

FABENS ISD

District Improvement Plan

2018/2019

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Fabens Elementary

Richard Lopez, Principal
Alejandro Navarro, Assistant Principal

O'Donnell Intermediate

Corina Ruiz, Principal

Fabens Middle School

Dr. Joe Keith, Principal
Patricia Ramos, Assistant Principal

Fabens High School

Ruben Carrillo, Principal
Stacey Nunez, Assistant Principal

Cotton Valley Early College High School

Dr. Samuel Hogue, Principal

FABENS ISD Site Base

Name	Position
Baca, Armando	Business/Community Member
Bullard, Marlene	Teacher/Facilitator
Burnside, Emily	Teacher
Cavazos, Irene	Community Member
Cavazos, Monica	Parent
Cedillo, Salvador	Teacher
Del Rio, Jose	Teacher
Dominguez, Mario	Director
Flores, Veronica	Teacher
Gonzalez, Michele	Asst. Sup. C&I
Hernandez, Imelda	Teacher
Hevert, Joshua	Teacher
Hooper, Linda	DIT Secretary
Jones, Susana	Counselor
Lujan, Jenny	Teacher
Marin, Rodrigo	Teacher
Martinez, Marco	Parent
Montanez, Naomi	Teacher
Moore, Angie	Counselor
Munoz, Yvonne	Teacher
Natividad, David	Teacher
Ochoa, Carla	Parent
Ochoa, Guadalupe	Teacher
Pearson, Roderick	Teacher
Saucedo, David	Counselor
Velez, Minerva	Teacher
Young, Tamika	Dean of Instruction

FABENS ISD

Mission

All students in Fabens Independent School District will be successful, lifelong, global learners.

Nondiscrimination Notice

FABENS ISD 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.

Comprehensive Needs Assessment (SW1)

Comprehensive Needs Assessment

Introduction

Fabens ISD is a rural district serving the Fabens Community. Enrollment has declined in recent years prompting the transition to an open enrollment district with innovative programs to attract students. Fabens ISD is a District of Innovation (See Attachment 1) which currently offers Early College, STEM, and Career and Technology Education (CTE) Pathways for High School Students. Fabens ISD is a STEM District with an aligned approach to STEM curriculum at all campuses. Fabens ISD maintains strong partnerships with El Paso Community College, The University of Texas El Paso, El Paso Electric, The Workforce Commission, and Prudential to increase opportunities for students. Fabens ISD competes in UIL Athletics, Academics, and Fine Arts with great success. Fabens ISD offers comprehensive services to students who are Migrant, Homeless, and to those with Disabilities.

Demographics (2017-18 TAPR)

Total Students 2,286

Students by Grade:

Early Childhood Education 3

Pre-Kindergarten 81

Kindergarten 130

Grade 1 - 145

Grade 2 - 165

Grade 3 - 145

Grade 4 - 182

Grade 5 - 175

Grade 6 - 157

Grade 7 - 170

Grade 8 - 172

Grade 9 - 217

Grade 10 - 201

Grade 11 - 187

Grade 12 - 156

Ethnic Distribution:

Hispanic 2,272 - 99.4%

White 13 - 0.6%

Economically Disadvantaged 2,199 - 96.2%

English Learners (EL) 999 - 43.7%

At-Risk 1,621 - 70.9%

Class Size Averages by Grade and Subject

Elementary:

Kindergarten - 21.7

Grade 1 - 17.8

Grade 2 - 21.7

Grade 3 - 16.6
Grade 4 - 21.0
Grade 5 - 20.2
Grade 6 - 16.0
Secondary:
English/Language Arts - 11.3
Foreign Languages - 16.5
Mathematics - 12.0
Science - 14.3
Social Studies - 13.3
Student Enrollment by Program:
Bilingual/ESL Education 800 - 35.0%
Career & Technical Education 553 - 24.2%
Gifted & Talented Education 151 - 6.6%
Special Education 256 - 11.2%

2017-2018 Academic Performance

Approaches

Subject State Fabens
ALL SUBJECTS 77 75
READING 74 68
MATHEMATICS 81 86
WRITING 66 59
SCIENCE 80 81
SOCIAL STUDIES 78 73

Meets

Subject State Fabens
All Subjects 48 44
READING 46 37
MATHEMATICS 50 54
WRITING 41 33
SCIENCE 51 49
SOCIAL STUDIES 53 43

Masters

Subject State Fabens
ALL SUBJECTS 22 17
READING 19 13
MATHEMATICS 24 22
WRITING 13 11
SCIENCE 23 18

STAAR Progress Measure

Percentage of Students who Met Expected or Accelerated Growth

STATE REGION19 DISTRICT

Grade 4 Reading 63 63 54

Grade 4 Mathematics 65 66 55

Grade 5 Reading 80 79 88

Grade 5 Mathematics 81 82 83

Grade 6 Reading 47 45 47

Grade 6 Mathematics 56 51 65

Grade 7 ELA/Reading 76 77 74

Grade 7 Mathematics 67 68 73

Grade 8 Reading 79 79 78

Grade 8 Mathematics 81 85 70

EOC English II 67 70 64

EOC Algebra I 72 79 77

All Grades Both Subjects 69 70 69

All Grades ELA/Reading 69 69 68

All Grades Mathematics 70 71 70

Performance Based Monitoring and Accountability System (PBMAS)

Fabens ISD is stage one for all areas of PBMAS. FISD is not required to submit an action plan to TEA, however a plan was created for the areas of need identified in the report and is kept locally. A team representing all campuses reviewed the report and identified the following areas of priority addressed in the plan:

