Fabens Independent School District

Fabens Elementary School

2026-2027 Campus Improvement Plan

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Mission Statement

Fabens elementary working together to support student learning by creating a respectful, safe learning community where individuals are valued, respected, and supported to be the best version of themselves.

Vision



Fabens Elementary supporting student learning by

putting student need and campus need at the forefront. Creating a respectful, safe learning community where individuals are valued, respected, and supported to be the best version of themselves

Value Statement



"FES-Where Excellence Begins"

Learning Growing Succeeding Together

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Fabens Elementary conducted a comprehensive needs assessment based on several sources of available campus data, including Amplify, Renaissance, TEKS RS, Eduphoria, HMH, Stem-Scopes, Pearlized Math in K and 1st, and Sharon Wells in the 2nd Grade. Attendance data was also analyzed in an effort to measure and monitor progress made for the coming school year.

Data for the 2025-2026 school year indicated a need to address learning gaps. To close these learning gaps the campus is focused on redefining Tier 1 instruction. Interventions are in place to address the development of foundational skills throughout the school day in small group instruction as well as pull-out intervention, and revised daily schedules that block phonics, reading, and writing instruction together as complements and supports to one another. Class size and limited parental support continue to be an issue due to limited funding.

Small group instruction in reading and math is a staple of a plan established to close these identified gaps. Additional support for teachers implementing Stem-Scopes will be provided. Campus funds will be focused to directly address the need for resources that support the teaching and learning of students in these areas. With an identified and shared focus on literacy development in English, a shared investment in implementing, monitoring data, and adjusting ESL teaching strategies daily in all classrooms, Fabens Elementary will also focus on the progression of our TELPAS scores.

Fabens Elementary currently serves a population that is 94% economically disadvantaged and thus qualifies as a Title I school campus-wide. State Compensatory Education funds are used to support Title I schoolwide programs.

Demographics

Summary

Fabens Elementary is "Where Excellence Begins" at Fabens ISD. Fabens Elementary School (FES) is one of four campuses in the Fabens Independent School District. Fabens Elementary is located approximately 30 miles east of downtown El Paso and 2 miles north of the US/Mexico border. The Fabens community is predominantly Hispanic and economically disadvantaged. Fabens Elementary houses our Prek-2nd grade students. We have a total of about 66 employees to include teachers and support personnel. The campus currently serves 383 students.

The student population is 99% Hispanic, 1% White, 52% male, and 48% female with a low socioeconomic status of 94%. The staff population is 95.3% Hispanic and 4.7% White. There are currently 45.5% of students served in Bilingual Programs, 2% in the GT Program, and 13.5% in Special Education. There are currently 58% of students identified as English Language Learners, and 74% of students are considered At-Risk. The campus currently has a 6% representation of migrant students, 2.7% immigrant, and a population of 3.3% that qualify under McKinney Vento.

Strengths

PBIS Campus

UIL, Destination Imagination Competitors

College-Awareness

GT/STEM Curriculum

Great Customer Service

Involved and United Community

Resourceful Faculty

Resilient Students

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The campus student enrollment has declined.	The decline is influenced by an aging local population, as well as increased competition from neighboring school districts and charter schools that attract families away from the campus.
2	Campus student attendance is low.	Many parents are not fully aware of the importance of consistent daily attendance and how it directly impacts their child's academic success, leading to inconsistent attendance habits
3	The campus attendance rate is 93%.	Students rely on parents for transportation, and inconsistent routines, limited motivation, or a lack of understanding about the importance of daily attendance contribute to missed school days.

★ = Priority

Student Learning

Summary

FES faculty and staff are working together to provide students with the best education and bring experiences to our students to support a well-rounded educational experience. Teachers provide 30-minute intervention blocks during the day and tutoring when funding allows, two times a week for students who need additional interventions. Students also receive differentiated instruction throughout the day to meet their specific needs, with instructional aides available when needed. We use all available data to include Amplify, Renaissance, CLI, Summit K-12, Attendance, IEPs, TELPAS, HMH Module Assessment, Stem-Scopes Math, Sharon Wells, and Pearlized Math Assessments to support all students. PLCs are scheduled weekly to review data and plan for instruction.

