

Fabens Independent School District
Fabens Elementary School
2023-2024 Campus Improvement Plan

Mission Statement



Fabens elementary working together to support student learning by creating a respectful, safe learning community where individuals are valued, respected, and supported to be the best version of themselves.

Vision



Fabens Elementary supporting student learning by putting student need and campus need at the forefront. Creating a respectful, safe learning community where individuals are valued, respected, and supported to be the best version of themselves

Campus Motto



"FES-Where Excellence Begins"
Learning Growing Succeeding Together

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	6
Student Learning	7
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	14
Goal 1: The district will provide a safe and orderly school climate, conducive to learning.	14
Goal 2: The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.	21
Goal 3: The district will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.	30
Goal 4: The district will build strong partnerships with parents, community and business members to promote a shared responsibility for student learning.	33
Goal 5: The district will operate in a fiscally sound manner through financial transparency.	35
Targeted Support Strategies	37
Additional Targeted Support Strategies	38
State Compensatory	39
Budget for Fabens Elementary School	39

Comprehensive Needs Assessment

Revised/Approved: August 1, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Fabens Elementary conducted a comprehensive needs assessment based on several sources of available campus data to include Amplify, Renaissance, TEKS RS, DMAC, Pearlized in K and first, and Sharon Wells in the 2nd and 3rd Grades. Attendance data was also analyzed in an effort to measure and monitor progress made for the coming school year.

Data for the 2022-2023 school year indicated a need to address learning gaps. In order to close these learning gaps the campus is focused on redefining Tier 1 instruction. Interventions are in place to address the development of foundational skills throughout the school day in small group instruction as well as pull out intervention, and revised daily schedules that block phonics, reading, and writing instruction together as compliments and supports to one another.

Small group instruction in reading and math are staples of a plan established to close these identified gaps. Campus funds will be focused to directly address the need for resources that support the teaching and learning of students in these areas. With an identified and shared focus on literacy development in English, a shared investment in implementing, monitoring data, and adjusting ESL teaching strategies daily in all classrooms, Fabens Elementary will also focus on the progression of our TELPAS scores.

Fabens Elementary currently serves a population that is 94% economically disadvantaged and thus qualifies as a Title I school campus wide. State Compensatory Education funds are used to support Title I schoolwide programs.

Demographics

Demographics Summary

Fabens Elementary is "Where Excellence Begins" at Fabens ISD. Fabens Elementary School (FES) is one of four campuses in the Fabens Independent School District. Fabens Elementary is located approximately 30 miles east of downtown El Paso and 2 miles north of the US/Mexico border. The Fabens community is predominantly Hispanic and economically disadvantaged. Fabens Elementary houses our PreK-3rd grade students. We have a total of about 72 employees to include teachers and support personnel. The campus currently serves 603 students.

The student population is 99% Hispanic, 1% White, 52% male, and 48% female with a low socioeconomic status of 94%. The staff population is 95.3% Hispanic and 4.7% White. There are currently 45.5% of students served in Bilingual Programs, 2% in the GT Program, and 13.5% in Special Education. There are currently 58% of students identified as English Language Learners, and 74% of students are considered At-Risk. The campus currently has a 6% representation of migrant students, 2.7% immigrant, and a population of 3.3% that qualify under McKinney Vento.

Demographics Strengths

District of Innovation

Leader in Me Campus

UIL, Destination Imagination Competitors

Folkloric

Choir

GT/STEM Curriculum

Great Customer Service

Involved and United Community

Resourceful Faculty

Resilient Students

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus student attendance is low. **Root Cause:** Parents are not always educated in the importance of attendance and the correlation between attendance and student success.

Student Learning

Student Learning Summary

FES faculty and staff are working together to provide students with the best education and bring experiences to our students to support a well rounded educational experience. Teachers provide 30 minutes intervention blocks during the day, and tutoring two times a week for students that need additional interventions. Students also receive differentiated instruction throughout the day to meet the specific needs with the help of instructional aides. Students in 3rd grade learn in a team teaching environment. Students receive instruction from two teachers for two of the subject areas (math and RLA). We obtain data from a variety of sources such as teacher created assessments, campus based assessments, benchmark data, TELPAS, STAAR, and teacher observations.