1. 60% of 6th-8th grade ESL students did not meet standard in STAAR Reading, 76.6% of 6th-8th grade ESL students did not meet standard in STAAR Writing, 71% of ESL students did not meet standard in STAAR EOC English Language Arts, 71.1% of CTE students did not meet standard in STAAR EOC English Language Arts, 80% of Special Education CTE students did not meet standard in STAAR EOC English Language Arts, 41.1% of 6th-8th grade students did not meet the ESSA standard in STAAR Writing, 40.6% of 6th-8th grade Migrant students did not meet the ESSA standard in STAAR Writing, 75.8% of 6th-8th grade Special Education students did not meet

standard in STAAR Reading, 72.5% of 6th-8th grade Special Education students did not meet standard in STAAR Writing, and 77.6% of Special Education students did not meet standard in STAAR EOC English Language Arts in 2018. The district and campuses are not prioritizing staff development to adequately address language acquisition and literacy. Implement vertically aligned training that addresses language acquisition, literacy, and student engagement strategies for all teachers to include Fundamental Five, ELPS, Writing for EL's in ELA, Texas Adolescent Literacy Academies (TALA) and monitor for effective implementation. A minimum of 55% of 6th-8th grade ESL students will meet standard in STAAR Reading and a minimum of 50% of 6th-8th grade ESL students will meet standard in STAAR Writing, 45% of ESL students will meet standard in STAAR EOC English Language Arts, 45% of CTE students will meet standard in STAAR EOC English Language Arts, 40% of Special Education CTE students will meet standard in STAAR EOC English Language Arts, 65% of 6th-8th grade students will meet ESSA standard in STAAR Writing, 65% of 6th-8th grade Migrant students will meet ESSA standard in STAAR Writing, 45% of 6th-8th grade Special Education students will meet standard in STAAR Reading, 50% of 6th-8th grade Special Education students will meet standard in STAAR Writing, and 42% of Special Education students will meet standard in STAAR EOC English Language Arts in 2019.

2. LEP students not serve in a Bilingual or ESL program are scoring lower than LEP students served in either program in most subjects, with passing rates of 56.4 in Reading, 50 in Science, 32.6 in Social Studies, and 40.9 in Writing STAAR tests grades 3-8. Second language acquisition needs have not been sufficiently met due to lack of bilingual/ESL services resulting from parental denials and lack of sufficient ELPs implementation in general education classroom. We will develop parent meetings/trainings to explain the benefits of our BE/ESL programs and use formal test results to amplify the benefits students can achieve through the use of our Dual Language Program, Newcomers Programs, and Technical and Practical Writing classes. Additionally, ELPs strategies will be implemented and monitored to ensure effective implementation with additional training and resources provided to teachers in need. We will increase the passing rates to a minimum of 64% in Reading, 57% in Science, 50% in Social Studies, and 56% in Writing for STAAR 2019 for the LEP not served population and will reduce parental denials by 20% upon initial enrollment for the 2019-2020 school year.

3. 64.2% of LEP students served in ESL programs, 67.4% of LEP students not served in ESL, and 75.8% of students served in SPED did not meet the passing standard on the 8th grade Social Studies STAAR test in 2018. There is a lack of time and sufficient strategies for all students to master the social studies TEKS in 8th grade. Eighth Grade Social Studies teachers will collaborate with ELA teachers and 6th and 7th grade Social Studies teachers to align strategies and implement cross curricular and cross grade level themes and topics to support 8th grade Social Studies STAAR mastery in order to increase to a minimum of 50% LEP, and 45% SPED passing the 8th grade Social Studies STAAR in 2019.

4. The district has an average dropout rate of 4.95% across special populations and an average four-year graduation rate of 68.3 % for SPED, Migrant, and LEP according to the 2018 PBMAS. There is a lack of consistent monitoring of differentiation of curriculum and instruction and interventions to decrease the failure rate and meet the needs of at-risk students in special populations and a need to effectively follow up on students who have chronic absences or who have failed to return to school. Engage in PLCs to discuss curriculum needs and disaggregated student data. Engage in positive, proactive meetings with parents, students, and stakeholders in SAT teams to develop dropout prevention plans for students at-risk. Monitor attendance and failure rates and intervene early. Conduct home visits in teams to recover students who have dropped out or failed to return to class. Ensure all no shows are accounted for and properly coded in order to reduce the dropout rate for each sub group to 1.8% and increase the graduation rate for each sub group to 74% for all special populations: SPED, Migrant, LEP.

Fabens ISD Equity Plan

The Equity Planning Team identified additional district needs and developed strategies to reduce out-of-class disciplinary placements which correlated to decreased performance on STAAR assessments. Teams will be trained at each campus to use effective school-wide behavior interventions and supports and those teams will monitor discipline trends, campus procedures, and individualized interventions by reviewing discipline data quarterly.

The need to recruit and retain highly qualified teachers was addressed through efforts to strengthen teacher mentoring programs with emphasis on effective classroom management. Fabens ISD will participate in the mentoring programs offered at Region 19 and provide opportunities for reciprocal classroom observations throughout the year as additional support.

Fabens ISD Priority Goals

1. The District shall develop and implement a well-balanced, sequential, integrated and coordinated prekindergarten through grade 12 instructional program.
2. The District shall assure the community that schools are safe environments, conducive to successful learning.
3. The District shall promote self-worth and high expectations for all students and staff.
4. The District shall involve families, community, and service agencies in addressing needs unique to this rural, bi-cultural community.