Strengths

Students who attend regularly show yearly growth in their Amplify, CLI, and Renaissance assessments. Students who actively log in to Summit K-12 show growth on their TELPAS composite scores. Students are respectful and follow ROAR expectations. They are eager to learn and engage in meaningful classroom instruction. Students are respectful of all students, including our SPED students. They are accepting of the inclusive practices at FES.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student attendance continues to be a concern, impacting overall academic progress.	Consistent attendance is essential for learning; when students are not present, they miss critical instruction and opportunities to build foundational skills.
2 ★	The campus attendance rate is currently 93%, with a group of students identified as chronically absent.	Some families may not fully recognize the importance of daily attendance. At times, attendance decisions are influenced by convenience, such as allowing students to stay home for non-essential reasons.
3	2025-2026 data shows an increase in 2nd grade students classified as "On Watch" 25 students and 73 student "At/Above" Benchmark.	While progress has been made in moving students out of "Intervention" and "Urgent Intervention," many students have not yet achieved benchmark status and require continued targeted support to close remaining gaps.
4	Limited parent involvement continues to impact student success.	Some families may need additional support, communication, and resources to more fully engage in and prioritize their child's education and attendance.
5	Implementation of the new STEM-scopes Math curriculum has been challenging for teachers.	Teachers are transitioning from previously used resources (e.g., Sharon Wells and Pearlized math frameworks), and require time, training, and support to effectively implement the new curriculum with fidelity.

★ = Priority

School Processes & Programs

Summary

To support the learning of all students with research-based strategies, Fabens Elementary is implementing the Fundamental Five Framework for instruction, Science of Teaching Reading, ELPS strategies, and Lead4ward Resources provided through Region 19 and TEA. This school year, the campus leadership and teachers will be participating in the TIL -TEA process to improve instructional strategies campus-wide.

The campus also follows a Dual Language model that supports the development of bilingual students in both English and Spanish. Programs like Summit K-12 and Imagine Español have been purchased to support our EB population.

Fabens Elementary also currently partners with UTEP to implement a mentoring program that seeks to grow veteran teachers as mentors and supports new teachers throughout their first 2-3 years on the campus. Professional Learning Communities are scheduled weekly. Appropriate and aligned professional development opportunities are planned throughout the year by district and campus administrators to support the campus goals.

Strengths

Fabens Elementary is a resource-rich campus. Profressional development has been provided to staff regarding the fundamental five framework. Fabens Elementary has been part of RSSP to support early childhood literacy. The campus dual language calendar is implemented and monitored regularly. PLCs are scheduled weekly. The faculty and staff embrace and support our UTEP interns to build capacity and continue to provide Fabens Elementary students with highly trained and certified teachers.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Students are lacking foundational skills needed in regards to phonics and phonemic awareness	Many students are attending school for the first time and are still developing an understanding of behavioral and academic expectations, which impacts their ability to build early literacy skills.
2	Lack of access to reliable internet for all students limits equitable learning opportunities.	Not all students have consistent access to internet services at home, which restricts their ability to utilize digital curriculum platforms and limits parent engagement with online learning resources.

★ = Priority

Perceptions

Summary

The community feels welcomed at FES. There is a positive change in the school's culture. Procedures, expectations, and systems continue to be created and reinforced to promote an inviting school climate, where respect is expected from all members of the learning community.

All students who attend our school will be served in a manner that promotes their highest levels of achievement, in a setting that is conducive to learning, in a culture that puts children first academically, emotionally, and that prepares them to compete in a global economy.

As part of Fabens Elementary's movement toward continual progress, the school commits to a focus on literacy development to ensure that students are equipped with foundational skills that will affect future success. In addition, the campus will work to support the development of academic English in all students through a focus on critical writing, authentic literature, and to prepare them for the workforce and higher education.

Mission Statement:

Fabens Elementary is where excellence begins. A school where individuals are valued, respected and supported to be the best version of themselves.

