

Fabens Independent School District

Fabens High School

2025-2026 Campus Improvement Plan

Accountability Rating: C

Board Approval Date: September 17, 2025

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

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 highlight the need for targeted interventions in English I

Demographics

Demographics Summary

Fabens High School is a culturally rich, majority-Hispanic, rural campus serving a high-need student population. The small class sizes and strong teacher credentials are notable strengths. Graduation and college-readiness rates are commendable, yet disparities remain in standardized scores and chronic absenteeism. Initiatives like Early College and career-tech pathways position the school well for broadening student opportunities.

Student Demographics: Total enrollment: 604 (09/06/2025). The rest of the information is based on most recent TAPR data: Race/Ethnicity: Hispanic: 99.5%, White: 0.5%, All other groups (African American, Asian, etc.): 0%.

Risk & socioeconomic indicators: At-risk of dropping out: 78.8%, Economically disadvantaged: - 87.5%, Emergent Bilingual proficiency (EB): 46.9%, Chronic absenteeism (2022–23): 28.5% of students missed ≥10% of school – 88% attendance for the 24-25 SY, Mobility: In 2024–25, 11.1% of students moved.

Special programs: Bilingual/ESL: 38.5%, Special Education: 10.5%, Gifted & Talented: 5.9%, Economically disadvantaged: 87.1%, Section 504: 87.9%, EB: 46.9%.

Graduation & Dropout Rates: 4-year graduation rate: 87.7%, Dropout rate: 2.2%.

College, Career, and Advanced Coursework (CCMR): AP/IB participation: 19.3% of juniors and seniors took at least one AP/IB exam, AP/IB passing rate: 38.5%, Average SAT score (2022–23): 854, Average ACT score: 14.1 (state average: 19.2), College-readiness (Reading + Math): 49% achieved both benchmarks (slightly above state average of 48.4%).

Discipline: 20.3% (123 students) received referrals for In-School Suspension (ISS), 4.6% (28 students) received referrals for Out-of-School Suspension (OSS), and 10.4% (63 students) were placed in a Disciplinary Alternative Education Program (DAEP).

Teaching Staff: Retention, Experience & Ratios

Students-per-teacher ratio: 10.7, Average teacher experience: 10 years.

Teacher demographics: Hispanic: 94.6%, White: 5.4%

Highest degree earned: Bachelor's: 49.1%, Master's: 49.2%, Doctorate: 0.5%

Specialized programs: Cotton Valley Early College, T-STEM, P-TECH Diesel Tech—highlighting diverse pathways in career and college tracks

Fabens High School is deeply embedded in local culture, with high family engagement and identity emphasis.

Demographics Strengths

Fabens High School serves a close-knit community of 604 students (as of September 6, 2025), with a student body that is primarily Hispanic (99.5%), reflecting a strong cultural identity and shared heritage across the campus. The school demonstrates resiliency and achievement despite high levels of economic disadvantage (87.1%) and at-risk identification (78.8%).

The campus has maintained an 87.7% four-year graduation rate, with a dropout rate (2.2%) that remains near the state average. Nearly half of students are EB (46.9%), and the school

provides strong programmatic support through Bilingual/ESL (38.5%), Special Education (10.5%), Section 504 (87.9%), and Gifted & Talented (5.9%) services, ensuring that diverse learner needs are addressed.

In terms of postsecondary readiness, Fabens students show promise, with 49% meeting college readiness benchmarks in both Reading and Math, slightly above the state average. Participation in advanced coursework is growing, with 19.3% of juniors and seniors enrolled in AP/IB courses and a 38.5% AP/IB passing rate.

The school's student-to-teacher ratio of 10.7 reflects smaller class sizes, allowing for more personalized instruction. Teacher quality is a notable strength: faculty average 10 years of experience, nearly half (49.2%) hold a Master's degree, and the teaching staff strongly mirrors the student population demographically (94.6% Hispanic), fostering cultural and linguistic connections that support engagement and learning.

These demographic strengths position Fabens High School to continue building on its community identity, supportive instructional programs, and strong teacher workforce to expand opportunities for student success in graduation, college readiness, and beyond.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Fabens HS serves a largely Hispanic and Eco Dis student population, with nearly half identified as EB and more than three-quarters classified as at-risk. The campus faces persistent challenges with chronic absenteeism (28.5%), high mobility (11.1%), and academic performance indicators below state averages. While the graduation rate (87.7%) approaches state levels, dropout rates remain a concern.

