

FRIONA ISD

District Improvement Plan

2019/2020

It Takes A Tribe

*The district and campus plans are located in the superintendent's office and on the Friona ISD website
(www.frionaisd.com).
(Available in English and Spanish with translation through website capability and via translator/interpreter.)*

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Date Approved: 07/08/2019

FRIONA ISD Site Base

Name	Position
Alexander, Angela	Jr. High Counselor
Alexander, Chris	Community
Barnes, Karen	Special Programs
Barnett, Erin	High School Teacher
Berend, Sandra	High School Teacher
Bueno, Victoria	High School Teacher
Burns, Jimmy	Superintendent
Daniels, Jason	Parent
Daniels, Shanna	Jr. High Teacher
Dominguez, Jessica	SPED Teacher
Ellis, Tracy	Community
Galdean, Jesus	Jr. High Principal
Gammon, Tammy	High School Teacher
Geske, Candice	Jr. High Teacher
Gilley, Katie	Elementary Teacher
Harkey, Susan	Primary Teacher
Jeter, M'kell	Elementary Principal
Johnston, Allison	High School Counselor
Kimbrough, Kim	Elementary Teacher
Mills, Esmerelda	Business
Montana, Erika	H.S. Principal
Moreno, Mario	Jr. High Teacher
Osborn, Deirdre	Primary Principal
Ott, Robin	PRI/EL Teacher
Rodriguez, Martha	Elementary Teacher
Samarron, Marie	Elementary Teacher
Smiley, Kim	Community
Smiley, Sara	Primary Teacher

FRIONA ISD Site Base

Name	Position
Smith, Shay	Parent
Stephens, Diamond	Primary Teacher
Wilcox, Varla	Business

FRIONA ISD

Mission

FISD will provide opportunities for all students to reach their potential and experience success.

Vision

Leading and inspiring our students for a lifetime of success.

Nondiscrimination Notice

FRIONA 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.

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2019/2020 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

Friona ISD Overview

Evaluation of Programs

Friona ISD became a District of Innovation (DOI), started in the school years of 2016-2017. This will enable the school to make local decisions concerning the school calendar and teacher certifications for the next five years.

The yearly program evaluation was conducted in the spring of 2019. Stakeholders were polled; the Primary campus had the highest percentage of parent survey responses at 70%. Student achievement data was reviewed. Based on the evaluations and teacher input, Instructional Rounds will not be continued. Inclusion of special education students into core curriculum classes will continue as appropriate, along with Life Skills classes. An outside consultant will continue to help disaggregate data and make curricular decisions specifically to raise student achievement. A Special Programs Director position oversees federal programs, student achievement, program administrator, SHAC administrator, and Safety Plan coordination.

The Primary and Elementary campuses use Leveled Literacy Interventions and saw improvement in student achievement. To reach more students at the Primary and Elementary level the math interventionist will be a math coach. This will allow the math coach to coach and support teachers to work with their students which should positively increase the number of students reached. The Academic Services position at the High School will continue to be funded, as these positions have proven to be successful in raising student achievement levels. Positive areas identified by the PBMAS are standards met in ESSA Student Achievement, Annual Dropout rate, CTE courses, SPED, and BE/ESL.

The district implemented PowerWalks to help inform our administrators and staff of the instructional practices taking place in the classrooms in order to continually improve teaching practices. Classroom visits made by T-TESS evaluators may be used for the formal appraisal process, whereas visits made by PowerWalks teams are informal and used as examples of teaching excellence. Formal or informal feedback will be given for each walk-thru as appropriate. As a district we were not able to see the results expected therefore PowerWalks will not be continued.

All campuses met state accountability standards but areas of concern were noted. All campuses recognized the need for increased parental involvement and the influx of non-English speakers that require a great deal of classroom support. Parent meetings will be offered targeting families of ESL/LEP/Migrant students to inform parents of what services are available and to make personal connections between the school and home. Translation services, along with Spanish language materials will continue to be added for additional grades as needed with the Instructional Materials Allotment, federal and local funds. Campuses will continue to use locally developed benchmarks and to disaggregate all

testing data to make better informed decisions on student achievement. District-wide attention will be given to school safety and teacher retention.

Areas of concern, for the 2018-2019 testing year, based on STAAR testing and other factors included in the PBMAS report are: grades 3-8 ESL scores in math, reading, science and social studies; grades 3-8 Title I writing; grades 3-8 Migrant science; grades 3-8 special education math, reading, science, and writing.; EOC LEP science and ELA passing rates; CTE EOC special education passing rates in math, science, social studies, and ELAR.

SCE Program Purpose

In keeping with the intent and purpose of Section 29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated instruction, Friona ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services which are supplemental to the regular education program for students identified as at risk of dropping out of school. All campuses Friona High School, Friona Jr. High, Friona Elementary School, and Friona Primary School are schoolwide campuses, with at least 40% of the student population eligible for free and reduced lunch. The supplement SCE funds will be used to support the schoolwide program of upgrading the entire educational program. The district will add supplemental staff as needed to meet the needs of our At-Risk student population. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met to increase the academic achievement and reduce the dropout rate of students meeting the State-defined eligibility criteria.

Under Section 29.081 of the Texas Education Code (TEC), compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase academic achievement and reduce the dropout rate of these students.

The goal of state compensatory education is to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 TEC or disparity in the rates of high school completion between students at risk of dropping out of school and all other LEA students (TEC Section 29.081.)

State compensatory education funds were authorized by the legislature to provide financial support for programs and/or services designed by LEAs to increase the achievement of students at risk of dropping out of school. State law, Section 29.081, TEC, requires LEAs to use student performance data from the state's legislatively-mandated assessment instrument known as the tests and any other achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code, including norm-referenced tests approved by the State Board of Education to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school.

General Use of Funds

Friona ISD uses all SCE funds to supplement services beyond those offered through the regular education program, less 48% indirect costs and the 18% allowable to provide baseline services at the District's AEP. The only exception to this ruling is where SCE funds are used to support one or more of the schoolwide elements at the four district Title I, Part A schoolwide campuses -Friona High School, Friona Jr. High, Friona Elementary School, and Friona Primary School-which exceed 40% low income students SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and which consists of the required curriculum for each school district that serves grades K-12 (English language arts, mathematics, science, social studies) and enrichment curriculum (e.g. languages other than English, health, Physical education, fine arts, economics, career and technology education and technology applications).

Use of Funds

As appropriate and necessary, SCE funds will be used to support one or more of the ten Title I Part A Schoolwide program Elements at Friona High School, Friona Jr. High, Friona Elementary School, and Friona Primary School so long as the campus continues to meet at the 40% poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local fund for conducting the regular education program and ensure that the intent and purpose of the SCE will be met. Friona ISD has adopted the thirteen criteria delineated in the Texas Code S29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services.

Necessary and Reasonable

All purchases made with state or federal grant funds will be:

- Necessary for the performance or administration of the grant;
- Must follow sound business practices
- Must follow procurement processes
- Must follow federal, state, and local laws;
- Must follow terms of the grant award;
- Fair market prices;
- Act with prudence under the circumstances;
- No significant deviation from established prices.

House Bill 5, 83rd Legislative Session, new TEC §28.0217 requires each school district to provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on an end-of-course (EOC) assessment instrument. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations. FISD will offer accelerated instruction, which may occur before, during, after, or extended year opportunities.

House Bill 5 also amended TEC §29.081 to require school districts to offer, without cost to a student, additional accelerated instruction in any subject in which students fail to perform satisfactorily on an EOC assessment instrument that measures the knowledge and skills in that course and is required for graduation. FISD will separately budget and prioritize state compensatory education funding and any other funding necessary to sufficiently support the cost of additional accelerated instruction for students who fail to perform satisfactorily on an EOC assessment instrument. State compensatory education funds will not be used for any other purpose until the accelerated instruction is sufficiently funded. FISD will use program intent code 24 when coding additional accelerated instruction expenditures.

Identification Procedures

A student at risk of dropping out of school includes each student who is under 26 years of age and who

1. Is in pre-kindergarten, kindergarten or grade 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

Under House Bill 5 high school students are now required to pass five State of Texas Assessments of Academic Readiness (STAAR®) end-of-course exams to meet the new graduation requirements.