FABENS ISD

Goal 1. All student groups taking the STAAR reading, English language arts (ELA), math, writing, social studies, and science tests will meet or exceed the state and federal test standards, or increase scores by 5% each year until the long term goal is met.

Objective 1. All students in all student groups will meet or exceed the state/federal standards for Reading and Writing on the state assessment or increase by 5% yearly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Disaggregate STAAR data in Reading for All Students and focus on objectives below 80% mastery: (TIA 13.8, 13.9)</p> <p>(Title I SW: 1,3,9) (Target Group: All)</p>	Principal	end of August 2019	(S)Local Funds	<p>Summative - Improved performance in reading</p> <p>STAAR Reading</p> <p>STAAR A</p> <p>STAAR ALT 2</p> <p>TELPAS</p> <p>Performance indicators</p>
<p>2. Ensure the instructional program includes reading objectives in grades not tested by state assessment. (Title I SW: 3,9) (Target Group: All)</p>	Principal	Every 3 weeks	(S)Local Funds	<p>Summative - Improved performance in reading</p> <p>Progress Monitoring for TPRI/Tejas Lee</p>
<p>3. Disaggregate STAAR data in Writing for All Students and focus on objectives below 80% mastery (TIA 13.8, 13.9)</p> <p>Prepare students for state assessment in Writing in Grades 4 and 7.</p> <p>Prepare students for End of Course (EOC) state assessment for grades 9, 10, 11 and 12.</p> <p>Elementary and Secondary campuses implementing aligned curriculum: Fabens Elementary - Empowering Writers O'Donnell Intermediate - Empowering Writers Fabens Middle School - Empowering Writers, Region XIX (Title I SW: 1,3,9) (Target Group: All)</p>	Principal	End of August 2019	(S)Local Funds	<p>Summative - STAAR Writing STAAR A/ ALT2</p> <p>EOC English I, English II</p>

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- Objective 1.** All students in all student groups will meet or exceed the state/federal standards for Reading and Writing on the state assessment or increase by 5% yearly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Ensure the instructional program includes writing objectives in grades not tested by state assessment. (Title I SW: 3,9) (Target Group: All)	Principal	Every week	(S)Local Funds	Summative - Increased performance in writing
5. Prepare all students for college readiness according to HB 5 requirements by increasing the number of Pre-AP and AP courses to include Physics and Environmental Science. (Title I SW: 1) (Target Group: 9th, 10th, 11th, 12th)	Assistant Principal(s), Dean of Instruction, Department Heads, Principal	Every 9 weeks		Summative - Lower EOC Failure rate Lower failure rate Increase % of graduates

FABENS ISD

- Goal 1.** All student groups taking the STAAR reading, English language arts (ELA), math, writing, social studies, and science tests will meet or exceed the state and federal test standards, or increase scores by 5% each year until the long term goal is met.
- Objective 2.** All students in all student groups will meet or exceed the state/federal standard for Mathematics on the state assessment or increase by 5% yearly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Disaggregate STAAR data in Math for All Students and focus on objectives below 80% mastery: (TIA 13.8, 13.9)</p> <p>Prepare students for End of Course (EOC) state assessment in grade 9.</p> <p>Elementary campuses implementing aligned curriculum: Fabens Elementary - Lead4ward, Sharon Wells Program, Pearlized Math grades Kinder-1st O'Donnell Elementary - Lead4ward, Sharon Wells Program Fabens Middle School - Lead4ward, Region XIX</p> <p>(Title I SW: 1,3,9) (Target Group: All)</p>	Principal	End of August 2019	(S)Local Funds	Summative - Increased student performance in math STAAR MATH EOC Algebra I
<p>2. Ensure the instructional program includes math objectives in grades not tested by state assessment. (Title I SW: 3,9) (Target Group: All)</p>	Principal	Every week	(S)Local Funds	Summative - Improved performance in mathematics
<p>3. Prepare all students for college readiness according to HB 5 requirements by increasing the number of Pre-AP and AP courses to include Physics and Environmental Science. (Title I SW: 1) (Target Group: 9th, 10th, 11th, 12th)</p>	Assistant Principal(s), Dean of Instruction, Department Heads, Principal	Every 9 weeks		Summative - Lower EOC failure rate Lower failure rate Increase % of graduates

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Objective 3. All students in all student groups will meet or exceed the state/federal standard for Social Studies on the state assessment or increase by 5% yearly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Disaggregate Social Studies data and focus on objectives below 80% mastery (TIA 13.2, 13.8, 13.9)</p> <p>Prepare students for state assessment in Social Studies in grades 8 and 11.</p> <p>Prepare students for End of Course (EOC) state assessment in grade 11. (Title I SW: 1,3,9) (Target Group: All)</p>	Principal	End of August 2019	(S)Local Funds	<p>Summative - Increased performance in social studies</p> <p>STAAR Social Studies</p> <p>EOC US History</p>
<p>2. Ensure the instructional program includes social studies objectives in grades not tested by state assessment. (Title I SW: 3,9) (Target Group: All)</p>	Principal	Every week	(S)Local Funds	Summative - Increased student performance in social studies
<p>3. Prepare all students for college readiness according to HB 5 requirements by increasing the number of Pre-AP and AP courses. (Title I SW: 1) (Target Group: 9th, 10th, 11th, 12th)</p>	Assistant Principal(s), Dean of Instruction, Department Heads, Principal	Every 9 weeks		<p>Summative - Lower EOC failure rate</p> <p>Lower failure rate</p> <p>Increase % of graduates</p>

FABENS ISD

Goal 1. All student groups taking the STAAR reading, English language arts (ELA), math, writing, social studies, and science tests will meet or exceed the state and federal test standards, or increase scores by 5% each year until the long term goal is met.

