

FALFURRIAS J H

Campus Improvement Plan

2025/2026



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Date Reviewed: 06/19/2025

Date Approved: 08/20/2025

FALFURRIAS J H

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

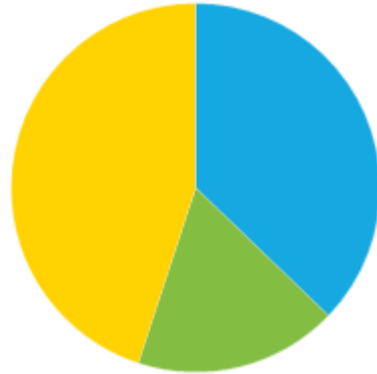
FALFURRIAS J H does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments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

FALFURRIAS J H Site Base

Name	Position
Garcia-Cortez, Louella	Principal
Cabrera, Bianca	Vice Principal
Mireles, Rebecca	CIS Campus Coordinator
Rodriguez-Garza, Crystal	RLA Teacher
Pierce, Elizabeth	Math Teacher
Chapa, Samantha	Science Teacher
Chapa, Angela	Social Studies Teacher
Mann, Kurt	Elective Teacher
Trevino, Jennifer	Parent
Palacios, Ana	Parent
Garcia, Elouisa	Business
Villarreal, Dixie	Community
Osorio, Christina	Non-Teaching Professional

Resources

Currency



Total	\$1,407,493
Federal	\$523,438
State	\$251,324
Local	\$632,731
Other	\$0

Resource	Source	Amount
ESSA Title I, A Improving Basic Programs	Federal	\$212,350
IDEA-B Formula	Federal	\$279,975
Title I, Part A Parental Engagement	Federal	\$2,118
Title IIA Principal and Teacher Improvement	Federal	\$26,000
Title IV, Part A	Federal	\$2,995
LOCAL 199-511	Local	
Local Funds199-13-6xxx-00-910-51100H	Local	\$365,784
Special Ed Local	Local	\$266,947
Bilingual / ESL	State	\$3,743
Compensatory Ed. /DAEP	State	\$3,400
Compensatory Education	State	\$181,697
G/T Ed Block Grant	State	\$62,484

The Every Student Succeeds Act (ESSA) is a federal law that aims to provide all students with a high-quality education and close educational achievement gaps:

Protects disadvantaged students: ESSA protects students with high needs and from disadvantaged backgrounds.

Sets high academic standards: ESSA requires students to be taught to high academic standards to prepare them for college and careers.

Increases access to preschool: ESSA expands access to high-quality preschool.

Improves low-performing schools: ESSA holds schools accountable for improving student outcomes, especially in schools with low graduation rates.

Supports local innovations: ESSA supports local educators and leaders in developing evidence-based interventions.

Empowers families: ESSA aims to empower families to support their children's learning.

Provides funding flexibility: ESSA provides greater funding flexibility to support schools and students.

Broadens the definition of a well-rounded education: ESSA includes the arts and music in the definition of a well-rounded education.

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- Goal 1.** By 2026, the students at Brooks County ISD 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, the Falfurrias Jr. High School will ensure the implementation of STAAR and EOC strategies in RLA, Math, Science, and Social Studies across the campus. These efforts aim to enhance student performance, as measured by meeting grade level standards.
- Objective 2.** By Spring 2026, the Falfurrias Jr. High School will increase proficiency for all student groups in core content areas (Math, English Language Arts & Reading, Science, and Social Studies) by 5% by strengthening Tier 1 instruction through the implementation of High-Quality Instructional Materials (HQIM) and supplemental programs (e.g., i-Ready Math, McGraw-Hill ELAR and Science, TEKS-aligned Social Studies resources), ensuring alignment with TEKS and differentiated supports.
- Objective 3.** By Spring 2026, the Falfurrias Jr. High School will support campuses to implement EL strategies to increase student performance as measured by the meets grade level standard.
- Objective 4.** By Spring 2026, the Falfurrias Jr. High School will assist campuses to implement SPED STAAR and EOC supports to increase student performance as measured by the meets grade level standard.
- Objective 5.** By Spring 2026, the Falfurrias Jr. High School will support campuses to implement specific GT, STAAR, and EOC strategies to increase student performance as measured by the master's grade-level standard.
- Objective 6.** By Spring 2026, the Falfurrias Jr. High School will support campuses to implement high yield instructional strategies for Migrant Students on STAAR and EOC in order to increase student performance as measured by the meets grade-level standard.
- Goal 2.** BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary education opportunities as well as preparing students for college readiness through career and technical courses and certifications.
- Objective 1.** Falfurrias Junior High School will create a college-going atmosphere from grades 6-8, promoting a culture of college and career readiness for students.
- Objective 2.** The school will provide college and university information to students, staff, and parents, and ensure events are scheduled to promote awareness of post-secondary opportunities.
- Objective 3.** Falfurrias Junior High will implement rigorous instructional strategies to prepare students for post-secondary success, focusing on college and career readiness.
- Goal 3.** 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.** Falfurrias Jr. High School will identify and apply strategies for supporting the use and integration of technology in learning.
- Objective 2.** Falfurrias Jr. High School will provide training for administrators, teachers, staff, and parents in educational technology.
- Objective 3.** Falfurrias Jr. High School principal will meet with staff to strategically allocate funding for technology equipment and instructional programs aimed at enhancing student engagement, academic achievement, and overall learning outcomes.

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- Goal 4.** 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.** Falfurrias Junior High School will promote programs that foster positive communication with students, parents, staff, and the community.
 - Objective 2.** By the end of the 2025–2026 school year, Falfurrias Junior High School will aim to achieve an attendance rate of at least 95% for each six-week grading period and keep the campus dropout rate below 1%, as measured by official attendance and enrollment records.
 - Objective 3.** Falfurrias Junior High School will ensure a safe and disciplined school environment and provide social-emotional support to address individual needs.
 - Objective 4.** Falfurrias Junior High School will maintain a highly qualified staff by implementing strategies that promote retention, ongoing professional growth, and leadership development.
- Goal 5.** 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.** Falfurrias Junior High School will continue to expand, promote, and support Family and Community Engagement by utilizing volunteers to increase participation levels in district and campus events.

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Objective 1. By Spring 2026, the Falfurrias Jr. High School will ensure the implementation of STAAR and EOC strategies in RLA, Math, Science, and Social Studies across the campus. These efforts aim to enhance student performance, as measured by meeting grade level standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Staff will receive ongoing professional development in core subjects (Math, Science, RLA, Social Studies), technology integration, best practices, lesson internalization, observation and feedback cycles, and data analysis to enhance instruction and lesson planning. This includes: Title 1: Lowman Renewal- \$ 6,500.00 ESC 2- \$\$ Exploros (SS)- \$3,250.00 Kesler Science- \$1737.00 TEKSCON- \$5,295.00 LOCAL: TXSS-\$824.00 McGraw Hill Reading- \$19,138.00 McGraw Hill Science- \$\$ (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 1,2,3,4) (ESF: 1,4)</p>	<p>Administrators, Consultant(s), Department Heads, Teacher(s)</p>	<p>August 2025- June 2026</p>	<p>(F)ESSA Title I, A Improving Basic Programs - \$6,250, (L)Local Funds199-13-6xxx-00-910-51100H - \$1,163</p>	<p>Criteria: Formative: Agendas Sign in Sheets Lesson Plans TTESS walkthrough documentation Certificates</p> <p>Summative: ESC Consultant Contract Administration observations Dept. Head observations STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments TELPAS</p> <p>08/11/25 - On Track 12/09/24 - On Track 10/21/24 - On Track 10/25/23 - On Track 10/03/23 - Pending 10/03/23 - On Track 02/02/23 - On Track</p>
<p>2. Weekly PLC meetings in grades 6-8 will monitor student performance (Did Not Meet, Approaches, Meets, Masters) through checkpoints, common assessments, unit tests, and benchmarks. Instruction will be data-driven using tools such as: EDUCATION ADVANCED-Test-hound TIA-</p>	<p>Administrators, Department Heads, Teacher(s)</p>	<p>August 25-May 2026</p>	<p>(F)ESSA Title I, A Improving Basic Programs - \$5,000, (O)DMAC Training, (O)LeadForward/Training, (O)Rtl Plan</p>	<p>Criteria: Formative Evaluation: * PLC Sign In Sheets * Lesson Plans</p> <p>Summative Evaluation: * PLC Minutes * MCP walkthrough documentation</p>

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Objective 1. By Spring 2026, the Falfurrias Jr. High School will ensure the implementation of STAAR and EOC strategies in RLA, Math, Science, and Social Studies across the campus. These efforts aim to enhance student performance, as measured by meeting grade level standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
\$1,000 DMAC Lead4ward (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 1,4) (ESF: 3.4,4.1,5,5.1,5.2,5.3,5.4)				STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments TELPAS 12/09/24 - On Track 10/25/23 - On Track 10/03/23 - Pending 10/03/23 - On Track 06/19/23 - Pending 02/02/23 - On Track
3. FJH will implement after-school tutorials during the Spring semester and designate Fridays as RTI Fridays to focus on challenging TEKS across content areas. Students who did not master STAAR in reading and math will receive daily intervention classes (48 minutes) in small groups. Additional resources include: EduSmart- TBD Sirius- TBD iXL- TBD iReady- TBD (Title I SW Elements: 2.2,2.5,2.6) (Target Group: AtRisk,6th,7th ,8th) (Strategic Priorities: 2,4) (ESF: 1,4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, Lead Teacher, Reading Interventionist, Teacher(s)	August 2025 to May 2026	(L)LOCAL 199-511, (O)Benchmark scores	Criteria: Lesson Plans Instructional materials STAAR/STAAR Alt/TELPAS MAPS Benchmarks Unit Assessments Common Assessments 12/09/24 - On Track 12/09/24 - On Track 10/25/23 - On Track 10/03/23 - Pending 10/03/23 - On Track 06/19/23 - Pending 02/02/23 - On Track
4. Students will participate in enrichment activities to develop technical skills, creativity, teamwork, and problem-solving through hands-on projects. Additional instructional support and blended learning materials will be provided using:	Administrators, Director of Teaching & Learning, Federal Programs Coordinator	August 2025 to May 2026	(F)ESSA Title I, A Improving Basic Programs - \$50,000, (L)Local Funds199-13-6xxx-00-910-51100H - \$2,036	Criteria: STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance

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Objective 1. By Spring 2026, the Falfurrias Jr. High School will ensure the implementation of STAAR and EOC strategies in RLA, Math, Science, and Social Studies across the campus. These efforts aim to enhance student performance, as measured by meeting grade level standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
iReady (Title I SW Elements: 2.4) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 2,4) (ESF: 4,5)				Benchmark Data Common Unit Assessments TELPAS 10/25/23 - On Track 10/03/23 - Pending 10/03/23 - On Track

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Goal 1. By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments, and STAAR/EOC assessments.

Objective 2. By Spring 2026, the Falfurrias Jr. High School will increase proficiency for all student groups in core content areas (Math, English Language Arts & Reading, Science, and Social Studies) by 5% by strengthening Tier 1 instruction through the implementation of High-Quality Instructional Materials (HQIM) and supplemental programs (e.g., i-Ready Math, McGraw-Hill ELAR and Science, TEKS-aligned Social Studies resources), ensuring alignment with TEKS and differentiated supports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will focus on the implementation of HQIM with fidelity in all core areas through targeted teacher training and ongoing monitoring to meet the needs of all student groups. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, Core Subject Teachers	August 2025-May 2026	(F)ESSA Title I, A Improving Basic Programs - \$49,673, (O)Benchmark scores	Criteria: DMAC Data Maps Data State Assessment TEKS Classroom observation and walk-throughs PLC Data Reviews Lesson Plan Checks i-Ready reports 12/06/24 - On Track
2. Campus instructional leaders will review how teachers use, internalize, and modify lesson plans, and provide feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.3)	Campus Administrators, Core Subject Teachers	August 2025-May 2026	(L)LOCAL 199-511, (O)Benchmark scores - DMAC Reports, (O)Reading/Math Assessments - DMAC Reports	Criteria: Lesson Plans CBA Benchmark STAAR 12/06/24 - On Track
3. FJH instructional leaders will conduct focused walks to monitor well-organized, sequential lessons that reflect best practices, capture trends, track progress, and measure student engagement. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,4.1,5.1,5.3)	Administrators, Core Subject Teachers	August 2025 to May 2026	(O)Benchmark scores - 0.00	Criteria: Lesson Plans Walk throughs Benchmarks Unit Assessments STAAR 12/06/24 - On Track
4. FJH instructional leaders and teachers will analyze assessment data during PLC to monitor progress, track growth, identify trends, and plan for corrective instruction and acceleration. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,5,5.3)	Campus Administrators, Core Subject Teachers	August 2025 to May 2026	(L)Local Funds 199-13-6xxx-00-910-51100H - \$348,660, (O)DMAC Solutions Data Software - Reports, (O)Reading/Math Assessments	Criteria: DMAC 12/06/24 - On Track

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- Objective 3.** By Spring 2026, the Falfurrias Jr. High School will support campuses to 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. Teachers will implement ELPS (English Language Proficiency Standards) and SIOP (Sheltered Instruction Observation Protocol) strategies. These strategies will be integrated into lesson plans, with an emphasis on including higher-level questioning across all subjects. (Title I SW Elements: 2.6) (Target Group: ESL) (Strategic Priorities: 2) (ESF: 4.1,5.3)</p>	<p>Administrators, Teacher(s)</p>	<p>August 2025 to May 2026</p>	<p>(O)Benchmark scores</p>	<p>Criteria: Formative: TELPAS training agenda/sign in sheets Writing samples Lesson plans</p> <p>Summative: STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments</p> <p>10/25/23 - On Track 10/03/23 - Pending 10/03/23 - On Track 06/19/23 - Pending 02/02/23 - On Track</p>
<p>2. Teachers will reflect on the effectiveness of ELPS and SIOP strategies during weekly PLC meetings to ensure they are effectively supporting English Learners (ELs). (Title I SW Elements: 2.5,2.6) (Target Group: ESL) (Strategic Priorities: 4)</p>	<p>Assistant Principal(s), ESL Teacher, Principal, Teacher(s)</p>	<p>August 2025 to May 2026</p>	<p>(O)Benchmark scores</p>	<p>Criteria: Formative: Lesson plans Walkthroughs</p> <p>Summative: TELPAS STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments</p> <p>10/25/23 - On Track</p>

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- Objective 3.** By Spring 2026, the Falfurrias Jr. High School will support campuses to implement EL strategies to increase student performance as measured by the meets grade level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				10/03/23 - Pending 10/03/23 - On Track 06/19/23 - Pending 02/02/23 - On Track
<p>3. Teachers will accurately assess TELPAS (Texas English Language Proficiency Assessment System) domains and implement ESL strategies using high-quality instructional materials and resources across all subjects, enhancing support for bilingual/ESL students. Instructional material: Rosetta Stone-Title 3PA (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,ESL) (Strategic Priorities: 4) (ESF: 4.1,5.3)</p>	<p>Administrators, Assistant Principal(s), Principal, Teacher(s)</p>	<p>August 2025 to May 2026</p>	<p>(S)Bilingual / ESL - \$3,743</p>	<p>Criteria: Formative: Lesson Plans Walkthroughs</p> <p>Summative STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments TELPAS</p> <p>10/25/23 - On Track 10/03/23 - Pending 10/03/23 - On Track 06/19/23 - Pending 02/02/23 - On Track</p>
<p>4. The campus administrative team will monitor instructional practices through classroom visits and program reports. This oversight ensures the consistent use of high-yield strategies, differentiated instruction, and incorporation of SIOP and TELPAS practices for Bilingual/ESL students. (Title I SW Elements: 1.1,2.6) (Target Group: ECD,BI,ESL,EB,AtRisk) (Strategic Priorities: 2)</p>	<p>Administrators, Counselor(s), Special Programs Coordinator</p>	<p>August 2025 to May 2026</p>	<p>(O)Benchmark scores - ESL strategies</p>	<p>Criteria: STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments TELPAS</p> <p>10/25/23 - On Track 10/03/23 - Pending 10/03/23 - On Track</p>