3. Was not advanced from one grade level to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student's parents.
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or
13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

The superintendent, in consultation with each campus principal, shall appoint an At-Risk contact at each campus. Each contact is responsible to:

- +Oversee process for identification of students
- +Maintain a list of identified students with qualifying criterion/criteria listed
- +Advise campus staff, as appropriate, of the status of identified students
- +Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- +Oversee, at a minimum, a semi-annual review of student data to determine the student's continued eligibility
- +Collaborate with campus administration and staff (Site Based Decision Making) to ensure appropriate services are available to identified students
- +Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- +Collaborate with the principal and SBDM or campus staff to provide appropriate staff development sessions

The district shall establish uniform procedure for identifying students, utilizing a district-adopted/created document for identifying and monitoring the status of students in at-risk situations according to the criteria outlined by the State. Each campus contact shall oversee identification processes at his/her respective campus and shall ensure that PEIMS data is

updated accordingly.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee, shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed. Student data to be reviewed shall include, but may not be limited to, the following:

- +For primary students only-students' performance on a readiness test or assessment instrument administered during the current school year (e.g. TPRI)
- +For students in grades 7-12 only - student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance of grades within the current year (failure to maintain less than 70 in two or more subjects qualify students to be identified as At-Risk)
- +Retention rates
- +Performance on state assessments, inclusive of TAKS, STAAR, and other statewide tests, and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
- +Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion)
- +Expulsion records (current or preceding year)
- +To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release
- +Previous dropout information
- +LEP status
- +CPS referrals
- +Homeless status
- +Residential facility placement date (preceding or current year)

Provision of Services

Upon identification of students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- +Intensive remediation services for state assessments
- +Extended learning opportunities (e.g. before-, during-, and/or after school tutoring sessions)
- +Basic course extensions (e.g. Algebra labs, extended writing labs, content mastery-like services)
- +Counseling sessions
- +Peer, teacher, community-member mentoring session
- +ACT/SAT preparation sessions for identified students
- +Teen parenting sessions

- +Training sessions for parents of identified students
- +Intensive, supplemental reading programs
- +Study skills sessions
- +Self esteem enhancement sessions
- +Summer enhancement programs
- +Individualized instruction
- +Extended early childhood programs
- +Goal setting sessions
- +Class-size reduction measures

Monitoring

In addition to provision of services, the campus contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measure for timely monitoring of student's progress. Such measure may include:

- +Periodic interviews with service providers
- +Written progress reports
- +Review of subject area performance
- +Periodic benchmark assessments
- +Review of six-week failure lists

Exit Review

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum on readiness test, on state assessments, pregnancy or parent status, expulsion time frame, LEP status, residential placement time frames), the campus contact, in consultation with the principal and/or the appropriate staff, will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- +110% level of satisfactory performance on state assessments
- +Promotion records
- +Maintenance of passing grades with a score of 70 or greater
- +Residential placement status
- +Condition of pregnancy or parent status
- +Alternative education program placement time frame
- +LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

Required Overall Program Evaluation

The district coordinator will conduct an annual program evaluation, with assistance from the campus-level contact, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

1. The disparity in performance on mandated state assessments; and
2. The disparity in the rates of high school completion.

Other evaluation measure may include a review of evaluation data arising from specific services provided at each of the campuses. This information will include the campus' individual assessments of progress made toward achieving the goals of services provided. Additional evaluation measures, both formative and summative, may be found in each campus plan/evaluation. Each year as evaluation results are reviewed, evaluation measures will be modified/enhanced to ensure that the district receives information that accurately assesses the effectiveness of the services provided to identified students and to assess professional development provided to teachers and principals, ensuring that they have the capacities to address the students' needs effectively and in a timely manner.

Other Services/Funds Utilized

In addition to the strategies listed within the campus tables included, Friona ISD draws on other fund sources to support services to address the needs of students identified in at-risk situations. In particular, local and special grants support our goals to provide our teaching staff with the most current effective staff development, a required component of State Compensatory Education. These are found within the District and Campus Improvement Plans. As well, other special state and federal funds support additional initiatives designed to support all students, particularly those in greatest need.

Other sources of support might include but is not limited to:

- Title I Part A
- Title I Part C
- Title II Part A

- Title III Bilingual/ESL
- Title IV Part A, Subpart 1
- High School Allotment
- State Bilingual Allotment
- PreK
- McKinney-Vento

FRIONA ISD

Goal 1. FISD focus will be to build capacity in student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups.

Objective 1. 100% of campuses will "Meet Standard" as defined by the TEA.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue working on vertical teaming (TCMPC) to align core subjects, (reading, writing, science, social studies and math curricula) for Pre-K-12 with TEKS and state assessments. A coherent curriculum with vertical alignment and other transition activities for PreK and K will be maintained. Instructional Materials Allotment funds will be used to effectively meet student needs through curriculum and technology. (Title I SW Elements: 1.1,2.4) (Target Group: All,ESL,LEP) (Strategic Priorities: 2)	Assistant Principal, Director of Instruction, Director of Technology, Principal, Special Ed Director, Special Programs Director, Superintendent, Teacher(s)	PD embedded in PLC	(F)IDEA Special Education-District, (F)TCMPC TX Curriculum Mngmt. Program Contract, (F)Title I-District, (F)Title III-District, (O)Region 16 ESC, (S)IMA-District, (S)Special Ed-District, (S)State Compensatory-District	Summative - State Assessment Scores, TPRI TCMPC Contract Participation of campuses in vertical/horizontal teaming activities. Coherent curriculum and transition activities for PreK-K 10/07/19 - Some Progress (S)
2. Facilitate a comprehensive needs assessment of ongoing district-wide data by campus, teacher and student. Schoolwide Elements will be addressed in each plan. Data disaggregation by sub-groups to determine effectiveness of programs in meeting underserved populations. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4)	Director of Instruction, Outside Consultant, Principal, Special Programs Director, Superintendent	May-August	(F)IDEA Special Education-District, (F)Title I-District, (L)Rti/LLI, (O)Region 16 ESC, (S)Local, (S)Special Ed-District, (S)State Compensatory-District	Summative - Use of state assessment item analysis reports TAPR, PBMAS, and TAIS data disaggregation. Use of survey item analysis for Parents, staff,and students needs assessment. Rigor and relevance: 100% of TEKS are met. Title I checklist of addressed Schoolwide Elements in DIP/CIP. Meeting sign-in sheets. Dates of periodic progress review.
3. Provide staff development for all staff. Focus areas will be: updated TEKS, state assessments data analysis, instructional framework including but not limited to: locally approved and adopted lesson plans that address T-TESS requirements. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, ESC 16, Outside Consultant, Principal, Special Ed Director, Special Programs Director, Superintendent	Summer/Fall 2019	(F)DMAC Contract, (F)Title IIA-District, (F)Title III-District, (O)Region 16 ESC, (S)Technology	Summative - Principals' observation of strategies being used in the classroom. T-TESS, improved student achievement on state and local assessments.
4. Optimize use of all staff and efficient scheduling at all campuses to ensure that all areas and special needs are being addressed,	Assistant Principal, Dyslexia Specialist, ESC 16, Principal, Special Ed Director, Special	July-August	(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-	Summative - Programmatic assessments, state assessment data, benchmark tests, student

FRIONA ISD

Goal 1. FISD focus will be to build capacity in student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups.

Objective 1. 100% of campuses will "Meet Standard" as defined by the TEA.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
including gifted and talented, dyslexia, 504, and bilingual/ESL. (Title I SW Elements: 2.4,2.5) (Target Group: H,ESL,Migrant,SPED,GT,AtRisk) (Strategic Priorities: 1)	Programs Director, Superintendent		District, (O)Region 16 ESC, (S)Assessment Data, (S)Local, (S)State Compensatory-District, (S)Technology	writing samples, IEPs, Equity Plan
5. FISD has designated a district contact (DCSI) for School Improvement. The position will be held by the superintendent. Roles and responsibilities of DCSI will be carried out according to the Texas Accountability Intervention System as a Support School. Technical assistance will be provided by a PSP (Paid Service Provider) and TCDSS (Texas Center for District and School Support). (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,H,LEP) (Strategic Priorities: 4)	Director of Instruction, Superintendent	August 2019-July 2020	(S)Local	Summative - ESC training, certificates of attendance Meet TAIS standards

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Goal 1. FISD focus will be to build capacity in student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups.