Root Cause: 1. High levels of poverty and student mobility create barriers to consistent attendance, stable learning environments, and family engagement. 2. Large numbers of EB and students with disabilities require specialized instructional supports that are not fully aligned or consistently implemented. 3. Limited alignment between rigorous instruction, targeted interventions, and CCMR pathway

Student Learning

Student Learning Summary

Fabens High School's performance on state and local assessments reflects areas of strength and opportunities for growth. TEA's 24-25 Report provides insights into student performance across various groups. For instance, statewide data indicates that economically disadvantaged students achieved 49% at the "Approaches" level, 20% at "Meets," and 8% at "Masters" in assessments. Emergent Bilingual students achieved 40% at "Approaches," 14% at "Meets," and 5% at "Masters." Special Education students achieved 25% at "Approaches," 9% at "Meets," and 4% at "Masters."

Specific data reflecting Fabens HS EOC scores shows (in order of Approaches/Meets/Masters): English I 47%/28%/5%, English II 52%/34%/.5%, Algebra I 78%/34%/13%, Biology 85%/46%, 6%, US History 88%/44%,16%.

Efforts are being made to increase the number of students meeting CCMR indicators, such as achieving college-ready scores on assessments or earning industry certifications. 56.4% students met criteria in both RLA/Math TSIA, .8% met Reading ACT criteria, 30.1% met Reading SAT criteria, 0% met Math Act criteria, 4.5% met math SAT criteria, 51.9% earned credit for a college prep course, 14.3% met criteria for AP exams, 42.1% earned dual credit hours, 18% earned an associate's degree, 14.3% earned an IBC and received credit for an aligned level 2 (or higher course), 4.5% earned a Level I/II certificate in a workforce education area, 1.5% enlisted in the US Armed forces.

The district has implemented structured graduation plans to guide students toward successful completion of their high school education. These plans are tailored to individual student needs and include monitoring of academic progress, attendance, and engagement. Graduation & Dropout Rates are at a challenge at Fabens High School with a 4-year graduation rate of 87.7% and a dropout rate of 2.2%.

Fabens High School serves a diverse student population, including students in special education and Emergent Bilinguals. Statewide, special education students achieved 25% at the "Approaches" level, 9% at "Meets," and 4% at "Masters." Emergent Bilingual students achieved 40% at "Approaches," 14% at "Meets," and 5% at "Masters." These figures highlight the need for targeted support and resources to enhance the academic outcomes of these student groups.

Student Learning Strengths

Fabens High School students demonstrate resilience, determination, and a commitment to academic growth across a diverse range of courses and programs. EOC data indicate strong performance in core subject areas, particularly in Algebra I (78% Approaches, 34% Meets, 13% Masters), Biology (85% Approaches, 46% Meets, 6% Masters), and US History (88% Approaches, 44% Meets, 16% Masters), highlighting students' ability to achieve at or above grade level in key content areas.

Students actively engage in college and career readiness opportunities, with over half meeting criteria for college preparatory coursework (51.9%) and 42.1% earning dual credit hours, reflecting a commitment to post-secondary success. Additionally, students have attained meaningful certifications and credentials, including associate degrees (18%), industry-based certifications (14.3%), and workforce education certificates (4.5%), demonstrating readiness to pursue a variety of college, career, and military pathways.

The school's structured graduation plans, individualized academic monitoring, and supportive programs foster student persistence, helping maintain a 4-year graduation rate of 87.7%, and contributing to a culture that values both personal growth and academic achievement. Furthermore, Fabens High serves a diverse student body, including Emergent Bilingual students and students in special education, who are making steady progress toward meeting state academic expectations.

Overall, Fabens High students show strengths in academic perseverance, engagement in advanced coursework and dual enrollment opportunities, and the ability to meet post-secondary readiness goals despite challenges, reflecting a school community that values growth, achievement, and student success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Performance gaps for certain student groups: EBs, Eco Dis, and SPED. EOC performance shows lower %s of students achieving Meets/Masters levels in English I (28%/5%) and English II (34%/0.5%), indicating a need for stronger literacy support. Graduation/dropout data highlight challenges: 4-year graduation rate 87.7% /2.2% dropout rate. CCMR shows students not meeting college benchmarks.

Root Cause: 1. Limited targeted instructional support in literacy and mathematics for EBs and SPED 2. Variability in access to advanced coursework and college-preparatory resources 3. Socio-economic barriers that impact attendance, engagement, and consistent academic progress

School Processes & Programs

School Processes & Programs Summary

Fabens High School implements a standards-aligned curriculum with research-based instructional strategies, including differentiated instruction, scaffolding for EBs, and targeted support for special education students. Advanced coursework is offered through AP classes, dual enrollment, P-Tech, and college preparatory programs. Faculty participate in ongoing professional development focused on literacy, math interventions, technology integration, and supporting diverse learners through Region 19 and district opportunities. Leadership and decision-making are collaborative, using data from state assessments, benchmarks, and classroom performance to guide priorities and resource allocation. Communication is maintained through staff meetings, parent newsletters, progress reporting, and digital platforms. The school schedule balances core academics, electives, and intervention periods, with support services including tutoring, counseling, ESL, special education, and college/career guidance. Extracurricular and co-curricular programs provide opportunities in athletics, fine arts, clubs, and competitions, fostering engagement and leadership. Technology is integrated across classrooms with access to devices, learning management systems, and instructional tools, supported by a school-wide technology plan aligned with district and state goals.