Objective 4. All students in all student groups will meet or exceed the state/federal standard for Science on the state assessment or increase by 5% yearly.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Disaggregate Science data and focus on objectives below 80% mastery (TIA 13.2, 13.8, 13.9)</p> <p>Prepare students for state assessment in Science in grades 5,8,and 9.</p> <p>Prepare students for End of Course (EOC) state assessment in grades 9 and 10. (Title I SW: 1,9) (Target Group: All)</p>	Principal	End of August 2019	(S)Local Funds	<p>Summative - Increased performance in science</p> <p>STAAR Science</p> <p>EOC Biology</p>
<p>2. Ensure the instructional program includes science objectives in grades not tested by state assessment. (Title I SW: 3,9) (Target Group: All)</p>	Principal	Monthly	(S)Local Funds	Summative - Increased student performance in science
<p>3. Prepare all students for college readiness according to HB 5 requirements by increasing the number of Pre-AP and AP courses to include Physics and Environmental Science. (Title I SW: 1) (Target Group: 9th, 10th, 11th, 12th)</p>	Assistant Principal(s), Dean of Instruction, Department Heads, Principal	Every 9 weeks		<p>Summative - Lower EOC failure rate</p> <p>Lower failure rate</p> <p>Increase % of graduates</p>

FABENS ISD

- Goal 1.** All student groups taking the STAAR reading, English language arts (ELA), math, writing, social studies, and science tests will meet or exceed the state and federal test standards, or increase scores by 5% each year until the long term goal is met.
- Objective 5.** All student groups (depending on assessment) will show an increase in passing Advanced Level III state assessments and will meet or exceed progress measure for the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Vertically align objective expectations by grade level (TEKS/STAAR). Utilize chart that indicates vertical alignment at a glance. (TIA 13.2, 13.8) (Target Group: All)</p>	Principal	End of first semester	(S)Local Funds	<p>Summative - Improved student performance on state assessments</p> <p>STAAR results</p>
<p>2. Use grade level TEKS as a scope and sequence along with grade level STAAR objectives/blueprints to vertically align the curriculum and vertical teaming. (Title I SW: 3,4,9) (Target Group: All)</p>	Principal	Every week	(S)Local Funds	<p>Summative - Increased performance on benchmark tests and classwork</p> <p>STAAR results</p>
<p>3. Integrate Bilingual/ESL methodology into regular & special education classroom instruction. (TIA 13.9)</p> <p>Fabens Elementary is implementing the 50/50 Biliteracy Program at grades PreK - 5 with ongoing staff development and monthly monitoring.</p> <p>LPAC will meet and monitor student progress every six weeks/month.</p> <p>Comply with findings from snapshot data due to onsite visit by TEA (Title I SW: 3,5,10) (Target Group: ESL, LEP, SPED)</p>	Principal	Monthly	(F)IDEA Special Education, (F)Title III Bilingual / ESL, (S)Local Funds	<p>Summative - STAAR results</p> <p>EOC results</p> <p>TEA onsite visit results</p> <p>Increased Bilingual/ESL and Special education student performance on: STAAR, STAAR A, STAAR ALT2, and EOC.</p> <p>Bilingual/ESL Annual Evaluation Report</p> <p>Student Annual Review</p> <p>TELPAS</p>

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- Objective 5.** All student groups (depending on assessment) will show an increase in passing Advanced Level III state assessments and will meet or exceed progress measure for the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Coordinate and integrate planning that provides for reinforcement and thematic units across all subject areas, including CATE, ESL, G/T, Special Ed, Dyslexia, At-Risk, P.E., Music, Theatre, Speech, and Foreign Languages, etc. (TIA 13.10)</p> <p>LPAC will meet and monitor student progress 3rd/6th week. (Title I SW: 3,9,10) (Target Group: All)</p>	Principal	Every Month	(F)IDEA Special Education, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	<p>Summative - TAKS/STAAR results</p> <p>EOC results</p> <p>Increased Bilingual/ESL and Special education student performance on: STAAR, STAAR A, STAAR ALT2, and EOC.</p>
<p>5. Continue dyslexia and 504 services in accordance with district policy, District Dyslexia Plan, and 504 requirements.</p> <p>(Title I SW: 9) (Target Group: Dys)</p>	Campus 504 Coordinator, Dyslexia specialist, Principal, Special Ed Director	Weekly	(S)Local Funds	<p>Summative - Increased student performance as indicated by progress reports, reports cards, benchmark tests, and skills checks.</p> <p>STAAR results STAAR A STAAR ALT2</p> <p>EOC results</p> <p>Program results</p> <p>Training certificates</p> <p>Sign In Sheets</p> <p>LAT SAT</p> <p>504 Audits</p>