Objective 2. In 2019-2020 school year all campuses will achieve at least one Distinction on the Texas Education Accountability Rating System.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. FISD will implement Texas Instructional Leadership (TIL). This will support instructional coaching and improve instructional practices. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,4,6,7)	Assistant Principal, Director of Instruction, District Office Staff, ESC 16, Outside Consultant, Principal, Special Program Director, Superintendent, Teacher(s)	August-May	(F)Title I-District	Summative - Coaching sessions with teachers
2. Facilitate training in DMAC use for teachers to disaggregate assessment data and offer targeted student instruction by campus, class and student. Data disaggregation will be used to determine gaps in curriculum and evaluate teaching strategies. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Director of Instruction, ESC 16, Outside Consultant, Principal, Special Programs Director, Superintendent	August & January or as available/needed	(F)DMAC Contract, (F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (L)Rtl/LLI, (S)Assessment Data, (S)Local, (S)Technology	Summative - Staff Development agendas Data disaggregated and disseminated Ongoing evaluation of student scores and benchmarks DMAC contract

FRIONA ISD

Goal 1. FISD focus will be to build capacity in student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups.

Objective 3. In 2019-2020 increase by 10% number of students who "Meet Grade Level" Standard and increase by 5% number of students who Met or Exceeded Progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. An Individual Graduation Committee (IGC) will be created for any student failing up to two EOCs required for high school graduation. (SB 149) (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: 11th,12th) (Strategic Priorities: 2,3,4)	Academic Services , Assistant Principal, Counselor, Parents, Principal, Students, Teacher(s)	End of 11th/12th grade yr	(S)Local	Summative - Student will graduate from high school. Meeting notes and sign-in sheets.

FRIONA ISD

Goal 1. FISD focus will be to build capacity in student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups.

Objective 4. Increase state assessment passing rate for Bilingual/English as a Second Language (ESL) students by 10% to Meet Standard or better for 2019-2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of common vocabulary across curriculum areas. Activities may include but are not limited to: word walls, in all regular and special ed classrooms, Spanish/English cognates, vocabulary sponge activities, graphic organizers, community involvement, flashcards, explicit vocabulary teaching, pre-teaching, reading in content areas, Flocabulary, journaling and vocabulary differentiation for BE/ESL students. (Title I SW Elements: 1.1,2.4) (Target Group: H,ESL) (Strategic Priorities: 2,3)	Assistant Principal, Outside Consultant, Paraprofessional, Principal, Teacher(s)	Aug- June	(F)Title I-District, (S)Local	Summative - Documentation of materials purchased and used; lesson plans; principal walkthroughs, improved state assessments results
2. Students will be provided into RtI/LLI classes for intervention activities to support core curriculum and state assessment preparation on all campuses. Specific campus activities may include supplemental staff,modified block scheduling, pull-out intervention programs, and peer support; evaluation of Tier II and III student progress at weekly intervals at campus levels. Supplemental staff hired to support activities. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: H,ESL) (Strategic Priorities: 2,4)	Assistant Principal, Counselor, Principal, Teacher(s)	Aug - May	(F)Title I-District, (S)Local, (S)State Compensatory	Summative - Decrease student failures; continuous improvement of tests, improved TAPR achievement rates; supplemental staff hired
3. Concentrated and increased efforts by all campuses and administration to increase parental involvement. Contact will be made for every student failing to make adequate progress at 3/6 week grading periods. MEP staff will visit all migrant households at least once per semester. (Title I SW Elements: 2.4,3.2) (Target Group: ESL,Migrant,LEP) (Strategic Priorities: 4)	Assistant Principal, Counselor, Migrant Counselor, Migrant Recruiter, Principal, Teacher(s)	Aug - June	(F)MEP Funding-District, (F)Title I-District, (S)Local	Summative - Attendance reports, sign-in sheets, home visit logs
4. Adequate number of certified bilingual staff in all required grades. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: ESL) (Strategic Priorities: 1,2,4)	Principal, Superintendent	Aug-June	(F)Title IIA-District, (S)Local	Summative - Teacher certifications STAAR Data

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Goal 1. FISD focus will be to build capacity in student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups.

Objective 4. Increase state assessment passing rate for Bilingual/English as a Second Language (ESL) students by 10% to Meet Standard or better for 2019-2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. All core curriculum teachers will be furnished with list of BE/ESL students on their class rosters and language proficiency level of each student within three weeks of enrollment. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: ESL) (Strategic Priorities: 2,4)	Counselor, ESL Teacher, Principal	Upon enrollment	(F)Title III-District, (S)Local	Summative - Increased language acquisition by students; STAAR and TELPAS Data
6. FISD LPAC Committee will: 1. Meet 4 calendar weeks after the start of a new year plus two more times during the year. 2. Have consistent Norm Reference test across district. 3. Make assessment decisions on an individual student basis 4. Monitor progress of ELs and the linguistic supports in the classroom (Title I SW Elements: 2.4,2.5,3.2) (Target Group: H,ESL,LEP) (Strategic Priorities: 4)	Counselor, LPAC Committee, Principal	August - May	(F)Title III-District	Summative - Sign in sheets, Agendas, minutes, Student assessment status, Student progress status STAAR Data, DMAC Data, Benchmarks, home language surveys, progress reports.
7. To close the gap in all subjects for at-risk, bilingual/ESL, PFS migrant and special education students. Grades and progress reports will be reviewed each reporting period by counselors and principals. Extended day and/or year opportunities will be available at all campuses. Focus will be on academic vocabulary development. At Primary Campus 3-Tier RTI Model, LLI, programs such as Fountas & Pinnell Reading Level Benchmarks, Reading Recovery, tutoring, summer school, translation services, Content Mastery/Resource, Waterford, ESL/Bilingual services, Bilingual summer school, Guided reading and writing will be used. At Elementary 3-Tier RTI Model, programs such as DynEd, Moby Max, IXL Math, Learning	Academic Services , Assistant Principal, Core Subject Teachers, Counselor, Director of Instruction, ESC 16, Principal, Special Ed Director, Special Programs Director, Superintendent	Each 3/6- Week Grading Period	(F)IDEA Special Education-District, (F)Title I-District, (F)Title III-District, (S)State Compensatory-District	Summative - 3 & 6 week Grades Benchmark Test Improved student performance Documentation of supplies purchased Maintain supplemental staff positions Student Rosters

FRIONA ISD

- Goal 1.** FISD focus will be to build capacity in student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups.
- Objective 4.** Increase state assessment passing rate for Bilingual/English as a Second Language (ESL) students by 10% to Meet Standard or better for 2019-2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
A-Z, Guided Reading, Leveled Literary Interventions (LLI), tutoring, STAAR Remediation and Summer School, will be used. Supplemental staff hired as needed. Supplemental instructional materials purchased as needed. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: ESL,Migrant,LEP,SPED,AtRisk,Dys) (Strategic Priorities: 2,4)				

FRIONA ISD

Goal 1. FISD focus will be to build capacity in student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups.

Objective 5. FISD will provide opportunities for special population students, including Special Education, EL, At-Risk, Economically Disadvantaged, Ethnical groups, Homeless, Foster, GT, and Dyslexia, to meet or exceed state testing standards during the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To close the gap in all subjects for at-risk, bilingual/ESL, PFS migrant and special education students. Grades and progress reports will be reviewed each reporting period by counselors and principals. Extended day and/or year opportunities will be available at all campuses. Focus will be on academic vocabulary development. At the Jr. High extended-day program, tutorials, extended school year, Intervention and Enrichment (INE), counseling/migrant counseling, Learning.com Tech apps, iStation Reading, Think Through Math, DYNED, Dyslexia, Odysseyware, 3 tier Rtl, Learning Lab access, and other CAI may be used. At the High School STAAR Remediation, tutoring, summer school, OdysseyWare, MEP counseling, MEP Leadership, Mentoring Excellence (ME), Power Period, Post Graduate Guidance, Chieftain Challenge, Pride Tribe (Title I SW Elements: 2.4,2.5,2.6) (Target Group: ESL,Migrant,LEP,SPED,AtRisk) (Strategic Priorities: 2,4)	Academic Services , Assistant Principal, Counselor, ESC 16, Migrant Coordinator, Migrant Counselor, Principal, Special Ed Director, Special Programs Director, Superintendent, Teacher(s)	Each 3/6 Week Grading Period	(F)IDEA Special Education-District, (F)Title I-District, (F)Title III-District, (S)CTE Funds-District, (S)State Compensatory-District	Summative - Student 3 & 6 week Grades Benchmark tests Improved student achievement on TAPR Documentation of supplies/CAI purchased Counselor records Student Rosters
2. The district will incorporate scientifically based research strategies such as on-site staff development for sheltered instruction, vocabulary acquisition and WOW/WELLS that strengthens the core academic program in schools served by Friona ISD. The district will also incorporate a Language Academy for all levels of students. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1,2,3,4)	ESC 16, Outside Consultant, Principal, Special Programs Director	August-May	(F)270 Title V Rural Low Income School Program, (F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)Rtl/LLI, (O)PLCs, (O)Region 16 ESC, (O)Release Time, (S)Assessment Data, (S)Local, (S)State Compensatory-District, (S)Technology	Summative - improved student achievement levels documentation of implementation sign in sheets for PD increased parental involvement
3. Facilitate staff development, including paraprofessionals as appropriate, and program coordination (travel to workshops and conferences such as TCMPC; bringing in	Assistant Principal, ESC 16, Outside Consultant, Principal, Special Ed Director, Special Programs Director,	As scheduled	(F)DMAC Contract, (F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District,	Summative - Campus Improvement Plans implemented, Staff Development, Classroom Observations following staff

FRIONA ISD

Goal 1. FISD focus will be to build capacity in student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups.