Strengths

Fabens Elementary School prides itself in great customer service. Fabens Elementary School is where excellence begins.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Additional parent training and family engagement opportunities are needed to support parents in assisting their children with learning at home.	To close learning gaps and improve student achievement, partnerships with families must be strengthened by providing parents with resources, strategies, and guidance to support academic growth outside of school.
2	There is leadership for coordinating parent engagement activities and initiatives.	The absence of key support positions, such as a Communities In Schools (CIS) representative, parent liaison, or counselor, has made it challenging to consistently plan, coordinate, and implement meaningful parent engagement opportunities.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student attendance continues to be a concern, impacting overall academic progress.	Consistent attendance is essential for learning; when students are not present, they miss critical instruction and opportunities to build foundational skills.
2 ★	Students are lacking foundational skills needed in regards to phonics and phonemic awareness	Many students are attending school for the first time and are still developing an understanding of behavioral and academic expectations, which impacts their ability to build early literacy skills.
3 ★	The campus attendance rate is currently 93%, with a group of students identified as chronically absent.	Some families may not fully recognize the importance of daily attendance. At times, attendance decisions are influenced by convenience, such as allowing students to stay home for non-essential reasons.
4 ★	Additional parent training and family engagement opportunities are needed to support parents in assisting their children with learning at home.	To close learning gaps and improve student achievement, partnerships with families must be strengthened by providing parents with resources, strategies, and guidance to support academic growth outside of school.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**

- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Goals

Goal 1 Fabens Elementary will provide a safe and orderly school climate, conducive to learning.

Performance Objective 1

By May 2027, reduce the chronic absenteeism rate from 12% to 10%, decreasing the number of affected students from 53 to 37, as measured by attendance reports and campus attendance data.

Evaluation Data Source: Attendance Reports, campus attendance data, discipline reports, failure reports, PBIS meeting minutes

Strategy 1

For the 2026-2027 school year, FES will monitor attendance weekly and provide incentives to promote healthy attendance each 9 weeks.

Strategy's Expected Result/Impact: Improved student behavior, attendance, and academics.

Staff Responsible for Monitoring: Administration, Counselor

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

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Performance Objective 2

By May 2027, increase the average number of PBIS points earned per student per month from 10 to 20, with 90% of students meeting their weekly PBIS goal, as measured by PBIS Rewards data (ClassDojo)

Evaluation Data Source: PBIS Rewards Data, student goals, PBIS Rewards meeting minutes

Strategy 1

Provide ongoing teacher training through PBIS-focused professional development to strengthen behavior management and classroom culture, supporting an increase in PBIS points and weekly goal attainment.

Strategy's Expected Result/Impact: Improved classroom culture and social emotional environments for students.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Students will work toward individualized weekly PBIS goals, with the aim of 90% meeting their targets by May 2027, as measured through PBIS Rewards(ClassDojo)

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Performance Objective 3

By May 2027, increase the number of Social Emotional Learning (SEL) lessons delivered to all students from 1 per month to 2 per month, as documented in counseling lesson plans.

Evaluation Data Source: Scuta app,Counseling lesson plan

Strategy 1

Implement a campus-wide schedule and system for delivering SEL lessons, ensuring all classrooms receive a minimum of one lessons per month, supported by counselor collaboration and documented in counseling lesson plans.

Strategy's Expected Result/Impact: Improved student behavior reflected in less referrals and discipline reports.

Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal, Scuta app.

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 4

By May 2027, increase campus health-centered events from 2 to 5 per year, including activities such as Red Ribbon Week, wellness days, and field day, as documented in event calendars and participation records.

Evaluation Data Source: Fitness gram, nurse screening, p.e. schedule

Strategy 1

Counselors and teachers will participate in Drug Free week, drug free prevention education, red ribbon activities, and guest speakers.

Strategy's Expected Result/Impact: Scuta app

Staff Responsible for Monitoring: Principal, AP

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Strategy 2

Nurse will provide hearing and vision for students, maintain correct record of immunizations, communicate school allergies to cafeteria, provide early screening for diabetes, promote in campus healthy living, refer students in need of responsive services.

Staff Responsible for Monitoring: Principal, AP

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Strategy 3

Fabens Elementary will offer Physical education classes with a minimum of 180 minutes weekly. FES will implement Wellness Tuesday to encourage family participation.

Strategy's Expected Result/Impact: Calendar, PE Schedule

Staff Responsible for Monitoring: Principal/AP

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Strategy 4

FES will conduct yearly fitness gram and hold yearly field day event.

Strategy's Expected Result/Impact: Fitness Gram, Sibme

Staff Responsible for Monitoring: Principal/ AP

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Performance Objective 5

By May 2027, conduct at least 10 campus-wide safety drills for all students and staff, as documented in safety drill logs and debrief meeting notes.

