

Fabens Independent School District

District Improvement Plan

2023-2024



Public Presentation Date: October 25, 2023

Mission Statement

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

Vision

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

Board of Trustees

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District Administration

*Martin Torres, **Interim-Superintendent***
*Michele Gonzalez, **Assistant Superintendent of Curriculum and Instruction***
*vacant , **Assistant Superintendent of Business and Operations***

Campus-Level Administration

Fabens Elementary

*Veronica Brashear, **Principal***
*Jessica Yildirim, **Assistant Principal***

O'Donnell Intermediate

*Corina Ruiz, **Principal***

Fabens Middle School

*Monica Lyons, **Principal***
*Justin Kleist, **Assistant Principal***

Fabens High School

*Dr. Daniel Aguayo, **Principal***
*Leticia Arce-Miranda, **Assistant Principal, Early College***
*Alicia Acosta, **Assistant Principal***

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Superintendent Constraints

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Comprehensive Needs Assessment

Revised/Approved: August 21, 2023

Demographics

Demographics Summary

Fabens Independent School District (FISD) is the home of the Wildcats. The rural school district is located approximately 30 miles East of downtown El Paso and just 2 miles North of the U.S.A / Mexico border, Fabens has been an agricultural community that has continually received Mexican immigrants seeking better opportunities. The district employs approximately 180 teachers and support personnel to serve the district's 4 campuses and Early College Program: Fabens Elementary School, O'Donnell Intermediate, Fabens Middle, and Fabens High School (P-Tech, T-Stem, Cotton Valley Early College Program).

Fabens ISD Demographics as of August 18, 2023

Fabens ES: 587 students

O'Donnell Intermediate: 271 students

Fabens MS: 412 students

Fabens HS: 606 students

Total District Enrollment: 1,876 students

Prior Year Enrollment: 1991 students

As of current data, the district is experiencing a decrease in student enrollment of about 115 students.

Enrollment Data Below is Based on 22-23 Fall PEIMS Snapshot

100% Title I Part A District

Enrollment By Grade Level	Count	Special Population	%	Instructional Programs	%
Early Childhood Education	4	Economically Disadvantaged	92.39%	Bilingual/ESL Education	19.47%
Pre-Kindergarten	54	Non-Educationally Disadvantaged	7.61%	Career & Technical Education	24.%
Kindergarten	137	Immigrant	1.24%	Career & Technical Education (9-12 grades only)	46.4%
Grade 1	148	Emergent Bilingual	52.87%	Gifted & Talented Education	3.94%
Grade 2	149			Special Education	15.17%
Grade 3	131	Students w/ Dyslexia	3.00%		
Grade 4	134	Foster Care	0.0%		
Grade 5	119	Homeless	3.68%		
Grade 6	138	Immigrant	1.24%		
Grade 7	150	Migrant	5.23%		
Grade 8	144	Title I	100.0%		
Grade 9	188	Military Connected	2.43%		
Grade 10	176	At-Risk	79.75%		
Grade 11	128				
Grade 12	121				

Special Populations by Count

Emergent Bilingual: 1,021

Immigrants: 24

Military Connected: 47

Dyslexia: 58

Staff Information

Staff Information	Count	Percent
Total Staff	336	100.0%
Professional Staff:		
Teachers	28	8.3%
Professional Support	28	2.3%
Campus Administration (School Leadership)	7.9	2.3%
Central Administration	6.0	1.8%
Educational Aides:	38	11.1%
Auxiliary Staff:	105	31%
Teachers by Years of Experience:		
Beginning Teachers	13.0	8.6%
1-5 Years Experience	32.4	21.3%
6-10 Years Experience	22	14.4%
11-20 Years Experience	59.9	39.3%
Over 20 Years Experience	25	16.4%
Average Years Experience of Teachers:		11.9
Average Years Experience of Teachers with District:		9.9

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

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

Demographics Strengths

There are areas of teacher shortage, however, a high number of our teachers have over 20 years' experience. The enrollment is still low but at the same time increasing to reflect pre-covid numbers.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The GT student rate of 3.94 is significantly lower than other special programs. **Root Cause:** There is a need for GT identification training that relates to our student population (economically disadvantaged).

Problem Statement 2 (Prioritized): The student enrollment for Fabens ISD is still at a decline. **Root Cause:** We are competing with several neighboring districts and charter schools.

Problem Statement 3 (Prioritized): Over half the student population is identified as Emergent Bilingual. **Root Cause:** Children are first generation, and the students are the ones who are translating for the adults (parents).

Problem Statement 4 (Prioritized): The district is predominantly Economically Disadvantaged along with other at-risk indicators. **Root Cause:** Students are first generation and parents do not have a higher education degree that allows for them to seek opportunities to improve their quality of life.

Problem Statement 5 (Prioritized): All EOC subjects except English II showed an increase in % from 2022 to 2023. **Root Cause:** Only 33% of these students passed English I in 2022. Therefore teachers had to provide support to have students demonstrate proficiency in both English I and English II in 2023.

Student Learning

Student Learning Summary

Data From 2022 Accountability

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		74	C
STAAR Performance	35	60	
College, Career and Military Readiness	70	93	
Graduation Rate	90.1	65	
School Progress		91	A
Academic Growth	78	91	A
Relative Performance (Eco Dis: 90.7%)	53	90	A
Closing the Gaps	30	70	

Analysis of Accountability year 21 to year 22.....

- The **STAAR performance score** increased from component score **23 to 35 in accountability year 2021 to 2022**.
- The CCMR component score dropped from **78 to 70 resulting in a lower scaled score**.
- The Graduation rate decreased from **94 to 90**. Both rates were selected from the 6 yr graduation longitudinal rates.
- The district continues to not meet all indicators for closing the gaps.....(special populations)
- The overall accountability dropped from the **last measurable accountability score of 89 to 85**.

2022 A-F Accountability Listing by Campus

										School Progress						AEA	
	School	Grades				Overall		Student Achievement		Academic Growth		Relative Performance		Closing the Gaps			Grad
District / Campus Name	Type	Served	Total Students	Alt Ed	Eco Dis	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Support Label	Plan
FABENS ISD			1,983	No	90.7%	B	85	C	74	A	91	A	90	C	70		
FABENS EL	Elementary	EE - 03	611	No	93.0%	C	71	NR: SB 1365	67	N/R		C	74	NR: SB 1365	64		
JOHANNA O'DONNELL INT	Elementary	04 - 05	259	No	90.3%	A	92	C	73	A	93	B	82	B	88		
FABENS MIDDLE	Middle School	06 - 08	480	No	93.8%	C	79	NR: SB 1365	56	B	81	NR: SB 1365	60	C	73		
FABENS HS	High School	09 - 12	633	No	86.3%	B	81	C	75	B	84	B	85	C	71		

-The district has one campus rated an **A (ODI)**, **two campuses at a C (FES and FMS)** and **1 at a B (FHS)**.

- Senate Bill 1365 supported campuses who had been rated a **D or F to be rated a C**. There is a need to increase the student achievement score in all subjects for **3rd grade at FES and all grades and subjects at FMS**.

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Texas Education Agency

2022 STAAR Performance

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	1,304	1,059	515	356	3,234	
Approaches GL or Above	781	718	317	186	2,002	62%
Meets GL or Above	419	338	115	117	989	31%
Masters GL	148	124	28	63	363	11%
Total Percentage Points						104%

2023 STAAR Performance

Reading	Did not Meet		Approaches		Meets		Masters		Math	Did not Meet		Approaches		Meets		Masters	
3rd English	31%	27	69%	61	43%	38	11%	10	3rd English	47%	45	53%	51	22%	21	2%	2
3rd Spanish	59%	24	41%	17	17%	7	12%	5	3rd Spanish	76%	26	24%	8	5%	2	3%	1
Combined	40%	51	60%	78	35%	45	12%	15	Combined	55%	71	45%	59	18%	23	2%	3
2022 3rd			61%		28%		12%					75%		34%		12%	
4th Eng	22%	19	78%	68	41%	36	8%	7	4th Eng	20%	18	80%	72	54%	49	23%	21
4th Span	41%	18	59%	26	43%	19	27%	12	4th Span	44%	18	56%	23	22%	9	7%	3
Combined	28%	37	72%	94	42%	55	15%	19	Combined	28%	36	72%	95	44%	58	18%	24
2022 4th			83%		53%		28%					82%		52%		24%	
5th Eng	18%	16	82%	74	66%	59	30%	27	5th Eng	9%	9	91%	88	52%	50	16%	16
5th Span	31%	9	29%	20	31%	9	10%	3	5th Span	14%	3	86%	19	59%	13		
Combined	20%	25	80%	94	57%	68	25%	30	Combined	10%	12	90%	107	53%	63	13%	16
2022 5th			79%		49%		23%					83%		55%		19%	
6th	52%	75	48%	69	21%	30	3%	4	6th	26%	37	74%	107	33%	47	8%	11
2022 6th			47%		19%		6%					64%		22%		3%	

Reading	Did not Meet		Approaches		Meets		Masters		Math	Did not Meet		Approaches		Meets		Masters	
7th	49%	74	51%	77	29%	44	7%	11	7th	51%	77	49%	74	23%	35	6%	9
2022 7th			63%		32%		21%					36%		13%		1%	
8th	27%	38	73%	103	40%	56	13%	18	8th	35%	41	65%	75	27%	31	5%	6
2022 8th			70%		35%		14%					55%		23%		4%	
Science									Social Studies								
5th Eng	30%	31	70%	72	36%	37	17%	17									
5th Span	69%	11	31%	5	13%	2											
Combined	35%	42	65%	77	33%	39	14%	17									
2022 5th			53%		22%		5%										
8th	45%	64	55%	77	28%	40	4%	6	8th	52%	74	48%	67	20%	28	5%	7
2022 8th			54%		21%		7%					15%		7%		1%	

Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	269	0.0	95	47.5	1,061	1,061.0	1,108.5	1,425	78
Reading / ELA	119	0.0	45	22.5	543	543.0	565.5	707	80
Mathematics	150	0.0	50	25.0	518	518.0	543.0	718	76

		2021-22								
2020-21		Did Not Meet		Approaches		Meets		Masters	Count	
		Both Subjects								1,425
Both Subjects	Did Not Meet	164	244	19	260	94	20		801	
	Approaches	54	0	47	92	127	65		385	
	Meets	3		28		29	59	53	172	
	Masters	0		2		18		47	67	
		Reading / ELA								707
Reading / ELA	Did Not Meet	75	130	0	124	35	8		372	
	Approaches	18	0	24	46	62	34		184	
	Meets	1		11		21	42	27	102	
	Masters	0		1		13		35	49	
		Mathematics								718
Mathematics	Did Not Meet	89	114	19	136	59	12		429	
	Approaches	36	0	23	46	65	31		201	
	Meets	2		17		8	17	26	70	
	Masters	0		1		5		12	18	

2022 College Career and Military Readiness Rate

	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	150	
Total credit for CCMR criteria	105	70%

2023 College Career Military Readiness Rate

All Students
of CCMR Points: 127
in Class: 162
CCMR: 78%

The percent of CCMR graduate has increased from 70% to 78%

However, under the new scaling Tool the Scale score will result in an 80 which is a 13 point drop from the 93%

	All Students	African American	Hispanic	White	Econ Disadv	EB/EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021							
% Graduated	83.9%	-	83.6%	*	81.6%	75.0%	66.7%
# Graduated	135	-	**	*	111	45	14
Total in Class	161	-	**	*	136	60	21
5-Year Extended Graduation Rate (Gr 9-12): Class of 2020							
% Graduated	90.1%	-	90.1%	*	89.8%	84.3%	83.3%
# Graduated	164	-	**	*	141	43	15
Total in Class	182	-	**	*	157	51	18

	All Students	African American	Hispanic	White	Econ Disadv	EB/EL+	Special Ed
6-Year Extended Graduation Rate (Gr 9-12): Class of 2019							
% Graduated	88.8%	-	88.7%	*	89.8%	77.5%	76.2%
# Graduated	167	-	**	*	141	31	16
Total in Class	188	-	**	*	157	40	21
Annual Dropout Rate (Gr 9-12): SY 2020-21							
% Dropped Out	4.4%	-	4.5%	0.0%	4.9%	5.3%	7.4%
% Dropped Out - Conversion	56.0%						
# Dropped Out	31	-	31	0	30	12	6
# of Students	699	-	690	9	610	225	81

4 yr- Longitudinal Grade Data

			Closing the Gaps Domain								Student Achievement Domain								Di Pr			
			Graduated		Continued		Rcvd. TxCHSE		Dropped out					Graduated		Continued		Rcvd. TxCHSE		Dropped out		Re FH FH
Campus	Student group	Class	Num.	Rate(%)	Num.	Rate(%)	Num.	Rate(%)	Num.	Rate(%)	Class	Num.	Rate(%)	Num.	Rate(%)	Num.	Rate(%)	Num.	Rate(%)	Num.	Rate(%)	Num.
DISTRICT	All students	168	152	90.5	4	2.4	0	0.0	12	7.1	164	152	92.7	2	1.2	0	0.0	10	6.1	14		
DISTRICT	African American	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0
DISTRICT	American Indian	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0
DISTRICT	Asian	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0
DISTRICT	Hispanic	166	150	90.4	4	2.4	0	0.0	12	7.2	162	150	92.6	2	1.2	0	0.0	10	6.2	14		
DISTRICT	Pacific Islander	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0
DISTRICT	White	2	2	100.0	0	0.0	0	0.0	0	0.0	2	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	2
DISTRICT	Multiracial	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0
DISTRICT	At-risk	99	88	88.9	3	3.0	0	0.0	8	8.1	96	88	91.7	1	1.0	0	0.0	7	7.3	80		
DISTRICT	CTE concentrator	101	100	99.0	1	1.0	0	0.0	0	0.0	101	100	99.0	1	1.0	0	0.0	0	0.0	0	0.0	95
DISTRICT	EB/EL	53	42	79.2	2	3.8	0	0.0	9	17.0	51	42	82.4	0	0.0	0	0.0	9	17.6	35		
DISTRICT	EB/EL in 9-12	67	56	83.6	2	3.0	0	0.0	9	13.4	65	56	86.2	0	0.0	0	0.0	9	13.8	48		
DISTRICT	Economic disadvantage	143	128	89.5	4	2.8	0	0.0	11	7.7	139	128	92.1	2	1.4	0	0.0	9	6.5	11		
DISTRICT	Foster care in 9-12	1	0	0.0	1	100.0	0	0.0	0	0.0	1	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0	0
DISTRICT	Foster/Homeless/ Military	7	5	71.4	2	28.6	0	0.0	0	0.0	6	5	83.3	1	16.7	0	0.0	0	0.0	0	0.0	5
DISTRICT	High focus	148	132	89.2	4	2.7	0	0.0	12	8.1	144	132	91.7	2	1.4	0	0.0	10	6.9	12		
DISTRICT	Highly mobile	6	5	83.3	1	16.7	0	0.0	0	0.0	5	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	5
DISTRICT	Homeless in 9-12	4	2	50.0	2	50.0	0	0.0	0	0.0	3	2	66.7	1	33.3	0	0.0	0	0.0	0	0.0	2
DISTRICT	Migrant	6	5	83.3	1	16.7	0	0.0	0	0.0	5	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	5
DISTRICT	Military-connected	3	3	100.0	0	0.0	0	0.0	0	0.0	3	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	3
DISTRICT	Special education	18	14	77.8	2	11.1	0	0.0	2	11.1	15	14	93.3	0	0.0	0	0.0	1	6.7	12		

			Closing the Gaps Domain								Student Achievement Domain								Di Pr	
DISTRICT	Title I	167	152	91.0	3	1.8	0	0.0	12	7.2	163	152	93.3	1	0.6	0	0.0	10	6.1	14

5- yr longitudinal Grad Rate

											Student Achievement Domain										
			Graduated		Continued		Rcvd. TxCHSE		Dropped out					Graduated		Continued		Rcvd. TxCHSE		Dropped out	
District or campus	Student group	Class	Num.	Rate(%)	Num.	Rate(%)	Num.	Rate(%)	Num.	Rate(%)	Class	Num.	Rate(%)	Num.	Rate(%)	Num.	Rate(%)	Num.	Rate(%)		
DISTRICT	All students	170	142	83.5	3	1.8	1	0.6	24	14.1	160	141	88.1	0	0.0	1	0.6	18	11.3		
DISTRICT	African American	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.		
DISTRICT	American Indian	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.		
DISTRICT	Asian	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.		
DISTRICT	Hispanic	168	140	83.3	3	1.8	1	0.6	24	14.3	158	139	88.0	0	0.0	1	0.6	18	11.4		
DISTRICT	Pacific Islander	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.		
DISTRICT	White	2	2	100.0	0	0.0	0	0.0	0	0.0	2	2	100.0	0	0.0	0	0.0	0	0.0		
DISTRICT	Multiracial	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.		
DISTRICT	At-risk	108	85	78.7	3	2.8	1	0.9	19	17.6	99	84	84.8	0	0.0	1	1.0	14	14.1		
DISTRICT	CTE con.	95	89	93.7	1	1.1	0	0.0	5	5.3	94	89	94.7	0	0.0	0	0.0	5	5.3		
DISTRICT	EB/EL	45	32	71.1	1	2.2	0	0.0	12	26.7	40	31	77.5	0	0.0	0	0.0	9	22.5		
DISTRICT	EB/EL in 9-12	66	51	77.3	2	3.0	0	0.0	13	19.7	60	50	83.3	0	0.0	0	0.0	10	16.7		
DISTRICT	Economic disadvantage	145	118	81.4	3	2.1	1	0.7	23	15.9	135	117	86.7	0	0.0	1	0.7	17	12.6		
DISTRICT	Foster care in 9-12	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.		
DISTRICT	Homeless in 9-12	7	5	71.4	0	0.0	0	0.0	2	28.6	7	5	71.4	0	0.0	0	0.0	2	28.6		
DISTRICT	Migrant	6	5	83.3	0	0.0	0	0.0	1	16.7	6	5	83.3	0	0.0	0	0.0	1	16.7		
DISTRICT	Military-connected	4	4	100.0	0	0.0	0	0.0	0	0.0	4	4	100.0	0	0.0	0	0.0	0	0.0		
DISTRICT	Special education	23	17	73.9	1	4.3	0	0.0	5	21.7	21	16	76.2	0	0.0	0	0.0	5	23.8		
DISTRICT	Title I	170	142	83.5	3	1.8	1	0.6	24	14.1	160	141	88.1	0	0.0	1	0.6	18	11.3		