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- Objective 5.** All student groups (depending on assessment) will show an increase in passing Advanced Level III state assessments and will meet or exceed progress measure for the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide information for all teachers in identification of students with dyslexia and related disorders. (TIA 13.9) (Title I SW: 9) (Target Group: Dys)	Dyslexia specialist, Principal	Beginning of August 2018	(S)Local Funds	Summative - Dyslexic students are properly identified and served at the earliest opportunity.
7. Provide transition activities for pre-school students to Elementary, Elementary to Intermediate, Intermediate to Middle, and Middle to High School. (TIA 13.7) <ul style="list-style-type: none"> o PK Notification in English and Spanish o Summer Bridge Academy o Fish Camp o Counseling o Orientation sessions o Campus visitation o Parent nights during Registration Week o HB5 PGP MEETINGS (Title I SW: 7) (Target Group: All)	Principal	End of each Spring semester	(S)Local Funds	Summative - Student achievement Decrease in discipline referrals Parent/Student understanding of high school requirements
8. Continue to involve teachers in assessment decisions and/or the use of assessment data. (TIA 13.8) <ul style="list-style-type: none"> o Disaggregation and use of test data o Training in the interpretation of test data (TIA 13.4, 13.8) o TPRI/TEJAS LEE, STAAR training (TIA 13.4) o LPAC training (TIA 13.4) o G/T Selection Committee training (TIA 13.4) (Target Group: All)	Principal	Semester	(F)Title I, (S)Local Funds, (S)State Compensatory	Summative - Personnel records: <ul style="list-style-type: none"> o Certificates o Training hours o Transcripts

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- Objective 5.** All student groups (depending on assessment) will show an increase in passing Advanced Level III state assessments and will meet or exceed progress measure for the 2018-2019 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Prepare all students for college readiness according to HB 5 requirements by increasing the number of Pre-AP and AP courses to include Physics and Environmental Science. (Title I SW: 1) (Target Group: 9th, 10th, 11th, 12th)	Assistant Principal(s), Dean of Instruction, Department Heads, Principal	Every 9 weeks		Summative - Lower EOC failure rate Lower failure rate Increase % of graduates

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Objective 6. Address the needs of At-Risk students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Address the needs of at-risk students:(TIA 13.9, 13.10)</p> <ul style="list-style-type: none"> o A-Plus Learning o CATS <ul style="list-style-type: none"> o Analyze credit accrual to ensue that each long-term student is pursuing and earning at least 6 credits per year o The percent of credits passed of those attempted by long-term students will exceed 60% o Staff development(training, substitutes, travel)(TIA 13.4) o Enrichment Opportunities o ESL services and lab o Extended library hours/aide o Community services(pregnancy-related services and school-age parents) o Computer-assisted instruction o Math strategies o Language Arts strategies o Counseling o Contracted services o Planning/Teaming for at-risk students o Mandatory Tutorials(TIA 13.9) o Extended Day(TIA 13.9) o Extended Year(TIA 13.9) o Response To Intervention(RTI)Program for Math/Readng o AIP's o GPC Meeting o PGP Meeting o Achieve 3000 Reading Program o Open Book & Istation o Differentiated Instruction o ICU - Work Recovery o Friday Academy o Homework Lab o Fundamental Five Lesson (Title I SW: 2,3,5,9,10) (Target Group: AtRisk) 	<p>Coordinator of Assessment, Principal</p>	<p>Every Week</p>	<p>(F)Title I, (S)HS Allotment Grant, (S)Local Funds</p>	<p>Summative - Increased completion rate, increased number of at-risk students accruing credits toward graduation.</p> <p>STAAR results STAAR A STAAR ALT2</p> <p>Final PEIMS Report</p> <p>At-risk Binders/Profiles</p> <p>Failure Rules Grade/Lexile Improvement</p>

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- Objective 6.** Address the needs of At-Risk students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>2. Review the Performance Based Monitoring Analysis System (PBMAS) for Special Education and Bilingual with all district, campus administrators, and CTE. Implement CIP for 2s and 3s.</p> <p>(Target Group: ESL, SPED, CTE)</p>	Directors, Principal, Special Ed Director	As scheduled	(F)IDEA Special Education, (F)Title III Bilingual / ESL, (S)Local Funds	Summative - PBMAS results TEA Compliance Notification
<p>3. Provide quality CATE program:</p> <ul style="list-style-type: none"> o Career Pathways for college-bound and vocationally bound students o Increase vocational and Tech Prep course offerings o Develop CATE course offering handbook o Offer Trade and Industry classes o Promote Health Science classes o Concurrent/dual enrollment o Offer Industrial Arts/Technology courses o Increase Business Education courses o Career Information and Knowledge <ul style="list-style-type: none"> o Nutrition o Career Investigation o Job Shadowing o Guest Speakers o Career Field Trips o Computer Tech (Target Group: CTE) 	Principal	end of August 2019	(S)Local Funds	Summative - STAAR results STAAR A STAAR ALT2 EOC results CATE Annual Evaluation Report
<p>4. Prepare all students for college readiness according to HB 5 requirements by increasing the number of Pre-AP and AP courses to include Physics and Environmental Science. (Title I SW: 1) (Target Group: 9th, 10th, 11th, 12th)</p>	Assistant Principal(s), Dean of Instruction, Department Heads, Principal	Every 9 weeks		Summative - Lower EOC failure rate Lower failure rate Increase % of graduates

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Objective 6. Address the needs of At-Risk students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Achieve 3000 for Reading and Writing for writing intervention (Title I SW: 9) (Target Group: All, LEP, SPED, AtRisk)	Principal, Teacher(s)	Semester	(F)Federal Funds, (S)Local Funds, (S)State Funds	Summative - Improved EOC ELA scores & rates of college readiness as demonstrated by College readiness scores in Reading
6. Implementation of Writing for Texas strategies-Staff development	Principal, Teacher(s)	Semester	(F)Federal Funds, (S)Local Funds, (S)State Funds	Summative - Improved student & ELL performance

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Goal 1. All student groups taking the STAAR reading, English language arts (ELA), math, writing, social studies, and science tests will meet or exceed the state and federal test standards, or increase scores by 5% each year until the long term goal is met.

