Ensure each campus crisis team is trained on CPI (Crisis Prevention Intervention) restraint training relative to all students. (Title I SW Elements: 1.1,2.5) (Target Group: All,SPED) (Strategic Priorities: 2) (ESF: 4.1,5.3)	Administrators, Assistant Principal(s), Special Ed Teachers, Special Education Director	July 2022 - June 2023	(F)IDEA Special Education, (F)T2Part A Teacher/Principal Training and Recruiting, (L)Local Funds, (O)State Assessment Data	Criteria: STAAR/STAAR Alt./TELPAS/MAP Unit Test Common Assessments Checkpoints
4. Provide staff development opportunities for campus administrators, teachers and paraprofessionals to ensure implementation of differentiated lessons for instruction of students with special needs. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.1)	Administrators, Assistant Principal(s), Special Ed Teachers, Special Education Director	July 2022 - June 2023	(F)IDEA Special Education, (L)Local Funds	Criteria: Evaluations, surveys, certifications

# FALFURRIAS ELEM

**Goal 1.** (Academic Goal) By 2023, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

**Objective 4.** By Spring 2023, FES will implement specific GT, STAAR, and EOC strategies to increase student performance as measured by the master's grade-level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Gifted and Talented students will learn the independent investigation method and complete a project as outlines in the Texas Performance standards Project (TPSP) in GT camps. (Title I SW Elements: 1.1,2.5) (Target Group: GT) (ESF: 4.1,5.3)	Administrators, Assistant Principal(s), Curriculum Director	July 22-July 23	(F)G/T Ed Block Grant	Criteria: Benchmark, projects, common assessments, STAAR
2. gifted and talented students will be provided an opportunity to showcase their TPSP projects to parents and community members. (Title I SW Elements: 1.1,2.5) (Target Group: GT) (ESF: 3,3.4,4)	Administrators, Teacher(s)	July 2022- July 2023	(O)Supplemental materials, (S)STATE FUNDING	Criteria: STAAR results Benchmark results Common assessments Observations Lesson Plans GT parent surveys
3. New staff members who are serving the G/T population will be provided 30 hours of G/T staff development as well as providing the six hour update which is required yearly. (Title I SW Elements: 2.5) (Target Group: GT) (ESF: 5.2)	Administrators, GT Teachers	July 2022- July2023	(O)Supplemental materials, (S)STATE FUNDING	Criteria: STAAR results Benchmark results Common assessments Observations Lesson Plans Surveys

# FALFURRIAS ELEM

**Goal 1.** (Academic Goal) By 2023, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

**Objective 5.** By Spring 2023, FES implement high-yield instructional strategies for Migrant Students on STAAR and EOC to increase student performance as measured by the meets grade-level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Migrant students will be provided an opportunity to participate in extended day tutorials and extra curricular activities to improve academic performance. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: Migrant) (ESF: 4.1,5,5.3)	Administrators, Teacher(s)	July 2022- July 2023	(F)T1Part C-Migrant, (F)TCLAS High Quality After Sch Grant, (F)TCLAS- COVID ACCELERATED INST.	Criteria: Benchmarks, common assessments, and STAAR

# FALFURRIAS ELEM

**Goal 2.** (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

**Objective 1.** FES will provide college and university information to students, staff, and parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will participate in informational sessions and exposed to college expectations and degrees in order to create a college going culture. Parents will receive monthly flyers about a college / universities to discuss future careers with students. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.1,3.2,3.4)	Counselor(s)	July 2022-July 2023	(F)School Innovative Collab- Elem-283, (S)Career and Technical Education	Criteria: Surveys

# FALFURRIAS ELEM

**Goal 2.** (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

**Objective 2.** FES will ensure rigorous instructional strategies are implemented for post-secondary success for college and career readiness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will participate in research project of choice to increase background knowledge, vocabulary, and showcase findings through visual displays and writings to enhance post secondary success. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3)	Core Subject Teachers, Counselor(s), Librarian	July 2022-July 2023	(L)Local Funds, (O)Benchmark scores, (O)Manipulatives, (O)State Assessment Data, (O)Supplemental materials, (S)Career and Technical Education, (S)Instructional Materials Allotment, (S)Jobs & Education for Texans (JET)Grant(TWC)	Criteria: STEM projects, STAAR results, Benchmark results, and common assessment data