6-yr Longitudinal Grad Rate

											Student Achievement Domain								
			Graduated		Continued		Rcvd. TxCHSE		Dropped out		Graduated			Continued		Rcvd. TxCHSE		Dropped out	
District or campus	Student group	Class	Num.	Rate(%)	Num.	Rate(%)	Num.	Rate(%)	Num.	Rate(%)	Class	Num.	Rate(%)	Num.	Rate(%)	Num.	Rate(%)	Num.	Rate(%)
DISTRICT	All students	190	168	88.4	1	0.5	2	1.1	19	10.0	180	166	92.2	0	0.0	2	1.1	12	6.7
DISTRICT	African American	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.
DISTRICT	American Indian	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.
DISTRICT	Asian	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.
DISTRICT	Hispanic	189	167	88.4	1	0.5	2	1.1	19	10.1	179	165	92.2	0	0.0	2	1.1	12	6.7
DISTRICT	Pacific Islander	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.
DISTRICT	White	1	1	100.0	0	0.0	0	0.0	0	0.0	1	1	100.0	0	0.0	0	0.0	0	0.0
DISTRICT	Multiracial	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.
DISTRICT	At-risk	92	76	82.6	0	0.0	2	2.2	14	15.2	83	74	89.2	0	0.0	2	2.4	7	8.4
DISTRICT	CTE con.	89	86	96.6	0	0.0	0	0.0	3	3.4	87	85	97.7	0	0.0	0	0.0	2	2.3
DISTRICT	EB/EL	37	30	81.1	0	0.0	1	2.7	6	16.2	32	28	87.5	0	0.0	1	3.1	3	9.4
DISTRICT	EB/EL in 9-12	56	47	83.9	0	0.0	1	1.8	8	14.3	50	45	90.0	0	0.0	1	2.0	4	8.0
DISTRICT	Economic disadvantage	165	145	87.9	1	0.6	2	1.2	17	10.3	155	143	92.3	0	0.0	2	1.3	10	6.5
DISTRICT	Foster care in 9-12	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.
DISTRICT	Homeless in 9-12	10	9	90.0	0	0.0	0	0.0	1	10.0	9	8	88.9	0	0.0	0	0.0	1	11.1
DISTRICT	Migrant	7	5	71.4	1	14.3	0	0.0	1	14.3	6	5	83.3	0	0.0	0	0.0	1	16.7
DISTRICT	Military-connected	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.
DISTRICT	Special education	18	17	94.4	0	0.0	0	0.0	1	5.6	16	16	100.0	0	0.0	0	0.0	0	0.0
DISTRICT	Title I	190	168	88.4	1	0.5	2	1.1	19	10.0	180	166	92.2	0	0.0	2	1.1	12	6.7

The 2023 Grade Rate for Accountability will come from the 4 yr rate= 92.7%

This will equal a scale score of 65

Although the graduation rate has increased the scale score remains the same

Closing The Gaps 2022

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	0	16	0%	50%	0.0
Graduation Status	0	4	0%	10%	0.0
ELP Status	0	1	0%	10%	0.0
School Quality Status	5	5	100%	30%	30.0
Closing the Gaps Score					30

Closing the Gaps 2022

	All Students	African American	Hispanic	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Tot Me
Academic Achievement Status										
ELA/Reading Target	44%	32%	37%	33%	29%	19%	36%	46%	42%	
Target Met	No		No	No	No	No	No	No	No	
% at Meets GL Standard or Above	32%	-	32%	30%	23%	17%	22%	34%	22%	
# at Meets GL Standard or Above	419	-	**	358	189	33	11	369	50	
Total Tests (Adjusted)	1,304	-	**	1,186	817	197	49	1,078	226	
Mathematics Target	46%	31%	40%	36%	40%	23%	44%	47%	45%	
Target Met	No		No	No	No	No	No	No	No	
% at Meets GL Standard or Above	32%	-	32%	31%	29%	14%	29%	34%	22%	
# at Meets GL Standard or Above	338	-	**	299	193	23	12	300	38	
Total Tests (Adjusted)	1,059	-	**	974	657	168	41	884	175	
Total Indicators										0
Growth Status										
ELA/Reading Target	66%	62%	65%	64%	64%	59%	65%	66%	67%	
Target Met	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Academic Growth Score	80%	-	80%	80%	77%	72%	91%	80%	79%	

	All Students	African American	Hispanic	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Me
Growth Points	565.5	-	**	519.0	331.5	77.0	25.5	476.5	89.0	
Total Tests	707	-	**	646	428	107	28	594	113	
Mathematics Target	71%	67%	69%	68%	68%	61%	70%	71%	70%	
Target Met	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes	
Academic Growth Score	76%	-	76%	76%	74%	67%	80%	76%	74%	
Growth Points	543.0	-	543.0	504.5	353.5	69.5	24.0	462.0	81.0	
Total Tests	718	-	718	667	479	103	30	608	110	
Total Indicators										16
Graduation Rate Status										
Target	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a	
Target Met	No		No	No	No					
2020 % Graduated	79.8%	-	79.7%	78.6%	71.9%	-				
2021 % Graduated	79.5%	-	79.3%	76.7%	69.7%	65.2%				
2021 # Graduated	136	-	**	112	46	15				
2021 Total in Class	171	-	**	146	66	23				
Total Indicators										0
English Language Proficiency Status										
Target					36%					
Target Met					No					
TELPAS Progress Rate					35%					
TELPAS Progress					287					
TELPAS Total					823					
Total Indicators										0
Student Success Status										
Target	47	36	41	38	37	23	43	48	45	
Target Met	No		No	No	No	No	No	No	No	
STAAR Component Score	35	-	35	33	29	20	31	36	27	
% at Approaches GL Standard or Above	62%	-	62%	60%	56%	39%	63%	64%	52%	
% at Meets GL Standard or Above	31%	-	31%	29%	24%	14%	22%	33%	21%	

	All Students	African American	Hispanic	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total
% at Masters GL Standard	11%	-	11%	10%	8%	6%	7%	12%	7%	
Total Tests	3,234	-	3,224	2,945	2,019	469	117	2,676	558	
Total Indicators										0
School Quality Status										
Target	47%	31%	41%	39%	30%	27%	43%	50%	31%	
Target Met	Yes		Yes	Yes	Yes			Yes		
% Students Meeting CCMR	64%	-	63%	59%	57%	77%	*	67%	42%	
# Students Meeting CCMR	108	-	**	85	39	17	*	100	8	
Total Students	169	-	**	143	68	22	*	150	19	
Total Indicators										5
Participation 2020-21										
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	
ELA/Reading										
% Participation	91%	-	91%	92%	94%	86%	86%	93%	85%	
# Participants	1,319	-	1,313	1,211	865	185	38	1,058	261	
Total Tests	1,444	-	1,437	1,319	919	215	44	1,137	307	
Mathematics										
% Participation	90%	-	90%	91%	93%	89%	78%	91%	87%	
# Participants	1,010	-	**	928	651	153	29	811	199	
Total Tests	1,124	-	**	1,020	698	172	37	894	230	
Participation 2021-22										
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	
ELA/Reading										
% Participation	99%	-	99%	99%	99%	99%	92%	99%	95%	
# Participants	1,414	-	1,407	1,283	920	216	47	1,133	281	
Total Tests	1,435	-	1,423	1,299	925	219	51	1,139	296	
Mathematics										
% Participation	99%	-	99%	99%	100%	99%	98%	100%	97%	
# Participants	1,096	-	**	1,003	689	170	41	892	204	

	All Students	African American	Hispanic	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Tot Me
Total Tests	1,105	-	**	1,010	690	172	42	894	211	

Accountability Predictions

FHS 2022 Raw Score (Class of 2021)= 70%

FHS 2023 Raw Score (Class of 2022)= 77% (+7)

The 4-yr grad rate of 83.9 from 2021 increase by 8 points in 2022. However, the 92.7 rate still scales to a 65

EOC Assessment Data (2023)

Approaches

Campus HS	2022	2023
Approaches		
English Language Arts E1	33%	50%
English Language Arts E2	60%	51%
Mathematics A1	74%	74%
Science B1	68%	81%
Social Studies US	90%	84%

Meets

Meets	2022	2023
English Language Arts E1	19%	31%
English Language Arts E2	45%	32%
Mathematics A1	34%	37%
Science B1	26%	35%
Social Studies US	66%	54%

Masters

Masters	2022	2023
English Lanuage Arts E1	3%	5%

Masters	2022	2023
English Lanuage Arts E2	3%	3%
Mathematics A1	15%	11%
Science B1	4%	7%
Social Studies US	40%	27%

TELPAS

Reading

Change in Proficiency Level	Number
-2	4
-1	96
0	358
1	245
2	53
3	4

358 students stayed at the same proficiency level from prior year to current year

Writing

Change in Proficiency Level	Number
-2	18
-1	166
0	355
1	92
2	17
3	2

Speaking

Change in Proficiency Level	Number
-2	14
-1	113
0	333

Change in Proficiency Level	Number
1	299
2	75
3	3

113 students dropped from one proficiency level to the next

Listening

Change in Proficiency Level	Number
-2	2
-1	93
0	298
1	255
2	49
3	10

255 did increase a proficiency level in Telpas Speaking

Title III, Part A- Language Instruction for English Learners

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

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

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

Students and Teachers

Guiding Questions	FES	ODI	FMS	FHS
ELlevation strategies does staff use to help students become active participants in the ?	Staff was required to complete one of the Ellevation modules in the 2022-2023 school year.	At this time, we are not sure of what particular strategies are being used.	At this time, we are not sure of what particular strategies are being used.	At this time, we are not sure of what particular strategies are being used.
Do you use ELlevation to the needs of Emergent Students?	Ellevation provides us data for each student, and we are then able to select strategies that support the needs of our students.	We will determine this in PLC with the Dual Language teachers.	We will use Elevation to take a closer look at EB data during PLC's.	Teachers will use Ellevation strategies that focus on writing and speaking daily.