School Processes & Programs Strengths

Fabens High School provides a strong framework for student and staff success through regular faculty meetings, campus professional development, and collaborative PLCs that support data-driven instruction and teacher growth. Targeted academic supports include intervention classes for special education students and credit recovery courses, ensuring all students have pathways to graduation. The school prioritizes student well-being with on-campus mental health services and provides specialized support for vulnerable populations through a Migrant Liaison and McKinney-Vento Liaison. These programs and processes create a coordinated, supportive, and collaborative environment that addresses academic, social, and emotional needs while fostering continuous improvement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Fabens High School faces challenges in maintaining consistent implementation of school-wide systems and processes due to ongoing changes in campus administration. Frequent administrative transitions have impacted the continuity of initiatives, including curriculum alignment, professional development, intervention programs, and collaborative structures such as PLCs.

Root Cause: 1. Frequent changes in campus administration. 2. Disruption in continuity in leadership, decision-making, and follow-through on established processes. 3. Consistent application of curriculum initiatives, professional development, PLC structures, and intervention programs.

Priority Problem Statements

Problem Statement 1: Performance gaps for certain student groups: EBs, Eco Dis, and SPED. EOC performance shows lower %s of students achieving Meets/Masters levels in English I (28%/5%) and English II (34%/0.5%), indicating a need for stronger literacy support. Graduation/dropout data highlight challenges: 4-year graduation rate 87.7% /2.2% dropout rate. CCMR shows students not meeting college benchmarks.

Root Cause 1: 1. Limited targeted instructional support in literacy and mathematics for EBs and SPED 2. Variability in access to advanced coursework and college-preparatory resources 3. Socio-economic barriers that impact attendance, engagement, and consistent academic progress

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Fabens High School faces challenges in maintaining consistent implementation of school-wide systems and processes due to ongoing changes in campus administration. Frequent administrative transitions have impacted the continuity of initiatives, including curriculum alignment, professional development, intervention programs, and collaborative structures such as PLCs.

Root Cause 2: 1. Frequent changes in campus administration. 2. Disruption in continuity in leadership, decision-making, and follow-through on established processes. 3. Consistent application of curriculum initiatives, professional development, PLC structures, and intervention programs.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Fabens HS serves a largely Hispanic and Eco Dis student population, with nearly half identified as EB and more than three-quarters classified as at-risk. The campus faces persistent challenges with chronic absenteeism (28.5%), high mobility (11.1%), and academic performance indicators below state averages. While the graduation rate (87.7%) approaches state levels, dropout rates remain a concern.

Root Cause 3: 1. High levels of poverty and student mobility create barriers to consistent attendance, stable learning environments, and family engagement. 2. Large numbers of EB and students with disabilities require specialized instructional supports that are not fully aligned or consistently implemented. 3. Limited alignment between rigorous instruction, targeted interventions, and CCMR pathway

Problem Statement 3 Areas: Demographics

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
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data

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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dual-credit and/or college prep course completion 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
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 10, 2025

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

Performance Objective 1: By the end of the 2025-2026 school year, Fabens High School will reduce the number of mental health referrals by 15%, and increase student well-being by developing a multi tiered mental health support system through the counseling and Emergence Health Care program.

Evaluation Data Sources: Referral data from Emergence Health Care and counseling team, behavior incident reports from teachers.

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 Support: Provide school-wide social-emotional learning (SEL) lessons during enrichment period, host mental health awareness campaigns and parent informational meetings, train staff to recognize early warning signs of mental health concerns. Tier 2 Support: Small group counseling sessions facilitated by school counselors, targeted check-in/check-out system for at-risk students, referral process to Emergence Health Care for moderate mental health needs. Tier 3 Support: On-campus counseling in partnership with Emergence Health Care providers, crisis response team/safety team available for high-need students, individualized support plans developed collaboratively with families and staff. Strategy's Expected Result/Impact: 15% reduction in documented mental health referrals, increased student self-reports of well-being on annual perception surveys, improved attendance and reduction in behavior incidents among targeted students, positive parent and staff feedback on access to and effectiveness of mental health supports. Staff Responsible for Monitoring: Administration, counseling, SPED teachers, 504 Coordinator, Campus Safety/Behavioral Team, PBIS Title I: 2.531, 2.533 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By May 2025, Fabens ISD, and Fabens HS will increase mental health screenings from 31% of the student body to 50%, with an emphasis on identifying at-risk students .

Evaluation Data Sources: SHAPE ASSESSMENT, RETHINK ED assessment data, Scuta data, and incident referrals.

