

# FALFURRIAS ELEM

## Campus Improvement Plan - Falfurrias Elementary School 2025/2026

*Same key, Same door: TOGETHER Opening Doors to STUDENT SUCCESS!*



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# 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, Maxine Villarreal	Local Business Representative
Carbajal, Tanya	Parent Representative
Garza, Letty	Parent Representative
Guerra, Arnulfo	Vice Principal
Saenz, Amanda	Parent Representative
Gates, Lucy	Community Member Representative
Benavides, Misty	Teacher Representative
Guerra, Jennifer	Staff Representative
Barrera, Dominica	Teacher Representative
Guerra, Jessica	Teacher Representative
Rosas, Amanda	Staff Representative
Gutierrez, Erika	Teacher Representative
Alanis, Sandra	Staff Representative

# Resources

Resource	Source
ESSA Title I, A Improving Basic Programs	Federal
IDEA Special Education	Federal
LASO Blended Learning	Federal
Title IIA Principal and Teacher Improvement	Federal
Title IV, Part A	Federal
Local Funds 199-13-6xxx-00-910-51100H	Local
Bilingual / ESL	State
Compensatory Education	State
G/T Ed Block Grant	State
Instructional Materials Allotment	State

# FALFURRIAS ELEM

- Goal 1.** (Academic Goal) By 2026, 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 2026, 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 2026, FES will implement EL strategies to increase student performance as measured by the meets grade level standard.
  - Objective 3.** By Spring 2026, FES will implement SPED STAAR supports to increase student performance as measured by the meets grade level standard.
  - Objective 4.** By Spring 2026, 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 2026, 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.
- 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 events are scheduled that promote awareness for post-secondary opportunities for students.
  - Objective 3.** FES will establish staff/counselor intervention strategies to further promote student achievement.
  - Objective 4.** FES will implement strategies to facilitate effective transitions for students through coordination with institutions of higher education and other local partners.
  - Objective 5.** 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.
- 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.

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- 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 2026, 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 2026, 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 2026, FES will implement EL strategies to increase student performance as measured by the meets grade level standard.
- 1.3. By Spring 2026, FES will implement SPED STAAR supports to increase student performance as measured by the meets grade level standard.
- 1.4. By Spring 2026, 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 2026, 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.
- 2.1. FES will provide college and university information to students, staff, and parents.
- 2.2. FES will ensure events are scheduled that promote awareness for post-secondary opportunities for students.
- 2.3. FES will establish staff/counselor intervention strategies to further promote student achievement.
- 2.4. FES will implement strategies to facilitate effective transitions for students through coordination with institutions of higher education and other local partners.
- 2.5. 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.
- 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.

# FALFURRIAS ELEM

## Objectives

- 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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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>Aug 25-May 26</p>	<p>(F)ESSA Title I, A Improving Basic Programs - \$1,000, (L)Local Funds199-13-6xxx-00-910-51100H - \$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 TCPMC curriculum as well as I-Ready Core Math resource 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>Aug 25-May 26</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>Aug 25 - May 26</p>	<p>(F)IDEA Special Education, (F)T1Part C-Migrant, (L)Local Funds199-13-6xxx-00-910-51100H - \$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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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 2025 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)	Aug 25 - May 26	(F)ESSA Title I, A Improving Basic Programs, (L)Local Funds199-13-6xxx-00-910-51100H, (S)Compensatory Education - \$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)	Aug 25 to May 26	(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 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 26- April 26	(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

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				01/31/23 - On Track
7. 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)	Aug 25 - May 26	(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
8. 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	Aug 25 - May 26	(L)Local Funds199-13-6xxx-00-910-51100H - \$500	Criteria: student sample work (artifacts) 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. 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)	Aug 25 - May 26	(L)Local Funds199-13-6xxx-00-910-51100H - \$1,000	Criteria: 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 - On Track
10. 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)	Aug 25 - May 26	(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
11. MTSS committee will meet to ensure specific needs of students are met before requesting SPED services (follow the process). (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)	Aug 25 - May 26	(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
12. Teachers will utilize TCPMC curriculum as well as Bluebonnet Reading resource to differentiate instruction and increase student achievement in ELA-R. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1)	Campus Administrators, Core Subject Teachers, Curriculum Director, District Leadership Team, Instructional Officers, PE Coach(s), Reading Interventionist, Special Ed Teachers, Superintendent(s)	Aug 25 - May 26	(F)LASO Grant - \$39,500	Criteria: District and Campus leadership will: 1. review lesson plans (planning guides) and provide feedback 2. complete walk throughs 3. review data from local assessments and benchmarks (TPRI, STAAR Released)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				10/17/25 - Some Progress
13. Teachers will follow TCMPC and utilize the McGrawhill Science and Explorers (Social Studies). (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1)	Administrators, Teacher(s)	Aug 26 - May 26	(F)Title V, B, SP2,Rural & Low Income	Criteria: STUDENTS TEST SCORES, STAAR, BENCHMARKS  10/17/25 - Some Progress
14. 3rd - 5th Science teachers will utilize Science Penguin to increase student performance on 5th grade on state assessment. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 4) (ESF: 5,5.1,5.3)	Administrators, Teacher(s)	Aug 25 - May 26	(F)Title I - \$1,199	Criteria: students grades, log of time they utilized the online instruction, STAAR Data, Benchmarks  10/17/25 - No Progress
15. Teachers will utilize Sirius as a resource to support the most asked/highly missed questions in STAAR within the state to ensure student increase performance. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,4,4.1,5,5.1,5.3)	Administrators, Teacher(s)	Jan 26 - April 26	(F)Title I - \$2,222	Criteria: Local assessments.  10/17/25 - Some Progress