Guiding Questions	FES	ODI	FMS	FHS
Do you use ELlevation for Professional Development purposes?	During PLCs we are able to break down the “learn, teach, reflect” components of the Ellevation modules/activity.	We will focus on Reading and Writing strategies.	We will provide professional development to teachers on Thursdays to train them on resources in Elevation	Teachers in all core areas will be trained in PLC, through Pathways and Module
Does the campus engage parents of English learners outside of enrollment events?	All communication with families is in English and Spanish.	Unsure.	N/A	At this time, nothing specific has been scheduled.

Parents, Families and Community

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

Special Education

Coming Soon

Migrant

Comprehensive Needs Assessment CLNA

2020-2021 Fall Collection	2021-2022 Fall Collection	2022-2023 Fall Collection
Migrant students	Migrant students	Migrant students
TOTAL-135	TOTAL-120	TOTAL-101

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

Student Focus Areas	Parent Focus Areas	Staff Focus Areas
<p>Student focus areas:</p> <ul style="list-style-type: none"> -Learning about paying for/enrolling in college -High school classes needed to graduate -Learning about options after high school -Counseling (high school credits/ graduation) -Counseling about options after high school 	<p>Parent focus areas:</p> <ul style="list-style-type: none"> -Reading and Mathematics Instruction -School Supplies -Tutoring during the day -Before or after school tutoring (parents would rather have before school tutoring) -Educational materials at home (because of transportation issues) 	<ul style="list-style-type: none"> Reading Instruction -Mathematics Instruction -Books/materials/supplies -Program planning/ evaluation -Curriculum and instruction -Identification and recruitment -Reading/literacy strategies

Student Responsive Supports Data:

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

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

Discipline Data

2021	2022	2023
9	384	456

Student Attendance Data

2021	2022	2023
97.6%	91.09%	92.74%

Student Learning Strengths

The district has seen an increase on the number of students passing at the approaches level for all grades and subjects. This can be considered growth from students who were previously at the did not meet level. Math and Social Students are the highest scoring subjects in approaches and meets grade level (college ready) passing ranges. Fabens ES distinction in Academic Achievement in Reading/ELA provides evidence that the district provides a strong foundational curriculum program in Reading/ELA.

The percent passing in EOC has increased in all subjects except English II EOC.

The several programs of study and early college program have assisted with meeting College Career Military Readiness Rates. Although the CCMR rate has increased the adjustments made to the TEA accountability scaling tool has determined that our CCMR rating will be at a C.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): For all tests and subjects the % of students that score at the "meets" or "master" is not significant. **Root Cause:** Students are approaching grade level standards and more tiered instruction is needed.

Problem Statement 2 (Prioritized): Academic growth is low for Math and Reading from Intermediate School to Middle School. **Root Cause:** There is a need to address the vertical alignment of the curriculum between all grades.

Problem Statement 3 (Prioritized): In our predictions for closing the gaps only 1 out of the 4 indicators were met. **Root Cause:** We are not focusing on individualized support and our special student groups.

Problem Statement 4 (Prioritized): Less than 50% of students have demonstrated one years growth on TELPAS. **Root Cause:** Not all staff members are fully aware of support strategies are being implemented or used with our EB population. More training/ staff development is needed on how to utilize Ellevation software.

Problem Statement 5: Discipline data has shown that has been increase in incidents reported/ recorded from 2021 to 2023. **Root Cause:** We are still experiencing the effects that Covid had on our students.

Problem Statement 6 (Prioritized): Attendance rate for 2023 is at about 92% which is an increase from 2022 but it is still low. **Root Cause:** Absences continue to be an issue.

Problem Statement 7 (Prioritized): CCMR rates have increased by 7 percent, however the scale score will result in a C **Root Cause:** The change in scaling tool has changed the metrics for CCMR

District Processes & Programs

District Processes & Programs Summary

Fabens ISD is a district of innovation and offers one to one devices (chrome books) for all students. The district is an open enrollment district with universal pre-k. The academic achievement of our students is supported by highly qualified staff, innovation curriculum methods, the implementation of a comprehensive school counseling program and fiscal transparency.

Curriculum and Instruction Assessment processes for FISD are as follows:

- Intellectual Protocol Process (IPP)
- TEKS resource system, Houghton Mifflin Harcourt resources, and McGraw-Hill resources
- Lead4ward Accountability Connect and Instructional Resources
- DMAC solutions and Eduphoria, assessment and analysis software
- Renaissance 360
- Common Assessments, and lesson planning
- MClass Amplify
- T-STEM, and P-TECH curriculum support through Region 19
- SEL curriculum At all Levels

Due to the pandemic there has been a shift in teaching. Teachers have used several different platforms to deliver instruction but among the most common is Google classroom. The district does not have an instructional technology specialist and it has been a challenge for some teachers. Fabens ISD understands that virtual and remote learning with data analytics are key components to providing learning opportunities that continue to prepare our students for post-secondary education and the workforce. The district will continue to move forward by researching on the most effective online teaching methods.

Counseling Services in conjunction with Title IV requirements

TEA recommends Title IV, Part A, Subpart 1, federal grant funds be prioritized to implement school safety on campuses, counseling, and mental health programs, addressing ways to integrate health and safety practices into school or athletic programs, disseminating best practices and evaluating program outcomes relating to any LEA activities to promote student safety and violence prevention

The district is aware of the social, emotional, and mental health needs of its students. Fabens ISD counseling program will evaluate its current practices and processes to ensure that effective and adequate services are available to all students. Counselors will follow conform to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association. School counselors along with our Community in Schools Coordinators will make all counseling curriculum available during and after school hour for parents. The implementation of a comprehensive school counseling program will address the following:

1. a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
2. a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
3. an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
4. system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

Guidance Curriculum

School Counseling Guidance Curriculum Pre-Kinder through 12th grade include engaging and equitable lessons for all students. The lessons help all students develop transferable skills relative to their educational, career, personal, and social development. The guidance curriculum is taught based on curricular content areas, student competency indicators, and developmental stages through differentiated learning activities with planned lessons for various sized groups of students.

The guidance curriculum content areas:

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

Social-Emotional Learning Skills

There are 5 main S.E.L. areas:

Self-awareness: Maintaining a level of self-awareness is a cornerstone of social-emotional learning, allowing students to access a greater understanding of how positive actions lead to an improved self-image.

Self-management: As social-emotional skills grow, children and young adults begin to understand the importance of self-management, especially as it pertains to intrinsic motivation, emotional management, and setting personal goals.

Social awareness: Centering around the golden rule of treating others as you would like to be treated; social-emotional learning encourages social awareness on both an individual level with personal relationships, and on a broader scope with regards to diverse perspectives.

Relationship skills: SEL skills empower students to develop relationships by providing strategies for conflict resolution and teaching that an awareness of the other person's needs is integral to building positive relationships.

Responsible decision-making: Students are taught that making certain decisions can impact them in every facet of their lives (social, emotional, physical, and intellectual), and how to make positive decisions for positive growth and change.

Responsive Services

In responsive services the school counselor responds effectively to problems or incidents to support students and offer services in their time of need. School counselors are qualified to meet the immediate needs of students. Counselors provide Short-term Solution Focused Counseling sessions to address life changing events, such as divorce, incarceration of a parent, grief, or family/homelife issues. Intensive interventions are provided on a limited basis and if issues are not resolved, they lead to referrals to outside agencies.

- **Preventive Services-** students work with school counselors and receive counseling before issues become problematic. These are routinely provided services, where a student receives support for the development or improvement of foundational skills. The school counselor works with students who are on the verge of choosing an unhealthy or inappropriate solution to their problems. Through preventive activities, a school counselor works to remove barriers that may interfere with a student's educational, career, personal, and social development.
- **Remedial Services-** once a situation has taken place and an intervention is necessary to help the student in resolving a problem. Interventions are developed to assist students who are not coping well with problem situations or have made unwise choices.
- **Crisis Services-** a critical incident has occurred and the most immediate level of intervention is necessary. Depending on the severity of the situation, this may involve a specific protocol that is to be followed and may include adherence to school policy or state law. A crisis may have processes and procedures that are pertinent and require immediate response, including consultation with campus and district administrators to confirm actions that were taken. Crisis responses ensure and maintain the immediate health, well-being, and safety of a student. Crisis response needs always take priority.

System Support

System Support is where school counselors provide indirect services to students, parents, teachers and community members. School counselors consult with teachers and administrators on behalf of students and parents. School counselors collect, summarize, and interpret data generated by campus/district reports. Additionally, they manage the school counseling program, pursue professional development, cooperate in the implementation of school-wide, district-wide or state-wide activities, and coordinate guidance related activities.

MTSS is a type of system support that focuses on helping develop the whole child.

Multi-Tiered Systems of Support (MTSS)

Multi-Tiered Systems of Support (MTSS) is a comprehensive framework of support that addresses, but is not limited to, Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). Fabens Independent School District provides targeted support in the areas of academics, behavior, and social emotional learning to help all students succeed.

Tier 1: Core (Universal) Program for all students (100%)

The core program consists of the delivery of services that all students receive (guidance curriculum, individual student planning, PBIS, and school-wide events). **Guidance curriculum** (eg, Positive Action, Character Strong, EduGuide) are standards and competency based, developmentally appropriate, preventive and proactive and follow a comprehensive scope and sequence. **Individual Student Planning** includes postsecondary education and career readiness and 4-6 year planning. **PBIS** is an evidenced - based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. **District/school wide activities** for all students and families such as national awareness campaigns and parent education support.

