

Fabens Independent School District
Fabens High School
2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Revised/Approved: August 30, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Fabens High School has conducted a comprehensive needs assessment to identify key areas for improvement in student performance, campus culture, and community engagement. Academic data highlights the need for targeted interventions in English I, English II, and Biology End-of-Course (EOC) exams, as well as additional support for English Learners (ELs) and At-Risk students. The school has also identified gaps in College, Career, and Military Readiness (CCMR) indicators, underscoring the need to expand access to post-secondary preparation programs.

Parental involvement remains an area of concern, with a need for stronger home-to-school partnerships to support student success. Additionally, the assessment identified the importance of improving campus security, upgrading technology, and addressing maintenance issues to create a more conducive learning environment. Based on these findings, Fabens High School is focused on enhancing academic support, fostering positive behavior, increasing family engagement, and ensuring a safe and modernized campus for all students.

Demographics

Demographics Summary

Fabens ISD is a rural, open-enrollment district dedicated to serving the Fabens community with a strong emphasis on STEM education. We offer innovative programs such as Early College, STEM, P-TECH, and Career and Technology Education (CTE) pathways designed to prepare our high school students for future success. As a recognized District of Innovation, we ensure that all campuses have a cohesive and aligned STEM curriculum, equipping our students with the skills and knowledge needed for tomorrow's challenges.

Fabens High School is proud of our strong partnerships with El Paso Community College, The University of Texas at El Paso, El Paso Electric, the Workforce Commission, and other local businesses, which help expand opportunities for our students. Fabens ISD also participates actively in UIL athletics, academics, and fine arts, fostering well-rounded student development. In addition, we offer comprehensive support services for migrant, homeless, and special needs students, ensuring equitable access to education for all.

With an average household income of \$35,785 and a population of 5,303 according to the latest U.S. Census estimates, Fabens High School reflects the close-knit nature of our community.

Fabens High School, the district's only high school, operates a "school within a school" model, offering specialized programs such as the Cotton Valley Early College Program, T-STEM Program, and P-TECH Diesel Technology Program, creating unique learning pathways for our students. As of the 24-25 school year, Fabens HS was comprised of 636 total students (9th– , 10th– , 11th– , 12th–); 98.9% Hispanic, 1.1% White; 87.1% Economically Disadvantaged, 87.9% 504, 30.5% English Learners, 61.8% At-Risk, 2.8% Dyslexia related Disorders; 79 Total Students with Disabilities; 11.1% Total Mobile Students.

Demographics Strengths

Fabens High School stands as a central pillar of the Fabens community, playing a key role in shaping the identity and future of the area. The students at Fabens High School reflect the values of the community—humble, respectful, and deeply connected to their roots. With a student population that is predominantly Hispanic, Fabens High School embodies the rich cultural heritage of the region, fostering an environment of inclusivity and pride.

Throughout the year, the high school serves as a hub for community events and celebrations, bringing together students, families, and local residents. Whether it's through academic achievements, athletic competitions, fine arts performances, or leadership in STEM and CTE programs, students from every corner of the campus contribute to making Fabens High School a source of great pride for the community.

The school's diverse offerings—from the Cotton Valley Early College Program to the P-TECH Diesel Technology Program—ensure that students are prepared for success in both higher education and the workforce. In this way, Fabens High School truly acts as a beacon of light, not only for its students but for the entire Fabens community, symbolizing hope, progress, and unity.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Fabens High School, 87.9% of the student population is classified as economically disadvantaged. **Root Cause:** The high percentage of economically disadvantaged students at Fabens High School can be attributed to several interconnected factors rooted in the socioeconomic conditions of the Fabens community. With limited economic growth and investment in the region, families have fewer opportunities to secure higher-paying jobs or engage in workforce development programs that could improve their financials.

Problem Statement 2: At Fabens High School, 30.5% of the student population are classified as English Learners (ELs). **Root Cause:** The high percentage of students at Fabens High School classified as English Learners (ELs) is primarily attributed to the demographics and geographic location of the Fabens community. Fabens is situated near the U.S.-Mexico border, resulting in a large population of students from immigrant families or households where Spanish is the primary language spoken at home.