# FALFURRIAS ELEM

**Goal 2.** (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

**Objective 3.** FES will ensure events are scheduled that promote awareness for post-secondary opportunities for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will participate in college and career fair and be exposed to college ready culture. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.1,3.3)	Counselor(s), Librarian, Teacher(s)	July 2022-July 2023	(F)ESSER III 282 FUND, (L)Local Funds, (O)Extra duty pay for evening events, (O)Funding for materials	Criteria: surveys, video, pictures, sign in

# FALFURRIAS ELEM

**Goal 2.** (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

**Objective 4.** FES will establish staff/counselor intervention strategies to further promote student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The counselor will promote importance of good study habits and teach Steven Covey's 7 habits of highly effective students and families. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (ESF: 3.2,3.3,3.4,5.4)	Counselor(s)	July 2022-July 2023	(F)ESSER III 282 FUND, (O)Benchmark scores, (O)Funding for materials, (O)Projectors, (O)State Assessment Data, (O)Teacher Input, (S)Career and Technical Education, (S)Early Education Allotment	Criteria: class observations, benchmark results, staar results

# FALFURRIAS ELEM

**Goal 2.** (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

**Objective 5.** FES will implement strategies to facilitate effective transitions for students through coordination with institutions of higher education and other local partners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The counselor will coordinate with middle school to allow 5th grade transition field trip and expose students to the opportunities in 6th - 8th grade. (Title I SW Elements: 1.1) (Target Group: 5th) (Strategic Priorities: 3) (ESF: 3.3)	Administrators, Counselor(s), Teacher(s)	January 2023	(L)Local Funds	Criteria: surveys, benchmark results, staar results



# FALFURRIAS ELEM

**Goal 2.** (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.

**Objective 6.** FES will create a college-going atmosphere from grades PK-12 to instill a college and career readiness culture for our students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be exposed to college videos on a monthly basis and write about their goals and college plans. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1)	Counselor(s), Librarian, Teacher(s)	July 2022-2023	(O)Campus Website, (O)Computers, (O)Supplemental materials, (S)Career and Technical Education	Criteria: STAAR results Benchmark results Common assessments Observations Lesson Plans

# FALFURRIAS ELEM

**Goal 3.** (Technology Goal) BCISD will implement a technology program and world class education that will prepare students to succeed in today's technological society and become global citizens.

**Objective 1.** FES will identify and apply strategies for supporting the use and integration of technology in learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will utilize Education Galaxy, Mindplay, Prodigy, Accelerated Reader, and other web-based appropriate computer applications. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,4.1,5.3,5.4)	Administrators, Librarian, Special Ed Teachers, Teacher(s)	July 2022 - June 2023	(L)Local Funds, (O)Benchmark scores, (O)Computers, (O)Funding for materials, (O)Readiness Checklist, (O)Rtl Plan, (O)State Assessment Data, (O)Supplemental materials	Criteria: Common assessments, benchmark, staar results
2. The campus will continue to utilize and integrate current technology such as IPADs, computers, tablets, document cameras, chrome books, and newline interactive televisions to enhance instructional practices and increase student achievement. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.3,5.4)	Administrators, Teacher(s)	July 2022 - June 2023	(F)Title IID Technology ARRA, (O)Benchmark scores, (O)Computers, (O)Document Cameras, (O)Inventory List, (O)Projectors, (O)Supplemental materials, (O)Teacher Input, (O)Technology Director, (O)Technology Survey, (S)Technology Lending Grant-429	Criteria: Common assessments, observations, benchmarks, STAAR results
3. The campus will utilize DMAC and OnData Suite software programs for data disaggregation (STAAR, TELPAS, etc.), generate, administer and report on TEKS-based local assessments and for teacher appraisals (T-TESS, T-PESS). (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 4.1,5.3,5.4)	Administrators, Teacher(s)	July 2022 - June 2023	(O)Benchmark scores, (O)DMAC Solutions Data Software, (O)DMAC Training, (O)State Assessment Data, (O)TEKS RESOURCE CURRICULUM	Criteria: STAAR results Benchmark results Common assessments Telpas Lpac Dmac reports
4. The campus will provide students and parents with technology training on using Google Suite. (Title I SW Elements: 1.1,2.2,2.5,3.1) (Target Group: All) (ESF: 3.4)	Administrators, Teacher(s)	July 2022 - June 2023	(O)Computers, (O)Technology Survey, (S)Technology Lending Grant-429	Criteria: Surveys
5. The campus will implement additional communication resources to support the parents through the following methods: Class Dojo, Zoom, Google Meets, Social Media, Website, Remind, District Website, Google Voice, Band App, etc. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: All)	Administrators, Teacher(s)	July 2022 - June 2023	(L)Local Funds, (O)Advertise in newspaper, signs in businesses, (O)Campus Marquee, (O)Campus Website, (O)iPads, (O)Parent Liaison, (O)State Assessment Data, (O)Technology Director,	Criteria: STAAR results Benchmark results Common assessments Social media surveys