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- Objective 4.** By Spring 2026, the Falfurrias Jr. High School will assist campuses to implement SPED STAAR and EOC supports to increase student performance as measured by the meets grade level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Special education and general education teachers will reflect on strategies, lesson plans, student data, interventions, inclusion, and student growth during PLC meetings. Teachers will also collaborate to develop differentiated instructional plans for special education students. (Title I SW Elements: 2.2,2.5) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.4)</p>	<p>Assistant Principal(s), Department Heads, Principal, Special Ed Teachers, Special Education Director</p>	<p>August 2025 to May 2026</p>	<p>(F)IDEA-B Formula - \$279,975, (L)Special Ed Local, (O)Reading/Math Assessments - DMAC data report</p>	<p>Criteria: Formative- Lesson Plans, Sign In Sheets, Summative- Teacher Survey STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments TELPAS</p> <p>10/25/23 - On Track 10/03/23 - Pending 10/03/23 - On Track 06/19/23 - Pending 02/02/23 - On Track</p>
<p>2. Teachers will receive professional development on SPED instructional and behavioral strategies through contracted services, ensuring they are equipped to meet the needs of special education students. (Title I SW Elements: 2.2,2.6) (Target Group: SPED) (Strategic Priorities: 1)</p>	<p>Department Heads, Principal, Special Ed Teachers, Special Education Director</p>	<p>August 2025 to May 2026</p>	<p>(L)Special Ed Local - \$3,000</p>	<p>Criteria: Workshop certificate Lesson plans STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments</p> <p>07/19/24 - On Track 10/25/23 - Significant Progress 06/19/23 - Pending 02/02/23 - Some Progress</p>
<p>3. General education teachers will be provided with the required schedule of services for</p>	<p>Counselor(s), Principal, Special Ed Teachers, Special Education</p>	<p>August 2025 to May 2026</p>	<p>(L)Special Education Roster - IEP Accommodations</p>	<p>Criteria: Formative: IEP goals/accommodations</p>

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- Objective 4.** By Spring 2026, the Falfurrias Jr. High School will assist campuses to implement SPED STAAR and EOC supports to increase student performance as measured by the meets grade level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
special education students to ensure accommodations are implemented effectively. (Title I SW Elements: 2.2,2.6) (Target Group: All,SPED) (Strategic Priorities: 2)	Director, Teacher(s)			Progress monitoring Summative: ARD meetings/signature pages STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments TELPAS 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track
4. A Special Education Resource class will provide optimal instruction and support using highly qualified instructional materials tailored to meet the individual needs of special education students. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2) (ESF: 4,4.1)	Administrators, Core Subject Teachers, Department Heads, Math Interventionist, Reading Interventionist, Special Ed Teachers	August 2025 to May 2026	(F)A.I.P. Monitoring Sheets - IEP Accommodations, (L)Special Ed Local - \$39,167, (O)DMAC Solutions Data Software - DMAC Reports	Criteria: Formative: Agenda/Sign in sheets Lesson plans walk throughs Summative: STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments TELPAS 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track
5. Every six weeks, teachers will review the	Administrators, Department	August 2025 to	(L)Special Ed Local - \$224,280,	Criteria: Formative:

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Objective 4. By Spring 2026, the Falfurrias Jr. High School will assist campuses to implement SPED STAAR and EOC supports to increase student performance as measured by the meets grade level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>academic progress and interim assessment results of special education students, particularly in reading and math. Instructional plans will be revised and adjusted to ensure progress toward improvement goals. (Title I SW Elements: 2.2) (Target Group: SPED) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.3,5,5.1,5.3)</p>	<p>Heads, Special Ed Teachers, Special Education Director</p>	<p>May 2026</p>	<p>(O)Rtl Plan - Schedules, (S)Dyslexia</p>	<p>Master Schedule, Student Schedule</p> <p>Summative: Progress monitoring STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments TELPAS</p> <p>10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track</p>

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- Goal 1.** By 2026, the students at Brooks County ISD 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, the Falfurrias Jr. High School will support campuses to implement specific GT, STAAR, and EOC strategies to increase student performance as measured by the master's grade-level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All teachers will complete a 30-hour GT training or a 6-hour annual update. Pre-AP teachers will receive specialized training and integrate GT strategies into their instruction. (Title I SW Elements: 2.2,2.5) (Target Group: GT) (Strategic Priorities: 2) (ESF: 1.2,4.1,5.3)</p>	<p>Assistant Principal(s), Counselor(s), Department Heads, GT Teachers, Principal</p>	<p>August 2025 to May 2026</p>	<p>(S)G/T Ed Block Grant - \$62,234</p>	<p>Criteria: Formative: Workshop sign in Lesson plans Walkthroughs</p> <p>Summative: Workshop Certificates STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessment</p> <p>12/09/24 - On Track 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track 02/02/23 - Some Progress</p>
<p>2. Students will engage in GT project-based activities within Pre-AP classes. (Title I SW Elements: 2.2) (Target Group: GT) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.3)</p>	<p>Assistant Principal(s), Principal, Teacher(s)</p>	<p>August 2025 to May 2026</p>	<p>(S)G/T Ed Block Grant - \$250</p>	<p>Criteria: Formative: Lesson plans Walkthroughs</p> <p>Summative: Project-based projects STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments TELPAS</p>

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Goal 1. By 2026, the students at Brooks County ISD 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, the Falfurrias Jr. High School will support campuses to 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
				10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track

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- Goal 1.** By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments, and STAAR/EOC assessments.
- Objective 6.** By Spring 2026, the Falfurrias Jr. High School will support campuses to implement high yield instructional strategies for Migrant Students on STAAR and EOC in order to increase student performance as measured by the meets grade-level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will be provided with a roster of identified Special Population students, including those classified as at-risk, homeless, migrant, or English as a Second Language (ESL). During Professional Learning Community (PLC) meetings, teachers will review and analyze the academic performance of these students to ensure targeted instructional support and progress monitoring. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: ECD,AtRisk) (Strategic Priorities: 2,4) (ESF: 1.2,3.3,4.1,5.1,5.3)</p>	<p>Assistant Principal(s), Counselor(s), Principal, Teacher(s)</p>	<p>August 2025 to May 2026</p>	<p>(F)A.I.P. Monitoring Sheets, (L)LOCAL 199-511, (O)Benchmark scores</p>	<p>Criteria: Formative: Migrant surveys PEIMS report</p> <p>Summative: Student list STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments</p> <p>10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track</p>
<p>2. Special Population students will receive educational resources to support learning. School supplies, clothing, and other supports will be provided to meet academic and social needs. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: ECD,AtRisk) (Strategic Priorities: 2,4) (ESF: 3.3,3.3,3.4)</p>	<p>Department Heads, Principal, Teacher(s)</p>	<p>August 2025 to May 2026</p>	<p>(L)Local Funds199-13-6xxx-00-910-51100H - \$200</p>	<p>Criteria: Formative: PLC sign in/agendas/summary sheet</p> <p>Summative: student progress logs Lesson plans walkthroughs STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments TELPAS</p> <p>10/25/23 - On Track</p>

FALFURRIAS J H

Goal 1. By 2026, the students at Brooks County ISD will meet expectations and show progress in closing the achievement gaps in ELA, Mathematics, Science, and Social Studies as measured through benchmarks, common assessments, and STAAR/EOC assessments.

Objective 6. By Spring 2026, the Falfurrias Jr. High School will support campuses to implement high yield instructional strategies for Migrant Students on STAAR and EOC in order to increase student performance as measured by the meets grade-level standard.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				06/19/23 - Pending 02/02/23 - On Track
3. Federal programs and FJH will train parents on student services, assessments, graduation plans, and academic information. (Title I SW Elements: 2.2,2.6) (Target Group: Migrant) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Counselor(s), ESL Teacher, Federal Programs Coordinator, Principal, Teacher(s)	August 2025 to May 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$300	Criteria: Formative: Parent/teacher requests of needs Receipts Summative: STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments TELPAS 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track

FALFURRIAS J H

- Goal 2.** BCISD will implement a college dual credit and career readiness program that will prepare students to succeed in college and/or other post-secondary education opportunities as well as preparing students for college readiness through career and technical courses and certifications.
- Objective 1.** Falfurrias Junior High School will create a college-going atmosphere from grades 6-8, promoting a culture of college and career readiness for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. All campus staff will create a college-going culture by discussing their college experiences and showcasing their college and degree earned by decorating their door/wall with memorabilia. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,3.1)</p>	<p>Administrators, Counselor(s), Teacher(s)</p>	<p>August 2025 to May 2026</p>	<p>(L)LOCAL 199-511, (L)Local Funds199-13-6xxx-00-910-51100H - \$200</p>	<p>Criteria: Formative: Counselor Parent/Student signatures Teacher lesson plans</p> <p>Summative: Administrators evaluation Campus evaluations STAAR Universal Screeners Six Weeks Grades Progress Reports Discipline Reports Attendance Benchmark Data Common Unit Assessments TELPAS</p> <p>10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track</p>
<p>2. College and Career teachers will help students research a college of choice and create a display of their projects throughout the campus for other students to view. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.1,3.4)</p>	<p>Administrators, Teacher(s)</p>	<p>August 2025 to May 2026</p>	<p>(S)Career and Technical Education</p>	<p>Criteria: Formative: Counselor Parent/Student Signatures Teacher lesson plans</p> <p>Summative: Six weeks grades progress reports attendance benchmark data STAAR</p> <p>12/06/24 - On Track</p>
<p>3. Students will engage in real-world, hands-on problem-solving activities requiring critical thinking and communication skills through their</p>	<p>Campus Administrators, Teacher(s)</p>	<p>August 2025 to May 2026</p>	<p>(F)TITLE I, 1003 SCHOOL IMPROVEMENT, (L)LOCAL 199-511, (S)Dual Credit CTE</p>	<p>Criteria: Formative: Lesson Plans Projects</p>

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

Objective 1. Falfurrias Junior High School will create a college-going atmosphere from grades 6-8, promoting a culture of college and career readiness for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
College and Career/Robotics/BIMS/Tech App and College Exploration classes. (Title I SW Elements: 2.2,2.5) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,3) (ESF: 4.1,5.1,5.3)			Equipment Grant	Summative: Student Summary Survey Six Weeks Grade Progress Report Final Project 12/06/24 - On Track

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

Objective 2. The school will provide college and university information to students, staff, and parents, and ensure events are scheduled to promote awareness of post-secondary opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School counselor will facilitate a college and career fair to expose students to colleges and careers. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 4.1,5.1,5.3)	Counselor(s)	August 2025 to May 2026	(S)Career and Technical Education	Criteria: Formative: Sign in sheets Agendas Surveys 12/06/24 - On Track
2. Increase students' and families' knowledge and awareness of postsecondary education by creating an efficient educational pathway for all learners through the delivery of effective academic strategies. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	Campus Administrators, Teacher(s)	August 2025 to May 2026	(F)Title I, Part A Parental Engagement - \$200	Criteria: Agendas Sign in sheets parent surveys 12/06/24 - On Track

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

Objective 3. Falfurrias Junior High will implement rigorous instructional strategies to prepare students for post-secondary success, focusing on college and career readiness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. FJH campus will participate in educational field trips, administer college preparation assessments such as the PSAT and TSI, and conduct review sessions to support student readiness and academic success. (Title I SW Elements: 2.4) (Target Group: All,8th) (Strategic Priorities: 3) (ESF: 3.1,3.3)</p>	<p>Administrators, Counselor(s), Teacher(s)</p>	<p>August 2025 to May 2026</p>	<p>(L)Local Funds199-13-6xxx-00-910-51100H - \$150</p>	<p>Criteria: Lesson Plans Sign in sheets Agenda Progress Reports Six Weeks Grades Attendance Discipline Reports TELPAS</p> <p>10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track</p>
<p>2. Students will engage in real-world problem-solving activities across various classes to strengthen critical thinking and communication skills. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,3.4,4.4.1,5,5.3)</p>	<p>Teacher(s)</p>	<p>August 2025 to May 2026</p>	<p>(L)Local Funds199-13-6xxx-00-910-51100H - \$150</p>	<p>Criteria: Formative: Lesson plans walkthroughs observation feedback</p> <p>Summative: 12/06/24 - On Track</p>

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Goal 3. 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. Falfurrias Jr. High School will identify and apply strategies for supporting the use and integration of technology in learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will implement computer-based lessons such as, but not limited to, AR, Sirius, Educational Solutions, Kahoot, Quizizz, Quill Writing, iXL, iReady, and Rosetta Stone. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.3)	Administrators, Department Heads, Teacher(s)	August 2025 to May 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$5,000	Criteria: Formative: Administrators evaluation Six Weeks grades STAAR & Benchmark results Summative: STAAR Results Passing rates 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track
2. Teachers will deliver computer-based lessons to help and assist student performance. FILEWAVE-iPad management system. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,ECD) (Strategic Priorities: 2,3,4) (ESF: 3,4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, Assistant Principal(s), Curriculum Director, Department Heads, Director of Technology	August 2025 to May 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$1,000, (L)Special Ed Local - \$500	Criteria: Lesson Plans IT evaluation of FILEWAVE 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track
3. Students will be provided support with Reading and Math intervention classes to support deficits in both of these areas using web-based grade level appropriate computer applications. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, Curriculum Director, Teacher(s)	August 2025 to May 2026	(O)DMAC Solutions Data Software - DMAC reports, (O)LeadForward/Training - Reports, (O)Reading/Math Assessments - Data	Criteria: Formative: Software program usage reports Summative: STAAR results TELPAS results 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track
4. Teachers will integrate technology as an instructional and intervention tool to include but not limited to computers, iPads, printers, document cameras, calculators, software, and programs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 4,4.1,5,5.3)	Administrators	August 2025 to May 2026	(L)LOCAL 199-511	Criteria: Hardware and software usage STAAR TELPAS 10/25/23 - On Track

FALFURRIAS J H

Goal 3. 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. Falfurrias Jr. High School will identify and apply strategies for supporting the use and integration of technology in learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. FJH students will utilize the STEM lab for use with coding, e-sports, and other STEM related activities. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 3) (ESF: 4,4.1,5.1,5.3)	Administrators, Director of Technology, Teacher(s)	August 2025 to May 2026	(F)Title IV, Part A	Criteria: Formative: Participation Engagement Teacher Observation Reflection Journals Mini Projects Summative: Final Projects Competition & Events Assessment 10/25/23 - On Track

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Goal 3. 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. Falfurrias Jr. High School will provide training for administrators, teachers, staff, and parents in educational technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will be provided professional development on technology applications and resources that will be incorporated in lesson plans, delivery of instruction, and independent practice. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,4,4.1,5,5.2)	Administrators, Assistant Principal(s), Department Heads	August 2025 to May 2026	(O)DMAC Training, (O)LeadForward/Training	Criteria: Formative: -Sign ins -Lesson plans -Walkthroughs -Consultants evaluations Summative: -Increased passing rate STAAR Results 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track

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Goal 3. 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 3. Falfurrias Jr. High School principal will meet with staff to strategically allocate funding for technology equipment and instructional programs aimed at enhancing student engagement, academic achievement, and overall learning outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus principal will collaborate with staff to allocate funds for technology equipment and programs that enhance student learning. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 1,1.1,1.2,3,3.1,4,4.1,5.2,5.3)	Administrators, Department Heads, Teacher(s)	August 2025 to May 2026	(O)Budgets	Criteria: Budget Allocations Usage Reports 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track