Problem Statement 3: At Fabens High School, 61.8% of the student population is classified as At-Risk, meaning a majority of students face a range of academic, social, and personal challenges that place them at a higher likelihood of not graduating on time or meeting academic benchmarks. **Root Cause:** The high percentage of students classified as At-Risk at Fabens High School can be attributed to a combination of socioeconomic, educational, and community-based factors. The rural location of Fabens and the limited economic opportunities in the area result in many families facing financial hardship as well as language and mobility challenges that can negatively impact students' academic progress.

Student Learning

Student Learning Summary

End of Course (EOC) State Assessments - 23-24

EOC - 23-24	Approaches	Meets	Masters
English I	50%	34%	8%
English II	57%	44%	3%
Algebra 1	91%	53%	22%
Biology	86%	35%	5%
US History	92%	51%	21%

Current Student Performance Trends:

- **STAAR/EOC Scores:** Fabens High School has made strides in some subject areas but continues to experience gaps in key End-of-Course (EOC) exams, particularly in English I, English II, and Biology. These gaps highlight the need for more robust instructional practices, targeted remediation, and differentiated support to help students meet grade-level expectations.
- **TELPAS Performance:** Many of our English Learners are progressing through the TELPAS rating system; however, the rate of students reaching advanced levels of English proficiency is still below state averages. This underscores the need for continued professional development for teachers in language acquisition strategies and differentiated instruction for EL students.
- **Graduation Rates and CCMR:** While Fabens High School's overall graduation rate is improving, the percentage of students meeting College, Career, and Military Readiness (CCMR) indicators remains a focus area. We are working to expand access to career pathways, early college programs, and P-TECH initiatives, but there is room to grow in preparing students for life beyond high school.

Student Learning Strengths

Fabens High School is a vibrant learning community where students excel in various academic and extracurricular pursuits. A key strength of our campus is the diversity of educational pathways available to students, including Early College, STEM, P-TECH, and Career and Technology Education (CTE) programs. These programs offer students hands-on learning experiences and opportunities to earn college credit, certifications, and advanced skills that prepare them for post-secondary success.

Our students consistently demonstrate resilience and determination, particularly in programs like UIL Academics and Fine Arts, where they compete at high levels and showcase their talents. The Cotton Valley Early College program stands out as a highlight, with students excelling in both high school and college coursework. This program has empowered many students, including first-generation college-goers, to pursue higher education and career opportunities with confidence.

Additionally, Fabens High School benefits from a dedicated teaching staff who implement innovative instructional strategies, ensuring that students are challenged and supported in achieving academic growth. The strong partnership between the school, families, and the community contributes to a positive learning environment where every student is encouraged

to thrive.

Students at Fabens High School excelled in the following areas when compared to State Date.

Algebra 1 EOC (23-24)	Approaches	Meets
Fabens High School	91%	53%
State of Texas	79%	45%

In addition, Fabens High School prides itself in assisting students excel in different formats according to their College and Career Readiness Plan:

- Enrolling and participating in Dual Credit and Articulated programs connected with El Paso Community College (EPCC).
- Enrolling and participating in certification programs that offer state and federal certification that are recognized by the various industries. (PTECH, and CTE)
- Enrolling and participating in programs that offer leadership development and networking opportunities within specific industries (Career and Technology Student Organizations, Academic UIL, STEM Clubs)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Fabens High School continues to experience gaps in End-of-Course (EOC) exams, especially in English I and II. **Root Cause:** A significant portion of students, particularly those who are economically disadvantaged or classified as English Learners (30.5%), enter high school without strong foundational skills in reading and writing.

Problem Statement 2: At Fabens High School, while many English Learners are making progress in the Texas English Language Proficiency Assessment System (TELPAS), the percentage of students reaching advanced levels of English proficiency remains below state averages. **Root Cause:** Many English Learners at Fabens High School come from homes where English is not spoken regularly, resulting in limited exposure to academic English outside of school. This limits their opportunities to practice and develop the advanced language skills required for academic proficiency, particularly in reading, writing, and academic vocabulary.

Problem Statement 3: At Fabens High School, while the overall graduation rate has shown improvement, the percentage of students meeting College, Career, and Military Readiness (CCMR) indicators remains below target levels. **Root Cause:** Fabens High School serves a predominantly economically disadvantaged student population (87.9%), many of whom face challenges that limit their exposure to college and career readiness resources.