Student Learning Strengths

Students are eager to attend school which can be seen in our attendance numbers daily. Students have shown growth, as evident on their campus renaissance and amplify data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Phonics is an issue for all struggling learners. **Root Cause:** Phonics based instruction continues to be an issue as to how to implement during Guided reading, RSSP, and HMH. There is a need for prescriptive and in-depth professional development on HMH.

Problem Statement 2 (Prioritized): Bilingual students are not performing at the same level as monolingual students. **Root Cause:** There has not been a full implementation of Dual Language processes.

School Processes & Programs

School Processes & Programs Summary

To support the learning of all students with research based strategies, Fabens Elementary is implementing the Fundamental Five Framework for instruction, Balanced Literacy Framework, and ELPS strategies and Resources provided through Region 19 and TEA. The campus also follows a Dual Language model that supports the development of bilingual students in both English and Spanish.

Fabens Elementary also currently partners with UTEP to implement a mentoring program that seeks to grow veteran teachers as mentors and supports new teachers throughout their first 2-3 years on the campus. Professional Learning Communities are being implemented along with appropriate and aligned professional development opportunities that directly support the overall goals of the campus.

School Processes & Programs Strengths

Fabens Elementary is a resource rich campus. Professional development has been provided to staff regarding the fundamental five framework. Fabens elementary is part of RSSP to support early childhood literacy. The campus dual language calendar is implemented and monitored regularly. The faculty and staff embrace and support our UTEP interns in order to build capacity and continue to provide Fabens Elementary student with highly trained and certified teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There continues to be a need for Balanced Literacy and understanding the Science of Reading Process. **Root Cause:** Teachers need follow-up training in the balanced literacy approach to strengthen practices. There needs to be a system to revisit all Reading Academy Strategies (follow up).

Problem Statement 2 (Prioritized): Grade-level student expectations in teaching and learning need alignment among all the grade levels. **Root Cause:** Third grade is the only STAAR-tested grade level on the campus.

Problem Statement 3 (Prioritized): Social Emotional Learning is a high need for all students. SEL curriculum lessons needs consistent monitoring. **Root Cause:** The key occur.master schedule needs to be revisited to secure time for the lessons to ensure that t

Problem Statement 4: Students in GT are under-identified. **Root Cause:** There is a lack of nominations due to achievement gaps resulting from school closures during the pandemic.

Perceptions

Perceptions Summary

All students who attend our school will be served in a manner that promotes their highest levels of achievement, in a setting that is conducive to learning, in a culture that puts children first both academically as well as emotionally, and that prepares them to successfully compete in a global economy.

As part of Fabens Elementary movement toward continual progress the school commits to a focus on literacy development to ensure that students are equipped with foundational skills that will affect their entire life. In addition, the campus will work to support the development of academic English in all students through a focus on critical writing, authentic literature, and to prepare them for the workforce and higher education.

Mission Statement:

Fabens Elementary is where excellence begins. A School where individuals are valued, respected and supported to be the best version of themselves.

Perceptions Strengths

Fabens Elementary School prides itself in great customer service. Fabens Elementary School is where excellence begins.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Additional training and parental involvement activities are needed to teach parents how to assist their children with learning at home. **Root Cause:** In order to close the learning gaps, partnerships with parents need to be reinforced.

Priority Problem Statements

Problem Statement 1: There continues to be a need for Balanced Literacy and understanding the Science of Reading Process.

Root Cause 1: Teachers need follow-up training in the balanced literacy approach to strengthen practices. There needs to be a system to revisit all Reading Academy Strategies (follow up).

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Additional training and parental involvement activities are needed to teach parents how to assist their children with learning at home.

Root Cause 2: In order to close the learning gaps, partnerships with parents need to be reinforced.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Bilingual students are not performing at the same level as monolingual students.

Root Cause 3: There has not been a full implementation of Dual Language processes.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Phonics is an issue for all struggling learners.