# FALFURRIAS ELEM

**Goal 3.** (Technology Goal) BCISD will implement a technology program and world class education that will prepare students to succeed in today's technological society and become global citizens.

**Objective 1.** FES will identify and apply strategies for supporting the use and integration of technology in learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2,4) (ESF: 3.4)			(O)Technology Survey, (O)TEKS RESOURCE CURRICULUM, (S)Technology Lending Grant-429	
6. The campus will provide a STEM Lab for use with coding, esports, and other STEM-related activities. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4.1,5.3,5.4)	Administrators, Teacher(s)	July 2022 - June 2023	(F)ESSER III 282 FUND, (O)Computers, (O)Extra duty pay for evening events, (O)SmartBoard, (O)Teacher Input, (O)Technology Director, (O)Technology Survey, (S)Technology Lending Grant-429	Criteria: STAAR results Common Assessments Benchmark Observations
7. The campus will purchase Play LU projection to be used in the gym during PE courses so that students can receive content enrichment and physical activity to increase student achievement in the core subject. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,4.1,5.4)	Administrators, PE Coach(s), Teacher(s)	July 2022 - June 2023	(O)Benchmark scores, (O)SmartBoard, (O)State Assessment Data, (O)Supplemental materials, (O)Technology Director, (O)Technology Survey, (S)Instructional Materials Allotment, (S)Technology Lending Grant-429	Criteria: STAAR results Benchmark results Common Assessments Observations

# FALFURRIAS ELEM

**Goal 3.** (Technology Goal) BCISD will implement a technology program and world class education that will prepare students to succeed in today's technological society and become global citizens.

**Objective 2.** FES will provide training for administrators, teachers, staff, and parents in educational technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will develop and implement strategies to integrate technology as available to them, such as Ipad applications, iPads, Newline Interactive televisions, Chromebooks, Google Suite, and Google classroom (as per Technology Plan). (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.3)	Administrators, Teacher(s)	July 2022- June 2023	(O)Teacher Input, (O)Technology Director, (O)Technology Survey, (O)TEKS RESOURCE CURRICULUM, (S)Technology Lending Grant-429	Criteria: STAAR results Benchmark results Common assessments Observations Lesson Plans

# FALFURRIAS ELEM

**Goal 4.** (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

**Objective 1.** FES will promote programs that communicate with students, parents, staff, and community positively.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. FES will provide incentives to encourage submission of parental surveys. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3.4)	Administrators, Teacher(s)	July 2022-July 2023	(L)Local Funds	Criteria: Surveys
2. The campus will review the responses to questions on parental surveys to determine if we are at or above 90% positive. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.4)	Administrators, Teacher(s)	July 2022-July 2023	(L)Local Funds, (O)Parent Liaison, (O)Parent Survey Form, (O)Technology Director	Criteria: Surveys

# FALFURRIAS ELEM

**Goal 4.** (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

**Objective 2.** The percentage of attendance for every six weeks at each campus will be at least 96% or above at FES

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Make daily announcements on the importance of attendance and recognize the classes with 100% attendance including providing rewards:            Daily- display best attendance banner;            Weekly- pizza for the class with 98% to 100% attendance;            Three Weeks- celebrate perfect attendance students with movie and popcorn or nachos;            Six Weeks- Perfect attendance awards presentation with certificate and a gift card or prize. Display student's pictures in the cafeteria's wall of honor and social media.            (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (ESF: 3.1,3.2,3.3)</p>	<p>Administrators, Counselor(s), Teacher(s)</p>	<p>July 2022-2023</p>	<p>(L)Local Funds, (O)Campus Website, (O)Funding for materials</p>	<p>Criteria: STAAR results Benchmark results Common assessments Observations</p>