School Processes & Programs

School Processes & Programs Summary

Fabens High School implements a "school within a school" model that offers students access to specialized programs such as P-TECH, STEM, and Early College. These programs provide students with advanced academic and career opportunities, helping to prepare them for post-secondary success. To ensure high-quality instruction and support for all students, teachers are given dedicated time each week to collaborate as content teams and by grade level. This time is used to plan well-structured lessons, design interventions, and address the specific needs of students.

Common assessments are administered every 3, 6, and 9 weeks to provide teachers with data on student strengths and areas for growth. In conjunction with district benchmark data, this information is used to tailor instruction and interventions to meet individual student needs. Prescriptive tutoring sessions, as well as fall, spring, and summer intersessions, are provided to offer both enrichment and remediation opportunities.

Department chairs, the literacy coach, and teachers work collaboratively to develop a nine-week instructional calendar. This calendar ensures that all stakeholders are informed about intervention days, faculty meetings, Campus Improvement Team (CIT) meetings, and other key events. Literacy coaches play a crucial role in supporting the at-risk student population by organizing and planning targeted interventions. Teachers also provide morning and afternoon tutorials, as well as Saturday camps, to further support student learning.

Fabens High School employs intervention teachers who focus specifically on assisting at-risk freshman students, helping them build a strong academic foundation early in their high school journey. The majority of the teaching staff have 5-10 years of experience, bringing a wealth of knowledge and expertise to the classroom. The school remains committed to recruiting highly qualified educators in each subject area.

Ongoing professional development is a priority at Fabens High School. All teachers participate in weekly campus staff development sessions through Professional Learning Communities (PLCs) that focus on student needs, effective learning strategies, and best teaching practices. Additionally, professional development is offered during district PD days, as well as through attendance at local and out-of-town conferences. Teachers also receive specialized training in areas such as the Fundamental Five framework, Pre-AP, Advanced Placement, Dual Credit, SIOP, Co-teaching, Differentiated Instruction, and PLC methodologies to enhance their instructional practices.

School Processes & Programs Strengths

Fabens High School is committed to fostering a culture of academic excellence and support for both students and staff. The school consistently prioritizes building a team of highly qualified faculty and staff, ensuring that all new members are paired with mentors to guide their professional growth. Meaningful and relevant professional development opportunities are regularly provided to enhance instructional practices.

To support student achievement, Fabens High School offers comprehensive tutoring programs before and after school, on Saturdays, during intersession, and even within the school day. Additionally, students have access to advanced academic programs such as T-STEM, P-TECH, and Early College, and are given the opportunity to take college readiness exams, including the TSI, AP, ACT, PSAT, and SAT.

Teachers receive ongoing support from literacy coaches and administrators, ensuring they have the tools they need to succeed in the classroom. Through Professional Learning Communities (PLCs), teachers collaborate to review data, identify at-risk students, share effective instructional strategies, and engage in mini professional development sessions, all aimed at improving student outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students do not attend tutoring as requested and often support from home requiring the student to attend is not given. **Root Cause:** Many parents, especially in economically disadvantaged or non-English speaking households, may not have the time, resources, or knowledge to actively engage in their child's education. This can result in a lack of encouragement or follow-through on ensuring their child attends tutoring.

Perceptions

Perceptions Summary

Fabens High School is committed to fostering a safe and supportive environment for students, staff, parents, and community members. To prioritize campus safety and student well-being, the school has implemented several key initiatives. One of these is the PBIS Rewards program, which supports the Positive Behavioral Interventions and Supports (PBIS) Initiative, encouraging positive behavior across campus. Additionally, an Advisory class has been introduced, focusing on both the physical and mental wellness of students.

To strengthen parental and community involvement, Fabens High School is working to improve home-to-school communication and offer more family learning opportunities. This includes creating more chances for parents to engage in school events and the school's culture, as well as increasing community participation through monthly Campus Improvement Team (CIT) meetings. The Communities in Schools (CIS) coordinator also plays a vital role by hosting family framework sessions twice a month, where parents and community members receive important information about the Student Support Plan, high school requirements, and college and career readiness.

In terms of campus security, all faculty, staff, and students are issued free, original ID cards that must be worn at all times for easy identification. Teachers are strategically assigned to monitor specific areas during class transitions and after school to ensure safety. The school also utilizes constant video surveillance through security cameras. However, maintenance issues such as repairing broken fixtures, improving lighting, and enhancing landscaping need to be addressed to further ensure a safe and welcoming environment.