Tier 2: Targeted Interventions for some students (15%)

Targeted interventions are designed for students experiencing difficulty in academics or behavior. Data from attendance, behavior, work skills, grades, screeners and stakeholder's input determine student identification.

Targeted intervention can occur in many different settings—inside or outside of the general education classrooms or in small groups.

Tier 2 includes short term progress monitoring and collaboration among teachers, parents/guardians, and the school counselor until improvement and/or referral to appropriate services can be found and implemented.

In addition to delivering district-wide agreed upon curriculum, schools may develop additional lessons based on school data-driven needs.

Tier 3: Intensive Interventions for a few students (5%)

Individualized student interventions are designed for students who are in need of additional support, including, but not limited to emergency services and crisis response events. Short-term Solution Focused Counseling sessions can be offered to address life changing events, such as divorce, incarceration of a parent, grief, or family/homelife issues. Intensive interventions are provided on a limited basis and if issues are not resolved, they lead to referrals to outside agencies.

Bilingual Education Program

Bilingual Education Mission Statement:

Fabens ISD Bilingual and ESL programs provide students every opportunity to become bilingual and biliterate, lifelong, global learners.

Bilingual Program Description

Fabens ISD has implemented a One-Way Dual Language 50/50 Bilingual Program Model for English Learners in grades K - 5 and is under the direction of Jesus O. Barba, Director Of Elementary Instruction.

The 2023-2024 School Year will mark our first year to extend our Dual Language Model to our Middle School.

English Learners in grades 6-12 are currently served through an ESL Pull-Out Model in which the English or Language Arts teacher provides ESL instruction.

All teachers are trained in ELPs strategies and the Language Proficiency Assessment Committees (LPACs) at each campus monitor and report on student progress.

Gifted and Talented Program

The Fabens Independent School District offers programs for qualified gifted and talented students in grades K-12 on all campuses. The K-5 GT program is designed to group young, gifted learners together each week to address their needs through varied and challenging activities. Students are also in classes with teachers who are GT trained to differentiate instruction for those students as appropriate. At the secondary level, GT students should take advanced courses, including Pre-AP, AP, Dual Credit, and STEM Classes. GT trained teachers will differentiate as appropriate. Middle School and High School students are encouraged to individualize and take charge of their education by taking advantage of the myriad of clubs, honor societies, and academic contests available to them.

Migrant Education Program

The Migrant Education Program at Fabens ISD serves 101 migrant students. These students receive additional support to help close their educational gap. The extra attention starts with grade monitoring, parent phone calls, home visits, and teacher contact. The program also offers summer and spring enrichment camps, math and reading workshops, and GED classes throughout the year. This year there was a decrease in migrant students and the lack of transportation and internet access were big factors that contributed to the loss of families. The program needs a reliable vehicle that can transport families to the community library to register and to promote the program.

Parent Advisory Council (PAC)

Parent Advisory Council meetings are held for all migrant families and are full of necessary and important information. These meetings are intended to supply parents with knowledge and tools on how to help their student's education. It also offers resources for migratory families and their unique struggles.

Some of the topics shared are as follows:

- Navigating our school system
- Information & Resources about graduation requirements
- Review of Priority for Service
- Reading and Math Strategies
- Community Resources available
- Understanding report cards, progress reports, state exam

District Processes & Programs Strengths

The district is conforming to meet the needs of the student's post-pandemic. The mental, social and emotional needs of our students have become a shared responsibility between all

stakeholders of the learning community. It is a one-to-one student device district and has a recognizable improvement in financial integrity.

The district has fully trained and implemented the Texas School Counselor Evaluation System and has evaluated the program with the used of the Effective Advising Framework. To support Social and Emotional Learning, the district has adopted the Leader in Me curriculum for all stakeholders (including parents). Supports are available through a tiered system and we have partnered with Emergence Healthcare Network to provide on onsite Mental Health Based support.

The Dual Language Program has expanded to the secondary level.

Problem Statements Identifying District Processes & Programs Needs

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

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

Perceptions

Perceptions Summary

Fabens ISD takes a proactive role in communicating with the Wildcat community. The culture, climate and safety of all students and employees is a top priority for the district. This year the department of Curriculum and Instruction along with the department of Federal Programs distributed two *Thought Exchanges* to the learning community. The purpose of the **Thought Exchange** is to allow for participants to give us their thoughts and for others to rate the thoughts. This allows for more participant engagement and discussion.

What are some important things that the district could consider doing that would help you feel safe in returning to in-person classes?

Safe Return to Schools Data (630 participants)

The following themes emerged:

- air purifiers, masks sanitation
- the overall mental health of the students

Use of Funds Plan

Covid 19 brought new challenges and adjustments for everyone. What were your most impactful challenges or experiences this past year? Please share your thoughts

Elementary and Secondary School Relief Fund (ESSER III) survey (280 participants)

The following themes emerged:

- Social, Emotional, and Academic Needs of Students
- Student and Parent Engagement
- Physical Space, Upgraded Facilities/Repairs to Reduce Virus Transmission
- Technology (Devices and Connectivity)
- Well Supported Teachers

Fabens ISD developed the use of funds in collaboration with the Wildcat Community. To address their concerns and suggestions the federal stimulus funds (ESSER III and ESSER II) will purchase the following:

- -Social Emotional Curriculum (Eduguide, Kindness Campaign),
- -Community in Schools Coordinators at each Campus (assist with truancy, parent-teacher compacts, and SEL curriculum)
- -Technology Upgrades to all Classrooms (Promethian Boards, Front Row System: Cameras, Microphones and Speakers throughout the classroom)
- -New Dell Laptops for Teachers
- - Additional Teachers to reduce Class Size
- -Video Walls (community presentations and interventions during physical education)
- -Credit Recovery Software (Edgenuity)
- -Air purifiers and upgrades to AC Units
- -Retention Stipends for all District Employees
- -Teacher Aides and Tutors

The Fabens ISD leadership team worked with a technical assistance team, Bell weather to develop a learning acceleration plan that was aligned to ESSER III funding. This plan along with the "safe return to school" plan will be continuously evaluated to meet CDC guidelines and community feedback.

Technology and Security

Ensuring District Safety

School safety is a grave concern across the country, namely after the recent Uvalde tragedy. Fabens ISD is committed in putting student safety first, with several protocols in place and others in the process of implementation.

The Director of Technology and Security is working on improving districtwide safety measures by building everything around technology. His team is replacing and/or upgrading analog cameras at all secondary campus cameras with new IP high resolution artificial intelligent cameras and doubling the existing cameras count to double the coverage.

The district's FrontRow system is being deployed in each classroom but not yet active. This was one of the investments made in the summer of 2021 through ESSER III funds.

Fabens ISD is presently employing the Raptor emergency management software and data tracking services. Active shooter training has been scheduled during in service at one of our secondary schools upon teacher return.

Access control is used at every campus to control who has access and when; and educating staff to keep all other doors secured at all times. All campus doors are being updated with keyway system that allows management to limit the issue of traditional keys. New alarm codes have been generated and issued to security personnel only to drive access to permitted users.

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

Parent and Family Engagement Survey Data:

How well do you feel your child's school provides parent with opportunities to share feedback and ideas regarding the school's parental involvement program and activities?

- 76.12% of parents answered "extremely well"

Did you attend a meeting this school year where the goals and activities of the Title I program were discussed with parents?

- 44.78% of parents answered "no"
- 19% of parents answered "unsure what title I program is"

In the past year, did you participate in the development or review of the following:

Parent policy: 57% of parents

Use of Parental Involvement Funds: 14.29% of parents participated in the development or review of

School Improvement Plan: 28.57% of parents participated in the development or review of

Perceptions Strengths

The district is reaching a good amount of community members through the surveys. Parents, students and other stakeholders are taking ownership in their learning community and providing insightful feedback. The district has invested a great amount of time and funds to support the needs of the students and overall help them not only academically but emotionally.

Schools do host a variety of activities and functions for parental involvement that can build their capacity.

Problem Statements Identifying Perceptions Needs

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

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

Problem Statement 3 (Prioritized): The data from the surveys only relate to the needs during COVID. **Root Cause:** Fabens ISD did not offer climate surveys throughout the schools year.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Perceptions

Problem Statement 3: In our predictions for closing the gaps only 1 out of the 4 indicators were met.

Root Cause 3: We are not focusing on individualized support and our special student groups.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need for community volunteers.

Root Cause 4: Member of the community are not aware of the steps and procedures of how to become involved .

Problem Statement 4 Areas: Perceptions

Problem Statement 5: The data from the surveys only relate to the needs during COVID.

Root Cause 5: Fabens ISD did not offer climate surveys throughout the schools year.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The district is predominantly Economically Disadvantaged along with other at-risk indicators.

Root Cause 6: Students are first generation and parents do not have a higher education degree that allows for them to seek opportunities to improve their quality of life.

Problem Statement 6 Areas: Demographics

Problem Statement 7: The GT student rate of 3.94 is significantly lower than other special programs.

Root Cause 7: There is a need for GT identification training that relates to our student population (economically disadvantaged).

Problem Statement 7 Areas: Demographics

Problem Statement 8: There continues to be a lack of access to internet for all students and hotspots are not readily available.

Root Cause 8: Internet is not available in all areas of the community and the district needs a system of inventory and funding equipment.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: For all tests and subjects the % of students that score at the "meets" or "master" is not significant.

Root Cause 9: Students are approaching grade level standards and more tiered instruction is needed.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Less than 50% of students have demonstrated one years growth on TELPAS.