Objective 5. FISD will provide opportunities for special population students, including Special Education, EL, At-Risk, Economically Disadvantaged, Ethnical groups, Homeless, Foster, GT, and Dyslexia, to meet or exceed state testing standards during the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
recognized experts to LEA) and supplemental and/or additional staff for all campuses as needed to improve all student achievement and specifically addressing all at-risk students, 504, LEP, Hispanic, Bilingual/ESL, Migrant, special education, credit recovery, GT, Homeless, Foster and dyslexic students. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1,4)	Superintendent		(S)Local, (S)State Compensatory-District	development progress reports and grades for students workshop agendas and certificates; supplemental staff hired
4. Teachers may accelerate students in math and science to close the gap for migrant, Hispanic, bilingual/ESL at-risk and special education students by utilizing small group instruction, RTI, accelerated math, tutorials, CAI, and assess benchmark programs. Supplemental staff hired as needed. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT,CT E,AtRisk) (Strategic Priorities: 2,3,4)	Assistant Principal, Counselor, Director of Technology, Dyslexia Specialist, ESC 16, Principal, Special Ed Director, Special Programs Director, Teacher(s)	Each 3/6 weeks reporting period	(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)Rtl/LLI, (O)Region 16 ESC, (S)Assessment Data, (S)Local, (S)Special Ed-District, (S)State Compensatory-District, (S)Technology	Summative - Student Benchmark/Progress Reports Improved grades/state assessment results for target groups in core curriculum areas. Graduation Rate Promotion Rate; supplemental staff hired
5. ESSA Foster Care requirements will be met. LEA will collaborate with State and Local child welfare agencies to designate point of contact and develop clear written procedures governing transportation. Students will be able to remain in school of origin if in best interest of child. Transportation will be cost-effective and in accordance with the Social Security Act; if additional transportation costs are incurred, the LEA will provide transportation to the school of origin if: a)the local child welfare agency agrees to reimburse the LEA for cost of transportation; b) LEA agrees to pay for transportation; c) LEA and welfare agency agree to share cost of transportation. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)	Academic Services , Campus Office Staff, Counselor, Foster Care Point of Contact, Local Child Welfare Agency, Principal, School Nurse, Transportation Director		(F)Title I-District, (S)Local	Summative - All students in foster care will be educated in the school of origin as practicable. Transportation logs, foster care records, reimbursement records
6. To close the gap in all subjects for PFS migrant and all migrant students. Grades and	Academic Services , Counselor, MEP Staff, Principal, Special	Each 3/6 Week Grading Period	(F)IDEA Special Education-District, (F)MEP Funding-	Summative - Student Grades Benchmark Test

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Goal 1. FISD focus will be to build capacity in student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups.

Objective 5. FISD will provide opportunities for special population students, including Special Education, EL, At-Risk, Economically Disadvantaged, Ethnical groups, Homeless, Foster, GT, and Dyslexia, to meet or exceed state testing standards during the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
progress reports will be reviewed each reporting period by counselors and migrant counselors for all PFS migrant students. Extended year opportunities will be available at all campuses. Supplemental staff hired as needed. Jr. High and High School will have migrant career exploration and study skills curriculum. Migrant Education Program "A Bright Beginning" which serves 3 year old MEP students in the home will continue to be implemented. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Programs Director, Teacher(s)		District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)Rtl/LLI, (O)PLCs, (O)Region 16 ESC, (S)Local	State Assessment Data Improved student performance Documentation of supplies purchased Meet TAPR standards Supplemental staff hired
7. Teachers may accelerate students in writing to close the gap for migrant, bilingual/ESL, Hispanic, at-risk, and special education by utilizing interventions programs at High School, Jr. High, Elementary, and Primary schools. Supplemental staff hired as needed. Programs may include: Moby Max, Waterford, Think Through Math, DYNED, Read Naturally, Reading Coach, small group instruction, IXL, After-school tutorials, Study Island, Raz-Kids, Odysseyware, Ed Helper and Scottish Rite for Dyslexia. (Title I SW Elements: 1.1,2.4) (Target Group: All,H,LEP) (Strategic Priorities: 2,3,4)	Academic Services , Counselor, Dyslexia Specialist, ESC 16, Migrant Counselor, Outside Consultant, Principal, Rtl Staff, Special Ed Director, Special Programs Director, Teacher(s), Technology Coordinator	3/6-week Grading periods	(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)Rtl/LLI, (O)Outside Consultant, (O)Region 16 ESC, (S)Assessment Data, (S)Local, (S)State Compensatory-District, (S)Technology	Summative - Student Benchmark/Progress Reports Improved grades/state assessment results for target groups Graduation rate Promotion rate Meet TAIS standards Supplemental staff hired
8. Facilitate implementation of state assessments plan of action including IEP for special education students for all students in at-risk situations and especially those at-risk of not passing state assessments-including but not limited to STAAR prep classes, additional	Counselor, Director of Technology, ESC 16, MEP Staff, Outside Consultant, Principal, School Nurse, Special Ed Director, Special Programs Director, Teacher(s)	As appropriate	(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)Rtl/LLI, (O)Region 16 ESC, (S)Assessment Data, (S)CTE Funds-District, (S)Local,	Summative - Class Schedules Documentation of additional staff hired Documentation of supplies and subscriptions purchased Progress Reports/Grades

FRIONA ISD

- Goal 1.** FISD focus will be to build capacity in student achievement, student progress, closing performance gaps, and postsecondary readiness for all student groups.
- Objective 5.** FISD will provide opportunities for special population students, including Special Education, EL, At-Risk, Economically Disadvantaged, Ethnical groups, Homeless, Foster, GT, and Dyslexia, to meet or exceed state testing standards during the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
intervention staff, reduced class size, classroom supplies, tutoring small groups of students by objective, RTI, homebound, and counseling students individually about the importance of passing state assessments as a requirement to pass to the next grade and to graduate. Home visits by staff to involve parents in the education of their children and to stress importance of parental input Students that are in the following identified groups will have priority of services: Title I School-wide Bilingual/ESL/LEP/Special Education 504 Hispanic Career and Technology Early Childhood Dyslexia Economically Disadvantaged Gifted and Talented Homeless At-Risk/DAEP Pregnancy Related Services Test Prep PFS Migrant Students (Title I SW Elements: 2.4,3.2) (Target Group: All) (Strategic Priorities: 4)			(S)Special Ed-District, (S)State Compensatory-District	Increased levels of achievement in TAPR Graduation Rate Increased

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Goal 2. FISD will continue to provide opportunities to foster positive parent and community communication, build capacity and partnerships.

