

FALFURRIAS ELEM

Campus Improvement Plan - Falfurrias Elementary School 2024/2025

Teams Build Dreams



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

2/27/2025

FALFURRIAS ELEM

Mission

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

Vision

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

Nondiscrimination Notice

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

FALFURRIAS ELEM Site Base

| Name | Position |
|-------------------|-------------------------------|
| Trevino, F. Joel | Principal |
| Garcia, Alyssa | Dean of Instruction |
| Garcia, Valerie | Counselor |
| Moreno, Selina | Local Business Representative |
| Balderas, Eddie | Parent Representative |
| Maupin, Ashley | Teacher |
| Garza, Daisy | Teacher |
| Garcia, Gabriella | Teacher |
| Regalado, Ana | Teacher |
| Guzman, Selinda | Parent Representative |
| Baldillez, Andrea | Teacher |

Resources

| Resource | Source |
|---|---------|
| ESSA Title I, A Improving Basic Programs | Federal |
| IDEA Special Education | Federal |
| Title IIA Principal and Teacher Improvement | Federal |
| Local Funds | Local |
| Bilingual / ESL | State |
| G/T Ed Block Grant | State |
| State Compensatory | State |

FALFURRIAS ELEM

- Goal 1.** (Academic Goal) By 2025, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.
- Objective 1.** By Spring 2025, Falfurrias Elementary will support teachers in implementing Reading, Writing, Math, Science, and Social Studies STAAR strategies to increase student performances as measured by meeting grade-level standards. The campus will focus on all grade levels and subject areas, monitor student progress and passing standards for all genders, Hispanic, White, Eco Disadvantaged, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.
 - Objective 2.** By Spring 2025, FES will implement EL strategies to increase student performance as measured by the meets grade level standard.
 - Objective 3.** By Spring 2025, FES will implement SPED STAAR supports to increase student performance as measured by the meets grade level standard.
 - Objective 4.** By Spring 2025, FES will implement specific GT, STAAR, and EOC strategies to increase student performance as measured by the master's grade-level standard.
 - Objective 5.** By Spring 2025, FES implement high-yield instructional strategies for Migrant Students on STAAR and EOC to increase student performance as measured by the meets grade-level standard.
 - Objective 6.** RTI will be scheduled purposely throughout the school day to ensure targeted instruction to close the learning gaps in literacy (phonemic awareness) and mathematics (foundational skills).
- Goal 2.** (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.
- Objective 1.** FES will provide college and university information to students, staff, and parents.
 - Objective 2.** FES will ensure rigorous instructional strategies are implemented for post-secondary success for college and career readiness.
 - Objective 3.** FES will ensure events are scheduled that promote awareness for post-secondary opportunities for students.
 - Objective 4.** FES will establish staff/counselor intervention strategies to further promote student achievement.
 - Objective 5.** FES will implement strategies to facilitate effective transitions for students through coordination with institutions of higher education and other local partners.
 - Objective 6.** FES will create a college-going atmosphere from grades PK-12 to instill a college and career readiness culture for our students
- Goal 3.** (Technology Goal) BCISD will implement a technology program and world class education that will prepare students to succeed in today's technological society and become global citizens.
- Objective 1.** FES will identify and apply strategies for supporting the use and integration of technology in learning.
 - Objective 2.** FES will provide training for administrators, teachers, staff, and parents in educational technology.

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

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

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

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

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

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

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

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

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

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

FALFURRIAS ELEM

Goals

1. (Academic Goal) By 2025, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.
2. (College and Career Goal) BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary educational opportunities as well as preparing students for career readiness through career and technical courses and certifications.
3. (Technology Goal) BCISD will implement a technology program and world class education that will prepare students to succeed in today's technological society and become global citizens.
4. (Culture and Climate Goal) BCISD will maintain and enhance the school climate, safety, well-being, and nurturing culture for students, teachers, parents, and community members. Success will be measured by respondents answering positively on the annual surveys and decrease in discipline referrals.
5. (Parent and Community Engagement Goal) BCISD will continue to support and increase family engagement and community involvement in schools, as measured by authentic engagement in district events and on annual parent and community surveys.

FALFURRIAS ELEM

Objectives

- 1.1. By Spring 2025, Falfurrias Elementary will support teachers in implementing Reading, Writing, Math, Science, and Social Studies STAAR strategies to increase student performances as measured by meeting grade-level standards. The campus will focus on all grade levels and subject areas, monitor student progress and passing standards for all genders, Hispanic, White, Eco Disadvantaged, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.
- 1.2. By Spring 2025, FES will implement EL strategies to increase student performance as measured by the meets grade level standard.
- 1.3. By Spring 2025, FES will implement SPED STAAR supports to increase student performance as measured by the meets grade level standard.
- 1.4. By Spring 2025, FES will implement specific GT, STAAR, and EOC strategies to increase student performance as measured by the master's grade-level standard.
- 1.5. By Spring 2025, FES implement high-yield instructional strategies for Migrant Students on STAAR and EOC to increase student performance as measured by the meets grade-level standard.
- 1.6. RTI will be scheduled purposely throughout the school day to ensure targeted instruction to close the learning gaps in literacy (phonemic awareness) and mathematics (foundational skills).
- 2.1. FES will provide college and university information to students, staff, and parents.
- 2.2. FES will ensure rigorous instructional strategies are implemented for post-secondary success for college and career readiness.
- 2.3. FES will ensure events are scheduled that promote awareness for post-secondary opportunities for students.
- 2.4. FES will establish staff/counselor intervention strategies to further promote student achievement.
- 2.5. FES will implement strategies to facilitate effective transitions for students through coordination with institutions of higher education and other local partners.
- 2.6. FES will create a college-going atmosphere from grades PK-12 to instill a college and career readiness culture for our students
- 3.1. FES will identify and apply strategies for supporting the use and integration of technology in learning.
- 3.2. FES will provide training for administrators, teachers, staff, and parents in educational technology.
- 4.1. FES will promote programs that communicate with students, parents, staff, and community positively.
- 4.2. The percentage of attendance for every six weeks at each campus will be at least 96% or above at FES
- 4.3. FES will promote a safe and disciplined environment at each campus.
- 4.4. FES will promote and provide social-emotional support to address individual needs.
- 4.5. FES will utilize strategies to attract and retain highly qualified professional staff and provide opportunities to build leadership capacity.