Evaluation Data Source: Raptor Drill Log and debrief meeting notes, and agendas

Strategy 1

FES safety team will use Raptor and Front row for safety drills and will debrief monthly to review campus safety.

Strategy's Expected Result/Impact: Raptor

Staff Responsible for Monitoring: AP

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Strategy 2

Safety team will review crisis management plan and update as needed. Emergence will work in conjunction with the campus.

Strategy's Expected Result/Impact: Raptor/Agenda

Staff Responsible for Monitoring: AP

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Goal 2 Fabens Elementary will increase student academic achievement while cultivating a growth mindset for all stakeholders.

Performance Objective 1

By the end of the 2026-2027 school year First Grade students at or above benchmark language 1 assessments in reading will increase from 33(40%) to (50%).

Evaluation Data Source: HMH, Renaissance Data, MTSS intervention groups

Strategy 1 ☑ Targeted Support Strategy

All grade levels will align their instruction to the state standards (TEKS).

Strategy's Expected Result/Impact: Aligned structures that meet state student expectations for each particular grade level.

Staff Responsible for Monitoring: Teachers, Intervention teachers, Instructional Facilitator, Dyslexia Specialist, Assistant Principal, Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Renaissance and Amplify data will be reviewed every four weeks to determine interventions that support student growth. Teachers will use data to create their Tier II and Tier III intervention groups. Interventionists and teachers will provide needed intervention through instructional programs (digital and non-digital).

Strategy's Expected Result/Impact: Closing the gaps.

Staff Responsible for Monitoring: Teachers, intervention teachers, Instructional Specialist Facilitator, Assistant Principal, Principal, Counselor.

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Strategy 3

Book of the month is an initiative campus-wide that provides teachers and students with one quality picture book per month for teachers to build a library of mentor texts that will serve as quality teaching tools for a variety of writing techniques and essential knowledge and skills found in the Texas curriculum. These titles will serve as models for students to study to develop and improve their skills as readers and writers in preparation for higher education.

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Strategy 4

Daily Interventions will occur through systematic small-group instruction. Small group instruction will be based on data from HMH after each testing interval. Student progress monitoring will occur every three weeks for tier II and tier III intervention students. Students will also be monitored through guided reading instruction and assessed (BOY, MOY, EOY, and Amplify).

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Performance Objective 2

By the end of the 2026-2027 school year Second Grade students at or above benchmark language 1 assessments in reading will increase from 51(51%) to (61%).

Evaluation Data Source: HMH, Renaissance Data, MTSS intervention groups

Strategy 1 ☑ Targeted Support Strategy

All grade levels will align their instruction to the state standards (TEKS).

Strategy's Expected Result/Impact: Aligned structures that meet state student expectations for each particular grade level.

Staff Responsible for Monitoring: Teachers, Intervention teachers, Instructional Facilitator, Dyslexia Specialist, Assistant Principal, Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Renaissance data will be reviewed every four weeks to determine interventions that support student growth. Teachers will use data to create their Tier II and Tier III intervention groups. Interventionists and teachers will provide needed intervention through instructional programs (digital and non-digital).

Strategy's Expected Result/Impact: Closing the gaps.

Staff Responsible for Monitoring: Teachers, intervention teachers, Instructional Specialist Facilitator, Assistant Principal, Principal, Counselor.

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Strategy 3 ☑ Targeted Support Strategy

Daily Interventions will occur through systematic small-group instruction. Small group instruction will be based on data from HMH after each testing interval. Student progress monitoring will occur every three weeks for tier II and tier III intervention students. Students will also be monitored through guided reading instruction and assessed (BOY, MOY, EOY, and Amplify).

Strategy's Expected Result/Impact: Closing of the gaps from interrupted instruction due to pandemic and progress towards Pre COVID performance levels.

Staff Responsible for Monitoring: Teachers, intervention teachers, Instructional Specialist Facilitator, Assistant Principal, Principal, Counselor.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Book of the month is an initiative campus-wide that provides teachers and students with one quality picture book per month for teachers to build a library of mentor texts that will serve as quality teaching tools for a variety of writing techniques and essential knowledge and skills found in the Texas curriculum. These titles will serve as models for students to study to develop and improve their skills as readers and writers in preparation for higher education.