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Goal 4. 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. Falfurrias Junior High School will promote programs that foster positive communication with students, parents, staff, and the community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Falfurrias Junior High School will provide parents with regular opportunities to engage in campus activities and stay informed about current educational trends through scheduled meetings, a Parental Involvement Conference, targeted training sessions, and informational guides.</p> <p>* ESC 2 * Reading Materials * Campus/District Trainings * ANNUAL PARENT CONFERENCE: * Reporting Period Student Progress Information * LPAC * Benchmark/STAAR information *Title 1 meeting (Title I SW Elements: 2.1,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	<p>Administrators, Federal Programs Coordinator</p>	<p>August 2025 to May 2026</p>	<p>(F)Title I, Part A Parental Engagement - \$1,000, (O)Campus Marquee - Announcements, (O)Campus Website - Announcements</p>	<p>Criteria: Formatives * Flyers/Announcements/Invitations * Sign In sheets</p> <p>Summative * Meeting minutes * Parent survey</p> <p>10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track</p>
<p>2. FJH will include parents to be part of the SDBM decision making committee, Parental Involvement Policy Committee, and school organizations. (Title I SW Elements: 2.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	<p>Administrators, Assistant Principal(s)</p>	<p>August 2025 to May 2026</p>	<p>(F)Title I, Part A Parental Engagement - \$250</p>	<p>Criteria: Formative * Invitation * Sign In sheets</p> <p>Summative * Agendas * Minutes</p> <p>10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track</p>
<p>3. Falfurrias Jr. High will provide parents with campus safety information, including safety incident updates, through various communication channels (website, marquees, newspapers, newsletters, pamphlets, etc.). (Title I SW Elements: 2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF:</p>	<p>Administrators, Assistant Principal(s), PEIMS Clerk</p>	<p>August 2025 to May 2026</p>	<p>(L)Local Funds199-13-6xxx-00-910-51100H - \$200</p>	<p>Criteria: Grade Reports Attendance Reports Discipline Reports</p> <p>10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track</p>

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Goal 4. 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. Falfurrias Junior High School will promote programs that foster positive communication with students, parents, staff, and the community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3,3.3,3.4)				
4. Falfurrias Junior High School will implement initiatives under Title IV, Part A, Subpart 1 to enhance school safety, counseling, and mental health programs. The campus will integrate health and safety practices into school and athletic programs, disseminate best practices, and evaluate program outcomes related to student safety and violence prevention. (Title I SW Elements: 1.1,2.6) (Target Group: ECD,AtRisk) (Strategic Priorities: 4) (ESF: 3)	Campus Administrators, Counselor(s), Director Special Programs, Federal Programs Coordinator	August 2025 to May 2026	(F)Title IV, Part A - \$2,995	Criteria: Coordination with Fed. Program Coordinator, At Risk Attendance Officer, and Campus Admin and Counselors communication as well as student progress 12/09/24 - On Track

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- Goal 4.** 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.** By the end of the 2025–2026 school year, Falfurrias Junior High School will aim to achieve an attendance rate of at least 95% for each six-week grading period and keep the campus dropout rate below 1%, as measured by official attendance and enrollment records.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance incentives will be provided on a consistent schedule, including every third week of each six-week grading period, at the end of each six weeks, at the semester, and at the end of the school year, to encourage and recognize strong student attendance. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3.1,3.3)	PEIMS Clerk, Principal	August 2025 to May 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$1,575	Criteria: Attendance Officer's Report 12/06/24 - On Track
2. Falfurrias Junior High staff will support students in improving or maintaining attendance by implementing targeted strategies, including building strong relationships with students, providing attendance incentives, setting clear attendance expectations, and conducting parent conferences when needed. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: ECD,ESL,SPED,AtRisk,Dys) (Strategic Priorities: 4) (ESF: 3,3.1,3.3,3.4)	Administrators, Counselor(s), Special Ed Teachers, Teacher(s)	August 2025 to May 2026	(L)Attendance Roster - Attendance Report, (S)Compensatory Education - \$165,697	Criteria: Attendance reports with data indicating attendance weekly and at the end of the six weeks Parent logs 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track
3. Students at-risk of dropping out will be provided with credit recovery opportunities. (Title I SW Elements: 2.6,3.1) (Target Group: AtRisk) (Strategic Priorities: 2) (ESF: 3,3.4,4,5,5.3)	Administrators, Assistant Principal(s), Counselor(s), Credit Recovery Teacher, Department Heads	August 2025 to May 2026	(O)Computers - Program Reports, (O)DMAC Solutions Data Software - Data Reports	Criteria: Credit Recovery log in and grade reports 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track
4. BCISD Truancy prevention plan will be followed. Postage Rental-\$1,816.08 (Local) (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.2,3.4)	Administrators, PEIMS Clerk	August 2025 to May 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$1,900, (O)PEIMS Clerk, (S)Compensatory Education	Criteria: Formative: Parent call log Home visits Attendance rosters Summative: Attendance percentages Truancy reports 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track

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Goal 4. 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. By the end of the 2025–2026 school year, Falfurrias Junior High School will aim to achieve an attendance rate of at least 95% for each six-week grading period and keep the campus dropout rate below 1%, as measured by official attendance and enrollment records.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Campus staff will conduct home visits as outlined in the Truancy Prevention Plan and will enforce truancy consequences in accordance with district policy and state law. (Title I SW Elements: 2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Administrators, Assistant Principal(s), Counselor(s), PEIMS Clerk	August 2025 to May 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$250, (O)PEIMS Clerk - Attendance Reports	Criteria: Home visit signature log Attendance Reports 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track
6. Students will be acknowledged through newspaper announcements, website, and awards assemblies (e.g., Honor Roll, Perfect Attendance). (Title I SW Elements: 2.2,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Counselor(s)	August 2025 to May 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$400	Criteria: Grades CBA Unit Assessments 12/06/24 - On Track
7. Restorative Practices: These practices build a positive school culture by focusing on relationships and addressing behavior by repairing harm and fostering accountability. Texas has been implementing Restorative Discipline Practices statewide. DAEP (Title I SW Elements: 1.1,2.2,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 3,3.2)	Administrators, Assistant Principal(s), Behavioral Interventionist, Counselor(s), Director Special Programs	July1-Sept 30	(S)Compensatory Ed. /DAEP - \$3,400	Criteria: Evaluate or track those students who go to DAEP, and their behavior. 08/13/25 - Some Progress

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- Goal 4.** 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.** Falfurrias Junior High School will ensure a safe and disciplined school environment and provide social-emotional support to address individual needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Falfurrias Junior High will foster a welcoming campus environment by promoting positive attitudes, encouraging respectful interactions, and creating meaningful experiences that strengthen relationships among students, staff, and families. (Title I SW Elements: 2.1,2.4,2.6) (Target Group: All) (ESF: 3,3.1,3.2,3.4)	Administrators, Assistant Principal(s), Counselor(s), PEIMS Clerk	August 2025 to May 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$2,300	Criteria: Formative: Annual survey results Summative: Parent feedback 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track
2. Health concerns and social-emotional learning (SEL) needs will be addressed through coordinated efforts by the school counselor, Communities In Schools (CIS) program, and the Teen Outreach Program (TOP) within elective classes. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Administrators, Counselor(s)	August 2025 to May 2026	(F)Title IV, Part A	Criteria: Class attendance rosters, lesson plans 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track 02/02/23 - Some Progress
3. Falfurrias Jr. High will provide parents with campus safety information, including safety incident updates, through the website, marquees, newspaper, newsletters, pamphlets, and other correspondence. (Title I SW Elements: 2.3,3.1) (Target Group: All) (ESF: 1.2,3.1,3.2,3.3,3.4)	Administrators, Counselor(s)	August 2025 to May 2026	(L)Local Funds199-13-6xxx-00-910-51100H - \$300, (O)Campus Marquee, (O)Campus Website	Criteria: Formative- * Newsletter * Six Week Report Card information Summative- * Campus evaluation 10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track
4. Teachers will receive ongoing training and support in classroom management and safety protocols to establish and maintain a school environment free from violence, harassment, bullying, and discrimination. Prevention strategies and intervention resources will be provided to staff and students through the implementation of Crisis-Go, required safety drills, Positive Behavioral Interventions and	Administrators, Assistant Principal(s), Consultant(s), Curriculum Director, MCP Consultants	August 2025 to May 2026	(S)Compensatory Education - \$16,000	Criteria: Formative: ESC1 Confirmation ESC1 consultant fee & review Staff meeting agendas Administrators walkthrough Summative: Certificates Sign ins

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Goal 4. 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. Falfurrias Junior High School will ensure a safe and disciplined school environment and provide social-emotional support to address individual needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Supports (PBIS), and Love & Logic. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)				10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track

FALFURRIAS J H

Goal 4. 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. Falfurrias Junior High School will maintain a highly qualified staff by implementing strategies that promote retention, ongoing professional growth, and leadership development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Falfurrias Junior High will utilize Title II, Part A funds to provide core area stipends in order to attract, retain, and develop highly qualified staff while building leadership capacity. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,3,4)	Campus Administrators, Curriculum Director, Director Special Programs, Federal Programs Coordinator	August 2025 to May 2026	(F)Title IIA Principal and Teacher Improvement - \$26,000	Criteria: Campus Admin. T-PESS Evaluation Student progress in core area for teacher effectiveness 08/12/25 - Significant Progress 12/09/24 - Some Progress

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Goal 5. 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.

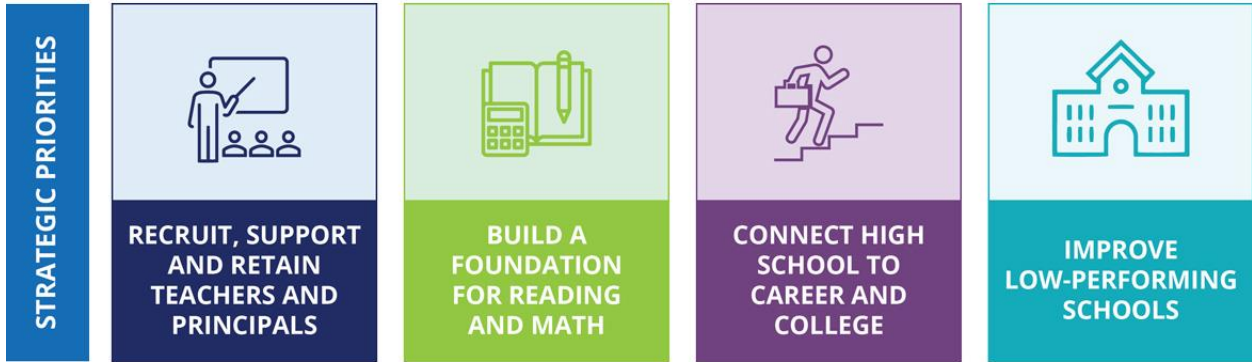
Objective 1. Falfurrias Junior High School will continue to expand, promote, and support Family and Community Engagement by utilizing volunteers to increase participation levels in district and campus events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Falfurrias Junior High School will continue to expand and support Family and Community Engagement by hosting activities such as Meet the Teacher Night, Curriculum Nights, Literacy Nights, Report Card Nights, campus marquee updates, and athletic events. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All,ECD) (Strategic Priorities: 2,4) (ESF: 3,3.3,3.4)</p>	<p>Administrators, Federal Programs Coordinator, Special Programs Coordinator, Teacher(s)</p>	<p>August 2025 to May 2026</p>	<p>(F)Title I, Part A Parental Engagement - \$668</p>	<p>Criteria: Formative: Invitations Sign in sheets/agenda</p> <p>Summative: Parent surveys Annual Review with Parents on Campus Parental Policy</p> <p>10/25/23 - On Track 06/19/23 - Pending 02/02/23 - On Track</p>
<p>2. Brooks County ISD will contract with Communities In Schools to provide a specialist dedicated to addressing parental involvement, student truancy, and the social and economic needs of students and their families. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: AtRisk) (Strategic Priorities: 1,2,4) (ESF: 3,3.2,3.3,3.4)</p>	<p>Administrators, Federal Programs Coordinator</p>	<p>August 2025 to May 2026</p>	<p>(F)ESSA Title I, A Improving Basic Programs - \$101,427, (S)Compensatory Education</p>	<p>Criteria: EVALUATE THE IMPACT STAFF HAS ON PARENT AND TRUANCY AT THE CAMPUS-</p> <p>10/25/23 - On Track 10/25/23 - On Track 06/19/23 - Pending</p>

Expenditures

Resource	Source	Amount
Bilingual / ESL	State	\$3,743
Career and Technical Education	State	
Compensatory Ed. /DAEP	State	\$3,400
Compensatory Education	State	\$181,697
Dual Credit CTE Equipment Grant	State	
Dyslexia	State	
ESSA Title I, A Improving Basic Programs	Federal	\$212,350
G/T Ed Block Grant	State	\$62,484
IDEA-B Formula	Federal	\$279,975
LOCAL 199-511	Local	
Local Funds199-13-6xxx-00-910-51100H	Local	\$365,784
Special Ed Local	Local	\$266,947
TITLE I, 1003 SCHOOL IMPROVEMENT	Federal	
Title I, Part A Parental Engagement	Federal	\$2,118
Title IIA Principal and Teacher Improvement	Federal	\$26,000
Title IV, Part A	Federal	\$2,995
16 Resource(s)		Total: \$1,407,493

EVERY CHILD, PREPARED FOR SUCCESS IN COLLEGE, CAREER, OR THE MILITARY



Comprehensive Needs Assessment

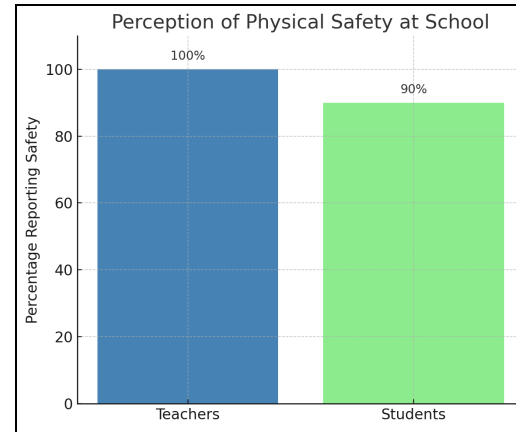
School Culture and Climate

School Culture and Climate Data Sources

- Classroom Walkthroughs
- Climate Surveys
- Discipline Reports
- PEIMS Records
- Student Surveys

School Culture and Climate Strengths

- 100% of teachers report feeling physically safe at school
- 90% of students report feeling physically safe at school



School Culture and Climate Weaknesses

- **Priority 1-**
 - **Problem Statement:** Inconsistent classroom management practices are evident across multiple grade levels.
 - **Root Cause:** Lack of targeted classroom management training, especially for new or less experienced staff.
- **Priority 2-**
 - **Problem Statement:** Routines and procedures are not clearly established or consistently implemented campus-wide.
 - **Root Cause:** Inconsistent implementation of behavior expectations and reinforcement strategies across classrooms.
- **Priority 3-**
 - **Problem Statement:** Parent communication is irregular and lacks structure, limiting family engagement in student behavior and performance.
 - **Root Cause:** Absence of a campus-wide communication protocol and limited access to structured communication tools for families with barriers.

School Culture and Climate Needs

- **Classroom Management Training and Support**
 - Provide targeted training for new and veteran teachers on effective classroom management strategies.
 - Implement ongoing coaching, modeling, and mentorship to reinforce consistent behavior practices.
- **Campus-Wide Routines and Procedures**
 - Develop and implement a clearly defined set of school-wide expectations, routines, and reinforcement strategies.
 - Ensure consistent enforcement across all grade levels and classrooms through walkthroughs and staff feedback.
- **Structured Parent Communication System**
 - Create a campus-wide communication protocol that includes expectations for timely responses, documentation, and consistent use of platforms like Remind, ParentSquare, and phone calls.
 - Provide training to staff on communicating with families in a positive and proactive manner.
 - Offer alternatives such as printed notes, calendars, and newsletters for families with limited internet access.