FALFURRIAS ELEM

Objectives

- 4.6. FES will ensure staff receives training as required in stature on Bloodborne Pathogens, Child Maltreatment Responsibilities, bullying Prevention for School Personnel, Diabetes Management in Schools, Sexual Harassment for Educators, Suicide Awareness and Prevention, Teen Dating Violence for Educators, and Cybersecurity Awareness for Educators.
- 5.1. FES will continue to expand and support Family and Community Engagement in the District.
- 5.2. FES will promote and support volunteers to increase levels of participation through events such as; Meet the Teacher Night, Curriculum Nights, literacy nights, Report Card Nights, Campus Marquees, and athletic events.

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Goal 1. (Academic Goal) By 2025, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 1. By Spring 2025, Falfurrias Elementary will support teachers in implementing Reading, Writing, Math, Science, and Social Studies STAAR strategies to increase student performances as measured by meeting grade-level standards. The campus will focus on all grade levels and subject areas, monitor student progress and passing standards for all genders, Hispanic, White, Eco Disadvantaged, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|------------------------|---|---|
| <p>1. Monitor the Did not master, Approaches, Meets, and Masters level performance of students on tested areas checkpoints, common assessments, unit tests, and benchmarks through data meetings in PLCs data rooms. Education Advanced Testhound TIA (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,5)</p> | <p>Administrators, Assistant Principal(s), CAMPUS TESTING COORDINATOR, Federal Programs Coordinator, Teacher(s)</p> | <p>July 24-May 25</p> | <p>(F)ESSA Title I, A Improving Basic Programs - \$1,000, (L)Local Funds - \$332,816, (O)Benchmark scores, (O)Reading/Math Assessments, (O)State Assessment Data, (O)Supplemental materials</p> | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports</p> <p>01/31/23 - On Track</p> |
| <p>2. Teachers will utilize Eureka math curriculum resources to differentiate instruction and increase student achievement in Math. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,5.3)</p> | <p>Administrators, Teacher(s)</p> | <p>July 24-May 25</p> | <p>(F)ESSA Title I, A Improving Basic Programs - \$200,449</p> | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports</p> <p>01/31/23 - On Track</p> |
| <p>3. Collaborate continuously with SPED/504/MTSS/Bilingual/ESL Team to support the implementation of acceleration and enrichment with interventions, accommodations, with designed supports: PLCs focus, Inclusion Supports, Co-teaching, and differentiated instruction to improve achievement in all subject areas. (Title I SW Elements: 1.1,2.5) (Target Group: ESL,Migrant,SPED) (Strategic Priorities: 2) (ESF: 1.2,5.3)</p> | <p>Administrators</p> | <p>July 24-July 25</p> | <p>(F)IDEA Special Education, (F)T1Part C-Migrant, (L)Local Funds - \$500, (O)Benchmark scores, (O)Funding for materials, (O)Manipulatives, (O)State Assessment Data, (S)Bilingual / ESL</p> | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints</p> |

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Goal 1. (Academic Goal) By 2025, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------------|---|---|
| | | | | 01/31/23 - On Track 01/31/23 - On Track |
| 4. As per House Bill 1416, 4th and 5th grade students who did not meet satisfactory performance in the 2024 spring STAAR/EOC/STAAR Alt. will have an acceleration committee meeting with parent/guardian to devise a plan of action to meet the 15 and/or 30 hours of support in the content areas not mastered. (Title I SW Elements: 1.1,2.2,2.5,3.1) (Target Group: AtRisk) (ESF: 3.1,5.3) | Administrators, Reading Interventionist, Teacher(s) | July 2024 -June 2024 | (F)ESSA Title I, A Improving Basic Programs, (L)Local Funds, (S)State Compensatory - \$219,891 | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments 01/31/23 - On Track |
| 5. Students will be provided additional supports through a literacy coach daily in the supporting and readiness standards. (Title I SW Elements: 1.1,2.4,2.5,2.6,3.2) (Target Group: All,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 1.2,4.1,5) | Administrators, Counselor(s), Teacher(s) | July 2024 to May 2025 | (O)Funding for materials, (O)Manipulatives, (O)Measuring up workbooks, (O)Reading/Math Assessments, (O)Supplemental materials | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints 01/31/23 - On Track |
| 6. Students will provided additional practice through the Zearn online program to support understanding of readiness and supporting standards in math. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.3) | Campus Administrators, Teacher(s) | July 2024 - May 2025 | (O)Computers, (O)Supplemental materials | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints |

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- Goal 1.** (Academic Goal) By 2025, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.
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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|---------------------------|--|---|
| | | | | 01/31/23 - On Track |
| 7. Students will be provided instruction supports in reading and math through the high impact tutorials after school. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2,3,4) (ESF: 3.3,4.1,5.3,5.4) | Campus Administrators, Core Subject Teachers, Federal Programs Coordinator, Lead Teacher | Jan 2024- April 2025 | (F)ESSA Title I, A Improving Basic Programs - \$15,000 | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints 01/31/23 - On Track |
| 8. Reading teachers will utilize CAP STONE LEVEL READERS C-Z 1-5TH GRADE during small groups in order to close the reading gaps. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1) | Administrators, Teacher(s) | July 2024 - May 2025 | (F)School Innovative Collab- Elem-283 | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints 10/23/23 - Some Progress |
| 9. Provide bi-weekly professional learning communities to create an environment of consistency in order to grow students. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.2,2.1) | Administrators | September 2024 - May 2025 | (L)Local Funds - \$500 | Criteria: student sample work (artifacts) STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments |

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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-------------------------|---|--|
| | | | | Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints 10/23/23 - Some Progress |
| 10. WIN purposely inserted into the master schedule for one hour a day to provide targeted Tier II instruction to ensure student growth and to close the learning gaps. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.2,5.3) | Administrators, Teacher(s) | July 2024 - May 2025 | (L)Local Funds - \$1,000 | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints 10/23/23 - On Track |
| 11. Provide blended learning Instructional Materials that provide opportunities, comprehensive and adaptive educational experience that cater to student's unique needs and meets students exactly where they are in their learning journey. i-Ready (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2) | Administrators, Director of Teaching & Learning, Federal Programs Coordinator, Teacher(s) | July 2024 -May 2024 | (F)LASO Grant | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints 10/23/23 - On Track |
| 12. Provide a math consultant (S. Garza) to support in areas of need to improve student performance on STAAR assessments. (Title I | Administrators, Consultant(s), Lead Teacher | Sept. 2024 - April 2025 | (F)ESSA Title I, A Improving Basic Programs | Criteria: Student data showing growth staff input on effective use of |

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Objective 1. By Spring 2025, Falfurrias Elementary will support teachers in implementing Reading, Writing, Math, Science, and Social Studies STAAR strategies to increase student performances as measured by meeting grade-level standards. The campus will focus on all grade levels and subject areas, monitor student progress and passing standards for all genders, Hispanic, White, Eco Disadvantaged, At-Risk, Sp. Ed., Migrant, EL and Gifted and Talented.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|----------------------------|----------------------|---|--|
| SW Elements: 1.1,2.5) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 5.2) | | | | Sandra Garza math strategies 12/06/24 - Some Progress |
| 13. ESC1 will provide an overview of MTSS focusing on roles/responsibilities of the administration and teachers to meet specific needs of students. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.1,1.2,5.4) | Administrators, Teacher(s) | Oct. 2024 - May 2025 | (F)ESSA Title I, A Improving Basic Programs | Criteria: ESC 1 Evaluaton or overview of MTSS focusing on roles/responsibilities of the administration and teachers to meet specific needs of students. 12/06/24 - On Track |

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- Goal 1.** (Academic Goal) By 2025, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.
- Objective 2.** By Spring 2025, FES will implement EL strategies to increase student performance as measured by the meets grade level standard.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|------------------------------|---|---|
| <p>1. The campus administrative team will be monitoring instructional practices through classroom visits, monthly audits, and program reports to ensure opportunities are provided for our Bilingual/ESL students through high yield strategies, differentiated instruction, as well as incorporating SIOP and TELPAS practices. Google Translation & MackenVIA (Title I SW Elements: 1.1,2.2,2.5) (Target Group: BI,ESL) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,3,3.2,3.3,4.1,5,5.3)</p> | <p>Administrators, ESL Teacher, Special Programs Coordinator</p> | <p>July 2024 - June 2025</p> | <p>(O)Benchmark scores, (O)State Assessment Data, (S)Bilingual / ESL - \$458, (S)Instructional Materials Allotment</p> | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints Student Sample Work Walk Through Feedback</p> <p>01/31/23 - On Track</p> |
| <p>2. LPAC non-passers will be closely monitored through meetings that will take place every six weeks on an as needed based on progress reports and six weeks grades to ensure students are on track to moving to next grade level or graduation. (Title I SW Elements: 1.1,2.5) (Target Group: BI,ESL) (Strategic Priorities: 2) (ESF: 4.1,5.3)</p> | <p>Administrators, Campus Administrators, Federal Programs Coordinator</p> | <p>July 2024 - May 2025</p> | <p>(F)ESSA Title I, A Improving Basic Programs - \$650, (O)Benchmark scores, (O)Supplemental materials, (S)Bilingual / ESL - \$1,050, (S)Bilingual Ed Block Grant</p> | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints</p> <p>01/31/23 - On Track</p> |
| <p>3. Bilingual students will be administered a TELPAS benchmark tests to provide practice in speaking, listening, vocabulary, and writing in the test setting. (Title I SW Elements: 1.1,2.5) (Target Group: BI,ESL) (Strategic Priorities: 2) (ESF: 1.2,3.2,4.1,5.3)</p> | <p>Administrators, Campus Administrators, Federal Programs Coordinator</p> | <p>July 2024 - May 2025</p> | <p>(O)Computers, (S)Bilingual / ESL - \$675, (S)Bilingual Ed Block Grant</p> | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance</p> |