Strategy's Expected Result/Impact: Closing the gaps.

Staff Responsible for Monitoring: Teachers, intervention teachers, Instructional Specialist Facilitator, Assistant Principal, Principal, Counselor.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 3

By the end of the 2026-2027 school year Kinder students at or above benchmark language 1 assessments in reading will increase from 52 (52%) to (62%).

Evaluation Data Source: HMH, Renaissance Data, MTSS intervention groups, Attendance data

Strategy 1 ☑ Targeted Support Strategy

All grade levels will align their instruction to the state standards (TEKS).

Strategy's Expected Result/Impact: Aligned structures that meet state student expectations for each particular grade level.

Staff Responsible for Monitoring: Teachers, Intervention teachers, Instructional Facilitator, Dyslexia Specialist, Assistant Principal, Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Renaissance data will be reviewed every four weeks to determine interventions that support student growth. Teachers will use data to create their Tier II and Tier III intervention groups. Interventionists and teachers will provide needed intervention through instructional programs (digital and non-digital).

Strategy's Expected Result/Impact: Closing the gaps.

Staff Responsible for Monitoring: Teachers, intervention teachers, Instructional Specialist Facilitator, Assistant Principal, Principal, Counselor.

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Strategy 3 ☑ Targeted Support Strategy

Daily Interventions will occur through systematic small-group instruction. Small group instruction will be based on data from HMH after each testing interval. Student progress monitoring will occur every three weeks for tier II and tier III intervention students. Students will also be monitored through guided reading instruction and assessed (BOY, MOY, EOY, and Amplify).

Strategy's Expected Result/Impact: Closing of the gaps from interrupted instruction due to pandemic and progress towards Pre COVID performance levels.

Staff Responsible for Monitoring: Teachers, intervention teachers, Instructional Specialist Facilitator, Assistant Principal, Principal, Counselor.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

By May 2027, increase the percentage of Emergent Bilingual students scoring Advanced High on TELPAS Composite from the current baseline by 3 to 5 percentage points, as measured by TELPAS results.

Evaluation Data Source: TELPAS Data, Summit K-12, Imagine Espanol Usage and Data Results

Strategy 1 ☑ Additional Targeted Support Strategy

Implementation of ESL strategies acquired through training on Imagine Espanol and Summit K12.

Strategy's Expected Result/Impact: A more holistic and scaffolded approach to teaching and learning for students that incorporate research based strategies for them to be able to grasp and engage with the content.

Staff Responsible for Monitoring: Teachers, Instructional Facilitator, Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Drop Everything and Write will be implemented monthly campus wide. This initiative will provide monthly baseline writing samples structured around different skills that will demonstrate student English proficiency. Teachers will use this data to determine what next steps need to occur in instruction to continue to develop L2. Teachers will formally review student samples to rate their students utilizing the TELPAS rubric at the end of the semester to inform their instructional plans as they proceed into the second semester.

Strategy's Expected Result/Impact: Increase of TELPAS Scores and OUTPUT portions of instruction and for the focus on English Learners

Staff Responsible for Monitoring: Teachers
Instructional Facilitator
Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5

(Math): By the end of the 2026-2027 school year First Grade students at or above benchmark language 1 assessments in math will increase from 36 (43%) to (53%).

Evaluation Data Source: StemScopes, Renaissance Data, Pearlized Math Assessments, MTSS intervention data

Strategy 1 ☑ Targeted Support Strategy

All grade levels will align their instruction to the state standards (TEKS).

Strategy's Expected Result/Impact: Aligned structures that meet state student expectations for each particular grade level.

Staff Responsible for Monitoring: Teachers, Intervention teachers, Instructional Facilitator, Dyslexia Specialist, Assistant Principal, Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Daily Interventions will occur through systematic small group instruction settings based on StemScopes, Pearl and Sharon Wells performance assessments and progress monitoring of student daily activities through formative assessments. Student progress in their math abilities will be periodically monitored through small group instruction and assessed through weekly concept testing, campus mock assessments, and district testing intervals.

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Strategy 3

Teachers (Kinder-1st Grade) will be trained with a hands-on approach using manipulatives and problem-solving strategies. Teachers will be using StemScopes and Pearl Math program for Kinder & 1st grade.