Additionally, Fabens High School recognizes the need to upgrade its technology infrastructure. By enhancing technological resources, the school aims to provide students with a 21st-century education that prepares them to compete with peers from other districts.

Perceptions Strengths

Fabens High School is committed to fostering an "atmosphere of professionalism" as we guide all students to become "College Ready, Career Ready, and Life Ready." Additionally, the school offers numerous opportunities for parents and community members to engage in the educational and readiness activities that support student success.

To ensure a safe and secure environment:

- All visitors are required to sign in upon arrival and present identification before being issued a hall pass.
- Visitors must enter through the main entrance to ensure controlled access to the campus.
- Although students transition between buildings throughout the day, the doors used for transitions are carefully monitored when unlocked to maintain campus security.
- The PBIS Rewards program plays a vital role in enhancing campus culture by motivating students to demonstrate positive behavior, thereby creating a more supportive and respectful learning environment.

By focusing on safety and fostering community involvement, Fabens High School ensures a collaborative approach to preparing students for future success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental involvement at Fabens High School is currently insufficient, with many parents not actively participating in their child's education. This lack of engagement hinders the home-to-school partnership, which is critical for student success. **Root Cause:** The Communities in Schools (CIS) program is new for the district and will take time to build relationships.

Problem Statement 2: Parents need to be given more opportunity to interact with the high school. **Root Cause:** Some parents may not fully understand how their involvement can

positively impact their child's academic success. A lack of clear communication from the school regarding how they can engage, or the benefits of their involvement, may prevent parents from taking an active role.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals





Revised/Approved: September 27, 2024

Goal 1: Fabens Independent School District will provide a safe and orderly school climate, conducive to learning.

Performance Objective 1: By the end of the 2024-2025 school year, Fabens High School will fulfill 100% of the safety drill and audit requirements as outlined by the safety committee to ensure compliance and maintain a safe environment.





Strategy 1 Details	Reviews		
<p>Strategy 1: Continue to implement the district crisis management plan including:</p> <ul style="list-style-type: none"> o Suicide prevention o Violence prevention o Conflict resolution <p>Bullying</p> <ul style="list-style-type: none"> o Cyberbullying <p>Continue Lock down procedures for emergency situations</p> <p>Continue the use of the Emergency Operations Plan required by Senate Bill 11</p> <p>Strategy's Expected Result/Impact: Crisis management plan will help us be prepared in case of an emergency.</p> <p>Staff Responsible for Monitoring: Crisis Management Team, Administration, Counselors</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May

Strategy 2 Details	Reviews		
<p>Strategy 2: Continue to implement drug free curriculum and reduce campus drug offenses.</p> <ul style="list-style-type: none"> o Red Ribbon Week o Staff development o Random walkthroughs (FISD Security) o Canine Program o Guest Speakers o Theatre Arts class o Student Leadership class o Health Fair <p>Strategy's Expected Result/Impact: Educate our campus on the result of drug abuse</p> <p>Staff Responsible for Monitoring: Emergency Operations Plan Team, Security, Student Council, Administration</p> <p>ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Continue to implement discipline management plan.</p> <ul style="list-style-type: none"> o District guidelines o Parent communications o ISS o DAEP o Special Education needs o IEP o Behavior Intervention Plan o Teacher Assistance Team o Peer mediation o After-school mentoring o Teen Anger Program patrol school o Alternatives to removing students from classrooms o Visible administrators and teachers in halls, before and after school, during lunch, and class changes o Consistent enforcement of Student Code of Conduct o Reward positive student behavior. o Newsletters o End-of-Year Awards Programs o Project Celebration <p>Strategy's Expected Result/Impact: Discipline management plan will help maintain a positive learning environment.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Student Council, Security</p>	Formative		Summative
	Nov	Feb	May

Strategy 4 Details	Reviews		
<p>Strategy 4: Fabens High School campus safety administrator will monitor all drills are met on a monthly basis and feedback forms will becollected and reflections will be made.</p> <p>Strategy's Expected Result/Impact: Safe school environment with a reduction in school safety issues or incidents.</p> <p>Staff Responsible for Monitoring: Safety committee, administration, security</p> <p>Title I: 2.4, 2.6</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 1: Fabens Independent School District will provide a safe and orderly school climate, conducive to learning.

Performance Objective 2: For the 2024-2025 school year, Fabens High School administration, the security officer, the School Resource Officer (SRO), and hallway monitors will actively monitor campus cameras daily and ensure that all areas of the campus, both inside and outside, are secure, with regular checks to confirm that all doors remain locked at all times to maintain a safe and secure environment.