Strategy 1 Details	Reviews			
Strategy 1: Increase awareness and access by conducting campus-wide informational sessions for students, staff, and parents about available mental health services, partner with community mental health agencies to provide additional staff support for screenings, target At-Risk populations, use attendance, discipline, and academic performance data to identify students most likely to benefit from screenings, provide staff training to recognize early warning signs of mental health concerns and make referrals efficiently. Strategy's Expected Result/Impact: Increase in screenings to 50% of the student body by May 2026, increase in early identification and referral of at-risk students, improved student engagement and reduction in discipline/attendance concerns linked to mental health needs Staff Responsible for Monitoring: Administration, counseling, SPED teachers, 504 Coordinator, Campus Safety/Behavioral Team, PBIS Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Throughout the 2024-2025 school year, the district will increase parent perception data regarding school counselor communication about their child's progress and concerns, aiming to raise the percentage of parents reporting 'always' receiving communication from 24% to 60%, a 20 percentage point increase.

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

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

Performance Objective 4: By June 2025, the year-to-date count of discipline referrals will decrease by 20% or more, reducing the number of student misconduct incidents from 138 to below 111.

Evaluation Data Sources: Discipline Reports and Climate Surveys

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

Performance Objective 5: By June 2025, the district aims to reduce incidents of drug use or possession by 25%, decreasing from 32 incidents in 2024 to 24 or fewer.

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

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

Performance Objective 6: Throughout the 2024-2025 school year, the district will monitor special education discipline referrals and aim to reduce incidents by 50%, decreasing from 92 referrals to 46

Evaluation Data Sources: Discipline Data for Special Education

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

Performance Objective 1: By June 2025, 242 students will show progress in STAAR ELA/Reading, Math, Science, and Social Studies, increasing the percentage of students meeting grade-level expectations by 8 percentage points, from the current 34% to 42%.

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

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

Performance Objective 2: By the end of the 2024-25 academic year, the number of EB/EL (Current) students meeting grade-level standards will increase by 8 percentage points, from 221 to 277 students in Reading/Language Arts (RLA) and from 180 to 226 students in Mathematics

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

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

Performance Objective 3: By June 2025, at least 40% of long-term English learners (those with 5+ years in the U.S.) will improve their TELPAS composite score by one or more performance levels

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

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

Performance Objective 4: By August 2025, the percentage of graduates meeting CCMR criteria will increase by 10 percentage points, from the current rate of 85% to 95%

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

Performance Objective 5: By June 2026, the on cohort four-year graduation rate is projected to increase by 6 percentage points, rising from the 2023 rate of 87.7% to 94%

Evaluation Data Sources: CCMR, TAPR

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

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

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

Performance Objective 1: Throughout the 2024-2025 academic year, the district will collaborate with the University of Texas at El Paso and Region 19 to recruit and develop highly qualified teachers, with the goal of reducing teacher and paraprofessional vacancies by 50%, from 6 to 3, by the start of the next school year.

Evaluation Data Sources: Teacher vacancy reports

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

Performance Objective 2: Throughout the 2024-2025 school year, the district will maintain the Teacher Incentive Allotment program and increase the number of designated teachers by 10% of its current number of

Evaluation Data Sources: TIA evaluation tool, # of teachers

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

Performance Objective 3: By June 2025, the district will reduce the number of non-bilingual certified teachers serving elementary students from 3 to 0.

Evaluation Data Sources: certifications

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

Performance Objective 4: Throughout the 2024-2025 school year, the district will provide relevant and effective professional development to increase the percentage of teachers scoring at the accomplished level in Domain 4 of T-TESS from a domain average of 29.8% to 40%.

Evaluation Data Sources: Strive Eduphoria, teacher surveys

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

Performance Objective 1: Throughout the school year, the district will recruit fathers to join the WATCH D.O.G.S. program, increasing by 100% from 10 to 20 dads, with the goal of having 5 dads involved at each campus.

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

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

Performance Objective 2: The number of parent volunteers

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

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

Performance Objective 3: By December 2025, the Migratory Education Program, Parent Advisory Council (PAC) will increase its parent membership by 20% from 10 parents to 12 parents.

Evaluation Data Sources: Attendance, Sign In Sheets

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

Performance Objective 1: By the end of the 2024-2025 school year, the district will reduce the monthly spending variance for the Every Student Succeeds Act (ESSA) grant program from over 20% to 5% or less.

Evaluation Data Sources: Monthly drawdown reports and monthly federal expenditures reports

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

Performance Objective 2: By the end of the 2024-2025 school year, the district will reduce the monthly spending variance for IDEA-B Formula and IDEA-B Preschool grant program from over 20% to 5% or less.

Evaluation Data Sources: Financial Accountability data, Compliance monitoring