Objective 1. FISD will continue to increase parental involvement (engagement) in school activities, volunteering, planning and work collaboratively with business and community partners to provide opportunity for increased student learning and success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Involve all stakeholders in shared partnerships and mutual responsibility for student learning by providing opportunities to increase parental involvement (possibly including but not limited to the following): Communicate through newsletters in language of the home; Provide after-school programs that include parenting training; Provide training for parents in use of technology; Service Learning Projects CTE Community Partnerships ESL classes for Parents (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All,Migrant) (Strategic Priorities: 4)	Assistant Principal, Counselor, Parent Volunteers, Principal, Teacher(s), Technology Coordinator	As schedules	(F)Title III-District, (O)Region 16 ESC, (S)Local	Summative - Activity sign-in sheets Increased parental involvement
2. Provide opportunities to increase parental involvement: School-Parent Compacts Parent-Teacher Conferences Correspondence in home language Bilingual office staff on campus Open houses Two Migrant PAC Meetings Grandparents Reading Day Statewide Parental Engagement Committee Parents attend local conferences (MEP) A Bright Beginning Parent Meetings (ABB) Offering English classes to ESL/Immigrant and adult students (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All,Migrant) (Strategic Priorities: 4)	Campus Office Staff, Core Subject Teachers, ESC 16, Migrant Coordinator, Parents, Principal, Teacher(s)	2 Meetings per year minimum/as scheduled	(F)Title I Part C-Migrant District, (F)Title I-District, (S)Local	Summative - Activity sign-in sheets Increased parental involvement Parent attendance to conferences
3. Promote business/community involvement through options that might include: district and campus committee memberships, district/campus planning, campus newsletters, district/campus websites, volunteers at school	Academic Services , Assistant Principal, Booster Clubs, Community Businesses, Counselor, CTE Teachers, ESC 16, Migrant Coordinator, Parent	Monthly/as appropriate	(S)Local	Summative - Sign-in sheets Increased parent and community involvement in school activities and volunteering

FRIONA ISD

Goal 2. FISD will continue to provide opportunities to foster positive parent and community communication, build capacity and partnerships.

Objective 1. FISD will continue to increase parental involvement (engagement) in school activities, volunteering, planning and work collaboratively with business and community partners to provide opportunity for increased student learning and success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
events, media releases and service learning projects. (Title I SW Elements: 1.1,3.2) (Target Group: All) (Strategic Priorities: 3,4)	Volunteers, Principal, SHAC Committee, Special Ed Director, Student Leaders, Teacher(s)			

FRIONA ISD

Goal 3. FISD will obtain an attendance rate of 97% or better with a 1% or less dropout rate.

Objective 1. Need addressed: Increase attendance rate on all campuses and increase the number of students meeting post-secondary readiness. All campuses will develop policy/programs to 1) increase attendance, completion rate and/or graduation: 2) decrease dropouts and leavers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campuses will provide attendance incentives to recognize students with perfect and or/high attendance. Communications with parents will be priority. (Title I SW Elements: 2.4,3.2) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal	Every 6 weeks	(S)Local	Summative - Attendance Rate Dropout Rate
2. The campus principal or vice-principal will serve as the truancy prevention facilitator. They will provide truancy interventions that may include but are not limited to: behavior modification plans, school-based community service, counseling, mediation, mentoring, teen court, or other community based programs (TEC 25.015). Each campus will initiate truancy prevention measures when a student has failed to attend school without an excuse on 3 or more days or parts of days in a 4 week period. (HB2398) (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal	As needed	(S)Local	Summative - Improved Attendance rate Dropout Rate Documentation of activities
3. Provide dropout prevention and recovery through the following: Counseling Services Migrant Counseling Services Pregnancy-related services Services for school-age parents Extended day and year learning opportunities Credit Recovery Lab GED Services Summer School Dropout Reduction Plan Service Learning Projects (Title I SW Elements: 2.4,3.2) (Target Group: All) (Strategic Priorities: 3,4)	Assistant Principal, Counselor, Principal, Superintendent, Teacher(s)	Per Occurrence	(F)Title I Part C-Migrant District, (F)Title I-District, (S)Local, (S)State Compensatory-District	Summative - Dropout Rate Leaver reports credits recovered graduation rate
4. Staff will be Seidlitz trained in sheltered instruction methods at all campuses. (Title I SW Elements: 2.4,2.5) (Target Group:	ESC 16, Outside Consultant, Principal	as scheduled/yearly for new hires	(F)Title I-District, (S)Local	Summative - Increased lanaguage acquisition by students; STAAR/EOC data, TELPAS, TPRI

FRIONA ISD

Goal 3. FISD will obtain an attendance rate of 97% or better with a 1% or less dropout rate.

Objective 1. Need addressed: Increase attendance rate on all campuses and increase the number of students meeting post-secondary readiness. All campuses will develop policy/programs to 1) increase attendance, completion rate and/or graduation: 2) decrease dropouts and leavers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All,ESL) (Strategic Priorities: 1)				data

FRIONA ISD

Goal 3. FISD will obtain an attendance rate of 97% or better with a 1% or less dropout rate.

Objective 2. Use of SCE funds to improve student performance through direct instructional services to students at risk of dropping out of school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Accelerated instruction may be offered to any student in grades 3-8 and High School that fails to perform satisfactorily on a state assessment measure that is required for graduation and/or promotion. This instruction will be offered free of charge to students, but students may be required to participate in accelerated instruction that is offered outside of the normal school day or year. This is a separate budget, with a program intent code of 24. Supplemental staff may be hired. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,AtRisk)	Academic Services , Counselor, District Office Staff, Principal, Superintendent	August and each reporting period	(S)Assessment Data, (S)FTEs and Salary Allocations, (S)State Compensatory-District	Summative - CNA; public hearing; FTEs; improved student achievement data; attendance rosters; accelerated instruction schedules; supplemental staff hired
2. SCE direct cost funds (52%) will be used to hire certified and non-certified staff members to provide direct instruction that is supplemental to regular instructional program. These staff members will provide learning opportunities for students identified as at-risk for dropping out of school or need of academic achievement improvement on the SCE school-wide campuses. These opportunities may include but are not limited to: extended day, extended year, one to one tutoring, temporary alternative educational placement (both non-disciplinary and disciplinary programs), assisting with classroom management, computer lab assistance, instructional support under supervision of certified staff. These activities offer the at-risk student more individualized instruction, based on their specific needs in meeting the academic standards set by the state and LEA. The duties are outlined in TEC,42.152. Class schedules and signed job descriptions will be maintained as documentation. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group:	District Office Staff, Principal, Superintendent	as needed	(S)Assessment Data, (S)Local, (S)State Compensatory	Summative - payroll records; class schedules; signed job descriptions; improved student achievement; decreased student drop out rate; CNA results;

FRIONA ISD

Goal 3. FISD will obtain an attendance rate of 97% or better with a 1% or less dropout rate.

Objective 2. Use of SCE funds to improve student performance through direct instructional services to students at risk of dropping out of school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
AtRisk) (Strategic Priorities: 2)				
3. SCE administrative central office staff, and other allowable SCE non-instructional salaries/activities and supplemental staff, will be paid out of the 48% SCE indirect costs. (Title I SW Elements: 2.4) (Target Group: AtRisk) (Strategic Priorities: 2)	District Office Staff, Superintendent	as needed	(S)State Compensatory-District	Summative - signed job descriptions, payroll records, improved student achievement, attendance and drop out records; CNA; supplemental staff hired
4. SCE Program and student progress will be monitored and evaluated at least once each 6 weeks grading periods and state assessment scores once per semester. Changes in student status will be shared with appropriate staff members. Student placement changes will be made as needed. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2)	Academic Services , Assistant Principal, Counselor, Principal	Each 6 weeks	(O)State assessment data, (O)Student Grades, (O)Student progress measures, (S)Local, (S)State Compensatory	Summative - Review of grades each reporting period (6 weeks); review of state assessment results; review of dropout rate; review of benchmark tests; review of changes in student status
5. The superintendent, in consultation with each campus principal, shall appoint an At-Risk contact at each campus. Each contact is responsible to oversee identification of students, maintain list of at-risk students, advise campus staff of student status, timely review of student progress, oversee semi-annual review of student data, collaborate with staff to provide services, conduct annual evaluation of program and staff development sessions. The educational decision maker and caseworker of any child in DFPS Managing Conservatorship will be notified any event that may significantly impact the child's education. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2)	Academic Services , Assistant Principal, Counselor, Principal, Superintendent	as appropriate	(L)Rti/LLI, (O)State assessment data, (O)Student Grades, (O)Student progress measures, (S)Assessment Data, (S)State Compensatory	Summative - Students appropriately identified and placed in SCE programs; student progress data reviewed in timely fashion; appropriate staff development trainings scheduled and delivered; SCE program evaluated yearly; campus staff informed of student status
6. SCE records kept electronically for a minimum of five years. Only staff with	Campus Office Staff, District Office Staff	as appropriate	(O)State assessment data, (O)Student Grades, (O)Student	Summative - Documentation records retained for minimum of 5

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Goal 3. FISD will obtain an attendance rate of 97% or better with a 1% or less dropout rate.

Objective 2. Use of SCE funds to improve student performance through direct instructional services to students at risk of dropping out of school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
educational need to know will have access to student records. Documentation will include items such as state assessment scores, local assessments, student placement, FTEs, and anecdotal notes as appropriate. (Title I SW Elements: 2.4) (Target Group: All,AtRisk)			progress measures, (S)Assessment Data, (S)FTEs and Salary Allocations, (S)State Compensatory	years

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Goal 4. All FISD students will be educated in learning environments that are healthy, safe, drug-free, and conducive to learning.