Root Cause 4: Phonics based instruction continues to be an issue as to how to implement during Guided reading, RSSP, and HMH. There is a need for prescriptive and in-depth professional development on HMH.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Grade-level student expectations in teaching and learning need alignment among all the grade levels.

Root Cause 5: Third grade is the only STAAR-tested grade level on the campus.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Social Emotional Learning is a high need for all students. SEL curriculum lessons needs consistent monitoring.

Root Cause 6: The current master schedule needs to be revisited to secure time for the lessons to ensure that t

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

- Other additional data





Goals






Revised/Approved: November 7, 2023

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

Performance Objective 1: Throughout the 2023-2024 school year FES will fulfill 100% of the requirements for our safety drills and audits by the safety committee monthly.

Evaluation Data Sources: Drill calendar, safety meeting agenda and sign-in sheets






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to implement the safety crisis management plan.</p> <p>Strategy's Expected Result/Impact: Crisis management plan will help the campus prepare in case of an emergency.</p> <p>Staff Responsible for Monitoring: Safety Team, Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to implement our FES discipline management plan.</p> <p>Strategy's Expected Result/Impact: Our discipline management plan will help maintain a positive environment.</p> <p>Staff Responsible for Monitoring: Administration, counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ongoing training, refreshers, and communication of campus safety expectations will be conducted at Faculty Meetings throughout the year and in different settings where appropriate to keep campus safety at the forefront.</p> <p>Strategy's Expected Result/Impact: Increased knowledge and awareness of how to appropriately respond to different emergency situations.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
			
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Goal 1: The district will provide a safe and orderly school climate, conducive to learning.

Performance Objective 2: By December of 2023, FES will Implement a safety plan campus wide that includes developed and refreshed emergency bags to all classrooms and that key individuals on campus have radios for communication during emergency situations.







Evaluation Data Sources: Campus Safety Plan, updated campus maps, Drill logs, Safety Committee Meeting Minutes, Sign-In sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: FES will purchase emergency bags for each classroom.</p> <p>Strategy's Expected Result/Impact: Increase safety</p> <p>Staff Responsible for Monitoring: Nurse, administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: FES will increase the amount of communication radios on the campus from 4 to 8.</p> <p>Strategy's Expected Result/Impact: Increase communication during safety drills on campus.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Throughout the 2023-2024 school year, FES will recognize student achievements in attendance, behavior, and academics in all grade levels once every 9-weeks.






Evaluation Data Sources: Attendance Reports, campus attendance data, discipline reports, failure reports, PBIS meeting minutes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: For the 2023-2024 school year, FES will monitored attendance weekly and provide incentives to promote healthy attendance each nine weeks. Recognition of good behavior and discipline will be recognized through PBIS campus events.</p> <p>Strategy's Expected Result/Impact: Improved student behavior, attendance, and academics.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PBIS will have monthly events to promote positive behavior to support a positive school environment for all stakeholders.</p> <p>Strategy's Expected Result/Impact: Improved campus culture.</p> <p>Staff Responsible for Monitoring: Counselor and Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 4: Throughout the 2023-2024 school year, FES implementation of PBIS Rewards as a strategy to encourage positive behavior and social skills. Students will meet individual weekly goals to earn PBIS Rewards. By May 2024 90% of FES students will meet their weekly goal.






Evaluation Data Sources: PBIS Rewards Data, student goals, PBIS Rewards meeting minutes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher training will be ongoing during faculty meetings, PLC, or Professional Development opportunities offered through a variety of entities to promote positive redirection, improved classroom cultures, and teacher behavior management through Leader in Me program.</p> <p>Strategy's Expected Result/Impact: Improved classroom culture and social emotional environments for students.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 5: Throughout the 2023-2024 school year, FES integrate SEL/ Leader in Me strategies into the campus culture through counseling sessions as well as throughout the school day in the classrooms. By May 2024, 90% of the students will have received at least one Leader in Me module will be implemented every 9-weeks at every grade level.