# FALFURRIAS ELEM

**Goal 4.** (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

**Objective 3.** FES will promote a safe and disciplined environment at each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote positive behavior in class and in school through recognition of good things in announcements and reward students weekly for good behavior in class. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.3,4.1,5.4)	Administrators, Teacher(s)	July 2022- July 2023	(L)Local Funds	Criteria: STAAR results Benchmark results Observations Lesson Plans Common assessments Social Media
2. Implement and continue training staff on Capturing Kids Heart strategies to improve student behavior throughout the school including informing parents about the social contract in class. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.4,4.1)	Administrators, Teacher(s)	July 2022-July 2023	(F)ESSER III 282 FUND, (F)Title IIA Principal and Teacher Improvement, (L)Local Funds, (O)Benchmark scores, (O)Campus Marquee, (O)Campus Website, (O)State Assessment Data	Criteria: Discipline reports Celebrations Social Media Benchmark results Common Assessments STAAR results
3. Utilize an RTI Behavior and Academic specialist to work with students who struggle with social and emotional behavior and schedule career and college field trips with students. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3) (ESF: 3.1,3.2,3.3,5.1,5.4)	Administrators, Behavioral Interventionist, Reading Interventionist	July 2022-July 2023	(L)Local Funds	Criteria: Decrease discipline referrals STAAR results Benchmark results Common assessments Observations Lesson Plans

# FALFURRIAS ELEM

**Goal 4.** (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

**Objective 4.** FES will promote and provide social-emotional support to address individual needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselor will provide weekly classes to address the social and emotional needs of students in order to build their confidence and success in school. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.2,5.4)	Administrators, Counselor(s)	July 2022- July 2023	(F)ESSER III 282 FUND, (O)Funding for materials	Criteria: Decreased discipline referrals STAAR results Benchmark results Common assessments Observations Lesson Plans



# FALFURRIAS ELEM

**Goal 4.** (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

**Objective 5.** FES will utilize strategies to attract and retain highly qualified professional staff and provide opportunities to build leadership capacity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will be provided opportunities to build capacity in leadership roles , provide feedback for school reform, build relationships through team building, and receive monetary incentives for academic performance including recognition of school-wide efforts in student achievement. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administrators, Counselor(s), Lead Teacher, Teacher(s)	July 2022-July 2023	(F)ESSER III 282 FUND, (L)Local Funds	Criteria: STAAR results Benchmark results Common Assessments Observation

# FALFURRIAS ELEM

**Goal 4.** (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.

**Objective 6.** FES will ensure staff receives training as required in stature on Bloodborne Pathogens, Child Maltreatment Responsibilities, bullying Prevention for School Personnel, Diabetes Management in Schools, Sexual Harassment for Educators, Suicide Awareness and Prevention, Teen Dating Violence for Educators, and Cybersecurity Awareness for Educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold weekly meetings to address required training needs for all staff. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,3.1,3.4,4.1,5.3)	Administrators, Counselor(s), County Officials, Director of Technology, Federal Programs Director, Special Education Director, Teacher(s)	July 2022-July 2023	(F)T2Part A Teacher/Principal Training and Recruiting	Criteria: Surveys, certificates
2. Utilize Eduhero to provide additional required training for all staff based on walkthroughs, observations and staff requests. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1,5.3)	Administrators	July 2022-July 2023	(O)Computers, (O)LeadForward/Training, (O)Teacher Input, (O)Technology Director, (O)Technology Survey	Criteria: certificates and surveys

# FALFURRIAS ELEM

**Goal 5.** (Parent and Community Engagement Goal) BCISD will continue to support and increase family engagement and community involvement in schools, as measured by authentic engagement in district events and on annual parent and community surveys.