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- Objective 2.** By Spring 2026, 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 &amp; 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>Aug 25 - May 26</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>Aug 25 - May 26</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>Feb 26</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 2026, 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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- Objective 3.** By Spring 2026, 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>Aug 25 - May 26</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 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>Aug 25 - May 26</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>Aug 25 - May 26</p>	<p>(F)IDEA Special Education, (F)T2Part A Teacher/Principal Training and Recruiting, (L)Local Funds199-13-6xxx-00-910-51100H - \$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>

# FALFURRIAS ELEM

- Goal 1.** (Academic Goal) By 2026, 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 2026, 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
				Checkpoints 01/31/23 - On Track
4. 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	Aug 25 - May 26	(F)ESSA Title I, A Improving Basic Programs, (S)Compensatory Education	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
5. 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	Aug 25 - May 26	(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 12/06/24 - On Track

# FALFURRIAS ELEM

**Goal 1.** (Academic Goal) By 2026, 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 2026, 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
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)	Administrators, Assistant Principal(s), Curriculum Director	Aug 25 - May 26	(L)Local Funds199-13-6xxx-00-910-51100H - \$500, (S)G/T Ed Block Grant - \$16,152	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. 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 through ESC2 (Title I SW Elements: 2.5) (Target Group: GT) (ESF: 5.2)	Administrators, GT Teachers	Aug 25 - May 26	(O)Supplemental materials, (S)STATE FUNDING	Criteria: STAAR/EOC/STAAR ALT./TELPAS MAP Benchmarks Unit Test Common Assessments Progress Reports Six Weeks Grades Attendance Discipline Reports Checkpoints Certification of Training  01/31/23 - On Track
3. GT students will participate in FES News Crew (project). (Title I SW Elements: 2.5) (Target Group: GT) (Strategic Priorities: 4) (ESF: 3,3.3,3.4,5,5.1)	Reading Interventionist	Aug 25 - May 26	(S)G/T Ed Block Grant	Criteria: Number of segments create/posted on social media (minimum of 3 per semester).  10/17/25 - Some Progress

# FALFURRIAS ELEM

**Goal 1.** (Academic Goal) By 2026, 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 2026, 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)	Aug 25 - May 26	(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 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>Aug 25 - May 26</p>	<p>(L)Local Funds199-13-6xxx-00-910-51100H - \$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 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 26	(L)Local Funds199-13-6xxx-00-910-51100H - \$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 3.** 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)	Fall 25	(L)Local Funds199-13-6xxx-00-910-51100H - \$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 4.** 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 26	(L)Local Funds199-13-6xxx-00-910-51100H - \$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 5.** 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 25 - April 26	(L)Local Funds199-13-6xxx-00-910-51100H - \$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 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)	Aug 25 - May 26	(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)	Aug 25 - May 26	(F)Title I, A - \$9,839.70	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)	Aug 25 - May 26	(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, Google Meets, Social Media, Website, Remind, District Website, Parent Square. (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)	June 25 - May 26	(F)ESSA Title I, A Improving Basic Programs - \$1,150, (L)Local Funds199-13-6xxx-00-910-51100H - \$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 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. . In general, the purchase of physical education equipment is an allowable use of funds under the safe and healthy student content area. To be funded, the purchase of equipment should have been informed by the school district's needs assessment, stakeholder engagement process, and prioritization of schools. As with any cost charged to a grant, grantees are responsible for ensuring that only costs that are reasonable, necessary, and allocable to the grant are in fact charged to the grant. If the program has a supplanting prohibition, which the Title IV, Part A, program does, the grantee must ensure that the use of Title IV, Part A, funds supplements, and does not supplant,</p>	Administrators, PE Coach(s), Teacher(s)	Aug 25 - May 26	(O)Benchmark scores, (O)SmartBoard, (O)State Assessment Data, (O)Supplemental materials, (O)Technology Director, (O)Technology Survey, (S)Instructional Materials Allotment, (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</p> <p>01/31/23 - On Track</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
other state or local funds that would otherwise be used to pay for the allowable activity. - USDE Response, 9/2021 (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,4.1,5.4)				