Root Cause 10: Not all staff members are fully aware of support strategies are being implemented or used with our EB population. More training/ staff development is needed on how to utilize Ellevation software.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Attendance rate for 2023 is at about 92% which is an increase from 2022 but it is still low.

Root Cause 11: Absences continue to be an issue.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: CCMR rates have increased by 7 percent, however the scale score will result in a C

Root Cause 12: The change in scaling tool has changed the metrics for CCMR

Problem Statement 12 Areas: Student Learning

Problem Statement 13: All EOC subjects except English II showed an increase in % from 2022 to 2023.

Root Cause 13: Only 33% of these students passed English I in 2022. Therefore teachers had to provide support to have students demonstrate proficiency in both English I and English II in 2023.

Problem Statement 13 Areas: Demographics

Problem Statement 14: Over half the student population is identified as Emergent Bilingual.

Root Cause 14: Children are first generation, and the students are the ones who are translating for the adults (parents).

Problem Statement 14 Areas: Demographics

Problem Statement 15: Academic growth is low for Math and Reading from Intermediate School to Middle School.

Root Cause 15: There is a need to address the vertical alignment of the curriculum between all grades.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: Lack of extra-curricular activities for students and parents to engage in together.

Root Cause 16: The need of funding and communication with parents regarding needs

Problem Statement 16 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments





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

Goals

Revised/Approved: October 16, 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, the district will evaluate the "Safe Return to School " plan every 6 months and ensure that is in compliance with local and CDC health guidelines.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The district will invest in a filtration air system for all students areas to diminish the spread of airborne contaminants.</p> <p>Strategy's Expected Result/Impact: Increase in student, faculty and staff attendance</p> <p>Staff Responsible for Monitoring: Facilities director and campus administrators</p> <p>Title I: 2.6</p> <p>Funding Sources: - 282 ESSER III</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The District health coordinator will support campus nurses and collaborate with district and campus leaders to ensure we are in compliance with local and CDC health guidelines.</p> <p>Strategy's Expected Result/Impact: The school district will be prepared to address any future pandemics or heath crisis.</p> <p>Staff Responsible for Monitoring: District Health Coordinator, Campus Nurses, District and Campus Leadership</p> <p>Title I: 2.6</p> <p>Funding Sources: - 282 ESSER III</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 2: Throughout 2023-2024, all school district counselors will dedicate 80% percent of their work duties to implement a comprehensive school counseling program.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide a Comprehensive Guidance Plan to include:</p> <ul style="list-style-type: none"> -At Glance of all Activities -Social Emotional Learning -Character Education -Self Esteem -Decision Making -Private and Group Counseling -Scholarship acquisition -Testing and Career Awareness -Migrant Education Parent Academy to support the Whole Child: A Word of Possibilities Parent Academy. <p>Strategy's Expected Result/Impact: Improved School Climate, and the overall development of mental, social and academic success of our students.</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Directors, Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 289 Title IV, Part A-SSAEP , - 282 ESSER III</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The school counselors will collect data on all school counseling program activities and use it to drive changes to the counseling program.</p> <p>Strategy's Expected Result/Impact: Student needs are addressed</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	Apr





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement an SEL curriculum at all grades levels that can be counselor led as well as teacher led. All campuses and stakeholders will utilize the Leader in Me curriculum.</p> <p>Strategy's Expected Result/Impact: Improved School Climate, and the overall development of mental, social and academic success of our students.</p> <p>Title I: 2.5</p> <p>Funding Sources: - 282 ESSER III</p>	Formative		
	Nov	Feb	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: counselors and campus leaders will be trained on suicide prevention, grief informed and trauma informed care practices.</p> <p>Strategy's Expected Result/Impact: The sustainability of an effective Multi-hazard Emergency Operations Plan.</p> <p>Funding Sources: - 289 Title IV, Part A-SSAEP</p>	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Migrant Education Parent Academy to support the Whole Child: A Word of Possibilities Parent Academy.</p> <p>Strategy's Expected Result/Impact: Increased Migrant Parent Awareness on Social Emotional Learning, College Career Readiness</p> <p>Staff Responsible for Monitoring: Director Federal Program, Migrant Specialist, District Social Worker</p> <p>Results Driven Accountability</p> <p>Funding Sources: - 212 Title I, Part C – Migrant</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 1: The district will provide a safe and orderly school climate, conducive to learning.

Performance Objective 3: By May 2024, discipline referrals resulting in out of class placements for all secondary levels will decrease by 10%

Evaluation Data Sources: Discipline Reports and Climate Surveys





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Sustain discipline management plans with alternatives to removing students from classrooms; visible administrators and teachers in halls, before and after school, during lunch, and class changes; Consistent enforcement of student code of conduct; non violent crisis prevention intervention (CPI) Training, reward positive student behavior; newsletters; end-of year-awards programs; incentives; clubs; community service; PBIS; Wildcat Speak up.</p> <p>Strategy's Expected Result/Impact: Sustainability of a Discipline Plan and Improvement of Student Climate,; Decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Campus Leadership, Teachers, and Counselors</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 289 Title IV, Part A-SSAEP</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize Positive Behavior Intervention and Support (PBIS) Campus and District Teams and implement a rewards program to promote a positive and respectful student culture.</p> <p>Strategy's Expected Result/Impact: Increase in positive student behavior</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors and Faculty</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: - 289 Title IV, Part A-SSAEP</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Secondary Director of Curriculum and Instruction will implement an Assistant Principal academy to guide leaders on best practices to address discipline issues.</p> <p>Strategy's Expected Result/Impact: Consistency on the way student discipline issues are addressed.</p> <p>Title I: 2.6</p> <p>Funding Sources: - 199 General Fund</p>	Formative		
	Nov	Feb	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize the Kindness Campaign project to promote positive emotional health at home and in the classroom for grades pk-5.</p> <p>Strategy's Expected Result/Impact: Increased emotional health awareness and increased family involvement</p> <p>Staff Responsible for Monitoring: Campus Administration and Counselors</p> <p>Title I: 2.5</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 4: By May 2024, offenses related to Tobacco, Vaping, Alcohol and Drugs will decrease by 5%

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue drug-free curriculum and reduce campus drug offenses: Red Ribbon Week; Staff development; Community In Schools Presentations.</p> <p>Strategy's Expected Result/Impact: Drug, Tobacco and Alcohol awareness</p> <p>Funding Sources: - 281 ESSER II , - 282 ESSER III</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, the district will communicate and assess the effectiveness and understanding of its current emergency operation plan by conducting audits and drills as follows:

1 per year: Secure Drill, Evacuation Drill, Shelter in Place Hazmat, Shelter for Severe Weather, Fire Evacuation Drill

2 per year: LockDown Drill

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District will to develop a procedures on how to enforce policies, directives and standards of district and assisting in daily safety operations.</p> <p>Strategy's Expected Result/Impact: Fabens ISD employees uphold to the and adhere to the policies and procedures of the Fabens ISD Safety Plan</p> <p>Staff Responsible for Monitoring: Director of Facilities and Operations, District and Campus Leaderhip</p> <p>Funding Sources: - 199 General Fund</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 6: By August of the 2023-2024 school year the Director Technology and Safety will train 100% of staff members on standards response protocols.

High Priority

Evaluation Data Sources: Sign in Sheets, Data on incidents, malfunctions recorded.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The district will continuously train all campus faculty and staff on the school-wide communication software (assist with lesson delivery capture, school -wide safety drills and security recording) , FrontRow. Strategy's Expected Result/Impact: Stronger campus and off-campus communication Title I: 2.4, 2.6 Funding Sources: - 282 ESSER III</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Throughout the 2023-2024 school year 100% campuses will continue to use the Raptor visitor login and no visitor without a visitor tag or district ID badge will be allowed in the building Strategy's Expected Result/Impact: increased security Staff Responsible for Monitoring: All district employees and staff Funding Sources: - 199 General Fund</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All classes will incorporate the Edclick software to facilitate the communication of possible threats to the campus administration team. Strategy's Expected Result/Impact: Decrease in suspected threats. Staff Responsible for Monitoring: Campus and District Leadership Funding Sources: - 199 General Fund</p>	Formative		
	Nov	Feb	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Safety and Technology direct will share audit or drill findings with campus and district leadership to make improvements on safety.</p> <p>Strategy's Expected Result/Impact: Clear understanding of safety proceures</p> <p>Staff Responsible for Monitoring: District Safety Director and District leadership</p> <p>Funding Sources: - 199 General Fund</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: By August 2024, STAAR ELA/Reading, Math, Science and Social Studies scores will increase 8% points of all students passing at the "meets grade level" standard.