**Objective 1.** FES will continue to expand and support Family and Community Engagement in the District.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each grade level will invite parents to a curriculum night to inform them about the resources used in the classroom in each subject including state assessment expectations. (Title I SW Elements: 1.1,2.2,2.5,3.1) (Target Group: All) (ESF: 3.4,5.4)	Administrators, Department Heads, Librarian, Teacher(s)	July 2022-July 2023	(F)ESSER III 282 FUND, (L)Local Funds, (O)Benchmark scores, (O)Campus Marquee, (O)Campus Website	Criteria: Surveys Sign In Agenda STAAR results TELPAS results
2. FES will hold a family literacy night and involve parents in a "Make & Take" activities through the use of literature in STEM fields. (Title I SW Elements: 1.1,2.5,3.1) (Target Group: All) (ESF: 3,3.4)	Administrators, Department Heads, Librarian, Teacher(s)	July 22-July23	(F)ESSER III 282 FUND, (O)Funding for materials, (O)Manipulatives	Criteria: Surveys Agenda Sign Ins STAAR results Benchmark results Common assessments Observations Lesson Plans
3. FES will involve parents and community to special events and promote family and school connections and build a positive school culture. 1. Celebrate Grandparents Day 2. Celebrate Mother's Day 3. Celebrate Father's Day (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Campus Administrators, Counselor(s), Teacher(s)	June 2022 to July 2023	(L)Local Funds, (O)Campus Marquee, (O)Campus Website, (O)Extra duty pay for evening events	

# FALFURRIAS ELEM

**Goal 5.** (Parent and Community Engagement Goal) BCISD will continue to support and increase family engagement and community involvement in schools, as measured by authentic engagement in district events and on annual parent and community surveys.

**Objective 2.** FES will promote and support volunteers to increase levels of participation through events such as; Meet the Teacher Night, Curriculum Nights, literacy nights, Report Card Nights, Campus Marquees, and athletic events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a parent center for volunteers to assist teachers in preparing resources needed in the classroom to increase student achievement. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2)	Administrators, Teacher(s)	July 2022- July 23	(F)Title I, Part A Parental Engagement, (O)Manipulatives, (O)Parent Survey Form, (O)Teacher Input	Criteria: survey
2. CIS specialist and Counselor will hold monthly informational sessions that impact student learning and provide strategies for parents to help their child at home with academic and/or behavior needs with light refreshments and a craft to do together. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (ESF: 3.4)	21st Century Staff, Administrators, Counselor(s)	July 22-July 23	(F)Title I, Part A Parental Engagement, (L)Local Funds, (O)Funding for materials, (O)Manipulatives, (O)State Assessment Data	Criteria: Surveys
3. Host Meet the Teacher night before school begins and Open House for students and parents to talk to their teachers in person about grade level expectations. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)	Administrators, Teacher(s)	August 2022 August 2023	(F)Title I, Part A Parental Engagement, (O)Advertise in newspaper, signs in businesses	Criteria: surveys

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Falfurrias Elementary is one of two elementary campuses in BCISD. Falfurrias Elementary serves 446 students of which 98% are Hispanic and 1% White.

### Demographics Weaknesses

Not all demographic population have achieved their full potential academically, behaviorally, and social-emotionally.

### Demographics Needs

At Falfurrias Elementary 437 students or 98% of students are economically disadvantaged. 100% are Title 1 eligible due to the percentage of economically disadvantaged students. Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Falfurrias Elementary have school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

### Demographics Summary

Falfurrias Elementary School serves a very diverse population of students with specific supports in place for , Gifted & Talented, Special Education and Economically Disadvantaged students along with Community in Schools. The overall mobility rate is higher than the state at 34.9%. Falfurrias Elementary average daily attendance rate for students is 89%

## Student Achievement

### Student Achievement Strengths

Student with higher foundational skills are performing at a higher level than those lacking basic foundational skills such as subtraction and addition. Benefits are because they are building on previous knowledge skills. This type of data on student achievement can be very important in tracking trends and changes over time by asking the same

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

respondents questions in several waves carried out of time so BOY and EOY assessments. Students who value their education and have a strong support system at home are the students who are making annual progress.

## Student Achievement Weaknesses

Since our demographic is similar throughout the district it is hard to find differences based on ethnicity and socioeconomic status. However students in special programs however tend to perform below grade level due to learning disabilities. There is an evident learning gap across all subgroups. They examine the data, teachers can develop plans about factors that affect students' learning and ways to improve instruction to help all students. The data indicates that there is a slow progression of growth from all students, however, students who are motivated and have a strong support system at home tend to show more growth.

-Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review

-Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong

-Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date

-Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding

## Student Achievement Needs

Students are struggling when it comes to reading since we have a lot that are non readers and it starts to hinder some of their math since they struggle with the reading or comprehending the questions asked. Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.