# 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)	Aug 25 - May 26	(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)	Aug 25 - May 26	(L)Local Funds199-13-6xxx-00-910-51100H - \$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)	Aug 25 - May 26	(L)Local Funds199-13-6xxx-00-910-51100H - \$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% &lt; 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>Aug 25 - May 26</p>	<p>(L)Local Funds199-13-6xxx-00-910-51100H - \$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>Aug 25 - May 26</p>	<p>(L)Local Funds199-13-6xxx-00-910-51100H - \$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 campuses in implementing Title I, Part A 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 26</p>	<p>(F)Title I</p>	<p>Criteria: TARP, RDA, CBAs, TTESS, STAAR DATA</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 by a teacher 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)	Aug 25 - May 26	(L)Local Funds199-13-6xxx-00-910-51100H - \$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)	Aug 25 - May 26	(F)Title IIA Principal and Teacher Improvement, (L)Local Funds199-13-6xxx-00-910-51100H - \$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 LPCA 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	Aug 25 - May 26	(L)Local Funds199-13-6xxx-00-910-51100H - \$1,975	Criteria: Decrease discipline referrals STAAR results Benchmark results Common assessments Observations Lesson Plans  01/31/23 - On Track
4. FES will participate in UIL. (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2,3.3,3.4)	Administrators, Teacher(s)	Sept 25 - Dec 25	(L)Local Funds199-13-6xxx-00-910-51100H	Criteria: STUDENTS PARTICIPATION, AND COMPETITION, VS. GRADES
5. FES will establish a student council. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2,3.3,3.4)	Administrators, Parents, Teacher(s)	Sept 25 - May 26	(L)Local Funds199-13-6xxx-00-910-51100H	Criteria: STUDENT PARTICIPATION, AND ANY INITIATIVES THEY MAY HAVE IMPLEMENTED

# 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

# 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)	Aug 25 - May 26	(L)Local Funds199-13-6xxx-00-910-51100H - \$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)	Aug 25 - May 26	(L)Local Funds199-13-6xxx-00-910-51100H	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 25 - May 26	(L)Local Funds199-13-6xxx-00-910-51100H - \$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 25 - May 26	(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 25 - March 26	(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 throughout the 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 25 - Feb 26	(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)	Aug 25 - May 26	(F)Title I, Part A Parental Engagement, (L)Local Funds199-13-6xxx-00-910-51100H, (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. TRANSACTION 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	Aug 25 - May 26	(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 PTO. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Administrators, Teacher(s)	Sept 25 - May 26	(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 25 - May 26	(F)ESSA Title I, A Improving Basic Programs - \$6,000, (L)Local Funds199-13-6xxx-00-910-51100H, (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)	Aug 25	(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 376 students of which 99% are Hispanic and 1% White. 95% are economically disadvantaged. Most students stay at FES; less than 10% move back and forth and/or permanently to another district. There are no transfers at FES; all students reside in Brooks County.

### Demographics Weaknesses

Not all demographic populations have achieved their full potential academically, behaviorally, and social-emotionally. Students in grades 3-5 perform below the state's requirements (minimal standards). Incoming students to 1st grade enter below reading level.

### Demographics Needs

At Falfurrias Elementary 376 students or 95% 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 (Brooks County is the poorest county in the region). State assessment data shows a need for strong Tier 1 instruction. Too many students are entering the SPED program; this can be prevented with correct intervention.

### 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 lower than the state at 30%. Falfurrias Elementary average daily attendance rate for students is 92%

Texas Education Agency  
**2023-24 Student Information (TAPR)**  
 LASATER EL (024901103) - BROOKS COUNTY ISD - BROOKS COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
<b>Total Students</b>	<b>171</b>	<b>100.0%</b>	<b>1,244</b>	<b>5,517,464</b>	<b>171</b>	<b>100.0%</b>	<b>1,244</b>	<b>5,531,236</b>
<b>Students by Grade</b>								
Pre-Kindergarten	96	56.1%	7.7%	4.5%	96	56.1%	7.7%	4.5%
Pre-Kindergarten: 3-year Old	45	26.3%	3.6%	0.8%	45	26.3%	3.6%	0.8%
Pre-Kindergarten: 4-year Old	51	29.8%	4.1%	3.7%	51	29.8%	4.1%	3.7%
Kindergarten	75	43.9%	6.0%	6.5%	75	43.9%	6.0%	6.5%
<b>Ethnic Distribution</b>								
African American	0	0.0%	0.4%	12.8%	0	0.0%	0.4%	12.8%
Hispanic	161	94.2%	97.0%	53.2%	161	94.2%	97.0%	53.2%
White	10	5.8%	2.3%	25.0%	10	5.8%	2.3%	25.0%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	0	0.0%	0.2%	5.4%	0	0.0%	0.2%	5.4%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	3.1%	0	0.0%	0.0%	3.1%
<b>Sex</b>								
Female	89	52.0%	50.0%	48.9%	89	52.0%	50.0%	48.8%
Male	82	48.0%	50.0%	51.1%	82	48.0%	50.0%	51.2%
<b>Other Student Cohorts</b>								
Economically Disadvantaged	159	93.0%	90.2%	62.3%	159	93.0%	90.2%	62.2%
Non-Educationally Disadvantaged	12	7.0%	9.8%	37.7%	12	7.0%	9.8%	37.8%
Section 504 Students	0	0.0%	3.9%	7.2%	0	0.0%	3.9%	7.2%
EB Students/EL	7	4.1%	2.7%	24.4%	7	4.1%	2.7%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	3.4%	1.9%				
Students w/ Dyslexia	0	0.0%	4.3%	6.0%	0	0.0%	4.3%	6.0%
Foster Care	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Homeless	7	4.1%	2.0%	1.4%	7	4.1%	2.0%	1.4%
Immigrant	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Migrant	1	0.6%	0.6%	0.2%	1	0.6%	0.6%	0.2%
Title I	171	100.0%	100.0%	65.7%	171	100.0%	100.0%	65.7%
Military Connected	0	0.0%	0.4%	3.9%	0	0.0%	0.4%	3.9%
At-Risk	111	64.9%	63.6%	53.2%	111	64.9%	63.6%	53.2%
<b>Students by Instructional Program</b>								
Bilingual/ESL Education	5	2.9%	2.2%	24.5%	5	2.9%	2.2%	24.4%
Career and Technical Education	0	0.0%	21.5%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	63.4%	73.3%	-	-	-	-
Gifted and Talented Education	0	0.0%	2.3%	8.5%	0	0.0%	2.3%	8.5%
Special Education	30	17.5%	16.9%	13.9%	30	17.5%	16.9%	14.0%