Objective 1. Need addressed: To raise 100% of students' achievement levels and ensure student safety in 2019-2020. Friona ISD will provide a safe and orderly learning environment emphasizing academics and encouraging healthy lifestyles through sequential health education, practices and modeling of good health behaviors.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide student handbooks in English/Spanish to students and parents to ensure awareness of discipline policies, procedures, and health requirements. Handbooks will be available both in paper and digitally. (Title I SW Elements: 1.1,3.2) (Target Group: All)	Assistant Principal, Counselor, Principal	upon enrollment	(S)Local	Summative - Receipt/signature of student handbooks; Reduced absences and discipline referrals
2. Provide students and parents with a copy and explanation of the drug testing policy and procedures. (Title I SW Elements: 1.1,3.2) (Target Group: 7th ,8th,9th,10th,11th,12th)	Assistant Principal, Counselor, Principal	Enrollment	(S)Local	10/07/19 - On Track (S)
3. Teachers are trained on implementation of conflict resolution/discipline strategies and code of conduct during teacher in-service. Stakeholders will be trained in dating violence/bullying prevention. The district is trained on all required TEC and TAC trainings prior to the start of school or as needed when hired. Each campus has a core team trained in Handle with Care and in implementing positive behavior support. (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Superintendent	August/as scheduled	(F)IDEA Special Education-District, (S)Local	10/07/19 - On Track (S)
4. Implement Emergency Operations Plan and Practice Emergency Drills (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)	Assistant Principal, Principal, Special Programs Director, Superintendent	Monthly	(S)Local	Summative - Emergency preparedness report
5. Improve overall health, nutrition and fitness of students through free breakfast and lunch for all students, participation in Fitnessgram program (individual student performance levels available to parents upon request) and mandated physical education classes and staff training. Nutrition will be integrated into health education or core curriculum. (Title I SW: 1,6) (Title I SW Elements: 1.1,3.2) (Target Group:	Cafeteria Staff, Principal, SHAC Committee, Superintendent, Teacher(s)	Daily	(S)Local	Summative - Food service records Fitnessgram data staff training certificates master schedules showing p.e. classes Wellness Policy Assessment

FRIONA ISD

Goal 4. All FISD students will be educated in learning environments that are healthy, safe, drug-free, and conducive to learning.

Objective 1. Need addressed: To raise 100% of students' achievement levels and ensure student safety in 2019-2020. Friona ISD will provide a safe and orderly learning environment emphasizing academics and encouraging healthy lifestyles through sequential health education, practices and modeling of good health behaviors.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
All)				
6. Cardiac Pulmonary Resuscitation training will be required for all bus drivers and required UIL sponsors. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)	Outside Consultant, Principal, School Nurse	June-Aug	(S)Local	Summative - Sign-in sheets Certification records
7. Provide disinfectant and cleaning supplies as well as parental information to prevent/decrease spread of communicable diseases on all campuses and through nurse's office and custodial staff. (Title I SW Elements: 2.4,3.2) (Target Group: All)	Custodian Department Head, Maintenance Director, School Nurse	Daily/as needed	(S)Local	Summative - Attendance records Nurses records
8. All staff will report suspected child abuse or neglect, including trafficking of a child, as required by law. (HB 10) (Title I SW Elements: 2.4) (Target Group: All)	Assistant Principal, Counselor, Principal, School Nurse, Teacher(s)	Each occurrence	(S)Local	Summative - documentation of reporting to authorities
9. School Health Advisory Council will develop goals to increase overall health and physical activity of all students. (Title I SW Elements: 1.1,3.2) (Target Group: All)	Parent Volunteers, School Nurse, Special Programs Director	4 Meetings yearly	(S)Local	Summative - Sign in sheets
10. All current and future employees, including substitute teachers, will have fingerprint clearance per TEA and SBEC (Title I SW Elements: 2.4) (Target Group: All)	District Office Staff, Superintendent	at time of hire	(S)Local	Summative - Clearance by state and federal organizations
11. Provide pregnancy related services including but not limited to: parenting guidance, homebound services, counseling, access to community services (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All)	Counselor, Principal, School Nurse	as needed	(S)Local, (S)State Compensatory-District	Summative - At risk data Graduation rate Documentation of service
12. Nutritional meals will be provided to students; foods and drinks of minimal nutritional value, and vending machines that dispense such items, are not available during hours as mandated by statute. (Title I SW Elements: 2.4) (Target Group: All)	Cafeteria Staff, Principal, School Nurse, Superintendent, Teacher(s)	Daily	(S)Local	Summative - breakfast and lunch menus,

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Goal 4. All FISD students will be educated in learning environments that are healthy, safe, drug-free, and conducive to learning.

Objective 1. Need addressed: To raise 100% of students' achievement levels and ensure student safety in 2019-2020. Friona ISD will provide a safe and orderly learning environment emphasizing academics and encouraging healthy lifestyles through sequential health education, practices and modeling of good health behaviors.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. Students will be given the opportunity for physical activity during the school day through PE classes, athletic periods, marching band and recess, for a minimum of 30 minutes. PE curriculum will meet needs of students of all physical ability levels (HB 440) (Title I SW Elements: 2.4) (Target Group: All,SPED)	Principal, Teacher(s)	Daily	(S)Local	Summative - School Schedules, Sports rosters and schedules, student transcript, IEPs
14. Staff will be given the opportunity to use the district facilities to participate in a Wellness Program. (Title I SW Elements: 1.1)	SHAC Committee	As scheduled	(S)Local	Summative - Announcements-handouts, sign-in sheets

FRIONA ISD

Goal 4. All FISD students will be educated in learning environments that are healthy, safe, drug-free, and conducive to learning.

Objective 2. Total DAEP placements will be below 5%. Tobacco, Alcohol, and Drug (TAOD) offenses will remain below 1% in 2019-2020. Incidents of violence will remain at or below 1% in 2019-2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement discipline management plan and Student Code of Conduct. Students are to be made aware of guidelines and code requirements. District guidelines clearly communicated in parent home language. Provide ISS/DAEP services Special Education needs addressed through IEP/BIP After-school mentoring Alternatives to removing students from classrooms Visible administrators and teachers in halls, before, after school, during lunch, and class changes. Reward Positive Behavior Newsletters End-of-Year Awards Programs Reduce campus drug offenses Red Ribbon Week Service Learning Projects DAEP Transition Plan (Title I SW Elements: 2.4,3.2) (Target Group: All)	Assistant Principal, Principal, Special Ed Director	Weekly As scheduled Monthly	(F)IDEA Special Education-District, (O)Region 16 ESC, (S)Local, (S)State Compensatory-District	Summative - PEIMS 425 Record Teacher surveys Ratio of regular ed. in-school and out of school suspensions to special ed. in-school and out of school suspensions.
2. Continue Interquest Detection Canine contract (drug dogs) (Title I SW Elements: 1.1,3.2) (Target Group: All)	Principal, Superintendent	As scheduled	(S)Local	Summative - Reduce number of positive alerts by drug dogs
3. All classrooms will implement classroom management rules, regulations, and consequences including use of DAEP for disciplinary reasons. (Title I SW Elements: 2.4,3.2) (Target Group: All)	Assistant Principal, Counselor, Principal, Teacher(s)	Daily	(S)Local	Summative - Comprehensive needs assessment
4. Continue suspension after school. (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All)	Assistant Principal, Counselor, Principal	As needed	(S)Local	Summative - Reduce number of discipline referrals

FRIONA ISD

Goal 5. FISD students will graduate from high school with workforce skills and/or college ready preparing students to be well educated and productive citizens.