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Objective 2. By Spring 2025, FES will implement EL strategies to increase student performance as measured by the meets grade level standard.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-------------------|-----------------------|----------|-----------|--|
| | | | | Discipline Reports Checkpoints 01/31/23 - On Track |

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- Goal 1.** (Academic Goal) By 2025, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.
- Objective 3.** By Spring 2025, FES will implement SPED STAAR supports to increase student performance as measured by the meets grade level standard.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-----------------------------|---|---|
| <p>1. Contact the regional service center and alternative programs regarding the need for highly qualified instructors in the special education areas. This includes the need for core content areas as well as bilingual certification. (Title I SW Elements: 1.1,2.1,2.5) (Target Group: SPED) (Strategic Priorities: 1) (ESF: 1.2,2.1)</p> | <p>Administrators, Campus Administrators, Teacher(s)</p> | <p>July 2024 - May 2025</p> | <p>(F)IDEA Special Education, (S)Bilingual / ESL - \$150</p> | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints Surveys</p> <p>01/31/23 - On Track</p> |
| <p>2. Monitor and provide one to one supports with implementation of accommodations and supplemental aides. (LEA provided) (Title I SW Elements: 1.1) (Target Group: SPED) (Strategic Priorities: 2) (ESF: 4.1,5.3)</p> | <p>Administrators, Assistant Principal(s), Campus Administrators, Credit Recovery Teacher, Principal, Special Education Director, Teacher(s)</p> | <p>July 2024 - May 2025</p> | <p>(F)IDEA Special Education</p> | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints</p> <p>01/31/23 - On Track</p> |
| <p>3. Ensure each campus crisis team is trained on CPI (Crisis Prevention Intervention) restraint training relative to all students. (Title I SW Elements: 1.1,2.5) (Target Group: All,SPED) (Strategic Priorities: 2) (ESF: 3,3.2,3.3,4.1,5.3)</p> | <p>Administrators, Assistant Principal(s), Special Ed Teachers, Special Education Director</p> | <p>July 2024 - May 2025</p> | <p>(F)IDEA Special Education, (F)T2Part A Teacher/Principal Training and Recruiting, (L)Local Funds - \$275, (O)State Assessment Data</p> | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports</p> |

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- Goal 1.** (Academic Goal) By 2025, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.
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| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|----------------------|--|--|
| | | | | Checkpoints 01/31/23 - On Track |
| 4. Provide staff development opportunities for campus administrators, teachers and paraprofessionals to ensure implementation of differentiated lessons for instruction of students with special needs. TEKS Science ESC 1 \$1,600.00 (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.1) | Administrators, Assistant Principal(s), Special Ed Teachers, Special Education Director, Teacher(s) | July 2024 - May 2025 | (L)Local Funds - \$2,000 | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints Surveys 01/31/23 - On Track |
| 5. Provide a reading/math resource teacher to ensure that students are showing growth on state assessments. (part-time) (Title I SW Elements: 2.4,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 4) (ESF: 4.1,5.3,5.4) | Administrators, Special Ed Teachers | July 2024 - May 2025 | (F)ESSA Title I, A Improving Basic Programs, (S)State Compensatory | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints 10/23/23 - Some Progress |
| 6. Provide a dyslexia specialist to ensure that all students with dyslexia are able to gain and develop specific strategies in order to succeed and become life-long learners. (Target Group: SPED,Dys) | AVID Program Manager, Dyslexia specialist | July 2024 - May 2025 | (S)STATE FUNDING | Criteria: DMAC DATA YAG DATA CBA DAT 12/09/24 - On Track 12/09/24 - On Track 12/09/24 - On Track |

FALFURRIAS ELEM

Goal 1. (Academic Goal) By 2025, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 3. By Spring 2025, FES will implement SPED STAAR supports to increase student performance as measured by the meets grade level standard.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-------------------|-----------------------|----------|-----------|---------------------|
| | | | | 12/06/24 - On Track |

FALFURRIAS ELEM

Goal 1. (Academic Goal) By 2025, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 4. By Spring 2025, FES will implement specific GT, STAAR, and EOC strategies to increase student performance as measured by the master's grade-level standard.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------------------|---|---|
| <p>1. Gifted and Talented students will learn the independent investigation method and complete a project as outlines in the Texas Performance standards Project (TPSP) in GT camps. (Title I SW Elements: 1.1,2.5) (Target Group: GT) (ESF: 4.1,5.3)</p> | <p>Administrators, Assistant Principal(s), Curriculum Director</p> | <p>July 2024 - May 2025</p> | <p>(L)Local Funds - \$500, (S)G/T Ed Block Grant - \$16,152</p> | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints</p> <p>01/31/23 - On Track</p> |
| <p>2. New staff members who are serving the G/T population will be provided 30 hours of G/T staff development as well as providing the six hour update which is required yearly. (Title I SW Elements: 2.5) (Target Group: GT) (ESF: 5.2)</p> | <p>Administrators, GT Teachers</p> | <p>July 2024 - May 2025</p> | <p>(O)Supplemental materials, (S)STATE FUNDING</p> | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints Certification of Training</p> <p>01/31/23 - On Track</p> |
| <p>3. Buy supplemental instructional materials for at-risk students focused on math and literacy, to include audio, Level Readers, large-print, or braille formats for eligible students. CAP STONE (Title I SW Elements: 2.6) (Target Group: All,ECD,BI,ESL,Migrant,EB,SPED,GT,CTE) (Strategic Priorities: 2) (ESF: 4)</p> | <p>Campus Administrators, CAMPUS TESTING COORDINATOR, Counselor(s), Director of Teaching & Learning, Federal Programs Coordinator</p> | <p>July 2024 - May 2025</p> | <p>(F)ESSA Title I, A Improving Basic Programs - \$1,150</p> | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports</p> |