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Data Sources

Benchmark Data  
Grading Period Results  
State Assessment Data

### Student Achievement Strengths

**Comprehensive Data Review:** Student achievement data involves annual and longitudinal reviews from various formal and informal sources. This comprehensive approach provides insights into students' acquisition of expected knowledge and skills for each grade level.

**Detailed Disaggregation of Data:** Student achievement data (at the elementary level) can be disaggregated by ethnicity, socioeconomic status, sex, and populations served by special programs (Special Education, English Learners, Gifted and Talented). Additionally, data is disaggregated by grade level and achievement levels (Masters, Meets, Approaches, Does Not Meet). This allows for a deeper understanding of student performance across different groups and levels.

**Identified Areas of Growth:** Based on MAP, reading comprehension is an area of growth. For TPRI, reading comprehension is also an area of growth.

**Effective Instructional Strategies:** Students who receive explicit, systematic, and customized instruction in a productive learning environment show greater gains. Dr. Anita Archer emphasizes that "struggling students are going to gain more with very explicit instruction than with discovery.

**Effective Intervention Programs:** Intervention programs are effective when they focus on closing gaps through systematic, explicit, and customized needs-based instruction.

### Student Achievement Weaknesses

**Areas of Concern in Specific Subjects:** Based on MAP, math is an area of concern. For TPRI, spelling and reading fluency (2nd grade) and accuracy (1st grade) are areas of concern.

**Low Reading Proficiency in Early Grades:** Only 23% of 1st-grade students and 42% of 2nd-grade students are reading on grade level.

Low reading, mathematic and science STAAR performance is a concern for all tested areas (3rd – 5th).

**Ineffective Intervention Program Implementation:** WIN (What I Need) intervention programs are ineffective when used for continuing content instruction, make-up work, or purposeless computer application use; based off walk throughs, teachers do not have an understanding what a effective intervention looks like.

# Comprehensive Needs Assessment

## Student Achievement Weaknesses (Continued)

### 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. Coaches must model "proficient" lessons that including high yielding strategies.

-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

-Begin expecting lesson plans for WIN -- be clear with instructional expectations for this period.

-Ensure that all local assessments are given on the same dates, review data (student outcome) on the same days, and plan for immediate intervention on days 3-5. Teachers will pull small groups to reteach student expectations (intervention). Students that performed at the Meets and/or Masters Performance Level will participate in "Extension" (extending the learning).

### Student Achievement Summary

Student achievement data are derived from annual and longitudinal reviews of formal and informal data sources, providing insights into students' knowledge and skill acquisition<sup>21</sup>. Data is disaggregated by ethnicity, socioeconomic status, sex, special programs, grade level, and achievement levels, as required by the Texas Education Code<sup>22</sup>.

Strengths include identified growth in reading comprehension (MAP and TPRI), 4th ELA-R (STAAR) and the effectiveness of explicit, systematic, and customized instruction. Effective intervention programs are those that provide targeted, needs-based instruction to close gaps.

However, weaknesses exist in math performance (MAP) and in spelling and reading fluency/accuracy (TPRI)<sup>26</sup>. Another finding is that there is a significant need for student growth in all tested grade/subject areas of STAAR. A significant concern is the low percentage of 1st and 2nd graders reading on grade level. Furthermore, intervention programs can be ineffective if not implemented with a clear purpose. There are also several critical areas where specific data and comparisons are pending administrative answers, indicating potential gaps in current data analysis or reporting.