Strategy 1 Details	Reviews		
<p>Strategy 1: FISD Security will actively monitor campus before, during, and afterschool on a daily basis. Strategy's Expected Result/Impact: Safe and orderly environment. Staff Responsible for Monitoring: Campus Security</p> <p>ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Security will train in our surveillance system to view all cameras and monitor campus hot spots. Strategy's Expected Result/Impact: Safe and orderly environment. Staff Responsible for Monitoring: Campus Security</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Fabens Independent School District will provide a safe and orderly school climate, conducive to learning.

Performance Objective 3: For the 2024-2025 school year, Fabens High School will complete beautification projects, including the addition of student-created murals in hallways, to promote a positive campus culture and enhance the visual environment.

Strategy 1 Details	Reviews		
<p>Strategy 1: Fabens High School will install bulletin boards to display critical information on safety, campus events, and student work.</p> <p>Strategy's Expected Result/Impact: Students and staff will be informed about events on campus and feel a sense of pride in the school</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


Goal 2: Fabens Independent School District will increase student academic achievement while activating a growth mindset for all stakeholders.


Performance Objective 1: By the end of the 2024-2025 school year, Fabens High School will improve student performance on the English I and II End-of-Course (EOC) exams by 5%, as measured by the percentage of students meeting or exceeding the "Approaches" standard.

Strategy 1 Details	Reviews		
<p>Strategy 1: Disaggregate EOC data in Reading for all students and focus on objectives below 70% mastery. Strategy's Expected Result/Impact: Increase in academic achievement in EOC English I and English II. Staff Responsible for Monitoring: Principals Campus Committee Lang. Arts Teachers</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Summer School * Edgenuity * Classroom Instruction Strategy's Expected Result/Impact: Students will get additional help for credit recovery, EOC assessments, and passing their classes. Staff Responsible for Monitoring: Counselors Administration Summer School Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Before and afterschool school tutoring. Mandatory tutoring after each 3 weeks. Strategy's Expected Result/Impact: Success in core content classes at the end of each 9 weeks. Staff Responsible for Monitoring: Administration, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
Strategy 4 Details	Reviews		
<p>Strategy 4: Supplies for EOC prep in 9th and 10th core classes and intervention classes Strategy's Expected Result/Impact: Increase in English I and English II EOC assessments. Staff Responsible for Monitoring: Administration, Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
Strategy 5 Details	Reviews		
<p>Strategy 5: Prepare all students for college readiness according to HB 5 requirements to include creation of cohorts for STEM Academy. Strategy's Expected Result/Impact: The expected result is to get students ready for post secondary schooling as well as get students industry nased certifications. Staff Responsible for Monitoring: Administration, STEM Coordinator, STEM Counselor</p> <p>TEA Priorities: Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
Strategy 6 Details	Reviews		
<p>Strategy 6: Use of SummitK12 software to help emergent bilinguals with language acquisition. Strategy's Expected Result/Impact: Increase in English I and English II EOC assessments passing percentages. Staff Responsible for Monitoring: ESL Teacher, LPAC Clerk</p>	Formative		Summative
	Nov	Feb	May

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Fabens Independent School District will increase student academic achievement while activating a growth mindset for all stakeholders.

Performance Objective 2: By the end of the 2024-2025 school year, Fabens High School will increase the percentage of students achieving the "Meets" and "Masters" levels on the Algebra I End-of-Course (EOC) exam by 5%.

Strategy 1 Details	Reviews		
<p>Strategy 1: Disaggregate EOC data in Math for all students and focus on objectives below 70% mastery. Staff Responsible for Monitoring: Administration, Math Teachers, Counselors</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Continuation of Algebra I intervention courses for Freshmen and other students who have not passed Algebra I EOC. Staff Responsible for Monitoring: Administration, Counselors, Department Chair</p>	Formative		Summative
	Nov	Feb	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Before and after school tutoring after each 3 Weeks Staff Responsible for Monitoring: Administration, Teachers</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Fabens Independent School District will increase student academic achievement while activating a growth mindset for all stakeholders.


Performance Objective 3: By the end of the 2024-2025 school year, Fabens High School will improve student performance on the Biology End-of-Course (EOC) exam by 5%, as measured by the percentage of students meeting or exceeding the "Approaches" standard.