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to implement K-12 vertical alignment of High-Quality Instructional Materials using the Intellectual Preparation Process. Strategy's Expected Result/Impact: Increase in reading student growth, increased teacher collaboration, vertical alignment Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors and Campus Leadership</p> <p>Title I: 2.4, 2.6 Funding Sources: RSSP Team - 279 TCLAS ESSER III</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Analyze STAAR/EOC data in ELA/Reading, Math., Science, Social Studies for all students and subgroups and prepares students for state assessments in these subjects based on the STAAR/EOC blueprint and areas identified in needs assessment. Strategy's Expected Result/Impact: Evidence of student growth through writing portfolios, walk through, lesson plans and benchmark/unit tests Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors and Campus Leadership</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement impact tutoring programs (intersession, summer school, HB4545) to provide intervention support. Strategy's Expected Result/Impact: Mastery of content Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors and Campus Leadership</p> <p>Title I: 2.4, 2.6 Funding Sources: Teachers/Tutoring - 281 ESSER II</p>	Formative		
	Nov	Feb	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to provide high quality materials for tier one instruction. Strategy's Expected Result/Impact: Students on grade level Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors and Campus Leadership</p> <p>Title I: 2.4, 2.6 Funding Sources: - 199 General Fund</p>	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue with leveled intervention activities for English Language Arts (Secondary) using No Red Ink by pairing interactive skill-building exercises with lightweight writing prompts and scaffolded essays that build writing fluency. Strategy's Expected Result/Impact: Improved student performance in STAAR EOC English I and English II Staff Responsible for Monitoring: Curriculum Director and Campus Leadership</p> <p>Funding Sources: - 282 ESSER III</p>	Formative		
	Nov	Feb	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement activities using Kami which will allow students to annotate, revise documents and excerpts, as well as utilize text-to-speech using Microsoft and pdf. Strategy's Expected Result/Impact: Improve student performance in EOC in all areas in reading and revising content specific documents. Staff Responsible for Monitoring: Teachers, Campus Leadership and Curriculum Director</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 2: By June 2024, the academic growth rate component score for STAAR ELA/Reading and Math will increase by 5 points.

HB3 Goal

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

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





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement leveled intervention activities using No Red Ink by pairing interactive skill-building exercises with lightweight writing prompts and scaffolded essays that build writing fluency.</p> <p>Strategy's Expected Result/Impact: Improved student performance in STAAR Reading</p> <p>Staff Responsible for Monitoring: Curriculum Director and Campus Leadership</p>	Formative		
	Nov	Feb	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement activities using Kami which will allow students to annotate, revise documents and excerpts, as well as utilize text-to-speech using Microsoft and pdf.</p> <p>Strategy's Expected Result/Impact: Improved student performance in STAAR (all areas) through content specific documents</p> <p>Staff Responsible for Monitoring: Teachers, Campus Leadership and Curriculum Director.</p>	Formative		
	Nov	Feb	Apr
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Continue the use of the TEKS resource system for all subjects and grades</p> <p>Strategy's Expected Result/Impact: instruction aligned to state assessments</p> <p>Staff Responsible for Monitoring: program directors and campus principals</p> <p>Funding Sources: - 199 General Fund</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 3: By June 2024, the percentage of long-term English learners (5+ years in US) scoring at or below intermediate proficiency level on TELPAS Composite will be reduced from 37% to 19% or lower.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Incorporate reading and writing activities across all curriculum core content areas.</p> <p>Strategy's Expected Result/Impact: Effective instruction</p> <p>Staff Responsible for Monitoring: Curriculum Director and Campus Leadership</p> <p>Title I: 2.4, 2.6</p> <p>- Results Driven Accountability</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide Sheltered Instruction Training to assist with LEP student growth and instruction scaffolding in all subjects and potential GT classification.</p> <p>Strategy's Expected Result/Impact: Higher percentage of LEP students making growth in STAAR and TELPAS, and GT LEP students</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Director, and Campus Leadership</p> <p>Title I: 2.4, 2.6</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - 263 Title III, Part A EL/Immigrant</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement and expand a dual language bi literacy program (k-6th) that challenges students to rigorous instruction and leads to stronger critical thinking skills and a bi literacy seal.</p> <p>Strategy's Expected Result/Impact: Increase of LEP student achievement in all state assessments.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Director, and Campus Leadership</p> <p>Title I: 2.4, 2.6</p> <p>- Results Driven Accountability</p> <p>Funding Sources: - 199 General Fund</p>	Formative		
	Nov	Feb	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Targeted professional development for dual language (bilingual conference, elevation program/software).</p> <p>Strategy's Expected Result/Impact: Increase of LEP student achievement in all state assessments.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Director, and Campus Leadership</p> <p>Results Driven Accountability</p> <p>Funding Sources: - 263 Title III, Part A EL/Immigrant</p>	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Targeted leveled intervention activities using No Red Ink by pairing interactive skill-building exercises with lightweight writing prompts and scaffolded essays that build writing fluency.</p> <p>Strategy's Expected Result/Impact: Improve student performance in TELPAS</p> <p>Staff Responsible for Monitoring: Curriculum Director, and Campus Leadership</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 4: By August 2024, the percentage of graduates that meet CCMR criteria will increase 10% points.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The college advisor will use the CCMR tracker and CCMR verifier to ensure all students earn a CCMR point. Strategy's Expected Result/Impact: Increase of CCMR percentage and accuracy of data Staff Responsible for Monitoring: Counselors, College Advisor and Campus Leadership</p> <p>Title I: 2.4, 2.6 Funding Sources: - 199 College, Career, and Military (CCMR)</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: College Advisor and Communities in Schools will provide presentations to parents regarding high school graduation plans, programs offered and the high school and procedures for college admission and military enlistment. Strategy's Expected Result/Impact: Increase in CCMR points and graduation rate Staff Responsible for Monitoring: Counselors, College Advisor, Communities in Schools, and Campus Leadership</p> <p>Funding Sources: - 282 ESSER III</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The College advisor and Counseling team will provide several opportunities for students to engage in the college admission process, financial aid and provide foundational presentations related to CCMR requirements and programs of study offered at Fabens ISD, Strategy's Expected Result/Impact: Increased post-secondary enrollment and increase in CCMR and graduation rate. Staff Responsible for Monitoring: Counselors, College Advisor, Communities in Schools, and Campus Leadership</p> <p>Title I: 2.4, 2.6 Funding Sources: - 199 College, Career, and Military (CCMR)</p>	Formative		
	Nov	Feb	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Migrant Education Program will develop a tracking system to ensure students are making progress towards graduation and work with parents to keep them informed of graduation plans and requirements.</p> <p>Strategy's Expected Result/Impact: Increase in MEP graduation rate.</p> <p>Staff Responsible for Monitoring: MEP staff</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 212 Title I, Part C – Migrant</p>	Formative		
	Nov	Feb	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Secondary Counselors will attend mandatory CTE training that is aligned to the effective advising framework.</p> <p>Strategy's Expected Result/Impact: Increase in Industry Based Certifications and CTE course completion</p> <p>Staff Responsible for Monitoring: Campus and District Leadership</p> <p>Funding Sources: - 199 College, Career, and Military (CCMR)</p>	Formative		
	Nov	Feb	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: District Data Fellow will provide forecasting of projected CCMR score by semester.</p> <p>Strategy's Expected Result/Impact: Tracking of CCMR score</p> <p>Staff Responsible for Monitoring: District and Secondary Campus Leadership</p> <p>Funding Sources: - 279 TCLAS ESSER III , - 199 College, Career, and Military (CCMR)</p>	Formative		
	Nov	Feb	Apr
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Increase student awareness of different College Career Readiness School Models: PTECH, Early College, programs of study and endorsements.</p> <ul style="list-style-type: none"> -Presentations -Campus and College Visits -Stem Fiesta -Girls who Code <p>Strategy's Expected Result/Impact: Increase in CCMR score and Increase in Industry Based Certifications</p> <p>Staff Responsible for Monitoring: District and Campus Leadership</p> <p>Funding Sources: - 244 Perkins Career & Technical Ed (CTE) , - 199 State Career & Technical Ed (CTE), - 199 College, Career, and Military (CCMR)</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: By June 2024, the 4-yr graduation rate while increase by 5 % from the 2023 rate.

Evaluation Data Sources: CCMR, TAPR

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize a tracking system to provide early intervention and loss of credit tutoring to include credit by exam. Strategy's Expected Result/Impact: Increased number of graduates Staff Responsible for Monitoring: Campus Leadership Funding Sources: - 282 ESSER III	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a Multi-tiered Support System (MTSS) handbook to train all staff members on how to be provide support for all students. Strategy's Expected Result/Impact: increase in graduation Staff Responsible for Monitoring: campus principals, program directors Funding Sources: - 199 General Fund, - 282 ESSER III	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement and utilize a district drop recovery plan Strategy's Expected Result/Impact: students on track for graduation Staff Responsible for Monitoring: elementary director, principals Funding Sources: - 199 General Fund, - 282 ESSER III	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 2: The district will increase student academic achievement while cultivating a growth mindset for all stakeholders.





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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance Task Force by Campus</p> <p>Strategy's Expected Result/Impact: Immediate Identification of Students who have attendance issues</p> <p>Staff Responsible for Monitoring: Campus and District Leadership</p> <p>Funding Sources: Tableau Dashboard - 279 TCLAS ESSER III</p>	Formative		
	Nov	Feb	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 1: Throughout the 2023-2024 school year, the district will collaborate with the University of Texas at El Paso and Region 19 to recruit and develop high qualified teachers with efforts to fill 100% of teacher vacancies.

Evaluation Data Sources: Teacher vacancy reports





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborate with the Miner teacher mentorship Program and new teacher center at UTEP</p> <p>Strategy's Expected Result/Impact: Recruit highly qualified teachers</p> <p>Staff Responsible for Monitoring: Human Resources director and campus leadership</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The district will sustain a Grow Your Own Model by applying the assurance of the Texas Covid Learning Acceleration Support (TCLAS) Decision 4 Grant.</p> <p>Strategy's Expected Result/Impact: Increase in Teacher Pool/ Less Vacancies.</p> <p>Staff Responsible for Monitoring: District Leadership</p> <p>Funding Sources: - 279 TCLAS ESSER III</p>	Formative		
	Nov	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The District will collaborate with US Prep and UTEP to implement a teacher resident and mentor coaching model. Teacher</p> <p>Strategy's Expected Result/Impact: Support Teacher</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Throughout the 2023-2024 school year, the district will maintain the Teacher Incentive Allotment program and increase the number of designated teachers by 10% of its current number.