Comprehensive Needs Assessment

- **Increased Family Engagement and Involvement**

- Host parent workshops and events that build relationships and provide resources for supporting student behavior and academic success.
- Promote two-way communication between home and school to strengthen trust and accountability.

- **Monitoring and Feedback Systems**

- Use classroom walkthroughs and discipline data to monitor implementation of behavior expectations and communication efforts.
- Provide feedback to staff and adjust supports as needed to ensure alignment with school-wide culture goals.

School Culture and Climate Summary

Falfurrias Junior High monitors school culture and climate through classroom walkthroughs, student and staff surveys, discipline reports, and PEIMS data. Survey results show that 100% of teachers and 90% of students feel physically safe at school, indicating a positive perception of campus safety. Despite this strength, data reveals areas for improvement. Inconsistent classroom management practices, unclear routines, and uneven implementation of behavior expectations have been observed across grade levels. New and inexperienced staff members often require more support in managing student behavior effectively. Parent communication is another area of concern. Current practices are irregular and lack a structured system, which limits family engagement and follow-through on student behavior and academic concerns. These gaps impact the consistency and effectiveness of the overall school environment. The campus recognizes the need for improved staff training in classroom management, the development of clear campus-wide routines, and the creation of a communication protocol to strengthen family partnerships and reinforce student accountability.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

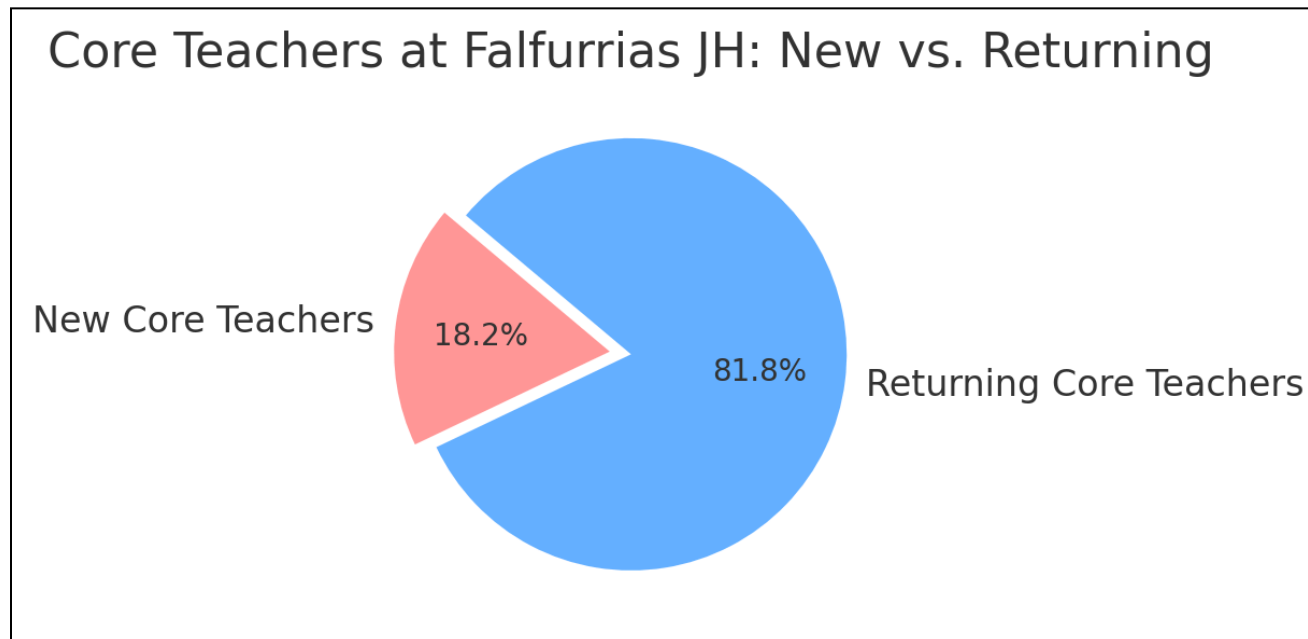
- Professional Development Records
- Teacher Surveys
- Teacher Evaluations

Staff Quality, Recruitment and Retention Strengths

- All paraprofessionals meet educational requirements (12 college hours or TOPS training).
- ESC 2 provides ongoing professional development.
- A Dean of Instruction is in place to support instructional quality.
- Teacher Incentive Allotment (TIA) program is fully implemented.
- 100% of core teachers are certified.

Staff Quality, Recruitment and Retention Weaknesses

- **Priority 1-**
 - **Problem Statement:** Two out of eleven core area teachers are new to the campus, impacting instructional continuity.
 - **Root Cause:** High turnover in core teaching positions and limited onboarding support for new staff.
- **Priority 2-**
 - **Problem Statement:** Recruitment and retention strategies are limited, reducing the ability to attract and keep high-quality staff.
 - **Root Cause:** Lack of competitive recruitment incentives and limited access to professional growth opportunities.



Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

- **Support for New Teachers**
 - Develop a formal onboarding process and mentorship program to support new staff members with classroom management, lesson planning, and campus procedures.
 - Provide regular check-ins, instructional coaching, and peer observations to strengthen instructional continuity.
- **Strengthen Recruitment and Retention Strategies**
 - Offer competitive recruitment incentives such as sign-on bonuses, core subject stipends, and retention stipends for returning staff.
 - Promote the Teacher Incentive Allotment (TIA) program and career growth pathways to attract and retain high-performing educators.
- **Expand Professional Growth Opportunities**
 - Increase access to high-quality, content-specific professional development (e.g., TEKSCon, Model Schools, RTI, PLC conferences).
 - Provide dedicated time and funding for teachers to attend conferences and collaborate on instructional best practices.
- **Monitor and Address Staff Turnover Trends**
 - Collect and analyze teacher exit data to identify patterns and areas for improvement in working conditions or support.
 - Conduct mid-year and end-of-year feedback surveys to assess staff satisfaction and inform retention efforts.
- **Promote a Positive and Supportive Work Culture**
 - Recognize teacher efforts and successes through campus-based celebrations, incentives, and leadership opportunities.
 - Foster a collaborative professional environment through team-building and shared decision-making in campus initiatives.

Staff Quality, Recruitment, and Retention Summary

Falfurrias Junior High is staffed by a certified team of educators, with 100% of core teachers meeting state certification requirements. All paraprofessionals meet educational standards, either through 12 college hours or TOPS training. The campus benefits from support provided by a Dean of Instruction and professional development opportunities through ESC Region 2. The Teacher Incentive Allotment (TIA) program is fully implemented and serves as a performance-based incentive for eligible staff. Despite these strengths, two of the eleven core content teachers are new to the campus, which has created challenges in maintaining instructional continuity. Staff feedback and evaluation data indicate that the campus needs stronger onboarding processes and professional growth opportunities. Additionally, current recruitment and retention strategies are limited, making it difficult to attract and retain experienced, high-quality educators in a competitive hiring environment.

Comprehensive Needs Assessment

Technology

Technology Data Sources

- Benchmark Assessment Data
- Classroom Walkthrough Observations
- Teacher Surveys
- Product and Program Feedback Surveys

Technology Strengths

- All students have access to individual technology devices, ensuring equitable access to digital learning tools.

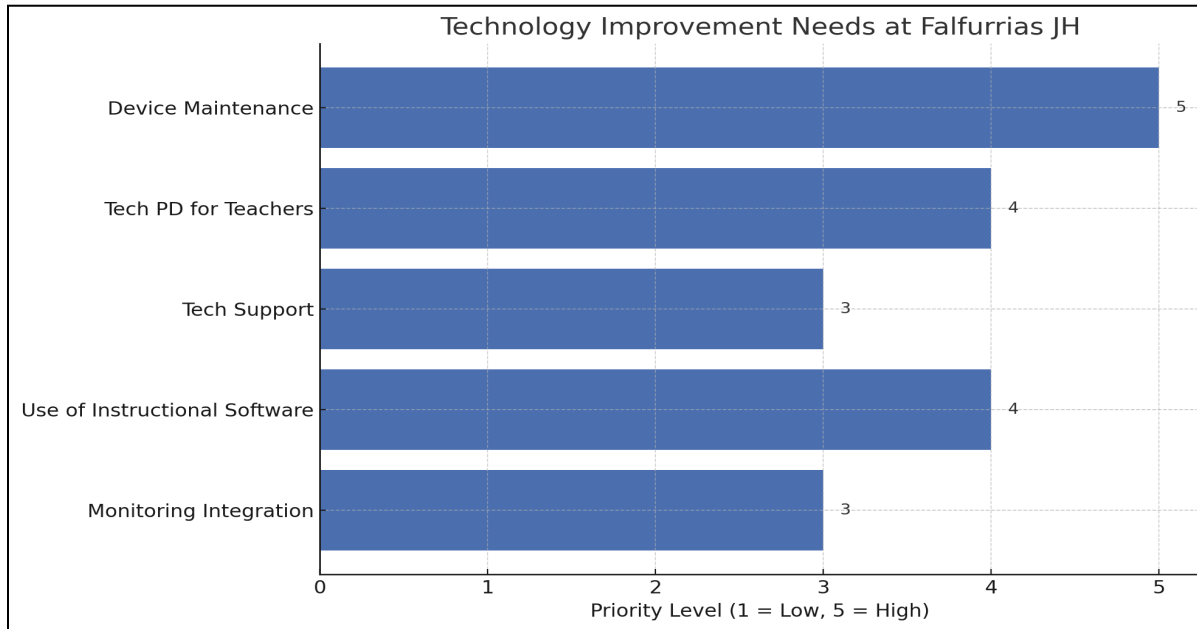
Technology Weaknesses

- **Priority 1-**
 - **Problem Statement:** Many student and teacher devices require updates, repairs, or replacement, limiting the consistent and effective use of technology in instruction.
 - **Root Cause:** Lack of a structured maintenance and replacement cycle for campus technology devices.
- **Priority 2-**
 - **Problem Statement:** Teachers report a lack of confidence and training in using available digital tools to support instruction.
 - **Root Cause:** Limited professional development focused on instructional technology integration and ongoing support for digital tools.

Technology Needs

- **Establish a Device Maintenance and Replacement Plan**
 - Implement a structured schedule for updating, repairing, and replacing student and teacher devices.
 - Track inventory, condition, and age of all campus technology to ensure reliable access to digital tools.
- **Increase Technology-Focused Professional Development**
 - Provide regular training on integrating technology into instruction, including use of learning platforms, assessment tools, and subject-specific apps.
 - Offer coaching and support to help teachers apply digital tools effectively in lesson delivery and student engagement.
- **Ongoing Technical Support and Troubleshooting**
 - Ensure timely technical assistance is available to minimize disruptions during instruction.
 - Train campus staff to perform basic troubleshooting to reduce downtime.
- **Expand Use of Instructional Software and Online Resources**
 - Align digital programs with TEKS and STAAR expectations to enhance core instruction and intervention.
 - Provide support for interpreting data from instructional software to guide small-group instruction.
- **Monitor Technology Integration Across Classrooms**
 - Use walkthroughs and feedback tools to assess how technology is being used during instruction.
 - Identify best practices and share successful strategies campus-wide.

Comprehensive Needs Assessment



Technology Summary

Falfurrias Junior High provides each student with access to an individual technology device, ensuring equitable opportunities for digital learning across the campus. Technology usage is supported by benchmark assessment data, classroom walkthroughs, teacher surveys, and program feedback. These data sources show that technology is widely available but not always used to its full instructional potential. Although devices are accessible, many are outdated or in need of repair, which limits consistent and effective use in classrooms. There is currently no structured maintenance or replacement plan in place to manage campus technology needs. Additionally, teacher feedback reveals a lack of confidence in integrating digital tools into daily instruction due to limited professional development and ongoing support. The campus recognizes the need for better systems to maintain technology, provide staff training, expand access to instructional software, and monitor technology integration during instruction. Addressing these areas will help ensure that technology is used effectively to support teaching and learning.

Comprehensive Needs Assessment Data Sources

Demographics

Demographics Data Sources

- Attendance Reports
- Benchmark Data
- Parent Engagement

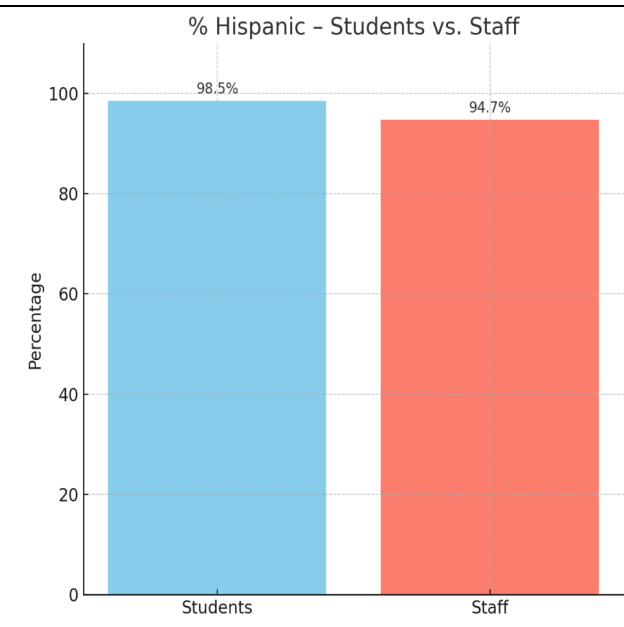
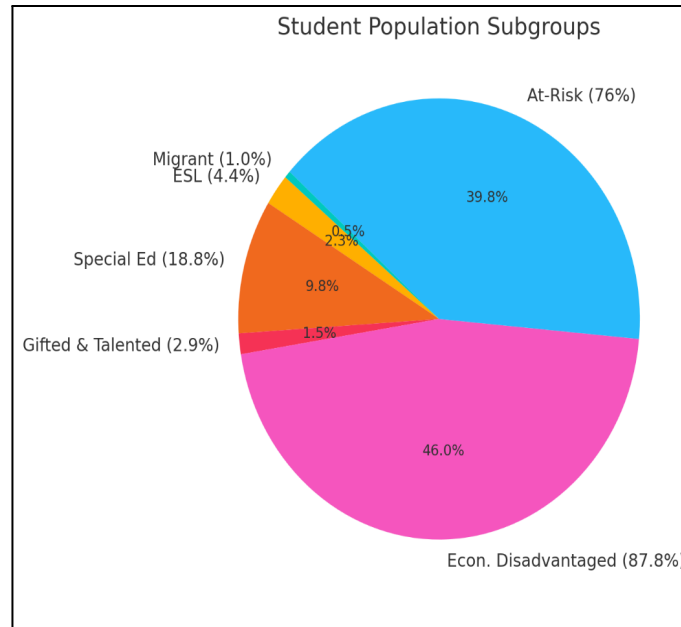
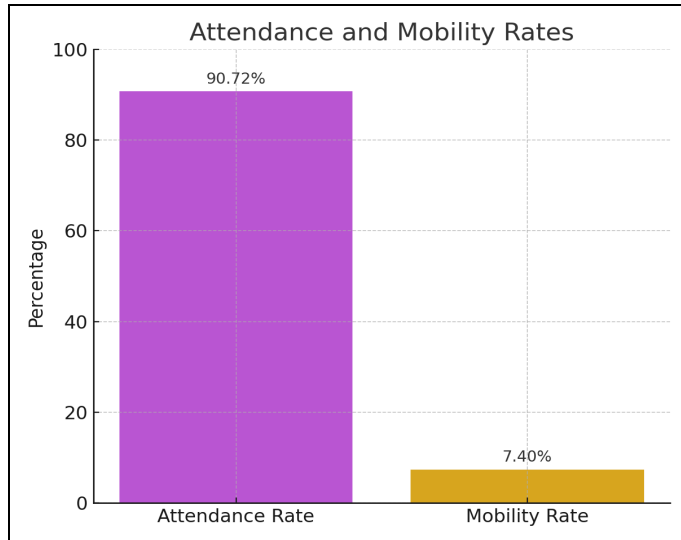
Demographics Strengths

Falfurrias Junior High School serves 270 students in grades 6–8, with support from 38 staff members. Based on Snapshot and local data, 98.5% of the student population and 94.7% of staff identify as Hispanic. The student-to-teacher ratio is approximately 22:1.