Objective 7. Provide quality services to Migrant students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide quality services to Migrant students. (TIA 13.9, 13.10)</p> <ul style="list-style-type: none"> o Identification o Support Services <ul style="list-style-type: none"> o Nurse o Counselor o Parent Advisory Council (PAC) o Training (Seven Areas of Focus) o Coordination between district and campuses to meet the state requirement, Seven Areas of Focus: <ul style="list-style-type: none"> o Parent Involvement o ID&R o NGS o Graduation Enhancement o Early Childhood o Migrant Services Coordinator o Secondary credit accrual o Monitor academic progress of migrant students. <p>(Title I SW: 10) (Target Group: Migrant)</p>	<p>Migrant Coordinator, Principal</p>	<p>Every 3 Weeks</p>	<p>(F)Migrant Grant</p>	<p>Summative - Increased promotion rates among migrant students</p> <p>NGS Reports Credit accrual</p> <p>Migrant Survey</p> <p>Migrant Education Annual Evaluation Report</p>
<p>2. Prepare all students for college readiness according to HB 5 requirements by increasing the number of Pre-AP and AP courses to include Physics and Environmental Science. (Title I SW: 1) (Target Group: 9th, 10th, 11th, 12th)</p>	<p>Assistant Principal(s), Dean of Instruction, Department Heads, Principal</p>	<p>Every 9 weeks</p>		<p>Summative - Lower EOC failure rate</p> <p>Lower failure rate</p> <p>Increase % of graduates</p>

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Goal 1. All student groups taking the STAAR reading, English language arts (ELA), math, writing, social studies, and science tests will meet or exceed the state and federal test standards, or increase scores by 5% each year until the long term goal is met.

Objective 8. Continue to integrate technology into classroom instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Continue to Integrate technology into the classroom instruction: (TIA 13.10)</p> <ul style="list-style-type: none"> • Staff development • Integration of technology into instructional program across the curriculum (all subjects/all grade levels) • Diverse library software to support reading program • Internet availability to staff • Equipment, maintenance, software upgrades • Student assignments include technology • A-Plus Learning • Smart Boards • Elmo • Kurzweil Reading Software • Capstone Interactive Library • TEKS Resource Program • Renaissance Learning • Online Courses • TSI testing for College Readiness • Scan Tech Lab • Istation • Accelerated Reader • Achieve 3000 (Title I SW: 3,4,9) (Target Group: All) 	<p>Director of Technology, Principal</p>	<p>Every week</p>	<p>(S)Local Funds, (S)State Compensatory</p>	<p>Summative - Increased student performance on state assessments.</p> <p>STAAR results</p> <p>EOC results</p> <p>STAAR A STAAR ALT2</p> <p>Personnel Records</p> <ul style="list-style-type: none"> o Teacher Competencies o Certificates o STAAR Chart
<p>2. Prepare all students for college readiness according to HB 5 requirements by increasing the number of Pre-AP and AP courses. (Title I SW: 1) (Target Group: 9th, 10th, 11th, 12th)</p>	<p>Assistant Principal(s), Dean of Instruction, Department Heads, Principal</p>	<p>Every 9 weeks</p>		<p>Summative - Lower EOC failure rate</p> <p>Lower failure rate</p> <p>Increase % of graduates</p>

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Goal 1. All student groups taking the STAAR reading, English language arts (ELA), math, writing, social studies, and science tests will meet or exceed the state and federal test standards, or increase scores by 5% each year until the long term goal is met.

Objective 9. Provide all students with advanced and challenging curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide all students with advanced and challenging curriculum at the middle school.</p> <ul style="list-style-type: none"> o Spanish classes for 7th and 8th graders for high school foreign language credit. o AP Spanish class for select 8th grade students for high school and AP credit. o Pre-AP English for 7th and 8th graders o Algebra for 8th grade students o Computers to compliment the use of textbooks used by 8th grade ESL and G/T students (TIA 13.2) o Subject-area relevancy <ul style="list-style-type: none"> o Thematic units o Competitive projects o Staff development (TIA 13.4) <ul style="list-style-type: none"> o Cooperative Learning strategies o Differentiated Instruction o Pre-AP & AP Curriculum @ HS o Dual Credit courses @ HS o Fundamental Five Lesson Delivery (Title I SW: 2,3,4,9,10) (Target Group: All) 	<p>Assistant Principal(s), Principal</p>	<p>Every 3 weeks</p>	<p>(F)Title I, (S)Local Funds, (S)State Compensatory</p>	<p>Summative - Increased student performance on state assessment and increased promotion rates.</p> <p>STAAR results</p> <p>STAAR A</p> <p>STAAR ALT2</p> <p>EOC results</p> <p>Bilingual/ESL Annual Evaluation Report</p> <p>G/T Annual Evaluation Report</p> <p>Checklist for Differentiation of Instruction</p>