Evaluation Data Sources: Leader in Me (MRA) Survey, scope and sequence, counseling lesson plan

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Leader in Me curriculum will be implemented campus wide by teachers and the counselor to promote social emotional learning.</p> <p>Strategy's Expected Result/Impact: Improved student behavior reflected in less referrals and discipline reports.</p> <p>Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
			
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Goal 1: The district will provide a safe and orderly school climate, conducive to learning.

Performance Objective 6: Throughout the 2023-2024 school year. FES Maintain the a monthly attendance average of 95% or better at the elementary level.



Evaluation Data Sources: Attendance Reports, campus attendance data, membership report






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Daily monitoring of attendance, maintenance of school-home communication, incentives to promote healthy attendance.</p> <p>Strategy's Expected Result/Impact: Improved attendance rates.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Attendance Officer and Attendance Clerk</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Increase percentage of 3rd grade students making gains in Math to 70% at approaches, 10 % at meets and 5 % at masters as measure by STAAR for the 2023-2024 school year.

Evaluation Data Sources: STAAR, STAAR BOY, Sharon Wells 6 weeks assessments, Renaissance Data



Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All grade levels will align their instruction to the state standards and TEKS Resource System.</p> <p>Strategy's Expected Result/Impact: Aligned structures that meet state student expectations for each particular grade level.</p> <p>Staff Responsible for Monitoring: Teachers, Intervention teachers, Instructional Facilitator, Dyslexia Specialist, Assistant Principal, Principal</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Daily Interventions will occur through systematic small group instruction settings based on Pearl and Sharon Wells performance assessments and progress monitoring of student daily activities through formative assessments. Student progress in their math abilities will be periodically monitored through small group instruction and assessed through weekly concept testing, campus mock assessments, and district testing intervals.</p> <p>Strategy's Expected Result/Impact: Closing of the gaps</p> <p>Staff Responsible for Monitoring: Teachers, intervention teachers, Dyslexia specialist, Instructional Specialist Facilitator, Assistant Principal, Principal, Counselor.</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	Apr
			






Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers (Kinder -3rd Grade) will be trained with a hands-on approach using manipulatives and problem-solving strategies. Teachers will be using Pearl Math program for Kinder & 1st grade as well as Sharon Wells Math program for 2nd & 3rd Grade.</p> <p>Strategy's Expected Result/Impact: Closing of the gaps from interrupted instruction due to pandemic and progress towards Pre COVID performance levels.</p> <p>Staff Responsible for Monitoring: Teachers, intervention teachers, Instructional Specialist Facilitator, Assistant Principal, Principal, Counselor.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Increase percentage of 3rd grade students making gains in Reading 70% at approaches, 10 % at meets and 5 % at masters as measure by STAAR for the 2023-2024 school year.

Evaluation Data Sources: STAAR, STAAR BOY, Amplify Data, Renaissance Data






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Daily Interventions will occur through systematic small group instruction. Small group instruction will be based on data from HMH after each testing interval. Student progress monitoring will occur every three weeks for tier II and tier III intervention students. Students will also be monitored through guided reading instruction and assessed (BOY, MOY, and EOY Amplify).</p> <p>Strategy's Expected Result/Impact: Closing of the gaps from interrupted instruction due to pandemic and progress towards Pre COVID performance levels.</p> <p>Staff Responsible for Monitoring: Teachers, intervention teachers, Instructional Specialist Facilitator, Assistant Principal, Principal, Counselor.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Balanced Literacy initiatives will be continuously developed implemented through implementation of read aloud, shared reading, guided reading, and independent reading at all grade levels in both languages. This will include funds allotted for teacher training opportunities and continued development of classroom libraries, reading programs that support skills practice, and online programs that will provide students with access to audiobooks.</p> <p>Strategy's Expected Result/Impact: Closing the gaps.</p> <p>Staff Responsible for Monitoring: Teachers, intervention teachers, Instructional Specialist Facilitator, Assistant Principal, Principal, Counselor.</p>	Formative		
	Nov	Feb	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Book of the month is an initiative campus wide that provides teachers and students with one quality picture book per month for teachers to build a library of mentor texts that will serve as quality teaching tools for a variety of writing techniques and essential knowledge and skills found in the Texas curriculum. These titles will serve as models for students to study to develop and improve upon their own skills as readers and writers in preparation for higher education.</p> <p>Strategy's Expected Result/Impact: Closing the gaps.</p> <p>Staff Responsible for Monitoring: Teachers, intervention teachers, Instructional Specialist Facilitator, Assistant Principal, Principal, Counselor.</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: For the 2023-2024 school year students will show a one years growth on their K-2nd Grade Renaissance scores.