FALFURRIAS ELEM

Goal 1. (Academic Goal) By 2025, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 4. By Spring 2025, FES will implement specific GT, STAAR, and EOC strategies to increase student performance as measured by the master's grade-level standard.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-------------------|-----------------------|----------|-----------|---|
| | | | | Checkpoints 10/23/23 - Some Progress |

FALFURRIAS ELEM

Goal 1. (Academic Goal) By 2025, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.

Objective 5. By Spring 2025, FES implement high-yield instructional strategies for Migrant Students on STAAR and EOC to increase student performance as measured by the meets grade-level standard.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|----------------------------|----------------------|---|--|
| 1. Migrant students will be provided an opportunity to participate in extended day tutorials and extra curricular activities to improve academic performance. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: Migrant) (Strategic Priorities: 2) (ESF: 4.1,5,5.3) | Administrators, Teacher(s) | July 2024 - May 2025 | (F)ESSA Title I, A Improving Basic Programs - \$1,200, (F)T1Part C-Migrant | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints 01/31/23 - On Track |

FALFURRIAS ELEM

- Goal 1.** (Academic Goal) By 2025, the students at Falfurrias Elementary will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments and STAAR/EOC assessments.
- Objective 6.** RTI will be scheduled purposely throughout the school day to ensure targeted instruction to close the learning gaps in literacy (phonemic awareness) and mathematics (foundational skills).