## FES Data Alignment (2024 – 2025)

Teacher/Subj/Grade	Benchmark 1			Benchmark 2			STAAR 2025			EOY Passing Percentage (entire class)	EOY Failing Percentage (entire class)	T-TESS Overall
	A	M	MS	A	M	MS	A	M	MS			
H. Gutierrez** 3 <sup>rd</sup> ELA-R	49%	20%	3%	53%	24%	6%	53%	30%	10%	87%	13%	3.1 proficient#
G. Garcia* 3 <sup>rd</sup> Mathematics <b>RECOGNIZED</b>	30%	3%	0%	34%	9%	2%	49%	23%	4%	62%	38%	3.0 proficient#
D. Trevino 4 <sup>th</sup> ELA-R <b>MASTER</b>	71%	29%	12%	70%	45%	21%	75%	41%	19%	94%	6%	3.6 proficient#
A. Regalado 4 <sup>th</sup> ELA-R <b>EXEMPLARY</b>	42%	16%	0%	61%	23%	0%	48%	19%	0%			3.1 proficient#
D. Garza 4 <sup>th</sup> Mathematics <b>MASTER</b>	32%	18%	3%	45%	27%	6%	53%	38%	19%	89%	11%	3.8 proficient
C. Cantu* 4 <sup>th</sup> Mathematics <b>RECOGNIZED</b>	23%	10%	0%	42%	6%	0%	48%	32%	10%			3.0 proficient#
A. Maupin 5 <sup>th</sup> ELA-R <b>RECOGNIZED</b>	68%	37%	24%	72%	44%	28%	53%	40%	25%	94%	6%	3.2 proficient#

\*letter of directive (spring 2025 – based on data and/or WTs)

\*\*reassigned

#evaluated by J. Trevino

## FES Data Alignment (2024 – 2025)

Teacher/Subj/Grade	Benchmark 1			Benchmark 2			STAAR			EOY Passing Percentage (entire class)	EOY Failing Percentage (entire class)	T-TESS Overall
	A	M	MS	A	M	MS	(approaches level)					
<b>E. Gutierrez**</b> 5 <sup>th</sup> ELA-R	76%	46%	27%	67%	43%	26%	52%	43%	21%	94%	6%	3.7 #proficient#
<b>RECOGNIZED</b> S. Villarreal 5 <sup>th</sup> Mathematics	56%	27%	5%	60%	23%	10%	60%	35%	18%	94%	6%	3.8 proficient
<b>RECOGNIZED</b> <b>B. Jaramillo**</b> 5 <sup>th</sup> Mathematics	60%	23%	3%	51%	37%	2%	57%	36%	19%			3.3 proficient
<b>J. Guerra*</b> 5 <sup>th</sup> Science	30%	4%	2%	70%	39%	19%	45%	12%	2%	99%	1%	3.7 proficient

### Current Schedule Planning

- Master Schedule will continue to revolve around scheduled services
- Alternate PE schedule that will allow for 1 hour PLCs bi-monthly
- WIN will continue; lesson plans for WIN will be expected 2025 – 2026
- Walk through schedule will include increase amount of walk throughs; calibration with all appraisers will be monthly to ensure alignment
- Data meetings will include: reviewing passing/failing numbers in aligned with UNIT ASSESSMENTS/BENCHMARKS

*\*letter of directive (spring 2025 – based on data and/or WTs)*

*\*\*reassigned*

*#evaluated by J. Trevino*

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

Positive School Climate: Students describe the school as "safe and welcoming," and feel "loved" and supported by teachers who listen and help.

Supportive Staff and Administration: Staff perceptions align with student views, indicating that administration is approachable and supportive, and there's a deep collective care for the students. Mutual trust exists between teachers and administration.

Positive Relationships: Students report having trusted friends and adults they can talk to, feeling like they matter. Staff and students generally show respect for each other.

Effective Support for At-Risk Students: Counseling is provided for students whose families are involved in certain situations that may impact them, demonstrating a proactive approach to student well-being.

High-Achieving Students in Extracurriculars: Students involved in extracurricular activities show higher academic performance (reading and math scores, greater growth on benchmarks like MAP and iReady), fewer absences and tardies, and often have supportive adults at home. This highlights a positive correlation between engagement and achievement.

Clean and Comfortable Facilities (Student Perception): Students generally view the school facilities as clean, colorful, and enjoy specific areas like the library, gym, and classrooms, feeling safe and comfortable.

Positive Learning Environment (Staff Perception): Staff members appreciate the learning environment, outstanding technology, and sufficient materials and space.

No Disproportionality in Discipline: The campus reports no disproportionality based on race or ethnicity in disciplinary actions, indicating fair and equal treatment of all students.

### School Culture and Climate Weaknesses

The current Vision and Mission are out dated. With new leadership and organizations such as PTO being created for the 2025 – 2026 school year, there will need to be a need to create a present Vision and Mission for Falfurrias Elementary School. This will be completed as a group (all stakeholders).

Specific Behavioral Issues: Incident reports highlight recurring issues such as disruption of instruction (off-task, talking out, not following directions), defiance/non-compliance, inappropriate language/disrespect, and bullying/peer conflict (more verbal than physical).