The student population includes:

- 4.4% English as a Second Language (ESL)
- 18.8% Special Education
- 2.9% Gifted and Talented (G/T)
- 87.8% Economically Disadvantaged
- 76% At-Risk
- 1.0% Migrant

The attendance rate stands at 90.72%, and the campus has a mobility rate of 7.4%.



Comprehensive Needs Assessment Data Sources

Demographics Weaknesses

- **Priority 1-**
 - **Problem Statement:** The current student attendance rate of 90.72% is below the state average and affects academic continuity and student performance.
 - **Root Cause:** Families face challenges such as unreliable transportation, housing instability, and limited access to basic needs that interfere with consistent school attendance.
- **Priority 2-**
 - **Problem Statement:** Inconsistent attendance among At-Risk, Special Education, and Emergent Bilingual students is contributing to academic gaps.
 - **Root Cause:** Limited family engagement and lack of awareness about the long-term impact of chronic absenteeism on student achievement.
- **Priority 3-**
 - **Problem Statement:** A large portion of the student population is identified as Economically Disadvantaged (87.8%) and At-Risk (76%), increasing vulnerability to academic and attendance-related issues.
 - **Root Cause:** Socioeconomic barriers such as food insecurity, limited parental availability, and unstable home environments reduce student readiness and school participation.
- **Priority 4-**
 - **Problem Statement:** The campus mobility rate of 7.4% reflects student turnover that disrupts instructional continuity and impacts classroom stability.
 - **Root Cause:** High levels of student mobility are influenced by transient living situations and families relocating for economic or employment reasons.
- **Priority 5-**
 - **Problem Statement:** Limited engagement and communication with some families make it harder to identify and resolve attendance barriers and academic struggles.
 - **Root Cause:** Inconsistent two-way communication strategies and limited use of multilingual, accessible outreach tools hinder strong school-family partnerships.

Demographics Needs

- **Improve Student Attendance Rates**
 - Implement targeted outreach and support for families facing barriers such as lack of transportation, housing instability, and basic needs.
 - Partner with community organizations to provide assistance with uniforms, supplies, and transportation resources.
- **Support for At-Risk, Special Education, and Emergent Bilingual Students**
 - Develop early warning systems and intervention plans focused on chronic absenteeism among high-need subgroups.
 - Provide additional case management, counseling, and academic support tailored to these populations.
- **Address Socioeconomic Barriers**
 - Increase access to wraparound services such as food assistance, mental health support, and after-school programs.
 - Create a referral system to connect families with local service agencies and community support programs.

Comprehensive Needs Assessment Data Sources

- **Reduce Impact of Student Mobility**
 - Establish a transition protocol to support mobile students academically and socially as they enter or exit the school.
 - Maintain academic continuity through digital portfolios, progress monitoring, and communication with prior campuses.
- **Enhance Family Engagement and Communication**
 - Use multilingual, multi-platform outreach tools (e.g., ParentSquare, Remind, printed newsletters) to ensure all families receive timely and relevant information.
 - Provide workshops and resources that educate families on the impact of attendance and academic progress on long-term student success.

Demographics Summary

Falfurrias Junior High serves 270 students in grades 6–8, supported by 38 staff members. About 98.5% of students and 94.7% of staff identify as Hispanic. The student-to-teacher ratio is around 22:1. The student population includes 4.4% ESL, 18.8% Special Education, 2.9% Gifted and Talented, 87.8% Economically Disadvantaged, 76% At-Risk, and 1.0% Migrant. The attendance rate is 90.72%, and the mobility rate is 7.4%. Although the school has strong cultural representation and staff diversity, challenges remain. Many students face economic hardships, and attendance is still below the state average. At-Risk, Special Education, and Emergent Bilingual students are most affected by absences and learning disruptions. Family communication and involvement are also areas that need improvement.

Comprehensive Needs Assessment Data Sources

Student Achievement

Student Achievement Data Sources

- **Benchmark Data:** Used to monitor academic progress and STAAR alignment.
- **Classroom Walkthroughs:** Provide insight into instructional quality and student engagement.
- **Differentiated Strategies:** Observed in lesson delivery and small-group support.
- **DMAC (Data Management for Assessment and Curriculum):** Drives data-informed instruction and identifies learning gaps.
- **Lesson Plans:** Evaluated for rigor, TEKS alignment, and differentiation

Student Achievement Strengths

- **Robotics and Phab Lab Integration:** The robotics classes have increased student engagement, especially among underrepresented student groups in STEM.
- **Writing Across the Curriculum:** This strategy has improved critical thinking through open-ended questioning and authentic discussions in all content areas.
- **8th Grade Math – All Students**
 - **Local: 79% | Region: 69% | State: 69%**
 - Significantly above both region and state averages.
- **SpEd Math 8th**
 - **Local: 63% | Region: 35% | State: 37%**
 - Far exceeds typical performance in the region and state.
- **SpEd Social Studies 8th**
 - **Local: 63% | Region: 23% | State: 24%**
 - Strong performance in a typically low-scoring subject for this subgroup.
- **EB Math 8th**
 - **Local: 100% | Region: 64% | State: 56%**
 - Exceptional performance from EB students—fully outperforming state and regional peers.
- **At-Risk Math 8th**
 - **Local: 75% | Region: 55% | State: 55%**
 - A key success among a historically underperforming group.

Student Achievement Weaknesses

1. **Core Subject Gaps in 6th Grade**
 - a. **Math 6th:** Local 43% vs State 72%
 - b. **Reading 6th:** Local 52% vs State 75%
 - Indicates Reading and Math have foundational gaps as students enter junior high.
- **Priority 1**
 - **Problem Statement:** 6th grade students are underperforming in core subjects, with 43% passing in Math and 52% in Reading compared to state averages of 72% and 75%.
 - **Root Cause:** Foundational learning gaps from earlier grades are not being addressed through early academic interventions and structured instructional support.

Comprehensive Needs Assessment Data Sources

2. Social Studies 8th – All Students

- a. Local: 22% | Region: 54% | State: 55%
 - Lowest performance in all tested areas.
- **Priority 2**
 - **Problem Statement:** 8th grade Social Studies scores are the lowest among all tested areas, with only 22% of students meeting expectations compared to 54% regionally and 55% statewide.
 - **Root Cause:** Lack of rigorous, TEKS-aligned curriculum and limited emphasis on academic vocabulary and comprehension in content-area instruction.

3. Emergent Bilingual (EB) – 6th Grade

- a. **Math 6th & Reading 6th:** Local 0% in both
 - Complete lack of proficiency in foundational literacy and numeracy.
- **Priority 3**
 - **Problem Statement:** 6th grade Emergent Bilingual (EB) students scored 0% in both Math and Reading STAAR assessments, demonstrating no proficiency in key subjects.
 - **Root Cause:** Instructional strategies do not adequately support language acquisition and academic development for EB students, including lack of scaffolding and language-rich environments.

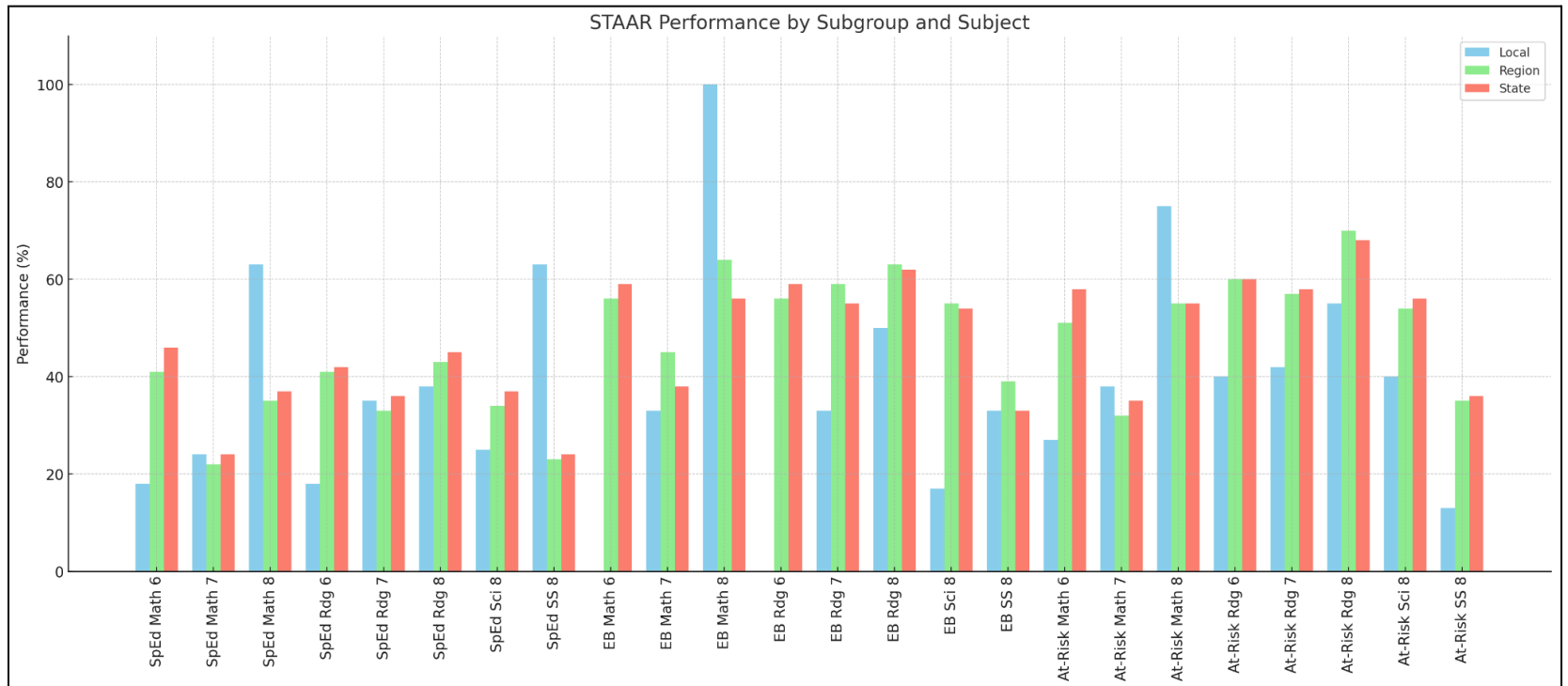
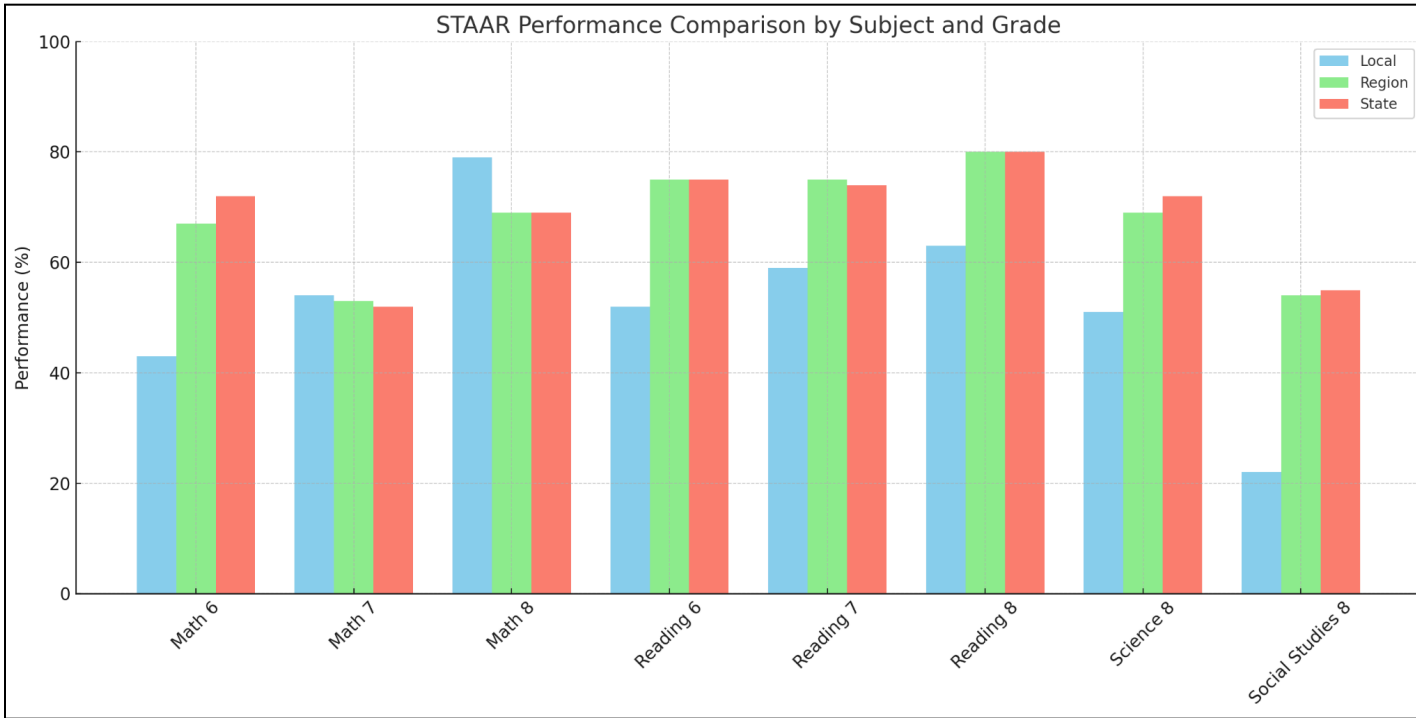
4. Special Education – 6th Grade

- a. **Math:** Local 18% | State: 46%
- b. **Reading:** Local 18% | State: 42%
 - Large performance gaps persist in early grades.
- **Priority 4**
 - **Problem Statement:** 6th grade Special Education students scored 18% in both Math and Reading, well below state averages (Math 46%, Reading 42%).
 - **Root Cause:** Insufficient individualization and lack of access to modified instructional methods that align with student IEPs and specialized learning needs.

5. At-Risk Students – 6th Grade & Social Studies

- a. **Math 6th:** Local 27% | State 58%
- b. **Reading 6th:** Local 40% | State 60%
- c. **Social Studies 8th:** Local 13% | State 36%
 - Demonstrates need for early intervention and stronger content-area supports.
- **Priority 5**
 - **Problem Statement:** At-Risk students consistently underperform in multiple areas, including 6th Grade Math (27%) and Reading (40%), and 8th Grade Social Studies (13%), all below state averages.
 - **Root Cause:** Limited use of academic monitoring tools, inconsistent delivery of interventions, and lack of targeted support to close achievement gaps for high-needs learners.