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-----------------------------|--|---|
| <p>1. Reading teachers will follow the Science of Reading to ensure that students get the foundational reading skills using Amplify Skills and Orton Gillingham strategies to close the reading gaps. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.1,5.3,5.4)</p> | <p>Administrators, Core Subject Teachers</p> | <p>July 2024 - May 2025</p> | <p>(O)Funding for materials, (S)Reading Interventionist/Specialist</p> | <p>Criteria: AR Star Level Reports (monthly) STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints Student Sample Work Small Group Lesson Plan</p> <p>10/23/23 - Some Progress</p> |
| <p>2. Math teachers will use Eureka Equipped to ensure that the mathematical foundational (math fluency) skills are taught and mastered (e.g. addition, multiplication). (LEA Provided) (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.1,5.3,5.4)</p> | <p>Administrators, Core Subject Teachers, Math Interventionist</p> | <p>July 2024 - May 2025</p> | <p>(F)ESSA Title I, A Improving Basic Programs - \$56,000</p> | <p>Criteria: Curriculum Based Assessments Small Group Lesson Plans other data (e.g. student sample work of mathematical problems) STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints</p> <p>10/23/23 - Some Progress</p> |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-------------------------------------|-----------------------------|--|---|
| <p>1. Students will participate in informational sessions about different universities/colleges during lunch period in order to create a college going culture. Staff and students are encouraged to wear a college shirt on Thursdays to promote awareness. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.1,3.2,3.4)</p> | <p>Administrators, Counselor(s)</p> | <p>July 2024 - May 2025</p> | <p>(L)Local Funds - \$2,500, (S)Career and Technical Education</p> | <p>Criteria: Surveys STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints</p> <p>01/31/23 - On Track</p> |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|----------------------|--|--|
| 1. Students will participate in research project of choice to increase background knowledge, vocabulary, and showcase findings through visual displays and writings to enhance post secondary success (Amplify - last unit). (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3) | Administrators, Core Subject Teachers, Counselor(s), Librarian | July 2024 - May 2025 | (F)ESSA Title I, A Improving Basic Programs - \$5,200, (O)Benchmark scores, (O)Manipulatives, (O)State Assessment Data, (O)Supplemental materials, (S)Career and Technical Education, (S)Instructional Materials Allotment, (S)Jobs & Education for Texans (JET)Grant(TWC) | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints 01/31/23 - On Track |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-------------|--|---|
| 1. Students will participate in college and career fair and be exposed to college ready culture. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.1,3.3) | Administrators, Counselor(s), Librarian, Teacher(s) | Spring 2025 | (L)Local Funds - \$500, (O)Extra duty pay for evening events, (O)Funding for materials | Criteria: surveys STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints 01/31/23 - On Track |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-------------|--------------------------|---|
| 1. The dean of instruction and school counselor will plan one college trip to TAMUK for all 5th graders. (Title I SW Elements: 1.1,2.1) (Target Group: 5th) (ESF: 3,3.4) | Administrators, Assistant Principal(s), Counselor(s), Teacher(s) | Spring 2025 | (L)Local Funds - \$1,700 | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints 10/23/23 - Some Progress |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|----------|------------------------|---|
| 1. The counselor will coordinate with middle school to allow 5th grade transition field trip and expose students to the opportunities in 6th - 8th grade. (Title I SW Elements: 1.1) (Target Group: 5th) (Strategic Priorities: 3) (ESF: 3.3) | Administrators, Counselor(s), Teacher(s) | May 2025 | (L)Local Funds - \$250 | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints Surveys 10/23/23 - Some Progress 01/31/23 - On Track |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------------------|---|---|
| 1. Students will be exposed to college videos during lunch on a monthly basis and write about their goals and college plans. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1) | Administrators, Counselor(s), Librarian, Teacher(s) | Nov 2024 - April 2025 | (L)Local Funds - \$470, (O)Campus Website, (O)Computers | Criteria: STAAR results Benchmark results Common assessments Observations Lesson Plans Student Writing Samples Attendance Discipline Reports Universal Screeners 01/31/23 - On Track |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|------------------------|---|--|
| 1. The campus will utilize Zearn, Prodigy, Accelerated Reader, and other web-based appropriate computer applications. (LEA provided) (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,4.1,5.3,5.4) | Administrators, Librarian, Special Ed Teachers, Teacher(s) | August 2024 - May 2025 | (F)Title I | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints 01/31/23 - On Track |
| 2. The campus will continue to utilize and integrate current technology such as IPADS, computers, tablets, document cameras, chrome books, and newline interactive televisions to enhance instructional practices and increase student achievement. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,ECD) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.3,5.4) | Administrators, Teacher(s) | July 2024 - May 2025 | (F)Title I, A | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints 01/31/23 - On Track |
| 3. The campus will utilize DMAC and OnData Suite software programs for data disaggregation (STAAR, TELPAS, etc.), generate, administer and report on TEKS-based local assessments and for teacher appraisals (T-TESS, T-PESS). (LEA provided) (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 4.1,5.3,5.4) | Administrators, Teacher(s) | July 2024 - June 2025 | (O)Benchmark scores, (O)DMAC Solutions Data Software, (O)DMAC Training, (O)State Assessment Data, (O)TEKS RESOURCE CURRICULUM | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-------------------------|---|--|
| | | | | 01/31/23 - On Track |
| <p>4. The campus will implement additional communication resources to support the parents through the following methods: Class Dojo, Zoom, Google Meets, Social Media, Website, Remind, District Website, Google Voice, Band App, etc. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.4)</p> | Administrators, Teacher(s) | July 2024 - May 2025 | (F)ESSA Title I, A Improving Basic Programs - \$1,150, (L)Local Funds - \$99,332, (O)Advertise in newspaper, signs in businesses, (O)Campus Marquee, (O)Campus Website, (O)iPads, (O)Parent Liaison, (O)State Assessment Data, (O)Technology Director, (O)Technology Survey, (O)TEKS RESOURCE CURRICULUM, (S)Technology Lending Grant-429 | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints Social media surveys</p> <p>01/31/23 - On Track</p> |
| <p>5. The campus will provide a STEM Lab for use with coding, esports, and other STEM-related activities. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4.1,5.3,5.4)</p> | Administrators, Teacher(s) | October 2024 - May 2025 | (L)LOCAL 199-511 | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints</p> <p>01/31/23 - On Track</p> |
| <p>6. The campus will utilize Play LU projection to be used in the gym during PE courses so that students can receive content enrichment and physical activity to increase student achievement in the core subject. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,4.1,5.4)</p> | Administrators, PE Coach(s), Teacher(s) | July 2024 - May 2025 | (O)Benchmark scores, (O)SmartBoard, (O)State Assessment Data, (O)Supplemental materials, (O)Technology Director, (O)Technology Survey, (S)Instructional Materials | <p>Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports</p> |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|-------------------|-----------------------|----------|--|--|
| | | | Allotment, (S)Technology Lending Grant-429 | Six Weeks Grades Attendance Discipline Reports Checkpoints 01/31/23 - On Track |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|----------------------------|----------------------|---|---|
| 1. Teachers will develop and implement strategies to integrate technology as available to them, such as Ipad applications, iPads, Newline Interactive televisions, Chromebooks, Google Suite, and Google classroom (as per Technology Plan). (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.3) | Administrators, Teacher(s) | July 2024 - May 2024 | (O)Teacher Input, (O)Technology Director, (O)Technology Survey, (O)TEKS RESOURCE CURRICULUM, (S)Technology Lending Grant-429 | Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints Lesson Plans 10/23/23 - Some Progress |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|----------------------------|-----------------------|---|--|