Problematic Behavior Locations and Times: Behaviors are most frequent in specific areas (PE, hallways, cafeteria) and primarily in the afternoon, suggesting environmental or time-based triggers.

Heating and Cooling Issues: Staff specifically identify heating and cooling as a persistent issue with the facilities, which could impact comfort and learning conditions.

# Comprehensive Needs Assessment

## School Culture and Climate Needs

FES (organization) need to come together to create an updated mission/vision that will drive the work. This needs to be completed by the campus staff, site-based decision making committee and community/parents.

Principal, lead custodian and director of maintenance will continue to work together to ensure that the climate within the building is at an appropriate temperature.

## School Culture and Climate Summary

The "CNA 2024: School Culture and Climate" report for Falfurrias Elementary paints a largely positive picture of the school environment. Key strengths include a highly positive school climate where students feel safe, welcomed, loved, and supported by caring teachers and approachable administration. There's a strong alignment between students and staff on the school's vision of fostering lifelong learners, and positive relationships and mutual trust are evident. The school also demonstrates effective support for at-risk students through counseling and notes a positive correlation between extracurricular involvement and higher academic achievement. Students and staff generally perceive the facilities positively, appreciating cleanliness, comfort, and available resources, with outstanding technology being a particular highlight from the staff's perspective. Furthermore, the campus reports no disproportionality in disciplinary actions, indicating equitable treatment.

However, the report also identifies specific behavioral challenges, including disruption, defiance, and bullying, which tend to occur in particular locations and times (PE, hallways, cafeteria, afternoons). Additionally, while the facilities are generally well-regarded, persistent heating and cooling issues are a notable weakness that could affect the learning and working environment. The report is strong in identifying current perceptions and issues but could benefit from detailing the strategies employed to address the identified behavioral concerns and facility shortcomings.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

**Consistent Student Growth:** Student achievement data shows consistent growth in grade levels (with the exception of 5th grade mathematics and ELA-R), indicating that current instructional strategies are having a positive impact on student learning.

**Ongoing Professional Development (PD):** There is a commitment to ongoing professional development where needs arise, implying a responsive approach to staff improvement.

**New Teacher Support Systems:** Systems are in place to support new teachers, which is crucial for successful onboarding and retention.

**Robust Feedback Mechanisms:** Follow-up data on teacher performance is provided through a combination of formal and informal methods, including post-observation conferences, student assessment results, and reflection encouragement. This comprehensive feedback aims to align with the TTESS Rubric and support instructional improvement.

Teachers are staying; majority of teachers have been at this campus for 5+ years based on TASB findings.

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths (Continued)

Systems for Continuous Improvement:

Professional Learning Communities (PLCs): PLCs meet regularly by grade level to analyze data, share best practices, and plan effective instruction, fostering collaboration and data-driven decision-making.

Instructional Coaching and Feedback: Leaders conduct walkthroughs and provide timely feedback focused on instructional goals.

Data-Driven Decision Making: Data from classroom observations, student assessments, teacher self-assessments, and T-TESS evaluations are used to determine professional development needs.

Comprehensive PD Decision-Making: Campus-wide PD decisions are based on student performance data, walkthroughs and evaluation data, Campus Improvement Plan (CIP) goals, staff surveys and needs assessments, and PLC discussions. Individual PD is guided by T-TESS goal setting, voluntary PD, and self-reflection.

## Staff Quality, Recruitment and Retention Weaknesses

Goal for 2025 - 2026 school year: 100% teaching staff are fully-certified. 87% of teachers were fully certified in the current school year. *These individuals have been replaced with fully certified staff.*

Based off MAP, TPRI, STAAR Data and walk throughs there is a need for strong instruction within Tier I and II.

Based off walk throughs and observations, there is a lack of constancy within the instruction across the organization.

There is a need for an increased amount of walk throughs.

Coaching plans MUST be in place for the 2025 – 2026 school year for all staff whose students did not meet state expectations. (Individual Growth Plans – IGP)

BCISD has a hard time recruiting teachers that are effective within the classroom setting.

As a campus and district, we need to put more effort into showcasing our teachers, students, new initiatives and achievements.

## Staff Quality, Recruitment and Retention Needs

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Needs (Continued)

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.

## Staff Quality, Recruitment and Retention Summary

The "CCNA: Staff Quality, Recruitment, and Retention" presentation outlines the school organization's commitment to maintaining a high-quality and effective staff. The report highlights several strengths, including a largely certified teaching staff, consistent student growth, and robust systems for ongoing professional development and feedback. Professional Learning Communities (PLCs) and instructional coaching are key components of their continuous improvement framework, with data heavily influencing PD decisions.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Strengths

**Strong TEKS Alignment:** The curriculum is explicitly linked to the Texas Essential Knowledge and Skills (TEKS) and other standards. This is evidenced through curriculum maps, pacing guides, scope and sequence documents, lesson plans, instructional materials, classroom observations, professional development agendas, and formative/summative assessments. This ensures that instruction is focused on state-mandated learning objectives.