Objective 1. All students will graduate from high school with workforce skills and/or college ready. Preparing students to be well educated and productive citizens, To continue to build capacity and increase opportunities for all students and parents by providing higher education information and post-secondary training. To meet requirements of House Bill 5.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Advaced Academic Services to guide educational opportunities geared toward secondary education or career opportunities based on the students' interest and needs. (Title I SW Elements: 2.4,3.2) (Target Group: All,GT,AtRisk) (Strategic Priorities: 3)	Academic Services , Counselor, Principal, Special Programs Director	Schedule as appropriate	(S)GT Allotment-District, (S)Local	Criteria: Summative- Student evaluations; documentation of activities
2. Facilitate Internet based career searches for secondary students. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,ECD,ESL,Migrant,SPED,GT,AtRisk) (Strategic Priorities: 3)	Academic Services , Counselor, Principal, Teacher(s)	August-October	(F)Title I-District, (S)CTE Funds-District	Criteria: Summative- increased number of students entering post-secondary training or college
3. Notification of entry to state university if in top 10% of class-scholarship for graduating early, Teach for Texas grants, Notification of higher education requirements, Personal Graduation Plans, Financial Aid opportunities. (Title I SW Elements: 2.4,3.2) (Target Group: All,ECD,ESL,Migrant,SPED,GT,CTE,AtRisk) (Strategic Priorities: 3)	Academic Services , College Access Specialist, Counselor, ESC 16, Migrant Counselor, Principal, Teacher(s)	Each semester	(F)Title I Part C-Migrant District, (F)Title I-District, (S)Local, (S)State Compensatory-District	Criteria: Summative- sign in sheets; meeting agendas and minutes; personal graduation plans completed for every student
4. CTE teachers will implement State Curriculum and tech-Prep courses to better prepare students for career opportunities and obtain CTE certifications. (Title I SW Elements: 1.1,2.4) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Principal, Special Programs Director, Teacher(s)	Each semester	(F)Title I-District, (S)Local, (S)State Compensatory-District	Criteria: Summative- 6 week grading periods; increased course credits and CTE certifications attained
5. Additional technology courses, software and hardware available for teachers at all levels. Digital textbooks and other electronic media will be added as available and appropriate. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1,3)	Principal, Teacher(s), Technology Coordinator	As appropriate	(F)Title I-District, (S)CTE Funds-District, (S)IMA-District, (S)Local, (S)State Compensatory-District	Criteria: Summative- documentation of course offerings- student rosters, purchase orders and invoices, credits accrued; meeting agendas and sign-in sheets
6. CTE Advisory Council will meet to evaluate vocational programs. (Title I SW Elements:	Committee members, Principal, Teacher(s)	Each semester	(F)Title I-District, (S)CTE Funds-District, (S)State Compensatory-	Criteria: Summative- Committee evaluations; agendas, sign-in

FRIONA ISD

Goal 5. FISD students will graduate from high school with workforce skills and/or college ready preparing students to be well educated and productive citizens.

Objective 1. All students will graduate from high school with workforce skills and/or college ready. Preparing students to be well educated and productive citizens, To continue to build capacity and increase opportunities for all students and parents by providing higher education information and post-secondary training. To meet requirements of House Bill 5.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.4,3.2) (Target Group: All,CTE)			District	sheets, meeting minutes
7. Retain supplemental position of Student Academic Services Coordinator to help students meet legislative requirements to graduate. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1)	Principal, Superintendent	Yearly	(S)Local	Criteria: Summative- HB 5 requirements met; graduation rates
8. FISD will continue to offer devised to students and teachers to increase level of students achievement and technology skills. Trainings will be offered to all stakeholders. (Title I SW Elements: 1.1,2.4) (Target Group: All)	Director of Technology, Principal, Superintendent, Teacher(s)	Daily	(S)Local	Criteria: Summative- IT equipment and/or software purchased; increased student achievement; teacher training rosters; student rosters
9. All 8th grade students will receive instruction in preparation for high school, college and career by the Student Academic Services Coordinator and Special Education Transition Coordinator (as appropriate). (HB 18) (Title 1 SW: 9, 10) (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)	Academic Services , Principal, Special Ed Director	Spring semester	(F)IDEA Special Education-District, (S)Local	Criteria: Summative- documentation of activities; increased student post secondary activities
10. Provide opportunities for students to obtain and Industry Based Certification. (Title I SW Elements: 1.1,2.4) (Target Group: All)	Academic Services	As appropriate	(F)Title IV Part A SSAEP	Criteria: Summative- Documentation of certifications

FRIONA ISD

Goal 6. All FISD students will be taught by certified teachers in core academic areas per state requirements and paraprofessionals will be highly qualified/state certified (based District of Innovation).

Objective 1. Appropriate staff development including training in math, reading, writing, science, social studies, Response to Intervention, parental involvement, drop-out reduction, suicide prevention and T-TESS. 100% of Friona ISD professionals and paraprofessionals will be qualified and demonstrate subject matter proficiency per state guidelines, targeting certified bilingual and core curriculum educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain the percentage of core academic subject area classes taught by qualified teachers at 100%. Service records will contain status of teachers and paraprofessionals, assignments, and courses taught. (Title I SW Elements: 2.4,2.5) (Target Group: All)	Principal, Special Ed Director, Special Programs Director, Superintendent	at time of hire	(S)Local	Summative - Teacher certifications Equity Plan
2. Recruit potential staff via face to face interviews (college and ESC job fairs), electronic job postings and applications, phone interviews, or video streaming in multiple states. Focus will be on recruiting certified bilingual teachers and other areas of locally identified needs. Incentives will be offered in areas of locally determined high-need. (Title I SW Elements: 2.4,2.5) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent	as needed	(F)Title I-District, (S)Local	Summative - Employment records; incentived offered when certification are added to teaching certificate
3. Assign or reassign teachers and paraprofessionals to areas so that program and student needs are met. Teacher effectiveness will be monitored through T-TESS formal evaluation process and frequent walk-throughs by administrative staff. Staff members will furnish current teaching certifications to supervisors each year. Paraprofessionals will be evaluated on a yearly basis by supervising staff members. (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent	July - June	(F)Title I-District, (S)Local, (S)State Compensatory-District	Summative - Comprehensive needs assessment; Improved student achievement; evaluation results; Equity Plan
4. Provide staff development opportunities for 100% professional, administrative and paraprofessional staff members pertaining to areas of assignment to ensure a qualified staff to meet FISD student needs/objectives as identified by the yearly comprehensive needs assessment and to raise student achievement. Provide incentives to appropriate staff for alternative certification programs and to add	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent	as needed and available	(F)Title IIA-District, (F)Title III-District, (S)Local	Summative - Needs assessments; Sign-in sheets; workshop agendas, certificates; teacher certifications; increased student achievement

FRIONA ISD

- Goal 6.** All FISD students will be taught by certified teachers in core academic areas per state requirements and paraprofessionals will be highly qualified/state certified (based District of Innovation).
- Objective 1.** Appropriate staff development including training in math, reading, writing, science, social studies, Response to Intervention, parental involvement, drop-out reduction, suicide prevention and T-TESS. 100% of Friona ISD professionals and paraprofessionals will be qualified and demonstrate subject matter proficiency per state guidelines, targeting certified bilingual and core curriculum educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
ESL/Bilingual Certification. (Title I SW Elements: 2.4,2.5) (Target Group: All)				
5. Comprehensive staff development and staff release time will be provided to meet the needs of the underserved populations and meet state accountability standards; staff development waivers will be used to provide intensive, effective targeted professional development. Funds will be available to pay for training supplies and to bring in experts on teaching ESL, Bilingual, Special Education, suicide prevention (HB 2186) and At-Risk students or other student populations identified in need. (Title I SW Elements: 2.4,2.5) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent	As scheduled	(F)Title I-District, (F)Title IIA-District, (F)Title III-District, (S)Local	Summative - Needs assessment; workshop agendas, sign-in sheets, certificates STAAR Data; improved student achievement
6. Staff members will be surveyed to ascertain their professional development needs. These results will be used to determine strategies to enhance the district learning environment (HB 2012). (Title I SW Elements: 2.4,2.5) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent	April, and as appropriate	(F)Title IIA Principal and Teacher Improvement, (S)Local, (S)Special Ed-District	Summative - improved teaching strategies; effective classroom techniques; improved student achievement

Region 16 Migrant SSA



Migrant Section for DIP 2019-2020

The LEA is responsible for incorporating all Migrant Education Program (MEP) activities/services/plans and guidelines into a migrant –specific section of the District Improvement Plan (DIP) and updating it on a yearly basis. The activities listed in this section are required for all Title I, Part C programs in Texas. **You must maintain documentation of these activities for auditing and monitoring purposes.**

Goal Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.

Objective All identified Migrant students will receive services according to high priority.