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- Goal 1.** All student groups taking the STAAR reading, English language arts (ELA), math, writing, social studies, and science tests will meet or exceed the state and federal test standards, or increase scores by 5% each year until the long term goal is met.
- Objective 9.** Provide all students with advanced and challenging curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>2. Continue implementing the G/T program.</p> <ul style="list-style-type: none"> o Update G/T curriculum to include differentiation with depth and complexity. o Identify and serve G/T kindergarten students by March 1 each year. o Test new students for identification yearly o Provide G/T staff development (TIA 13.4) <ul style="list-style-type: none"> o 30-hour training for new teachers o 6-hour update training o 6-hour administrator/counselor training o Provide effective information and communication to all parents regarding the G/t program. (TIA 13.6) o High School-level Spanish for middle school G/T students o Pre-AP classes at Middle School o Pre-AP & AP classes @ HS level o Dual Credit Courses @ HS level o AP Spanish @ Middle School o Algebra 1 @ Middle School o GT Showcase @ O'Donnell o Early entry to UTEP for Seniors @ ECHS (Title I SW: 3,9,10) (Target Group: GT) 	GT Coordinator	Monthly	(S)Local Funds	<p>Summative - STAAR results STAAR A STAAR ALT2</p> <p>EOC results</p> <p>G/T Annual Evaluation Report</p> <p>Progress toward ESEA goals and performance indicators</p>
<p>3. Prepare all students for college readiness according to HB 5 requirements by increasing the number of Pre-AP and AP courses to include Physics and Environmental Science. (Title I SW: 1) (Target Group: 9th, 10th, 11th, 12th)</p>	Assistant Principal(s), Dean of Instruction, Department Heads, Principal	Every six weeks		<p>Summative - Lower EOC failure rate</p> <p>Lower failure rate</p> <p>Increase % of graduates</p>

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Goal 1. All student groups taking the STAAR reading, English language arts (ELA), math, writing, social studies, and science tests will meet or exceed the state and federal test standards, or increase scores by 5% each year until the long term goal is met.

Objective 10. Recruit and retain highly qualified teachers and teacher assistants.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Recruit and retain highly qualified teachers and teacher assistants. (TIA 13.3, 13.4, 13.5)</p> <ul style="list-style-type: none"> o Stipends o Quality staff development o Incentives <p>(Title I SW: 4) (Target Group: All)</p>	<p>Assistant Superintendent Finance, Personnel Director, Principal, Superintendent(s)</p>	<p>Every semester</p>	<p>(S)Local Funds</p>	<p>Summative - Personnel records showing that all teachers are highly qualified</p> <p>Paraprofessional certificates/transcripts</p> <p>STAAR results STAAR A STAAR ALT2</p> <p>EOC results</p> <p>TPRI, TEJAS LEE</p> <p>TELPAS</p>

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Goal 2. Student attendance and completion rates will meet or exceed the state standard.

Objective 1. The student attendance rate will improve for the 2018-2019 school year to 99%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor attendance on a daily basis. <ul style="list-style-type: none"> o Parent notification o Telephone calls o Letters <ul style="list-style-type: none"> o Individual Attendance Plan o Computerized attendance reports o Counseling o Home visits o Provide a dropout list to all campuses <ul style="list-style-type: none"> o Community Service o Technology <ul style="list-style-type: none"> o Email Teacher o Websites o One Call Now o Parent Portal (Title I SW: 9) (Target Group: All) 	Principal	Every day	(S)Local Funds	Summative - Increased attendance rates Decrease Dropout rates
2. Provide incentives to promote perfect attendance: <ul style="list-style-type: none"> o Student recognition o Perfect attendance incentives (Target Group: All)	Principal	Every six weeks	(S)Local Funds	Summative - Increase attendance rates Decrease Dropout rates

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Goal 2. Student attendance and completion rates will meet or exceed the state standard.

Objective 2. The district completion rate will increase in the year 2019 by 1%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide dropout prevention and recovery through the following: (TIA 13.9, 13.10)</p> <ul style="list-style-type: none"> o Counseling services o Pregnancy-related services o Services for school-age parents o Abstinence Programs o Saturday school o After-school mentoring o Credit Recovery - A+ (Title I SW: 9) (Target Group: AtRisk) 	Principal	Every week	(F)Title I, (S)State Compensatory	<p>Summative - Decrease in the dropout rate</p> <p>Leaver Reports</p>
<p>2. Increase the percent of students taking the SAT/ACT from 48.6% to 70%.</p> <p>Increase the percent of students scoring above the criterion on the SAT/ACT from 4.5% to 5.5%.</p> <p>(SAT criterion: (1110) (ACT criterion: (24)</p> <ul style="list-style-type: none"> o SAT and ACT testing centers o SAT/ACT software available in computer labs and library o Pay for tests through waivers (Target Group: All) 	Counselor(s)	Monthly		Summative - SAT/ACT results
<p>3. Increase the number of students on the Recommended High School program, the number taking AP classes, the number of students scoring 3+ or 4+ on AP exams, and the number pursuing and achieving the Distinguished Program Seal.</p> <p>Increase the number of juniors taking the PSAT toward qualifying as National Merit Scholars. (Target Group: All)</p>	Counselor(s), Principal	Fall/Spring Semester		Summative - Student transcripts

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Goal 3. Provide a safe and orderly school climate, conducive to learning.