Evaluation Data Sources: Renaissance data, Attendance data






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Renaissance data will be reviewed at BOY MOY to determine interventions that support student growth. Teachers will use data to create their Tier II and Tier III intervention groups. Interventionist and teachers will provided need intervention through instructional programs (digital and non digital)</p> <p>Strategy's Expected Result/Impact: Closing the gaps.</p> <p>Staff Responsible for Monitoring: Teachers, intervention teachers, Instructional Specialist Facilitator, Assistant Principal, Principal, Counselor.</p>	Formative		
	Nov	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 4: For the 2023-2024 school year English Language Learners will increase a minimum of 1 proficiency level per year as measured by their TELPAS composite rating.

Evaluation Data Sources: TELPAS Data, Summit K-12





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Drop Everything and Write will be implemented monthly campus wide. This initiative will provide monthly baseline writing samples structured around different skills that will demonstrate student English proficiency. Teachers will use this data to determine what next steps need to occur in instruction to continue to develop L2. Teachers will formally review student samples to rate their students utilizing the TELPAS rubric at the end of the semester to inform their instructional plans as they proceed into the second semester.</p> <p>Strategy's Expected Result/Impact: Increase of TELPAS Scores and OUTPUT portions of instruction and for the focus on English Learners</p> <p>Staff Responsible for Monitoring: Teachers Instructional Facilitator Administration</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Critical Writing opportunities will be planned by teachers and incorporated into the various content areas to support processing of content material in a variety of ways for different types of learners. This practice will also support the development of the language of the day.</p>	Formative		
	Nov	Feb	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implementation of ESL strategies acquired through training from different resources.</p> <p>Strategy's Expected Result/Impact: A more holistic and scaffolded approach to teaching and learning for students that incorporate research based strategies for them to be able to grasp and engage with the content.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Facilitator, Principal</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 5: Extended day tutoring through MTSS and pull out intervention will be done daily during the 2023-2024 school year. Interventionist will keep track of student progress in intervention binders.






Evaluation Data Sources: Renaissance data, Amplify, STAAR, STAAR BOY

Strategy 1 Details	Formative Reviews		
Strategy 1: Extended day tutoring through MTSS and pull out intervention will be done daily during the 2023-2024 school year. Interventionist will keep track of student progress in intervention binders.	Formative		
	Nov	Feb	Apr
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 6: Continue to implement GT instructional programs for students to include GT training for teachers, implementation of Differentiated Instruction (DI), building of math/science GT STEM based curriculum






Evaluation Data Sources: GT lesson plans, professional development training for teacher

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to implement GT instructional programs for students to include GT training for teachers, implementation of Differentiated Instruction (DI), building of math/science GT STEM based curriculum	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: FES will recruit, hire, and retain, highly qualified staff to serve students based on numbers at all grade levels as needed to support student needs.






Evaluation Data Sources: Staffing numbers, job postings, membership reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Mentor Program with UTEP and EPCC are in place to support new teachers.	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 2: Contingent upon funding, tutors will be acquired to conduct small group intervention to support learning loss.






Evaluation Data Sources: Tutoring log, student data, MTSS listing, lesson plans addressing small group intervention, intersession attendance

Strategy 1 Details	Formative Reviews		
Strategy 1: Contingent upon funding, tutors will be acquired to conduct small group intervention to support learning loss.	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 3: Increase implementation of the systems for recognizing teacher achievements, celebrating meeting of staff attendance goals, and activities to promote positive campus culture among staff.