Goal 2: Fabens Independent School District will increase student academic achievement while activating a growth mindset for all stakeholders.

Performance Objective 4: By the end of the 2024-2025 school year, Fabens High School will increase student performance on the U.S. History End-of-Course (EOC) exam by 5%, as measured by the percentage of students meeting or exceeding the "Approaches" standard.

Goal 2: Fabens Independent School District will increase student academic achievement while activating a growth mindset for all stakeholders.

Performance Objective 5: For the 2024-2025 school year, the overall number of students enrolled in STEM, PTECH, Dual-Credit, Pre-AP and AP courses will increase by 5%.





Strategy 1 Details	Reviews		
Strategy 1: Dell laptops will be purchased and used for CTE courses, Engineering Design, Courses, and Research and Design Courses.. Laptops will assist in industry based certifications like Autodesk, Autocad.	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
Strategy 2: Summer Dual Credit Book Purchases Strategy's Expected Result/Impact: Students will receive college credit hours towards an associates degree Staff Responsible for Monitoring: ECHS administrator	Formative		Summative
	Nov	Feb	May
			

Goal 2: Fabens Independent School District will increase student academic achievement while activating a growth mindset for all stakeholders.

Performance Objective 6: For the 2024-2025 school year, Fabens High School will increase industry based certifications by 5%.





Goal 2: Fabens Independent School District will increase student academic achievement while activating a growth mindset for all stakeholders.

Performance Objective 7: For the 2024-2025 school year, Fabens High School will ensure that 100% of students have access to the necessary technology and digital resources to succeed in a 21st Century classroom environment.

Strategy 1 Details	Reviews		
Strategy 1: Dell Slim Power Adapters Type C for student Chromebooks will be provided to each student to be able to charge their electronic device.	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 2: Fabens Independent School District will increase student academic achievement while activating a growth mindset for all stakeholders.

Performance Objective 8: For the 2024-2025 school year, Fabens High School will provide adequate resources and support for all Non-Core subjects to ensure the development of well-rounded students who excel in diverse areas of study.

Strategy 1 Details	Reviews		
Strategy 1: Updated equipment and supplies will be provided to all subjects to include non-core for student growth.	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 3: Fabens Independent School District will recruit, develop, and retain highly qualified faculty, staff, and support personnel to improve student academic excellence and ensure the post-secondary readiness of all students.

Performance Objective 1: For the 2024-2025 school year, 97% of teachers will demonstrate increased instructional effectiveness (as measured by TTESS, walkthroughs, etc.) at the proficient level and above.

Strategy 1 Details	Reviews		
<p>Strategy 1: Assist teachers to improve classroom instruction and develop teacher practices using PD from various sources such as Fundamental Five and SIOP.</p> <p>Strategy's Expected Result/Impact: Literacy coach daily calendar, number of coaching meetings with literacy coach, number of literacy coach and administrative walkthroughs</p> <p>Staff Responsible for Monitoring: Literacy Coach, Administration</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Administration will conduct quality walkthroughs to increase the rigor of instruction.</p> <p>Strategy's Expected Result/Impact: Improved TTESS observations, student achievement, and instruction</p> <p>Staff Responsible for Monitoring: Administrations - Principal and Assistant Principal</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Fabens Independent School District will recruit, develop, and retain highly qualified faculty, staff, and support personnel to improve student academic excellence and ensure the post-secondary readiness of all students.

Performance Objective 2: For the 2024-2025 school year, the literacy coach and administration will establish a set time for common planning, following the backwards design and PLC model, with weekly PLC meetings and bi-weekly department head meetings to facilitate effective instructional planning and collaboration.





Strategy 1 Details	Reviews		
<p>Strategy 1: Needs assessments on student achievement will be done by administration based on data and professional development will be scheduled to meet these needs.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and improvement of instruction.</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Fabens Independent School District will recruit, develop, and retain highly qualified faculty, staff, and support personnel to improve student academic excellence and ensure the post-secondary readiness of all students.

Performance Objective 3: For the 2024-2025 school year, Fabens High School will maintain 95% Highly Qualified teachers in all core academic subjects by providing appropriate instructional tools, resources, and technology.





Goal 3: Fabens Independent School District will recruit, develop, and retain highly qualified faculty, staff, and support personnel to improve student academic excellence and ensure the post-secondary readiness of all students.