Objective 1. Discipline referrals will decrease in 2019 by 3%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement discipline management plan: District guidelines; Parent communications; ISS; DAEP; Special Education needs; Time Out/Restraint TBSI ;Behavior Intervention Plan; Teacher Assistance Team; Peer mediation; After-school mentoring; Teen Anger Program; Crime Stoppers Program; Alternatives to removing students from classrooms; Visible administrators and teachers in halls, before and after school, during lunch, and class changes; Consistent enforcement of Student Code of Conduct; Non-Violent Crisis Prevention Intervention (CPI) Training; Reward positive student behavior ; Newsletters; End-of-Year Awards Programs; Incentives; Clubs; Community Service; PBIS; Wildcat Speak Up (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Every week	(S)Local Funds	Summative - Decrease in the number of discipline referrals. Title IV Annual Evaluation Report PEIMS 425 Report Teacher Surveys Ratio of regular ed. in-school and out-of school suspensions to special ed. in-school and out-of school suspensions PEIMS 435 Report
2. Implement a Comprehensive Guidance Plan aligned with the State Plan. <ul style="list-style-type: none"> o Character Education o Decision making o Self-esteem o Private and group counseling o Scholarship acquisition o Testing o Career awareness o Peer Mediation (Target Group: All) 	Assistant Principal(s), Counselor(s), Principal	Monthly	(S)Local Funds	Summative - Title IV Annual Evaluation Report PEIMS 425 Report Scholarships awarded

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Goal 3. Provide a safe and orderly school climate, conducive to learning.

Objective 2. Tobacco, Alcohol, and Drug (TAOD) offenses will decrease in the 2018-2019 school year by 1%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Continue drug-free curriculum and reduce campus drug offenses: Red Ribbon Week; Staff development; Random walk-throughs; FISD Security Crime Stoppers Program</p> <p>Use canines to patrol both middle school and high school campuses. (Target Group: All)</p>	<p>Assistant Principal(s), Counselor(s), Drug-Free Coordinator, Principal</p>	<p>Every 9 weeks</p>	<p>(S)Local Funds</p>	<p>Summative - Decreased TAOD offenses</p> <p>Title IV Annual Evaluation Report</p> <p>PEIMS 425 Report</p>

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Goal 3. Provide a safe and orderly school climate, conducive to learning.

Objective 3. Incidents of violence will decrease in the 2018-2019 school year by 1%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement the district crisis management plan including: Suicide prevention; Violence prevention; Conflict resolution; TBSI Training; CPI Training; Bullying Prevention/Awareness; Gang Awareness; Implement LOCKDOWN procedures for emergency situations. (Target Group: All)	Counselor(s), Principal	Every month	(S)Local Funds	Summative - Decrease in incidents of violence. Title IV Annual Evaluation Report PEIMS 425 Report Gun-free Report PEIMS 435 Report TBSI Training Record Increase safety awareness

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Goal 4. Increase parent and community involvement to promote student achievement by implementing various programs and strategies.

Objective 1. Increase the number of parent and community participants in each of the following: a. Volunteers b. PTSO c. Open House d. Special programs parent meetings e. District and campus-level decision making committees

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for increased parent and community involvement: District and campus decision-making committee meetings; Parent communications; District and Campus Newsletters; Calendar of Events; Meet the Teacher Night; Parent Recruitment Program; Parent/Teacher Conference; Instructional classes for parents; Teacher contacts; Telephone; Conferences; Mail; Report card pick-up; Email; Coordinated efforts by school, community, and local agencies; Guest Readers in classrooms; Parent Orientation sessions; Parent Resource Centers; School-Parent Compacts; Make-and-Take Sessions for parents; Communication of district and campus goals in English and in Spanish; Federal programs planning sessions; Interpreters; Communications in parents' native language; Music, art, and theatre programs; Special ed parent counseling sessions; CAT/PAC Monthly Meetings; Parent Self Serve; Renaissance Home Connect; One Call Now; Wildcat Speak Up (Title I SW: 6) (Target Group: All)	Counselor(s), Principal	Every month	(S)Local Funds	Summative - Increase in parental involvement. Parent/Community Involvement Rate Parent Surveys Parent Sign-In Sheets
2. Implement monitor/television program in Central Office and local businesses	Director of Technology	Every Week	(S)Local Funds	Summative - Increase parental communication

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Goal 5. Administer the schools and school district in a fiscally sound manner.

Objective 1. Increase grant proposals and awards based on the needs of the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Research and submit grant proposals to provide for enhanced, challenging curriculum and to supplement regular education and special programs. (TIA 13.10)	Directors, Superintendent(s)	Every semester		Summative - 2018-2019 Budget Increase in total grant awards

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Goal 5. Administer the schools and school district in a fiscally sound manner.

Objective 2. Budget within parameters approved by the board of trustees and in accordance with federal and state guidelines/compliance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Prioritize needs and coordinate the budget with these needs: (TIA 13.10) <ul style="list-style-type: none"> o Fund programs within federal and state guidelines. o Federal and state compliance o Maintain fund balance and increase when possible. o Budget reports to superintendent o Budget reports to board of trustees o Submit all business reports in a timely manner (Title I SW: 10)	Assistant Superintendent Finance, Directors, Superintendent(s)	Every month	(F)IDEA Special Education, (F)Migrant Grant, (F)Title I, (F)Title III Bilingual / ESL, (S)Local Funds	Summative - 2018-2019 Budget Fund Balance Annual Budget Report to Board of Trustees Progress toward ESEA Qualified Staffing Goal

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Goal 5. Administer the schools and school district in a fiscally sound manner.

Objective 3. Maintain a competitive salary schedule and quality staff development to attract and retain highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Offer a competitive salary schedule and quality staff development training to attract and retain highly qualified staff. (TIA 13.3, 13.4, 13.5); Salaries based on Regional and State comparisons; Salary increments (experience/degrees); Stipends; Recruitment; District support for non-certified personnel; Incentives	Superintendent(s)	Beginning of the school year	(S)Local Funds	Summative - 2018-2019 Budget Annual Salary Schedule and Personnel record showing competitive salary schedule and all faculty are highly qualified