**Vertical and Horizontal Alignment:** Benchmarks are designed to support both grade-level expectations and vertical alignment, ensuring students progress towards long-term academic goals. This indicates a thoughtful approach to curriculum design that considers student learning across multiple years.

**Rigor and Complexity in Assessments:** Benchmark items are directly tied to TEKS and reflect the rigor, complexity, and format of the STAAR test, including multi-select, open-ended, and evidence-based questions. This prepares students for state assessments and ensures a high level of cognitive demand.

**Commitment to Fair and Equitable Assessment:** The school employs various methods to ensure assessments are fair and equitable, such as surveys/reflection forms, exit tickets, observation, clear/simple language, multiple ways for students to demonstrate knowledge, and accommodations like read-aloud or extra-time. This indicates a student-centered approach to assessment.

**Comprehensive Assessment Scope:** A regular cycle of assessments (unit tests, checkpoints, benchmarks) throughout the year, combined with the use of common assessments across grade levels, allows for confident measurement of progress, adjustment of instruction, and accurate communication of student performance to stakeholders.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

Data-Driven Adjustments: The use of assessment data to "adjust instruction and interventions" demonstrates a commitment to using information to improve teaching and student support.

## Curriculum, Instruction and Assessment Weaknesses

Lack of Direct Student/Teacher Feedback on Alignment: While methods like surveys, exit tickets, and observations are mentioned to assess fairness and equity, there isn't explicit mention of gathering direct feedback from students or teachers specifically on how well the curriculum content itself aligns with their learning experiences or instructional needs. The current focus is more on assessment fairness rather than curriculum content alignment from the user perspective. (note: teachers were given the opportunity to choose the curriculum for the 2025 – 2026 school year which was board approved on June 18, 2025)

Mathematic teachers were not enthusiastic and did not buy into the Euerica Math Curriculum, thus effectively impacting student data negatively. -- next steps for the 2025 - 2026: adopt IReady Core Math curriculum (voted 100% by math staff)

Early Childhood teachers see a disconnection between Amplify Reading and the Science of Reading. (note: there has not been learning opportunities for teachers to learn or become proficient with the new state's Science of Reading philosophy)

## Curriculum, Instruction and Assessment Needs

New ELA-R and Mathematics curriculum. For the 2025 - 2026, FES will follow the new TCPMC. Resources will be provided: Bluebonnet Reading and IReady Core Math.

New textbooks for Social Studies (Explorers) and Science (McGrawhill).

Supplemental materials will be limited:

- IReady (online for reading/math)
- Science Penguin (5th science)
- Accelerated Reading (AR)
- Sirius (STAAR support)

## Curriculum, Instruction and Assessment Summary

Curriculum, Instruction and Assessment" report details the school's framework for teaching, learning, and evaluation. The presentation highlights a robust system with strong alignment between the curriculum and the Texas Essential Knowledge and Skills (TEKS), ensuring that instruction is standards-based and prepares students for state assessments. Key strengths include a commitment to vertical and horizontal alignment across grade levels, the design of rigorous and STAAR-aligned assessments, and a proactive approach to ensuring assessment fairness and equity through various student-friendly practices. The school also utilizes a regular cycle of comprehensive

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

assessments and common assessments to confidently measure student progress and inform instructional adjustments.

## Family and Community Involvement

### Family and Community Involvement Strengths

The school has conducted a "Literacy Night" to engage parents in supporting student learning, specifically reading comprehension.

When events are advertised with prizes or food, there's a greater turnout, indicating a successful strategy for increasing participation.

Some local businesses (and other stakeholders) provide incentives for educators, and school board members are involved, showing community support.

A school counselor is available to aid in supporting students and encouraging healthy family relationships.

The school recognizes Spanish as the main language other than English and prints flyers with both English and Spanish translations.

The school offers a range of programs for students with special needs, including 504, Dyslexia, Inclusion support, Mainstreaming, Occupational therapy, and Special Education.

### Family and Community Involvement Weaknesses

The school observes that parents of students with academic concerns are not attending events, which is a critical gap in support.

There are "few opportunities for surveys that ask for opinions from parents," indicating a lack of formal channels for parental feedback on school decisions.

Minimum support from parents/guardians is evident based off sign-in sheets.

The campus hosts a minimum opportunities for parents/guardians and community members to engage with the school (students/staff).

### Family and Community Involvement Needs

-PTO needs to be created.

-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.

# Comprehensive Needs Assessment

## Family and Community Involvement Needs (Continued)

- 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
- include local businesses/organizations during events during and after instructional hours
- recruit parents of At-Risk students to attend

## Family and Community Involvement Summary

The school has some established activities like Literacy Night and past parental involvement conferences, and they recognize the effectiveness of using incentives (prizes/food) to boost attendance at events. Support from local businesses and school board members is also evident. The presence of a school counselor and bilingual communication in Spanish are additional strengths.