Comprehensive Needs Assessment Data Sources



Comprehensive Needs Assessment Data Sources

Student Achievement Needs

1. **Early Intervention for Foundational Skills (6th Grade)**
 - a. Implement targeted instructional supports for 6th grade Math and Reading to address foundational gaps.
 - b. Provide small-group interventions and frequent formative assessments to monitor progress.
2. **High-Quality, TEKS-Aligned Curriculum Resources**
 - a. Adopt or revise curriculum for **Science** and **Social Studies**, especially in 8th grade, to address content deficiencies and support deeper learning.
 - b. Use backward design to ensure alignment with STAAR readiness and supporting standards.
3. **Support for Special Populations (SpEd, EB, At-Risk)**
 - a. Increase differentiation, scaffolding strategies, and language supports, especially in 6th grade for **SpEd and EB students**.
 - b. Provide specialized training and resources to help teachers meet the unique needs of these groups.
4. **Instructional Coaching and Data-Driven Planning**
 - a. Hire or expand the role of instructional coaches, particularly in **Math**, to guide lesson design, model effective instruction, and support data analysis.
 - b. Use DMAC and STAAR/Benchmark data in PLCs to drive instructional adjustments.
5. **Professional Development**
 - a. Offer ongoing PD focused on:
 - i. Differentiated instruction
 - ii. Accommodations for SpEd and EB students
 - iii. Cross-curricular writing and open-ended questioning
 - iv. Effective use of instructional software and progress monitoring tools
6. **Tutoring and Tier 2/Tier 3 Academic Support**
 - a. Increase access to before- or after-school tutoring, Saturday academies, and push-in/pull-out support based on assessment data.
 - b. Provide progress monitoring tools to track effectiveness of interventions.
7. **Monitoring and Feedback Cycles**
 - a. Strengthen classroom walkthroughs and feedback loops focused on **lesson alignment, student engagement, and evidence of learning**.
 - b. Ensure intervention plans are reviewed monthly to adjust supports.

Student Achievement Summary

Student achievement at Falfurrias Junior High is measured using STAAR scores, benchmarks, TELPAS, TAPR, and classroom assessment data. Current results show that 8th grade students perform better than students in lower grades, especially in Math. Some student groups, like Special Education and Emergent Bilingual students in 8th grade, are scoring higher than regional and state averages in certain subjects. However, students in 6th grade are struggling, with low scores in both Math and Reading. Emergent Bilingual and Special Education students in 6th grade have some of the lowest scores on campus. At-Risk students also show low performance, especially in 8th grade Social Studies. Overall, Science and Social Studies scores are lower than other subjects. Teachers use data to track student progress and plan lessons, but current results show that many students still need more support to succeed academically.

Comprehensive Needs Assessment Data Sources

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

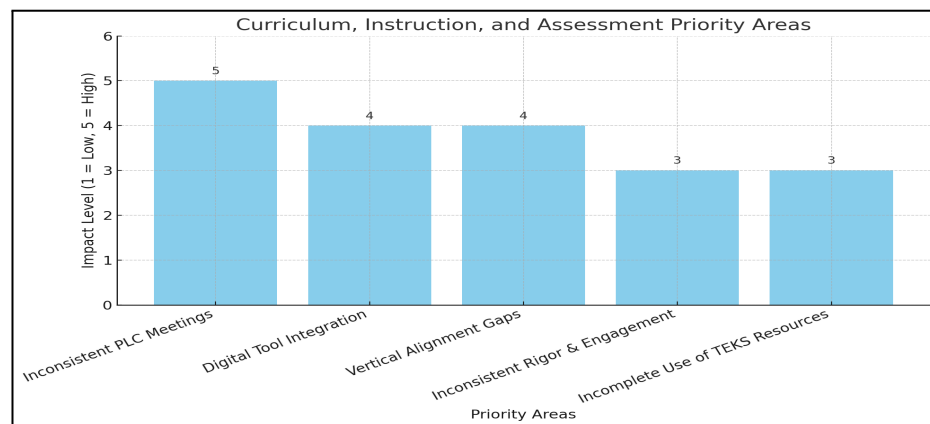
- Benchmark Data
- Classroom Walkthroughs
- State Assessment Data
- Vertical Alignment Documents
- Year-at-a-Glance (YAG) Documents

Curriculum, Instruction and Assessment Strengths

- TEKS Resource System is utilized to ensure standards-based instruction.
- ESC Region 2 provides guidance and curriculum support.
- The Dean of Instruction supports lesson design, feedback, and instructional coaching.

Curriculum, Instruction and Assessment Weaknesses

- **Priority 1-**
 - **Problem Statement:** PLC meetings are inconsistent, limiting opportunities for collaborative planning, TEKS alignment, and instructional continuity across grade levels.
 - **Root Cause:** Lack of a structured campus-wide system to schedule, facilitate, and monitor effective PLC participation and outcomes.
- **Priority 2-**
 - **Problem Statement:** Teachers report a lack of confidence in integrating digital tools effectively into instruction.
 - **Root Cause:** Limited professional development and follow-up support for instructional technology integration.
- **Priority 3-**
 - **Problem Statement:** Vertical alignment practices are not consistently implemented or monitored across content areas.
 - **Root Cause:** Infrequent vertical planning opportunities and limited administrative oversight to ensure alignment of curriculum across grade levels.
- **Priority 4-**
 - **Problem Statement:** Lesson rigor and student engagement vary between classrooms, as shown by walkthroughs and benchmark data.
 - **Root Cause:** Inconsistent use of higher-order questioning, project-based learning, and student-centered strategies during lesson delivery.
- **Priority 5-**
 - **Problem Statement:** Some teachers do not fully utilize the TEKS Resource System, YAG documents, or benchmark data when planning instruction.
 - **Root Cause:** Lack of training and accountability measures to ensure instructional planning is data-driven and aligned to TEKS expectations.



Comprehensive Needs Assessment Data Sources

Curriculum, Instruction and Assessment Needs

- **Structured and Consistent PLC Implementation**
 - Develop and enforce a campus-wide PLC schedule with clear expectations for participation, documentation, and follow-up.
 - Provide training for PLC facilitators to lead data-driven discussions focused on TEKS alignment, lesson planning, and instructional continuity.
 - Integrate vertical planning sessions at regular intervals to improve cross-grade collaboration.
- **Technology Integration Training and Support**
 - Offer ongoing professional development focused on effective use of digital tools and platforms aligned to instructional goals.
 - Provide job-embedded coaching and modeling to help teachers incorporate technology into lessons for engagement and assessment.
 - Create technology integration checkpoints during walkthroughs to monitor progress and support needs.
- **Strengthen Vertical Alignment Practices**
 - Establish vertical alignment protocols and schedules for all core content areas.
 - Monitor implementation through administrative observations, lesson plan reviews, and staff feedback.
 - Use benchmark data to identify skill gaps and adjust scope and sequence across grade levels accordingly.
- **Increase Lesson Rigor and Engagement**
 - Provide training and resources on project-based learning, higher-order questioning, and student-centered instructional strategies.
 - Highlight best practices in rigor and engagement during walkthroughs and PLCs.
 - Offer peer observation opportunities to promote the use of effective strategies across classrooms.
- **Maximize Use of TEKS-Based Planning Tools**
 - Provide refresher training on using the TEKS Resource System, Year-at-a-Glance documents, and benchmark data for lesson design.
 - Embed TEKS unpacking and alignment checks into planning meetings and lesson review processes.
 - Hold teachers accountable for using aligned resources through lesson plan submissions and classroom observations

Curriculum, Instruction and Assessment Summary

Falfurrias Junior High uses multiple tools and resources to support curriculum, instruction, and assessment, including the TEKS Resource System, Year-at-a-Glance documents, and benchmark data. The campus benefits from guidance provided by ESC Region 2 and support from a Dean of Instruction, who assists with lesson design and instructional coaching. While these systems are in place, walkthrough and teacher feedback data show inconsistencies in the use of collaborative planning structures, lesson rigor, and digital tools. PLC meetings are not held regularly, limiting opportunities for TEKS alignment and instructional continuity. Teachers report needing more support to effectively integrate technology into their instruction. Vertical alignment practices across grade levels are also inconsistent, which affects pacing and coverage of essential standards. Overall, the campus has the foundation for a strong instructional program but needs to strengthen collaboration, technology use, and instructional alignment to ensure consistency and student success.

Comprehensive Needs Assessment Data Sources

Family and Community Involvement

Family and Community Involvement Data Sources

- Parent Engagement
- CIS

Family and Community Involvement Strengths

- **Multiple Opportunities for Engagement:**
 - Falfurrias Junior High offers a variety of opportunities for families to participate in school life, including academic nights, athletic events, holiday programs, and award ceremonies.
- **Multi-Channel Communication:**
 - The campus uses a wide range of communication tools to reach families, including flyers, newsletters, parent letters, all-call systems, campus and district websites, newspaper ads, local radio announcements, phone calls, and home visits.
- **Communities In Schools (CIS) Support:**
 - The campus benefits from a strong partnership with CIS, which provides student and family support services, helps address basic needs, and promotes parental engagement.
- **Responsive Outreach Efforts:**
 - Staff members maintain frequent contact with families through personal phone calls and home visits to address academic or behavioral concerns and provide needed resources.
- **Culturally Inclusive Environment:**
 - The school fosters a welcoming atmosphere for its predominantly Hispanic population by offering bilingual communication and culturally relevant events.

Family and Community Involvement Weaknesses

- **Priority 1-**
 - **Problem Statement:** Parent participation in school events, academic meetings, and student-focused programs remains low despite multiple outreach efforts.
 - **Root Cause:** Limited parent availability due to work schedules, transportation issues, or lack of understanding of how involvement supports student success.
- **Priority 2-**
 - **Problem Statement:** Community partnerships are underutilized as a resource to support student learning, engagement, and enrichment opportunities.
 - **Root Cause:** There is no structured plan or designated staff member responsible for building and sustaining community engagement initiatives.

Family and Community Involvement Needs

- **Increase Parent Participation at Academic Events:**
 - While many opportunities are offered, actual attendance at parent-teacher conferences, academic nights, and educational workshops remains low. Additional efforts are needed to boost turnout and emphasize the importance of family involvement in student learning.
- **Improve Parent Education and Awareness:**
 - Parents would benefit from workshops and sessions that explain academic expectations, state assessments (e.g., STAAR, TELPAS), student data reports, and how they can support learning at home.
- **Strengthen Home-School Communication:**
 - Although multiple communication tools are used, some families still face barriers due to language, work schedules, or limited access to digital tools. More consistent, accessible, and personalized communication strategies are needed.

Comprehensive Needs Assessment Data Sources

- **Leverage CIS to Serve as Parent Liaison:**
 - Communities In Schools (CIS) can play a more intentional role in bridging the gap between school and home by offering translation support, hosting parent outreach events, and helping families navigate school services.
- **Address External Barriers Affecting Family Involvement:**
 - Many parents face challenges such as lack of transportation, childcare, or flexible work hours, which limit their ability to attend school events. Creative solutions like virtual meetings, child-friendly events, and weekend sessions should be considered.



Family and Community Involvement Summary

Falfurrias Junior High provides many opportunities for parents and families to connect with the school. Communication is shared through various channels such as flyers, newsletters, all-calls, home visits, and community media outlets. The school also works with Communities In Schools (CIS) to support student needs and provide outreach services. Despite these efforts, parent participation in academic events and educational meetings remains low. Many families face barriers such as work schedules, lack of transportation, or limited understanding of how to support learning at home. There is a need to strengthen relationships between families and the school by offering more targeted parent education, improving communication, and using CIS more effectively as a parent liaison. Increasing meaningful family involvement will help support student achievement, attendance, and behavior.

Comprehensive Needs Assessment Data Sources

School Context and Organization

School Context and Organization Data Sources

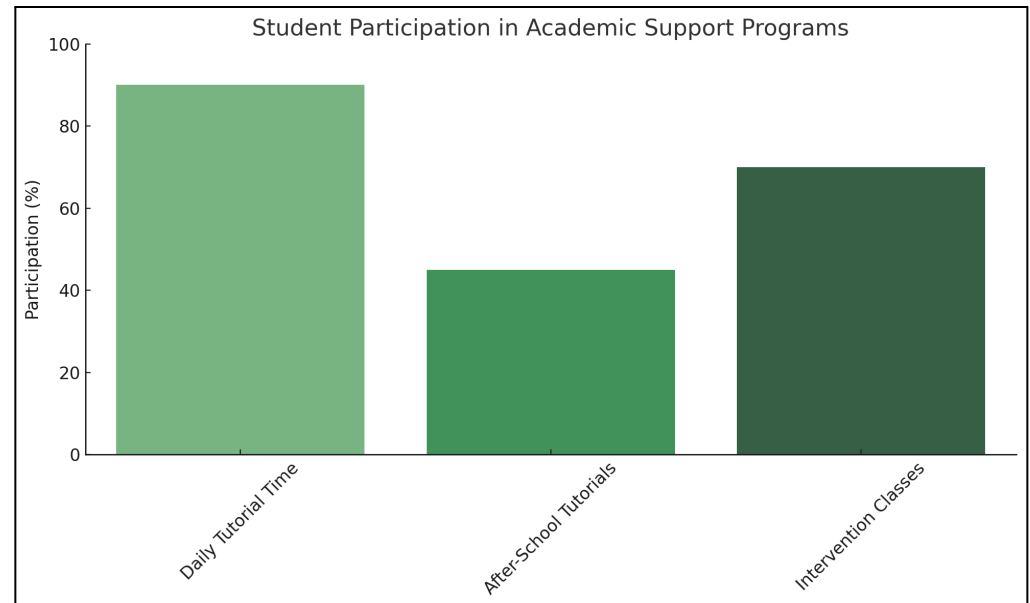
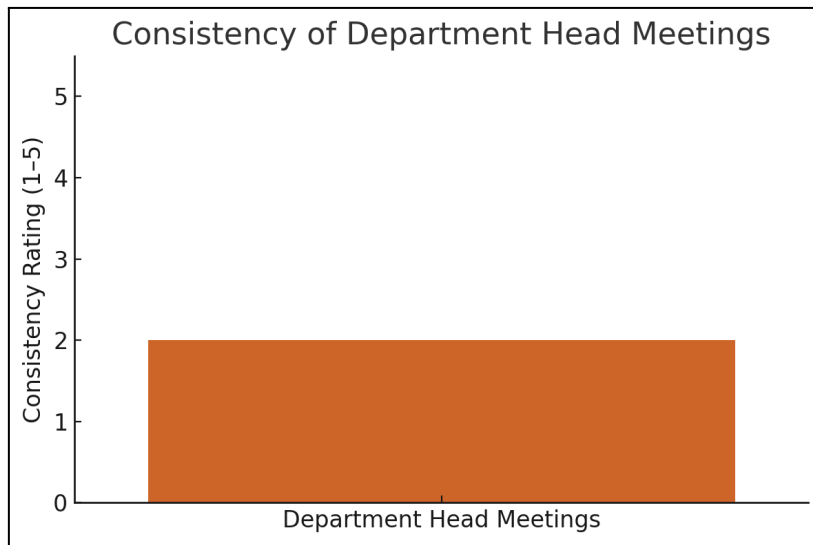
- Climate Surveys
- CNA Committee Data Collections

School Context and Organization Strengths

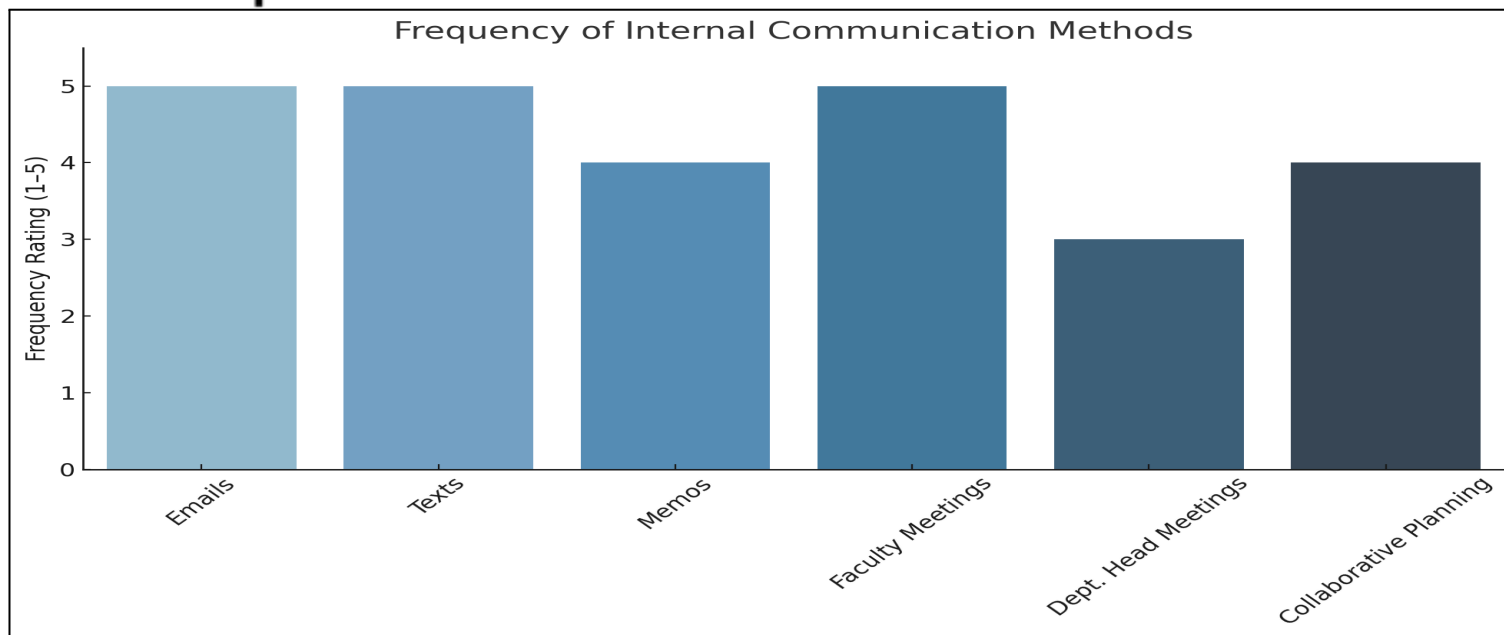
- Falfurrias Junior High demonstrates strong internal communication through multiple platforms including emails, texts, memos, faculty meetings, department head meetings, and collaborative planning.
- The campus provides a flexible academic support structure with daily built-in tutorial time, after-school tutorials, and intervention classes in Reading and Math.