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Performance Objective 6

(Math): By the end of the 2026-2027 school year Second Grade students at or above benchmark language 1 assessments in math will increase from 48 (48%) to (58%).

Evaluation Data Source: StemScopes,Renaissance Data, Sharon Wells Math Assessments, MTSS intervention data

Strategy 1 ☑ Targeted Support Strategy

All grade levels will align their instruction to the state standards (TEKS).

Strategy's Expected Result/Impact: Aligned structures that meet state student expectations for each particular grade level.

Staff Responsible for Monitoring: Teachers, Intervention teachers, Instructional Facilitator, Dyslexia Specialist, Assistant Principal, Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Teachers (2nd Grade) will be trained with a hands-on approach using manipulatives and problem-solving strategies. Teachers will be using StemScopes and Sharon Wells Math program for 2nd grade.

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Performance Objective 7

(Math): By the end of the 2026-2027 school year Kinder students at or above benchmark language 1 assessments in Math will increase from 52 (52%) to (62%)

Evaluation Data Source: StemScopes, Renaissance Data, Pearlized, Sharon Wells Math Assessments, MTSS intervention data

Strategy 1 ☑ Targeted Support Strategy

All grade levels will align their instruction to the state standards (TEKS).

Strategy's Expected Result/Impact: Aligned structures that meet state student expectations for each particular grade level.

Staff Responsible for Monitoring: Teachers, Intervention teachers, Instructional Facilitator, Dyslexia Specialist, Assistant Principal, Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2

Daily Interventions will occur through systematic small group instruction settings based on StemScopes, Pearl and Sharon Wells performance assessments and progress monitoring of students' daily activities through formative assessments. Student progress in their math abilities will be periodically monitored through small group instruction and assessed through weekly concept testing, campus mock assessments, and district testing intervals

Formative Reviews

November	February	May

Goal 3

Fabens Elementary will recruit, develop and retain highly qualified faculty, staff and support personnel to improve student academic excellence and ensure the postsecondary readiness of all students.

Performance Objective 1

By May 2027, increase the number of professional development opportunities offered to staff from 5 to 10, as documented in PD calendars and attendance logs.

Evaluation Data Source: Staffing numbers, job postings, membership reports

Strategy 1

Mentor Program with UTEP are in place to support new teachers.

Formative Reviews

November	February	May

Strategy 2

Recruit and Retain Highly Quality staff through ongoing professional development.

Formative Reviews

November	February	May

Strategy 3

Provided targeted professional development in HMH, Renaissance, Summit K-12, HMH Science, Classroom Management, Co-Teaching, Dual Language instructions, GT and STEM-Scopes Math.

Formative Reviews

November	February	May

Performance Objective 2

By May 2027, increase the number of staff recognition and campus culture events from 3 to 5 annually, as documented in event calendars and staff feedback surveys.

Evaluation Data Source: Staff climate surveys, agendas, staff attendance

Strategy 1

Increase implementation of the systems for recognizing teacher achievements, celebrating meeting of staff attendance goals, and activities to promote positive campus culture among staff.

Formative Reviews

November	February	May

Goal 4

Fabens Elementary will build strong partnerships with parents, community and business members to promote a shared responsibility for student learning.

Performance Objective 1

By May 2027, distribute a monthly campus event calendar and newsletter to 100% of stakeholders, as documented by distribution records and stakeholder surveys.

Evaluation Data Source: Parental Involvement, MRA

Strategy 1

Provide parents monthly campus calendar on upcoming events through Smore Newsletter

Strategy's Expected Result/Impact: Increase parent involvement, student participation and family involvement in school events.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May

Strategy 2

Teachers, faculty, and staff will use ClassDojo as a way to promote positive partnerships with parents and the community.

Strategy's Expected Result/Impact: Increase parent participation and involvement.

Formative Reviews

November	February	May

Performance Objective 2

By May 2027, increase the number of parent volunteers participating in school initiatives from 0% to at least 10%, as documented in volunteer logs.

Strategy 1

Counselors will recruit volunteers by hosting parent meetings to support the on-boarding of volunteers.

Strategy's Expected Result/Impact: Increase parent involvement

Formative Reviews

November	February	May

Goal 5 Fabens Elementary will operate in a fiscally sound manner through financial transparency.

Performance Objective 1

By May 2027, hold quarterly budget review meetings and maintain a balanced annual operating budget of $0 deficit, as documented in budget reports and meeting minutes.