Performance Objective 4: For the 2024-2025 school year, Fabens High School will have 95% participation in professional development opportunities offered to employees to improve student performance.

Strategy 1 Details	Reviews		
<p>Strategy 1: Needs assessments will be done by administration based on data and professional development will be scheduled to meet these needs.</p> <p>Strategy's Expected Result/Impact: Increased rigor in instruction</p> <p>Staff Responsible for Monitoring: Teachers, literacy coach, administration</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 4: Fabens Independent School District will build strong partnerships with parents, community, and business members to promote a shared responsibility for student learning.

Performance Objective 1: During the 2024-2025 school year, Fabens High School will increase the number of collaborative educational involvement activities and events for parents and community members by 5%, compared to the 2023-2024 school year.

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide opportunities for increased parent and community involvement:</p> <ul style="list-style-type: none"> o Campus decision making committee meetings o Parent communications o PFE - Parent Family Engagement Policy - online and on campus (in English) o School/Parent Compact o ESL Classes o District and Campus Smore Newsletter o Parent/Teacher Night o Parent Recruitment Program o Open Houses (Fall and Spring) o Instructional classes for parents o Teacher contacts - Cafe ROAR - monthly meetings <p>Strategy's Expected Result/Impact: Increase in parent and school partnership.</p> <p>Staff Responsible for Monitoring: Administration, Communities In Schools (CIS) Coordinator, Teachers, Counselors.</p> <p>ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Parent workshops by Rigged in Your Favor. 8 workshops throughout the year will teach parents relationship building strategies with their teenager, create a positive home environment, among others.</p> <p>Strategy's Expected Result/Impact: Increase Community involvement and parent meeting attendance</p> <p>Staff Responsible for Monitoring: CIS Coordinator</p>	Formative		Summative
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 4: Fabens Independent School District will build strong partnerships with parents, community, and business members to promote a shared responsibility for student learning.

Performance Objective 2: By the end of the 2024-2025 school year, Fabens High School partnership activities with businesses, higher education institutions, and other outside agencies to support scholar education will increase by 5%.

Strategy 1 Details	Reviews		
<p>Strategy 1: Partnerships with EPCC and UTEP for dual credit program and/or industry based certifications Strategy's Expected Result/Impact: Increase in college level credits and industry certifications Staff Responsible for Monitoring: Administration, CTE Teachers, Dual Credit teachers</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: PTECH signing ceremony Strategy's Expected Result/Impact: Student commitment into our PTECH program and to complete it. Staff Responsible for Monitoring: CTE Teachers, Counselors, Administration</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 4: Fabens Independent School District will build strong partnerships with parents, community, and business members to promote a shared responsibility for student learning.

Performance Objective 3: For the 2024-2025 school year, Fabens High School will provide a minimum of 1 or more customer service trainings to ensure a positive and welcoming school climate for parents and community members.

Strategy 1 Details	Reviews		
<p>Strategy 1: Monthly meetings with office staff to include customer service strategies trainings</p> <p>Strategy's Expected Result/Impact: Visitors will have a positive experience when visiting FHS</p> <p>Staff Responsible for Monitoring: Receptionist, Attendance clerk, PIEMS clerk, Administration</p> <p>ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 5: Fabens Independent School District will operate in a fiscally sound manner through financial transparency.

Performance Objective 1: By the end of the 2024-2025 school year, all campus personnel will be trained on and consistently follow district purchasing guidelines to ensure compliance and proper management of resources.

Strategy 1 Details	Reviews		
<p>Strategy 1: Campus Secretary will meet with principal once a month to review the budget and its impact on learning.</p> <p>Strategy's Expected Result/Impact: Financial responsibility</p> <p>Staff Responsible for Monitoring: Campus Secretary, Principal</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: Fabens Independent School District will operate in a fiscally sound manner through financial transparency.

Performance Objective 2: By the end of the 2024-2025 school year, Fabens High School will review campus and district goals, assess budget items, address campus needs, and ensure that all funds are appropriately allocated, tracked, and encumbered to support the school's objectives.

Strategy 1 Details	Reviews		
<p>Strategy 1: Monthly meeting with department heads to review each budget and expenditures. Timelines will also be addressed to assure their budgets are spent in a timely manner.</p> <p>Strategy's Expected Result/Impact: Adequate resources provide to students for the best learning experience</p> <p>Staff Responsible for Monitoring: Department head, Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			