School Context and Organization Weaknesses

- **Priority 1-**
 - **Problem Statement:** Many students are not consistently attending or utilizing after-school tutorials, limiting the effectiveness of intervention efforts.
 - **Root Cause:** Lack of student motivation and parent follow-through, along with limited monitoring of tutorial attendance and outcomes.
- **Priority 2-**
 - **Problem Statement:** Department head meetings are not held consistently, reducing opportunities for vertical alignment and collaborative planning.
 - **Root Cause:** No set calendar or accountability system to ensure regular department-level communication and follow-up.



Comprehensive Needs Assessment Data Sources



School Context and Organization Needs

- **Increase Student Participation in Academic Support Programs**
 - Develop strategies to boost attendance in after-school tutorials, such as targeted invitations, incentives, parent communication, and regular monitoring of student participation and progress.
- **Implement a Tutorial Monitoring System**
 - Track student attendance, progress, and effectiveness of tutorials to ensure interventions are addressing academic gaps. Use data to adjust instruction and target student needs more precisely.
- **Establish Consistent Department Head Meetings**
 - Create a structured calendar with scheduled meeting dates, agendas, and documentation protocols to ensure department heads meet regularly and discuss instructional alignment and student support strategies.
- **Enhance Collaboration Between Departments**
 - Use meeting time to review student data, coordinate cross-curricular strategies, and ensure that academic expectations are aligned across grade levels and content areas.
- **Strengthen Communication Between Staff and Leadership**
 - Provide ongoing opportunities for staff to give input and receive timely feedback on campus initiatives, policies, and instructional decisions to maintain a collaborative campus culture.

School Context and Organization Summary

Falfurrias Junior High will improve school context and organization by increasing student attendance in after-school tutorials through targeted outreach, student incentives, and addressing barriers like transportation. Department head meetings will become more consistent with structured agendas and shared follow-ups to ensure alignment and accountability. Communication with parents will be strengthened by implementing regular teacher-initiated contacts, weekly parent bulletins, and using communication logs and check-ins to ensure follow-through and responsiveness. These focused actions will enhance collaboration, support, and student success.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Attendance Reports
Benchmark Data
Parent Engagement

Demographics Strengths

Falfurrias Junior High School serves 270 students in grades 6–8, with support from 38 staff members. Based on Snapshot and local data, 98.5% of the student population and 94.7% of staff identify as Hispanic. The student-to-teacher ratio is approximately 22:1.

The student population includes:

- 4.4% English as a Second Language (ESL)
- 18.8% Special Education
- 2.9% Gifted and Talented (G/T)
- 87.8% Economically Disadvantaged
- 76% At-Risk
- 1.0% Migrant

The attendance rate stands at 90.7%, and the campus has a mobility rate of 7.4%.

Demographics Weaknesses

- Priority 1-
 - Problem Statement: The current student attendance rate of 90.72% is below the state average and affects academic continuity and student performance.
 - Root Cause: Families face challenges such as unreliable transportation, housing instability, and limited access to basic needs that interfere with consistent school attendance.
- Priority 2-
 - Problem Statement: Inconsistent attendance among At-Risk, Special Education, and Emergent Bilingual students is contributing to academic gaps.
 - Root Cause: Limited family engagement and lack of awareness about the long-term impact of chronic absenteeism on student achievement.

Comprehensive Needs Assessment

Demographics Weaknesses (Continued)

- Priority 3-
- Problem Statement: A large portion of the student population is identified as Economically Disadvantaged (87.8%) and At-Risk (76%), increasing vulnerability to academic and attendance-related issues.
- Root Cause: Socioeconomic barriers such as food insecurity, limited parental availability, and unstable home environments reduce student readiness and school participation.

- Priority 4-
- Problem Statement: The campus mobility rate of 7.4% reflects student turnover that disrupts instructional continuity and impacts classroom stability.
- Root Cause: High levels of student mobility are influenced by transient living situations and families relocating for economic or employment reasons.

- Priority 5-
- Problem Statement: Limited engagement and communication with some families make it harder to identify and resolve attendance barriers and academic struggles.
- Root Cause: Inconsistent two-way communication strategies and limited use of multilingual, accessible outreach tools hinder strong school-family partnerships.

Demographics Needs

Improve Student Attendance Rates

- Implement targeted outreach and support for families facing barriers such as lack of transportation, housing instability, and basic needs.
- Partner with community organizations to provide assistance with uniforms, supplies, and transportation resources

Support for At-Risk, Special Education, and Emergent Bilingual Students

- Develop early warning systems and intervention plans focused on chronic absenteeism among high-need subgroups.
- Provide additional case management, counseling, and academic support tailored to these populations.

Address Socioeconomic Barriers

- Increase access to wraparound services such as food assistance, mental health support, and after-school programs.
- Create a referral system to connect families with local service agencies and community support programs.

Reduce Impact of Student Mobility

- Establish a transition protocol to support mobile students academically and socially as they enter or exit the school.
- Maintain academic continuity through digital portfolios, progress monitoring, and communication with prior campuses.

Enhance Family Engagement and Communication

Comprehensive Needs Assessment

Demographics Needs (Continued)

- Use multilingual, multi-platform outreach tools (e.g., ParentSquare, Remind, printed newsletters) to ensure all families receive timely and relevant information.
- Provide workshops and resources that educate families on the impact of attendance and academic progress on long-term student success.

Demographics Summary

Falfurrias Junior High serves 270 students in grades 6–8, supported by 38 staff members. About 98.5% of students and 94.7% of staff identify as Hispanic. The student-to-teacher ratio is around 22:1. The student population includes 4.4% ESL, 18.8% Special Education, 2.9% Gifted and Talented, 87.8% Economically Disadvantaged, 76% At-Risk, and 1.0% Migrant. The attendance rate is 90.72%, and the mobility rate is 7.4%. Although the school has strong cultural representation and staff diversity, challenges remain. Many students face economic hardships, and attendance is still below the state average. At-Risk, Special Education, and Emergent Bilingual students are most affected by absences and learning disruptions. Family communication and involvement are also areas that need improvement.

Student Achievement

Student Achievement Data Sources

Benchmark Data
Classroom Walkthroughs
Differentiated Strategies
DMAC
Lesson Plans

Student Achievement Strengths

- Robotics and Phab Lab Integration: The robotics classes have increased student engagement, especially among underrepresented student groups in STEM.
- Writing Across the Curriculum: This strategy has improved critical thinking through open-ended questioning and authentic discussions in all content areas.
- 8th Grade Math – All Students
Local: 79% | Region: 69% | State: 69%
- Significantly above both region and state averages.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- SpEd Math 8th
Local: 63% | Region: 35% | State: 37%
- Far exceeds typical performance in the region and state.
- SpEd Social Studies 8th
Local: 63% | Region: 23% | State: 24%
- Strong performance in a typically low-scoring subject for this subgroup.
- EB Math 8th
Local: 100% | Region: 64% | State: 56%
- Exceptional performance from EB students—fully outperforming state and regional peers.
- At-Risk Math 8th
Local: 75% | Region: 55% | State: 55%
- A key success among a historically underperforming group.

Student Achievement Weaknesses

1. Core Subject Gaps in 6th Grade

Math 6th: Local 43% vs State 72%

Reading 6th: Local 52% vs State 75%

Indicates Reading and Math have foundational gaps as students enter junior high.

Priority 1-

- **Problem Statement:** 6th grade students are underperforming in core subjects, with 43% passing in Math and 52% in Reading compared to state averages of 72% and 75%.
- **Root Cause:** Foundational learning gaps from earlier grades are not being addressed through early academic interventions and structured instructional support.

2. Social Studies 8th – All Students

Local: 22% | Region: 54% | State: 55%

Lowest performance in all tested areas.

Priority 2-

- **Problem Statement:** 8th grade Social Studies scores are the lowest among all tested areas, with only 22% of students meeting expectations compared to 54% regionally and 55% statewide.
- **Root Cause:** Lack of rigorous, TEKS-aligned curriculum and limited emphasis on academic vocabulary and comprehension in content-area instruction.

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

3. Emergent Bilingual (EB) – 6th Grade

Math 6th & Reading 6th: Local 0% in both

Complete lack of proficiency in foundational literacy and numeracy.

Priority 3

- **Problem Statement:** 6th grade Emergent Bilingual (EB) students scored 0% in both Math and Reading STAAR assessments, demonstrating no proficiency in key subjects.
- **Root Cause:** Instructional strategies do not adequately support language acquisition and academic development for EB students, including lack of scaffolding and language-rich environments.

4. Special Education – 6th Grade

Math: Local 18% | State: 46%

Reading: Local 18% | State: 42%

Large performance gaps persist in early grades.

Priority 4

- **Problem Statement:** 6th grade Special Education students scored 18% in both Math and Reading, well below state averages (Math 46%, Reading 42%).
- **Root Cause:** Insufficient individualization and lack of access to modified instructional methods that align with student IEPs and specialized learning needs.

5. At-Risk Students – 6th Grade & Social Studies

Math 6th: Local 27% | State 58%

Reading 6th: Local 40% | State 60%

Social Studies 8th: Local 13% | State 36%

Demonstrates need for early intervention and stronger content-area supports.

Priority 5

- **Problem Statement:** At-Risk students consistently underperform in multiple areas, including 6th Grade Math (27%) and Reading (40%), and 8th Grade Social Studies (13%), all below state averages.
- **Root Cause:** Limited use of academic monitoring tools, inconsistent delivery of interventions, and lack of targeted support to close achievement gaps for high-needs learners.

Student Achievement Needs

Student Achievement Needs

Early Intervention for Foundational Skills (6th Grade)

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

- Implement targeted instructional supports for 6th grade Math and Reading to address foundational gaps.
- Provide small-group interventions and frequent formative assessments to monitor progress.

High-Quality, TEKS-Aligned Curriculum Resources

- Adopt or revise curriculum for Science and Social Studies, especially in 8th grade, to address content deficiencies and support deeper learning.
- Use backward design to ensure alignment with STAAR readiness and supporting standards.

Support for Special Populations (SpEd, EB, At-Risk)

- Increase differentiation, scaffolding strategies, and language supports, especially in 6th grade for SpEd and EB students.
- Provide specialized training and resources to help teachers meet the unique needs of these groups.

Instructional Coaching and Data-Driven Planning

- Hire or expand the role of instructional coaches, particularly in Math, to guide lesson design, model effective instruction, and support data analysis.
- Use DMAC and STAAR/Benchmark data in PLCs to drive instructional adjustments.

Professional Development

- Offer ongoing PD focused on:
 - Differentiated instruction
 - Accommodations for SpEd and EB students
 - Cross-curricular writing and open-ended questioning
 - Effective use of instructional software and progress monitoring tools

Tutoring and Tier 2/Tier 3 Academic Support

- Increase access to before- or after-school tutoring, Saturday academies, and push-in/pull-out support based on assessment data.
- Provide progress monitoring tools to track effectiveness of interventions.

Monitoring and Feedback Cycles

- Strengthen classroom walkthroughs and feedback loops focused on lesson alignment, student engagement, and evidence of learning.
- Ensure intervention plans are reviewed monthly to adjust supports.

Student Achievement Summary

Student achievement at Falfurrias Junior High is measured using STAAR scores, benchmarks, TELPAS, TAPR, and classroom assessment data. Current results show that 8th grade students perform better than students in lower grades, especially in Math. Some student groups, like Special Education and Emergent Bilingual students in 8th grade, are

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

scoring higher than regional and state averages in certain subjects. However, students in 6th grade are struggling, with low scores in both Math and Reading. Emergent Bilingual and Special Education students in 6th grade have some of the lowest scores on campus. At-Risk students also show low performance, especially in 8th grade Social Studies. Overall, Science and Social Studies scores are lower than other subjects. Teachers use data to track student progress and plan lessons, but current results show that many students still need more support to succeed academically.

School Culture and Climate

School Culture and Climate Data Sources

Classroom Walkthroughs
Climate Surveys
Discipline Reports
PEIMS Records
Student Surveys

School Culture and Climate Strengths

- 100% of teachers report feeling physically safe at school
- 90% of students report feeling physically safe at school

School Culture and Climate Weaknesses

Priority 1-

- **Problem Statement:** Inconsistent classroom management practices are evident across multiple grade levels.
- **Root Cause:** Lack of targeted classroom management training, especially for new or less experienced staff.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

Priority 2-

- **Problem Statement:** Routines and procedures are not clearly established or consistently implemented campus-wide.
- **Root Cause:** Inconsistent implementation of behavior expectations and reinforcement strategies across classrooms.

Priority 3-

- **Problem Statement:** Parent communication is irregular and lacks structure, limiting family engagement in student behavior and performance.
- **Root Cause:** Absence of a campus-wide communication protocol and limited access to structured communication tools for families with barriers.

School Culture and Climate Needs

Classroom Management Training and Support

- Provide targeted training for new and veteran teachers on effective classroom management strategies.
- Implement ongoing coaching, modeling, and mentorship to reinforce consistent behavior practices.

Campus-Wide Routines and Procedures

- Develop and implement a clearly defined set of school-wide expectations, routines, and reinforcement strategies.
- Ensure consistent enforcement across all grade levels and classrooms through walkthroughs and staff feedback.

Structured Parent Communication System

- Create a campus-wide communication protocol that includes expectations for timely responses, documentation, and consistent use of platforms like Remind, ParentSquare, and phone calls.
- Provide training to staff on communicating with families in a positive and proactive manner.
- Offer alternatives such as printed notes, calendars, and newsletters for families with limited internet access.

Increased Family Engagement and Involvement

- Host parent workshops and events that build relationships and provide resources for supporting student behavior and academic success.
- Promote two-way communication between home and school to strengthen trust and accountability.

Monitoring and Feedback Systems

Comprehensive Needs Assessment

School Culture and Climate Needs (Continued)

- Use classroom walkthroughs and discipline data to monitor implementation of behavior expectations and communication efforts.
- Provide feedback to staff and adjust supports as needed to ensure alignment with school-wide culture goals.