HB3 Goal

Evaluation Data Sources: TIA evaluation tool, # of teachers





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Cohort D-E of the TIA is supported by completing T-Tess calibration activities and staying informed through out District Webpage.</p> <p>Strategy's Expected Result/Impact: Increase in funding and the number of teachers qualifying for TIA</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent and Curriculum Director</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Assisting and mentoring teachers through the National Board Certification Application Process.</p> <p>Strategy's Expected Result/Impact: An increase in funding and teachers qualifying for TIA</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent and Curriculum Directors</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: Throughout the 2023-2024 year, the district will participate in grant opportunities that promote and provide tuition support for the expansion of dual credit faculty.

HB3 Goal





Evaluation Data Sources: Teacher turnover rate, faculty surveys, CCMR data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize funds from Texas Covid Learning Acceleration Supports (TCLAS), 9C Dual Credit Expansion to assist current teachers with tuition reimbursement.</p> <p>Strategy's Expected Result/Impact: Increased availability of dual credit courses for our students</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Secondary Director, and Director of Federal Programs</p> <p>Title I: 2.5</p> <p>Funding Sources: - 279 TCLAS ESSER III</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize allowable grant funds towards teacher mentor stipends and for dual credit teachers.</p> <p>Strategy's Expected Result/Impact: Increase interest in teaching a Dual Credit Course</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Director of Finance, and Director of Federal Programs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 279 TCLAS ESSER III</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 4: Throughout the 2023-2024 school year, the district will provide multiple opportunities so that 100% of staff members engage in professional development and learning.

Evaluation Data Sources: Strive Eduphoria, teacher surveys





Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase of Educational Software's, Tools such as laptops and computers, Promethean Boards along with teacher training Funding Sources: - 199 General Fund, Canva Training - 212 Title I, Part C – Migrant , - 282 ESSER III	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 1: By December 2024, the district along with Communities and Schools Coordinators will develop a guide and process to increase the number of parent volunteers at each campus by 2%.

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communities in Schools will create a brochure with the district parent policy and steps to become a Wildcat volunteer. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Director of Federal Programs, Principals, Communities in Schools</p> <p>Title I: 4.1, 4.2 Funding Sources: - 211 Title I, Part A , - 282 ESSER III</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement Monthly District Parent Meetings led by Community and Schools Coordinators to address and inform parents of the following -Mental Health -COVID 19 (health and safety) procedures -Cyberbullying -Academics -Post-Secondary Education -Drug Awareness Strategy's Expected Result/Impact: Increased interaction between students, parents and schools Staff Responsible for Monitoring: Director of Federal Programs, Principals, CIS coordinators</p> <p>Title I: 4.1, 4.2 Funding Sources: - 211 Title I, Part A , - 282 ESSER III</p>	Formative		
	Nov	Feb	Apr

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

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: By October 2023, all campuses will have a written Parent and Family Engagement Policy and School-Parent Compact agreement.





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

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

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

Performance Objective 3: By December 2024, the Migratory Education Program, Parent Advisory Council (PAC) will increase its parent membership by 20%.





Evaluation Data Sources: Attendance, Sign In Sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: -Increase the number of home visits - Offer alternate meeting times -Offer daycare for parents -Donation events -Health fairs</p> <p>Strategy's Expected Result/Impact: Increase of Migrant Parental Involvement and Volunteers Staff Responsible for Monitoring: Federal Programs Director, Migrant Specialist, Social Worker</p> <p>Results Driven Accountability - Equity Plan Funding Sources: - 212 Title I, Part C – Migrant</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: Throughout the 2023-2024 school year, the district will budget within parameters approved but the board of trustees and in accordance with federal and state guidelines/compliance.





Evaluation Data Sources: audit findings and financial accountability data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Prioritize needs and coordinate the budget with these needs: -fund programs within federal and state guidelines -Budget Reports to Superintendent and Board of Trustees -Submit all business reports in a timely manner.</p> <p>Strategy's Expected Result/Impact: Well defined budget Staff Responsible for Monitoring: Superintendent, Executive Director of Finance, Federal Program Director, Principals</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 2: By August 2023, the district will provide an annual informational meeting regarding the expenditures of all the entitlements under Every Student Succeeds Act and Special Education IDEA-A,B Consolidated Grant Applications.





Evaluation Data Sources: Financial Accountability data, Compliance monitoring

Strategy 1 Details	Formative Reviews		
Strategy 1: Gather data throughout the year to support the needs assessment process and allocate funding appropriately. Strategy's Expected Result/Impact: Fiscal Transparency of Grant Funds Staff Responsible for Monitoring: Director of Federal Programs, Finance and Special Education	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 5: The district will operate in a fiscally sound manner through financial transparency.

Performance Objective 3: Throughout the 2023-2024 school year, the district will monitor and evaluate all expenditures related to the Elementary Secondary School Relief (ESSER) III and Elementary Secondary School Relief (ESSER) II funds at its alignment to the district learning acceleration plan.

Evaluation Data Sources: Community Surveys, Expenditure Reports and Assurances from ESSER III application requirements

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Director of Federal Programs will work with Director of Finance to monitor expenditures are those documented in the ESSER III use of funds plan</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Formative		
	Nov	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The RSSP team will work to monitor, review and evaluate the learning acceleration plan and the effectiveness of the expenditures related to it.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes Staff Responsible for Monitoring: Director of Federal Programs, Director of Finance, RSSP team</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Formative		
	Nov	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

RDA Strategies

Goal	Objective	Strategy	Description
1	2	5	Migrant Education Parent Academy to support the Whole Child: A Word of Possibilities Parent Academy.
2	3	1	Incorporate reading and writing activities across all curriculum core content areas.
2	3	2	Provide Sheltered Instruction Training to assist with LEP student growth and instruction scaffolding in all subjects and potential GT classification.
2	3	3	Implement and expand a dual language bi literacy program (k-6th) that challenges students to rigorous instruction and leads to stronger critical thinking skills and a bi literacy seal.
2	3	4	Targeted professional development for dual language (bilingual conference, elevation program/software).
4	3	1	-Increase the number of home visits - Offer alternate meeting times -Offer daycare for parents -Donation events -Health fairs
5	3	1	Director of Federal Programs will work with Director of Finance to monitor expenditures are those documented in the ESSER III use of funds plan
5	3	2	The RSSP team will work to monitor, review and evaluate the learning acceleration plan and the effectiveness of the expenditures related to it.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$2,862,457.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alejandro Orozco Lorea	Teacher High School ESSER III		
Ana Castillo	Teacher Fabens Elementary Bilingual		
Ana Galaviz	Director Federal Programs		
Anais Molina	Teacher Elementary		
Concepcion Delgado	Instructional Facilitator		
Fernando Gutierrez	Teacher High School (ELAR)		
Francis Chavira	Teacher Elementary		
Irene Gonzalez	Secretary to Directors		
Jacklyn Rodriguez	Teacher High School		
Jaime Garcia	Teacher High School ESSER III		
Karla Jaramillo	Literacy Coach High School		
Laura Rios	Teacher Elementary		
Liliana Eisenberg	Teacher Elementary		
Manuela Gutierrez	Teacher Middle School		
Maria Alarcon	Teacher Fabens Elementary 2nd Grade		
Maria Becerra	Teacher Fabens Elementary		
Maria Marquez-Warren	Teacher Elementary		
Melissa Chavira	Teacher Elementary Music		
Melissa Murillo-Sanchez	Teacher Elementary		
Melissa Rodriguez	Social Worker Migrant/Liaison		
Monica Rubio	Teacher Middle School		
Patricia Ramirez	Teacher Elementary		
Rachel Pena	Instructional Facilitator		
Rebeca Marquez-Retamo	Teacher Elementary		
Sandra Cortinas	Teacher Elementary		
Sandra Dominguez	Teacher Elementary		
Sandra Flores	Teacher Fabens High School		

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sandra Munoz	Teacher Elementary		
Veronica Flores	Literacy Coach Middle School		

District Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
1	5	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
2	1	4			\$0.00
2	2	7			\$0.00
2	3	3			\$0.00
2	5	2			\$0.00
2	5	3			\$0.00
3	4	1			\$0.00
Sub-Total					\$0.00
199 State Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	7			\$0.00
Sub-Total					\$0.00
199 College, Career, and Military (CCMR)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1			\$0.00
2	4	3			\$0.00
2	4	5			\$0.00
2	4	6			\$0.00
2	4	7			\$0.00
Sub-Total					\$0.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00
212 Title I, Part C – Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$0.00
2	4	4			\$0.00
3	4	1	Canva Training		\$0.00
4	1	3			\$0.00
4	3	1			\$0.00
Sub-Total					\$0.00
244 Perkins Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	7			\$0.00
Sub-Total					\$0.00
263 Title III, Part A EL/Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2			\$0.00
2	3	4			\$0.00
Sub-Total					\$0.00
279 TCLAS ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	RSSP Team		\$0.00
2	4	6			\$0.00
2	6	1	Tableau Dashboard		\$0.00
3	1	2			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
Sub-Total					\$0.00

281 ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
2	1	3	Teachers/Tutoring		\$0.00
Sub-Total					\$0.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	4	1			\$0.00
1	6	1			\$0.00
2	1	5			\$0.00
2	4	2			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	3			\$0.00
3	4	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
Sub-Total					\$0.00
289 Title IV, Part A-SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
Sub-Total					\$0.00