-Coaching and support of teachers is informed by evaluating data

-Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date

## Student Achievement Summary

Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

Our campus is built to accommodate any and all learners and to help students think at a high level of thinking to be able to problem solve independently. Students and staff are collectively aligned to be world class learners. The school's climate is conducive to learning however, some students lack the motivation to want to learn.

Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.

-Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed

Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values

-Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrators, teachers, parents, and students

### School Culture and Climate Weaknesses

Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.

-Practices and policies are captured in writing and consistently implemented with fidelity

-Artifacts in the classrooms and hallways reference practices and policies.

-Consistency on disciplinary action.

### School Culture and Climate Needs

Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

-Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators

## Staff Quality, Recruitment and Retention

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths

Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.

- High-performing teachers are identified based on improving student outcomes and willingness to learn and develop
- Personalized strategies are employed to retain high performing staff including leadership opportunities, recognition, and/or financial reward

## Staff Quality, Recruitment and Retention Weaknesses

Better communication with staff and recruitment of highly qualified teachers.

## Staff Quality, Recruitment and Retention Needs

Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.

- Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop
- Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals
- Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills currently filling the gaps of instructional teams.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Strengths

The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas, and grades 3-5th mathematics and reading.

- Aligned to the TEKS with an emphasis on readiness standards.
- The current piloted curriculums provided by Texas Home Learning incorporate readiness and supporting standards from day one as compared to TEKS resource system. The programs have potential to address concerns of STAAR 2.0.

## Curriculum, Instruction and Assessment Weaknesses



# Comprehensive Needs Assessment

Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence.

-Aligned: Addresses the standards with the same prioritization and rigor as the top-line assessment (STAAR, ACT, AP, etc.) in alignment with the scope and sequence AND Reflects the format and type of questions from the top-line assessment

Preparing for the STAAR 2.0

## Curriculum, Instruction and Assessment Needs

Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.

-Instructional materials with key ideas, essential questions, recommended materials, and content rich texts (when applicable) are provided for each content area

-Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English learners

## Family and Community Involvement

### Family and Community Involvement Strengths

Regular campus climate surveys assess and measure progress on student and staff experiences in the community.

-Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators

### Family and Community Involvement Weaknesses

Additional parental outreach opportunities.

Parent teacher organization development.

### Family and Community Involvement Needs

# Comprehensive Needs Assessment

## Family and Community Involvement Needs (Continued)

PTO

Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

-Staff can articulate the school's mission, vision, and values without prompting and share how classroom and schoolwide routines, procedures, and policies reflect them

-Artifacts in the classrooms and hallways reference the mission, vision, and values

## School Context and Organization

### School Context and Organization Strengths

Professional development for teachers

Open door policy

### School Context and Organization Weaknesses

Follow the Campus wide/  
behavior plan and systems.

- Need a reading and math interventionist for intensive support other than regular tutoring, one to work with students below grade level.
- Need classroom support for sped and struggling students
- PD for Paraprofessionals in inclusion classroom
- Committees- allow teachers/ paras to sign up for the committee of their choice
- Consistently inform parents of student progress

# Comprehensive Needs Assessment

## School Context and Organization Weaknesses (Continued)

- monitoring not meeting expectations and of school events and information
- There is not a campus wide discipline plan in place.
  - Teachers, staff, parents, and students do not have an ability to participate in decision making.
  - No committees for teachers to share input.
  - Subgroups do not have adequate support/staffing.

## School Context and Organization Needs

Educate on BIPs and consistently implement campus discipline plan beginning with teacher intervention.  
Differentiate from Classroom  
clear understanding of the teacher para role and responsibilities in the inclusion classroom

## Technology

### Technology Strengths

The campus is technology rich and provides teachers with a variety of educational technology to address student and teacher needs.

Emphasis on student 1:1 technology applications.  
Classrooms are equipped with Smart board, clear touch tvs, document cameras, chromebooks, wireless internet access.

# Comprehensive Needs Assessment

## Technology Weaknesses

Improvement to the wireless network to support new STAAR 2.0 test online with faster internet and supported systems.

Increase in financial resources to purchase and upgrade to newer technology.

Technology professional development for staff.

Upgrades to teacher desktop and student technology for improved reliability and versatility for preparation for online testing.

## Technology Needs

Training on technology implementation in the classroom using newline tvs, email, smart board, chromebooks, ipad, document camera.

Increase classroom devices.

Update network to support additional devices and new online programs.

Improve progress monitoring.

Continue to utilize technology for data driven decisions and interventions.