School Culture and Climate Summary

Falfurrias Junior High monitors school culture and climate through classroom walkthroughs, student and staff surveys, discipline reports, and PEIMS data. Survey results show that 100% of teachers and 90% of students feel physically safe at school, indicating a positive perception of campus safety. Despite this strength, data reveals areas for improvement. Inconsistent classroom management practices, unclear routines, and uneven implementation of behavior expectations have been observed across grade levels. New and inexperienced staff members often require more support in managing student behavior effectively. Parent communication is another area of concern. Current practices are irregular and lack a structured system, which limits family engagement and follow-through on student behavior and academic concerns. These gaps impact the consistency and effectiveness of the overall school environment. The campus recognizes the need for improved staff training in classroom management, the development of clear campus-wide routines, and the creation of a communication protocol to strengthen family partnerships and reinforce student accountability.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Classroom Walkthroughs
Professional Development
Teacher Surveys

Staff Quality, Recruitment and Retention Strengths

- All paraprofessionals meet educational requirements (12 college hours or TOPS training).
- ESC 2 provides ongoing professional development.
- A Dean of Instruction is in place to support instructional quality.
- Teacher Incentive Allotment (TIA) program is fully implemented.
- 100% of core teachers are certified.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

Priority 1-

- **Problem Statement:** Two out of eleven core area teachers are new to the campus, impacting instructional continuity.
- **Root Cause:** High turnover in core teaching positions and limited onboarding support for new staff.

Priority 2-

- **Problem Statement:** Recruitment and retention strategies are limited, reducing the ability to attract and keep high-quality staff.

Staff Quality, Recruitment and Retention Needs

Support New Teachers

- Develop a formal onboarding process and mentorship program to support new staff members with classroom management, lesson planning, and campus procedures.
- Provide regular check-ins, instructional coaching, and peer observations to strengthen instructional continuity.

Strengthen Recruitment and Retention Strategies

- Offer competitive recruitment incentives such as sign-on bonuses, core subject stipends, and retention stipends for returning staff.
- Promote the Teacher Incentive Allotment (TIA) program and career growth pathways to attract and retain high-performing educators.

Expand Professional Growth Opportunities

- Increase access to high-quality, content-specific professional development (e.g., TEKSCon, Model Schools, RTI, PLC conferences).
- Provide dedicated time and funding for teachers to attend conferences and collaborate on instructional best practices.

Monitor and Address Staff Turnover Trends

- Collect and analyze teacher exit data to identify patterns and areas for improvement in working conditions or support.
- Conduct mid-year and end-of-year feedback surveys to assess staff satisfaction and inform retention efforts.

Promote a Positive and Supportive Work Culture

- Recognize teacher efforts and successes through campus-based celebrations, incentives, and leadership opportunities.
- Foster a collaborative professional environment through team-building and shared decision-making in campus initiatives.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

Falfurrias Junior High is staffed by a certified team of educators, with 100% of core teachers meeting state certification requirements. All paraprofessionals meet educational standards, either through 12 college hours. The campus benefits from support provided by a Dean of Instruction and professional development opportunities through ESC Region 2. The Teacher Incentive Allotment (TIA) program is fully implemented and serves as a performance-based incentive for eligible staff. Despite these strengths, two of the eleven core content teachers are new to the campus, which has created challenges in maintaining instructional continuity. Staff feedback and evaluation data indicate that the campus needs stronger onboarding processes and professional growth opportunities. Additionally, current recruitment and retention strategies are limited, making it difficult to attract and retain experienced, high-quality educators in a competitive hiring environment.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Benchmark Data
Classroom Walkthroughs
State Assessment Data
Vertical Alignment Documents
Year at a Glance Documents

Curriculum, Instruction and Assessment Strengths

- TEKS Resource System is utilized to ensure standards-based instruction.
- ESC Region 2 provides guidance and curriculum support.
- The Dean of Instruction supports lesson design, feedback, and instructional coaching.

Curriculum, Instruction and Assessment Weaknesses

Curriculum, Instruction and Assessment Weaknesses

Priority 1-

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

- **Problem Statement:** PLC meetings are inconsistent, limiting opportunities for collaborative planning, TEKS alignment, and instructional continuity across grade levels.
- **Root Cause:** Lack of a structured campus-wide system to schedule, facilitate, and monitor effective PLC participation and outcomes.

Priority 2-

- **Problem Statement:** Teachers report a lack of confidence in integrating digital tools effectively into instruction.
- **Root Cause:** Limited professional development and follow-up support for instructional technology integration.

Priority 3-

- **Problem Statement:** Vertical alignment practices are not consistently implemented or monitored across content areas.
- **Root Cause:** Infrequent vertical planning opportunities and limited administrative oversight to ensure alignment of curriculum across grade levels.

Priority 4-

- **Problem Statement:** Lesson rigor and student engagement vary between classrooms, as shown by walkthroughs and benchmark data.
- **Root Cause:** Inconsistent use of higher-order questioning, project-based learning, and student-centered strategies during lesson delivery.

Priority 5-

- **Problem Statement:** Some teachers do not fully utilize the TEKS Resource System, YAG documents, or benchmark data when planning instruction.
- **Root Cause:** Lack of training and accountability measures to ensure instructional planning is data-driven and aligned to TEKS expectations.

Curriculum, Instruction and Assessment Needs

Structured and Consistent PLC Implementation

- Develop and enforce a campus-wide PLC schedule with clear expectations for participation, documentation, and follow-up.
- Provide training for PLC facilitators to lead data-driven discussions focused on TEKS alignment, lesson planning, and instructional continuity.
- Integrate vertical planning sessions at regular intervals to improve cross-grade collaboration.

Technology Integration Training and Support

- Offer ongoing professional development focused on effective use of digital tools and platforms aligned to instructional goals.
- Provide job-embedded coaching and modeling to help teachers incorporate technology into lessons for engagement and assessment.
- Create technology integration checkpoints during walkthroughs to monitor progress and support needs.

Strengthen Vertical Alignment Practices

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

- Establish vertical alignment protocols and schedules for all core content areas.
- Monitor implementation through administrative observations, lesson plan reviews, and staff feedback.
- Use benchmark data to identify skill gaps and adjust scope and sequence across grade levels accordingly.

Increase Lesson Rigor and Engagement

- Provide training and resources on project-based learning, higher-order questioning, and student-centered instructional strategies.
- Highlight best practices in rigor and engagement during walkthroughs and PLCs.
- Offer peer observation opportunities to promote the use of effective strategies across classrooms.

Maximize Use of TEKS-Based Planning Tools

- Provide refresher training on using the TEKS Resource System, Year-at-a-Glance documents, and benchmark data for lesson design.
- Embed TEKS unpacking and alignment checks into planning meetings and lesson review processes.
- Hold teachers accountable for using aligned resources through lesson plan submissions and classroom observations

Curriculum, Instruction and Assessment Summary

Falfurrias Junior High uses multiple tools and resources to support curriculum, instruction, and assessment, including the TEKS Resource System, Year-at-a-Glance documents, and benchmark data. The campus benefits from guidance provided by ESC Region 2 and support from a Dean of Instruction, who assists with lesson design and instructional coaching. While these systems are in place, walkthrough and teacher feedback data show inconsistencies in the use of collaborative planning structures, lesson rigor, and digital tools. PLC meetings are not held regularly, limiting opportunities for TEKS alignment and instructional continuity. Teachers report needing more support to effectively integrate technology into their instruction. Vertical alignment practices across grade levels are also inconsistent, which affects pacing and coverage of essential standards. Overall, the campus has the foundation for a strong instructional program but needs to strengthen collaboration, technology use, and instructional alignment to ensure consistency and student success.

Family and Community Involvement

Family and Community Involvement Data Sources

Parent Engagement
Support Personnel

Comprehensive Needs Assessment

Family and Community Involvement Strengths

Multiple Opportunities for Engagement:

- Falfurrias Junior High offers a variety of opportunities for families to participate in school life, including academic nights, athletic events, holiday programs, and award ceremonies.

Multi-Channel Communication:

- The campus uses a wide range of communication tools to reach families, including flyers, newsletters, parent letters, all-call systems, campus and district websites, newspaper ads, local radio announcements, phone calls, and home visits.

Communities In Schools (CIS) Support:

- The campus benefits from a strong partnership with CIS, which provides student and family support services, helps address basic needs, and promotes parental engagement.

Responsive Outreach Efforts:

- Staff members maintain frequent contact with families through personal phone calls and home visits to address academic or behavioral concerns and provide needed resources.

Culturally Inclusive Environment:

- The school fosters a welcoming atmosphere for its predominantly Hispanic population by offering bilingual communication and culturally relevant events.

Family and Community Involvement Weaknesses

Priority 1-

- **Problem Statement:** Parent participation in school events, academic meetings, and student-focused programs remains low despite multiple outreach efforts.
- **Root Cause:** Limited parent availability due to work schedules, transportation issues, or lack of understanding of how involvement supports student success.

Priority 2-

- **Problem Statement:** Community partnerships are underutilized as a resource to support student learning, engagement, and enrichment opportunities.
- **Root Cause:** There is no structured plan or designated staff member responsible for building and sustaining community engagement initiatives.

Comprehensive Needs Assessment

Family and Community Involvement Needs

Increase Parent Participation at Academic Events:

- While many opportunities are offered, actual attendance at parent-teacher conferences, academic nights, and educational workshops remains low. Additional efforts are needed to boost turnout and emphasize the importance of family involvement in student learning.

Improve Parent Education and Awareness:

- Parents would benefit from workshops and sessions that explain academic expectations, state assessments (e.g., STAAR, TELPAS), student data reports, and how they can support learning at home.

Strengthen Home-School Communication:

- Although multiple communication tools are used, some families still face barriers due to language, work schedules, or limited access to digital tools. More consistent, accessible, and personalized communication strategies are needed.

Leverage CIS to Serve as Parent Liaison:

- Communities In Schools (CIS) can play a more intentional role in bridging the gap between school and home by offering translation support, hosting parent outreach events, and helping families navigate school services.

Address External Barriers Affecting Family Involvement:

- Many parents face challenges such as lack of transportation, childcare, or flexible work hours, which limit their ability to attend school events. Creative solutions like virtual meetings, child-friendly events, and weekend sessions should be considered.

Family and Community Involvement Summary

Falfurrias Junior High provides many opportunities for parents and families to connect with the school. Communication is shared through various channels such as flyers, newsletters, all-calls, home visits, and community media outlets. The school also works with Communities In Schools (CIS) to support student needs and provide outreach services. Despite these efforts, parent participation in academic events and educational meetings remains low. Many families face barriers such as work schedules, lack of transportation, or limited understanding of how to support learning at home. There is a need to strengthen relationships between families and the school by offering more targeted parent education, improving communication, and using CIS more effectively as a parent liaison. Increasing meaningful family involvement will help support student achievement, attendance, and behavior.

School Context and Organization

Comprehensive Needs Assessment

School Context and Organization Data Sources

Climate Surveys
CNA Committee Data Collections

School Context and Organization Strengths

- Falfurrias Junior High demonstrates strong internal communication through multiple platforms including emails, texts, memos, faculty meetings, department head meetings, and collaborative planning.
- The campus provides a flexible academic support structure with daily built-in tutorial time, after-school tutorials, and intervention classes in Reading and Math.

School Context and Organization Weaknesses

Priority 1-

- **Problem Statement:** Many students are not consistently attending or utilizing after-school tutorials, limiting the effectiveness of intervention efforts.
- **Root Cause:** Lack of student motivation and parent follow-through, along with limited monitoring of tutorial attendance and outcomes.

Priority 2-

- **Problem Statement:** Department head meetings are not held consistently, reducing opportunities for vertical alignment and collaborative planning.
- **Root Cause:** No set calendar or accountability system to ensure regular department-level communication and follow-up.

School Context and Organization Needs

Increase Student Participation in Academic Support Programs

- Develop strategies to boost attendance in after-school tutorials, such as targeted invitations, incentives, parent communication, and regular monitoring of student

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

participation and progress.

Implement a Tutorial Monitoring System

- Track student attendance, progress, and effectiveness of tutorials to ensure interventions are addressing academic gaps. Use data to adjust instruction and target student needs more precisely.

Establish Consistent Department Head Meetings

- Create a structured calendar with scheduled meeting dates, agendas, and documentation protocols to ensure department heads meet regularly and discuss instructional alignment and student support strategies.

Enhance Collaboration Between Departments

- Use meeting time to review student data, coordinate cross-curricular strategies, and ensure that academic expectations are aligned across grade levels and content areas.

Strengthen Communication Between Staff and Leadership

- Provide ongoing opportunities for staff to give input and receive timely feedback on campus initiatives, policies, and instructional decisions to maintain a collaborative campus culture.

School Context and Organization Summary

Falfurrias Junior High will improve school context and organization by increasing student attendance in after-school tutorials through targeted outreach, student incentives, and addressing barriers like transportation. Department head meetings will become more consistent with structured agendas and shared follow-ups to ensure alignment and accountability. Communication with parents will be strengthened by implementing regular teacher-initiated contacts, weekly parent bulletins, and using communication logs and check-ins to ensure follow-through and responsiveness. These focused actions will enhance collaboration, support, and student success.

Technology

Technology Data Sources

Benchmark Data
Classroom Walkthroughs

Comprehensive Needs Assessment

Technology Data Sources (Continued)

Teacher Surveys

Technology Strengths

- All students have access to individual technology devices, ensuring equitable access to digital learning tools.

Technology Weaknesses

Priority 1-

- **Problem Statement:** Many student and teacher devices require updates, repairs, or replacement, limiting the consistent and effective use of technology in instruction.
- **Root Cause:** Lack of a structured maintenance and replacement cycle for campus technology devices.

Priority 2-

- **Problem Statement:** Teachers report a lack of confidence and training in using available digital tools to support instruction.
- **Root Cause:** Limited professional development focused on instructional technology integration and ongoing support for digital tools.

Technology Needs

Establish a Device Maintenance and Replacement Plan

- Implement a structured schedule for updating, repairing, and replacing student and teacher devices.
- Track inventory, condition, and age of all campus technology to ensure reliable access to digital tools.

Increase Technology-Focused Professional Development

- Provide regular training on integrating technology into instruction, including use of learning platforms, assessment tools, and subject-specific apps.
- Offer coaching and support to help teachers apply digital tools effectively in lesson delivery and student engagement.

Ongoing Technical Support and Troubleshooting

- Ensure timely technical assistance is available to minimize disruptions during instruction.

Comprehensive Needs Assessment

Technology Needs (Continued)

- Train campus staff to perform basic troubleshooting to reduce downtime.
- Expand Use of Instructional Software and Online Resources
- Align digital programs with TEKS and STAAR expectations to enhance core instruction and intervention.
- Provide support for interpreting data from instructional software to guide small-group instruction.

Monitor Technology Integration Across Classrooms

- Use walkthroughs and feedback tools to assess how technology is being used during instruction.
- Identify best practices and share successful strategies campus-wide.

Technology Summary

Falfurrias Junior High provides each student with access to an individual technology device, ensuring equitable opportunities for digital learning across the campus. Technology usage is supported by benchmark assessment data, classroom walkthroughs, teacher surveys, and program feedback. These data sources show that technology is widely available but not always used to its full instructional potential. Although devices are accessible, many are outdated or in need of repair, which limits consistent and effective use in classrooms. There is currently no structured maintenance or replacement plan in place to manage campus technology needs. Additionally, teacher feedback reveals a lack of confidence in integrating digital tools into daily instruction due to limited professional development and ongoing support. The campus recognizes the need for better systems to maintain technology, provide staff training, expand access to instructional software, and monitor technology integration during instruction. Addressing these areas will help ensure that technology is used effectively to support teaching and learning.

Comprehensive Needs Assessment Data Sources

Attendance Reports
PEIMS Records