| 1. FES will provide incentives to encourage submission of parental surveys. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3.4) | Administrators, Teacher(s) | July 2024 - July 2025 | (L)Local Funds - \$901,550 | Criteria: Surveys 01/31/23 - On Track |
| 2. The campus will review the responses to questions on parental surveys to determine if we are at or above 90% positive. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.4) | Administrators, Teacher(s) | July 2024 - May 2025 | (L)Local Funds - \$575, (O)Parent Liaison, (O)Parent Survey Form, (O)Technology Director | Criteria: Surveys 01/31/23 - On Track |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------------------|---|--|
| <p>1. Make daily announcements on the importance of attendance and recognize the classes with 100% attendance including providing rewards: Daily- Daily shout-outs during afternoon announcements for the grade-level with the highest attendance; Weekly- Homerooms with the highest attendance will get a snack/prize on Friday during lunch; Monthly- Recognize the classrooms with the best attendance for the month with an “afternoon” treat (3:00) Homerooms that get perfect attendance will get a letter to spell out the magic word (eg. JERSEYS, MOVIE, POPCORN) and will receive a movie, popcorn, pickle and drink at 2:30 on the last Friday of the month; Six Weeks- Attendance celebration in the cafeteria at 3:00 on the last day of the 6 weeks for those with perfect attendance DURING the 6 Weeks: REWARD JARS: classes that receive attendance at 96% < will get a star. Once that jar is full of stars, that grade level will get a BIG CELEBRATION. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (ESF: 3.1,3.2,3.3)</p> | <p>Administrators, Counselor(s), Teacher(s)</p> | <p>July 2024 - May 2025</p> | <p>(L)Local Funds - \$1,063</p> | <p>Criteria: STAAR results Benchmark results Common assessments Observations Daily Attendance Percentages/Reports 01/31/23 - On Track</p> |
| <p>2. In order to improve attendance percentages, FES take attendance by 8:05. Students who walk in late, will sign-in and the PEIMS clerk will change the absence to a tardy. Administrators will rotate and be present at the front of the school to greet parents/guardians of students who are tardy. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)</p> | <p>PEIMS Clerk</p> | <p>July 2024 - May 2025</p> | <p>(L)Local Funds - \$900, (S)STATE FUNDING</p> | <p>Criteria: attendance reports 10/23/23 - Some Progress</p> |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|---------------------------|-------------------|------------|
| <p>3. Increase Student Academic Achievement. The purpose of this program is to provide sustained support and work cooperatively with Title I, Part A and Title I, Part D, Subpart 2 campuses in implementing Title 1, Part A and Title I, Part D, Subpart 2 programs to increase the opportunity for all students in meeting the state's content and student performance standards. (Title I SW Elements: 2.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,3.3)</p> | <p>Administrators, Department Heads, Federal Programs Coordinator, PEIMS Clerk, Teacher(s)</p> | <p>January - May 2025</p> | <p>(F)Title I</p> | |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|----------------------|---|---|
| 1. Promote positive behavior in class and in school by implementing Restorative Justice Program and recognize the good things in announcements and reward students weekly for good behavior in class. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.3,4.1,5.4) | Administrators, Teacher(s) | July 2024 - May 2025 | (L)Local Funds - \$1,300 | Criteria: STAAR results Benchmark results Observations Lesson Plans Common assessments Social Media Discipline Referrals Reports 01/31/23 - On Track |
| 2. Implementation of Love and Logic strategies to improve student behavior throughout the school and continue to build on student-teacher relationships. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,3.4,4.1) | Administrators, Teacher(s) | July 2024 - May 2025 | (F)Title IIA Principal and Teacher Improvement, (L)Local Funds - \$2,300, (O)Benchmark scores, (O)Campus Marquee, (O)Campus Website, (O)State Assessment Data | Criteria: Discipline reports Celebrations Social Media Benchmark results Common Assessments STAAR results 01/31/23 - On Track |
| 3. Utilize School Counselor and District LPC to work with students who struggle with social and emotional behavior. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 2,3) (ESF: 3.1,3.2,3.3,5.1,5.4) | Administrators, Behavioral Interventionist | July 2024 - May 2025 | (L)Local Funds - \$1,975 | Criteria: Decrease discipline referrals STAAR results Benchmark results Common assessments Observations Lesson Plans 01/31/23 - On Track |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|------------------------------|----------------------|---|---|
| 1. Counselor will provide lessons to address the social and emotional needs of students in order to build their confidence and success in school during lunch. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.2,5.4) | Administrators, Counselor(s) | July 2024 - May 2025 | (L)Local Funds - \$2,450, (O)Funding for materials | Criteria: Decreased discipline referrals STAAR results Benchmark results Common assessments Observations Lesson Plans 01/31/23 - On Track |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|-----------------------|----------------|--|
| 1. Staff will be provided opportunities to build capacity in leadership roles , provide feedback for school reform, build relationships through team building, and receive monetary incentives for academic performance including recognition of school-wide efforts in student achievement. (LEA provided) (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1) | Administrators, Counselor(s), Lead Teacher, Teacher(s) | July 2024 - June 2025 | (L)Local Funds | Criteria: STAAR results Benchmark results Common Assessments Observation 01/31/23 - On Track |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|----------------------|---|---|
| 1. Hold bi-weekly leadership meetings to address required training needs for all staff as well as discuss the needs of the campus. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,3.1,3.4,4.1,5.3) | Administrators, Counselor(s), County Officials, Director of Technology, Federal Programs Coordinator, Special Education Director, Teacher(s) | Aug 2024 - May 2025 | (L)Local Funds - \$2,200 | Criteria: Surveys, certificates, Collaboration Agendas/Sign-in/Minutes 01/31/23 - On Track |
| 2. Utilize Eduhero to provide additional required training for all staff based on walkthroughs, observations and staff requests. (LEA provided) (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1,5.3) | Administrators | July 2024 - May 2025 | (F)Title IV, Part A, (O)Computers, (O)LeadForward/Training, (O)Teacher Input, (O)Technology Director, (O)Technology Survey | Criteria: certificates and surveys 01/31/23 - On Track |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------------|--|--|
| 1. A Fall and Spring Open House will occur in order to review the curriculum and the resources used in the classroom in each subject including state assessment expectations. (Title I SW Elements: 1.1,2.2,2.5,3.1) (Target Group: All) (ESF: 3.4,5.4) | Administrators, Department Heads, Librarian, Teacher(s) | Oct 2024 - March 2025 | (F)ESSA Title I, A Improving Basic Programs - \$2,000 | Criteria: Surveys Sign In Agenda STAAR results TELPAS results 01/31/23 - On Track |
| 2. FES will hold a family literacy night twice a year. (Title I SW Elements: 1.1,2.5,3.1) (Target Group: All) (ESF: 3,3.4) | Administrators, Department Heads, Librarian, Teacher(s) | Sept 2024 - Feb 2025 | (F)ESSA Title I, A Improving Basic Programs - \$2,000 | Criteria: Surveys Agenda Sign Ins STAAR results Benchmark results Common assessments Observations Lesson Plans 01/31/23 - On Track |
| 3. FES will involve parents and community to special events and promote family and school connections and build a positive school culture. 1. Celebrate Mother's Day 2. Celebrate Father's Day 3. other events as needed (e.g. Veteran's Day, Santa's visit, Tacos with Tias etc.) (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All,ECD) (Strategic Priorities: 2,4) (ESF: 3,3.4) | Campus Administrators, Counselor(s), Special Programs Coordinator, Teacher(s) | July 2024 - May 2025 | (F)Title I, Part A Parental Engagement, (L)Local Funds, (O)Campus Marquee, (O)Campus Website, (O)Extra duty pay for evening events | Criteria: Annual Review of Parental Policy Survey's from parents on services / activities 01/31/23 - On Track |
| 4. The Campus will increase communication via text messages and emails during the school year through the parent portal and parent square. TRANSACT COMMUNICATION ESSA PARENT NOTIFICATIONS \$4,000.00 (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3) | Administrators | July 2024 - May 2024 | (F)Title I, Part A Parental Engagement | Criteria: PARENT SURVEYS CNA EVALUATIONS 12/06/24 - On Track |