Evaluation Data Source: Monthly budget

Strategy 1 ☑ Targeted Support Strategy

Monthly budget meeting to check in, discuss and allocate funds based on campus expenditures and needs.

Strategy's Expected Result/Impact: have a positive healthy budget

Staff Responsible for Monitoring: Principal, budget clerk

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Strategy 2

Meet with grade levels and ensure that they have all necessary resources for students and teachers to provide quality instruction.

Strategy's Expected Result/Impact: have necessary resources at the disposal of students and teachers

Staff Responsible for Monitoring: Principal, Assistant Principal, Budget Clerk, teachers

Formative Reviews

November	February	May

Performance Objective 2 ☑ High Priority

By May 2027, evaluate 100% of instructional and non-instructional programs for effectiveness using student growth data, attendance, and usage reports, and discontinue or adjust programs that do not show positive impact.

Evaluation Data Source: Attendance
Student Progress

Strategy 1 ☑ Targeted Support Strategy

Meet with grade levels and evaluate the usage data and student's growth to determine effectiveness of instructional and non-instructional programs.

Strategy's Expected Result/Impact: Keep programs that are effective

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Coach, teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	February	May

Goal Tables

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	All grade levels will align their instruction to the state standards (TEKS).
2	2	1	All grade levels will align their instruction to the state standards (TEKS).
2	2	3	Daily Interventions will occur through systematic small-group instruction. Small group instruction will be based on data from HMH after each testing interval. Student progress monitoring will occur every three weeks for tier II and tier III intervention students. Students will also be monitored through guided reading instruction and assessed (BOY, MOY, EOY, and Amplify).
2	2	4	Book of the month is an initiative campus-wide that provides teachers and students with one quality picture book per month for teachers to build a library of mentor texts that will serve as quality teaching tools for a variety of writing techniques and essential knowledge and skills found in the Texas curriculum. These titles will serve as models for students to study to develop and improve their skills as readers and writers in preparation for higher education.
2	3	1	All grade levels will align their instruction to the state standards (TEKS).
2	3	3	Daily Interventions will occur through systematic small-group instruction. Small group instruction will be based on data from HMH after each testing interval. Student progress monitoring will occur every three weeks for tier II and tier III intervention students. Students will also be monitored through guided reading instruction and assessed (BOY, MOY, EOY, and Amplify).
2	5	1	All grade levels will align their instruction to the state standards (TEKS).
2	6	1	All grade levels will align their instruction to the state standards (TEKS).
2	7	1	All grade levels will align their instruction to the state standards (TEKS).
5	1	1	Monthly budget meeting to check in, discuss and allocate funds based on campus expenditures and needs.
5	2	1	Meet with grade levels and evaluate the usage data and student's growth to determine effectiveness of instructional and non-instructional programs.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	2	4	Book of the month is an initiative campus-wide that provides teachers and students with one quality picture book per month for teachers to build a library of mentor texts that will serve as quality teaching tools for a variety of writing techniques and essential knowledge and skills found in the Texas curriculum. These titles will serve as models for students to study to develop and improve their skills as readers and writers in preparation for higher education.
2	4	1	Implementation of ESL strategies acquired through training on Imagine Espanol and Summit K12.

State Compensatory Education

State Compensatory

Budget for Fabens Elementary School

Total SCE Funds: $45,860.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Committees

Committees

Campus Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
September 10, 2026 @ 4:30 PM	PLC Room	--	--
August 6, 2026 @ 4:30 PM	PLC Room	0582_001 (2).pdf	--

Members

First Name	Last Name	Position	Committee Role
Ms.	Montano	Parent	Parent
Ms.	Guzman	Parent	Parent
Liliana	Eisenberg	Teacher-PreK	Classroom Teacher
Maria	Becerra	Teacher-Kinder	Classroom Teacher
Clarissa	Alvillar	Sped Teacher	Sped Representative
Leonel	Frias	Teacher	PE Teacher
Christina	Dominguez	Facilitator	Non -Classroom Professional
Shawn	Ray	Parent	Parent
Sylvia	Amaya	Teacher-2nd	Classroom Teacher
Veronica	Vidana	Teacher-1st	Classroom Teacher
Veronica	Brashear	Principal	Administrator