Evaluation Data Sources: Staff climate surveys, agendas, staff attendance

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase implementation of the systems for recognizing teacher achievements, celebrating meeting of staff attendance goals, and activities to promote positive campus culture among staff.	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: Fabens elementary will utilize its CIS Program to support an increase in parental, family, and community engagement opportunities at the campus. CIS will meet with students bi-weekly to meet their behavioral, academic, and attendance needs.






Evaluation Data Sources: Attendance, Grades, MTSS, teacher recommendation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CIS coordinator will provide additional resources to families/students in need.</p> <p>Strategy's Expected Result/Impact: Increase Attendance Increase Parental Involvement</p> <p>Staff Responsible for Monitoring: CIS Administration</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 2: School calendar of events and monthly campus newsletter will be shared with all stakeholders monthly to promote an inclusive and celebratory campus culture.







Evaluation Data Sources: Parental Involvement, MRA

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide parents monthly campus calendar on upcoming events.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement, student participation and family involvement in school events.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Introduce systems to assist with the budget development process and timelines to ensure a balanced annual operating budget. \$0.00

Evaluation Data Sources: Monthly budget






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monthly budget meeting to check in, discuss and allocate funds based on campus expenditures and needs. Strategy's Expected Result/Impact: have a positive healthy budget Staff Responsible for Monitoring: Principal, budget clerk</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Nov	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Meet with grade levels and ensure that they have all necessary resources for students and teachers to provide quality instruction. Strategy's Expected Result/Impact: have necessary resources at the disposal of students and teachers Staff Responsible for Monitoring: Principal, Assistant Principal, Budget Clerk, teachers</p>	Formative		
	Nov	Feb	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Implement a quality review process to determine the effectiveness of both instructional and non-instructional programs.

High Priority

Evaluation Data Sources: Attendance
Student Progress

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet with grade levels and evaluate the usage data and student's growth to determine effectiveness of instructional and non-instructional programs.</p> <p>Strategy's Expected Result/Impact: Keep programs that are effective</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Coach, teachers</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	All grade levels will align their instruction to the state standards and TEKS Resource System.
2	1	2	Daily Interventions will occur through systematic small group instruction settings based on Pearl and Sharon Wells performance assessments and progress monitoring of student daily activities through formative assessments. Student progress in their math abilities will be periodically monitored through small group instruction and assessed through weekly concept testing, campus mock assessments, and district testing intervals.
2	1	3	Teachers (Kinder -3rd Grade) will be trained with a hands-on approach using manipulatives and problem-solving strategies. Teachers will be using Pearl Math program for Kinder & 1st grade as well as Sharon Wells Math program for 2nd & 3rd Grade.
2	2	1	Daily Interventions will occur through systematic small group instruction. Small group instruction will be based on data from HMH after each testing interval. Student progress monitoring will occur every three weeks for tier II and tier III intervention students. Students will also be monitored through guided reading instruction and assessed (BOY, MOY, and EOY Amplify).
2	2	3	Book of the month is an initiative campus wide that provides teachers and students with one quality picture book per month for teachers to build a library of mentor texts that will serve as quality teaching tools for a variety of writing techniques and essential knowledge and skills found in the Texas curriculum. These titles will serve as models for students to study to develop and improve upon their own skills as readers and writers in preparation for higher education.
4	1	1	CIS coordinator will provide additional resources to families/students in need.
5	1	1	Monthly budget meeting to check in, discuss and allocate funds based on campus expenditures and needs.
5	2	1	Meet with grade levels and evaluate the usage data and student's growth to determine effectiveness of instructional and non-instructional programs.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	2	3	Book of the month is an initiative campus wide that provides teachers and students with one quality picture book per month for teachers to build a library of mentor texts that will serve as quality teaching tools for a variety of writing techniques and essential knowledge and skills found in the Texas curriculum. These titles will serve as models for students to study to develop and improve upon their own skills as readers and writers in preparation for higher education.
2	4	3	Implementation of ESL strategies acquired through training from different resources.

State Compensatory

Budget for Fabens Elementary School

Total SCE Funds: \$45,860.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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