FALFURRIAS ELEM

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|----------------------|---|--|
| 1. Create a parent center for volunteers to assist teachers in preparing resources needed in the classroom to increase student achievement. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4) | Administrators, Teacher(s) | July 2024 - May 2025 | (F)ESSA Title I, A Improving Basic Programs - \$1,200, (O)Manipulatives, (O)Parent Survey Form, (O)Teacher Input | Criteria: survey 10/23/23 - Some Progress |
| 2. Counselor will hold informational sessions that impact student learning and provide strategies for parents to help their child at home with academic and/or behavior needs with light refreshments and a craft to do together. Presenters from different organizations will join the counselor. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (ESF: 3.4) | 21st Century Staff, Administrators, Counselor(s) | Oct 2024 - May 2025 | (F)ESSA Title I, A Improving Basic Programs - \$6,000, (L)Local Funds, (O)Funding for materials, (O)Manipulatives, (O)State Assessment Data | Criteria: Surveys sign-in sheets agenda 10/23/23 - Some Progress |
| 3. Host Meet the Teacher night before school begins for students and parents to talk to their teachers in person about grade level expectations. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4) | Administrators, Teacher(s) | July 2024 | (F)ESSA Title I, A Improving Basic Programs - \$3,600, (O)Advertise in newspaper, signs in businesses, (O)Teacher Input | Criteria: surveys agendas sign-in sheets 10/23/23 - Some Progress |

Comprehensive Needs Assessment

Demographics

Demographics Strengths

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

Demographics Weaknesses

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

Demographics Needs

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

Demographics Summary

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

Student Achievement

Student Achievement Strengths

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

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

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

Student Achievement Weaknesses

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

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

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

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

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

Student Achievement Needs

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

-Coaching and support of teachers is informed by evaluating data

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

Student Achievement Summary

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

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

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

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

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

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

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

School Culture and Climate Weaknesses

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

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

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

-Consistency on disciplinary action.

School Culture and Climate Needs

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

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

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

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

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

Staff Quality, Recruitment and Retention Weaknesses

Better communication with staff and recruitment of highly qualified teachers.

Staff Quality, Recruitment and Retention Needs

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

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

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

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

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

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

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

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

Preparing for the STAAR 2.0

Curriculum, Instruction and Assessment Needs

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

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

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

Family and Community Involvement

Family and Community Involvement Strengths

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

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

Family and Community Involvement Weaknesses

Additional parental outreach opportunities.

Parent teacher organization development.

Family and Community Involvement Needs

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

PTO

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

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

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

School Context and Organization

School Context and Organization Strengths

Professional development for teachers

Open door policy

School Context and Organization Weaknesses

Follow the Campus wide/
behavior plan and systems.

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

Comprehensive Needs Assessment

School Context and Organization Weaknesses (Continued)

monitoring not meeting expectations and of school events and information

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

School Context and Organization Needs

Educate on BIPs and consistently implement campus discipline plan beginning with teacher intervention.

Differentiate from Classroom

clear understanding of the teacher para role and responsibilities in the inclusion classroom

Technology

Technology Strengths

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

Emphasis on student 1:1 technology applications.

Classrooms are equipped with Smart board, clear touch tvs, document cameras, chromebooks, wireless internet access.

Comprehensive Needs Assessment

Technology Weaknesses

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

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

Technology professional development for staff.

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

Technology Needs

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

Increase classroom devices.

Update network to support additional devices and new online programs.

Improve progress monitoring.

Continue to utilize technology for data driven decisions and interventions.