However, several weaknesses are apparent. There's inconsistency in parental involvement conference scheduling, and a critical observation is the low engagement from parents of academically struggling students. The school lacks formal channels for parental input in school decisions and is unaware of opportunities for broader community involvement beyond parents.

## School Context and Organization

### School Context and Organization Strengths

The administration (specifically Mr. Trevino) is highly involved in guiding and supporting the school's organization. He is perceived as approachable by parents, listens to both sides, and encourages staff involvement in decision-making. His two years as principal suggest a degree of stability in leadership.

The data reflects that schedules are appropriate, with "WIN time" (What I Need) identified as useful.

Tutorials are successful due to being selective, with Mr. Trevino determining student involvement, indicating a focused and effective approach to academic support.

The school has clear emergency plans, including "Red Emergency Bags," "Stop the Bleed Bags," and CrisisGo App. There is a strong commitment to safety and clear communication during crises. Visual reminders and easily identifiable doors also enhance emergency response.

Teachers have a voice in decision-making and school policies through channels like SBDM (School-Based Decision Making) / DEIC (District Education Improvement Council) and surveys conducted by administration.

Teachers are allowed to create their own assessments on DMAC (Data Management and Assessment Center) based on lesson plans and TEKS, and committees are created to help determine curriculum, granting teachers a significant role in evaluation.

# Comprehensive Needs Assessment

## School Context and Organization Strengths (Continued)

Surveys are sent out to gather feedback, and Mr. Trevino directly asks students in classrooms, indicating an effort to include diverse voices (teachers, parents, paraprofessionals, support staff, and students) in problem-solving.

Parents and the community perceive that the campus has grown.

## School Context and Organization Weaknesses

WIN time expectations need to be explicitly delivered to staff.

Instruction during tutorials needs to be differentiated and hands-on based. Technology can no longer be the means of the core instruction during tutorials.

## School Context and Organization Needs

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

Bring in L. Tomlinson literature and one-pagers to support differentiation within a single lesson.

Clear understanding of the teacher para role and responsibilities in the inclusion classroom.

Provide coaching from the literacy coach, dean of instruction, and ESC2 consultants.

## School Context and Organization Summary

The school's primary strengths lie in its effective and supportive administrative leadership, particularly Mr. Trevino, who fosters a collaborative environment and directly engages with parents and staff. The school benefits from well-structured schedules, including "WIN time" and selective tutorials that aid student learning. A significant strength is its robust emergency preparedness plan, which includes clear protocols and physical resources. The report also emphasizes the strong voice teachers have in decision-making through formal committees and assessment choices, as well as inclusive feedback mechanisms involving various stakeholders.

There's a notable reliance on Mr. Trevino's individual decision-making for certain programs, and while effective, this central authority might lack documented criteria. While various groups contribute to problem-solving, concrete examples of identified problems and their solutions are absent.

Overall, the school demonstrates a well-organized and safely managed environment with strong leadership and staff involvement, but it could enhance transparency and detail in its reporting of broader organizational support, specific program criteria, and measurable outcomes of its problem-solving initiatives.

# Comprehensive Needs Assessment

## Technology

### Technology Strengths

**Established Technology Infrastructure:** The school has a clear understanding of its existing technology assets.

**Support for Teachers and Students:** Technology is utilized to support teachers in daily instruction and students in accessing materials and assessments, indicating a functional integration into the learning process.

**Dedicated IT Support:** The presence of a "go-to person" for technology issues and a process for submitting helpdesk tickets ensures that technical problems can be addressed promptly.

**Proactive Cybersecurity Measures:** The school has formally incorporated a Cybersecurity Annex into its District Emergency Operation Plan, detailing protocols for breaches, and utilizes rigorous Data Privacy Agreements with vendors.

**Robust Data Security:** ClassLink suite (along with Go Guardian) significantly enhances security by monitoring data exchange and automating secure user account and data synchronization, safeguarding sensitive student information.

**Focus on User-Friendliness:** There's an aim for technology to be user-friendly for both students and parents, acknowledging that ease of use can vary by platform and individual digital comfort.

### Technology Weaknesses

**On-going Professional Development** on how to implement certain applications within the instructional time, instead of placing students on a device without tracking or monitoring the effectiveness of the program.

### Technology Needs

Training on technology implementation in the classroom.

Begin monitoring Chromebooks usage and treatment. Students cannot continue to abuse the privilege of using a district device (e.g. breaking screens, removing keys, placing stickers).

Cleaning devices with proper products at the end of semester 1 and before state assessment (spring break).

# Comprehensive Needs Assessment

## Technology Needs (Continued)

### Technology Summary

The school demonstrates strengths in having a functional technology infrastructure with dedicated IT support, proactive cybersecurity measures, and robust data security protocols through tools like ClassLink. There's also an acknowledged effort to ensure technology is user-friendly for both students and parents. Professional development opportunities for staff is limited.

Overall, Falfurrias Elementary has foundational technology systems and a strong commitment to security, but could benefit from more detailed assessments of its technological resources, their impact on learning, and its preparedness for diverse learning modalities.