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Required Program Activities	ID&R: Identify and recruit migrant children and youth, including conducting annual residency verification and other Identification and Recruitment+ C4.C36nt (ID&R) activities according to specific timelines, as outlined in the Texas Manual for the Identification and Recruitment of Migrant Students. (PS3103 Pt.2) (ESSA P&A E8, PG9)	Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records, Recruiter Training Certificate	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	ID&R: Conduct ID&R activities as outlined in the ID&R plan in the Texas Manual for the Identification and Recruitment of Migrant Children. (PS3103 Pt. 2) (ESSA P&A E8)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, NGS Records	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	NGS: Beginning July 1 through June 30, encode all required data into the New Generation System (NGS) and conduct all required activities, as outlined in the Manual for New Generation System (NGS) Data Management Requirements. (PS3103 Pt.2) (ESSA P&A E9, PG6)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	NGS Reports and records	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	District Procedures: Develop and implement a set of procedures that outline (1) a variety of strategies for partial and full credit accrual for migrant student with late entry and/or early withdrawal, and (2) saved course slots in elective and core subject areas, based on the district's history of student migration. (PS3103 Pt. 2) (ESSA PG16)	Migrant Coordinator, Migrant Counselor, Administrator		March 1 through October 1	Procedures Manual, documentation of dissemination	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. (PS3103 Pt.2) (ESSA PG7)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter, email or phone call log to receiving states' summer migrant program staff	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations. (PS3103 Pt.2) (ESSA PG8)	NGS Data Specialist, Migrant Coordinator		March 1 through June 1	Name of summer contact person encoded on NGS	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2) (ESSA P&A A4, PG18)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. (ESSA P&A E3a, PG12)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS. (ESSA P&A E3f, PG15)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	NGS Partial Credit Report, NGS Not-on-time for Graduation Report, NGS Student Graduation Plan, Student Performance Log, NGS list of Recommended Courses, NGS Supplemental Program Services report, documentation of credit consolidation and proper course placement	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. (ESSA P&A E3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Provide supportive services for out of school youth. (ESSA P&A E3h)	Migrant Coordinator, Migrant Youth Specialist		July 1 through June 30	OSY Performance Log, copies of referral letters, NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.) (ESSA P&A E7A)	Migrant Coordinator, Administrator		Withing first 60 days of school year after entering school district	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, NGS record	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. (ESSA P&A E8A)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐

2019-2020 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Summative Review		June
							Jan		
Required	Migrant Parent Advisory Council: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (A region-wide Migrant PAC may be established where districts are members of a shared services arrangement (SSA) for the MEP.) (ESSA P&A H1-2, PG13)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Coordinate/provide instructional services to ensure migrant students are proficient on state assessments. (SDP 1-1, SDP 2-1, PS3103 Pt. 4A) *Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst) (PS3103 Pt. 4A) *Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2019, March 2020, April 2020, May 2020, June 2020	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Provide training and support to migrant students on how to effectively use resources and tools to increase success in reading and/or math. (SDP 1-2, SDP 2-2, PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide		July 1 through June 30	Student Performance Log, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Coordinate/provide professional development for MEP staff who provide needs-based supplemental reading and/or math instruction to migrant students. (SDP 1-3, SDP 2-3)	ESC MEP Coordinator, Migrant Interventionist	Reg 16 SSA MEP funds	July 1 through June 30	certificates of attendance, sign in sheets	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Coordinate or provide support services that address the identified reading and/or math needs of migrant students. (SDP 1-4, SDP 2-4) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D) *Identified Needs for Academic and Nonacademic Support Services--School Supplies (PS3103 Pt. 4D)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Migrant Request/Receipt for needs, Medical Request	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Coordinate or provide training/resources to migrant parent on reading and/or math strategies for their children. (SDP 1-6, SDP 2-6)	ESC MEP Coordinator, Migrant Interventionist, Migrant Coordinator, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	October 2019, February 2020	meeting notice, sign in sheet, handout,	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Utilize Project SMART when providing summer supplemental services in mathematics to migrant students. (SDP 2-7) *Summer Programs--Project SMART for Kindergarten-8 grade (current programs only) (PS3103 Pt. 4B)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	NGS summer enrollment record, Attendance record, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Coordinate/provide summer supplemental services in mathematics to migrant students who are performing below grade level through remedial mathematics programs. (SDP 2-8)	Migrant Coordinator, Administrator		June - August 2020	district enrollment, sign-in sheet, notification letter	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Coordinate with other programs to provide migrant children ages 3-5 (not in kindergarten) with access to school readiness services. (SDP 3-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	NGS enrollment records	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Implement the TEA-approved early literacy program (ABB) for migrant children ages 3-5 (not in kindergarten) that are not served by other programs. (SDP 3-2) *Supplemental Instruction--Home Based Program for 3- and 4-Year-Olds: Provide a lead teacher to train support staff and administer home-based implementation of the early childhood program to migrant 3- and 4-year-olds if children cannot be served by other available resources. Name of Program: A Bright Beginnings (PS3103 Pt. 4C)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, NGS enrollment records, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
Required Program Activities	Provide migrant parents with developmentally -appropriate school readiness resources and strategies. (SDP3-3)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	handouts, home visit documentation, parent meeting agendas	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Coordinate/provide support services for migrant children ages 3-5 (not in kindergarten) and their families. (SDP 3-4) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D)	Migrant Coordinator, School/Home Community Liaison	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Coordinate/provide supplemental instructional services to ensure migrant students are proficient on state assessments. (SDP 4-1) *Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. (e.g. STAAR Burst) (PS3103 Pt. 4A) *Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (PS3103 Pt. 4A)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2019, March 2020, April 2020, May 2020, June 2020	Student Performance Log, NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐

2019-2020 Region 16 Migrant SSA Member District Migrant Education Plan

	Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Required Program Activities	Coordinate/provide support services to migrant students in grades 9-12 (e.g. counseling, translation, health services, transportation, mental health services). (SDP 4-2) *Identified Needs for Academic and Nonacademic Support Services--Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations (PS3103 Pt. 4D) *Identified Needs for Academic and Nonacademic Support Services--School Supplies (PS3103 Pt. 4D)	Migrant Coordinator, School Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Coordinate/provide migrant student graduation support and advocacy(e.g. monitoring and tracking attendance and academic progress, reviewing course selections, providing leadership and mentoring programs, facilitating family/school connections, providing home visits). (SDP 4-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Coordinate with receiving state MEP staff on migrant students' graduation needs/requirements. (SDP 4-4)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, TMIP		July 1 through June 30	TMIP referral, MSIX data request, emails, phone logs	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Coordinate/provide needs-based services for OSY with support and advocacy (e.g. graduation, high school equivalency, job readiness skills). (SDP 4-5)	Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Provide information and resources to parents about graduation requirements and college/career opportunities. (SDP 4-6)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		July 1 through June 30	PSPG document,	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Provide professional development for MEP staff on services for migrant students in grades 9-12 and OSY (e.g. credit accrual, credit recovery, inter/intra state coordination, TMIP). (SDP 4-7)	Migrant Coordinator, Migrant Counselor	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	Provide non-MEP staff with information about MEP services and programs that address graduation and opportunities after high school (e.g. credit accrual, credit recovery, inter/intrastate coordination, TMIP, HEP/CAMP, Close UP, BCL). (SDP 4-8)	Migrant Coordinator, Administrator, Counselor		July 1 through June 30	handouts, emails, sign-in	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
Supplemental Program Activities-- Secondary School	<i>Credit Accrual</i> --Offer a variety of alternative methods for credit accrual and recovery by providing (1) opportunities for earning credit by exam or distance learning coursework, such as that available through the Portable Assisted Study Sequence (PASS) courses or the University of Texas at Austin's Migrant Student Graduation Enhancement Program; and (2) use of equipment, space and support staff necessary for successful completion of course work. MEP funding is allowable only where migrant students cannot be served by other available resources. (PS3103 Pt. 4A)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Student Performance Log, NGS Credit Reports, Student transcript, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	<i>College Tours</i> -Expose migrant students to various post-secondary educational possibilities and allow them to gain greater understanding of the admissions, financial aid and College Assistance Migrant Program (CAMP) services firsthand through visits with these various departments at actual college and university campuses. (PS3103 Pt. 4A)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds	August 1 through May 30	Agendas, presentaion handouts, sign-in sheets	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
Supplemental Program Activities-- Support Services	<i>Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education</i> -- Childcare during Parent Involvement and PAC meetings (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	<i>Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education</i> -- Transportation to and from Parent Involvement and PAC meetings (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	NGS Supplemental Program Services report, Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	<i>Support Services to Facilitate Involvement of Migrant Parents in School Activites, the Local MEP, or their Child's education</i> -- Light snack to encourage participation or attendance by parents at Parent Involvement and PAC meetings. (PS3103 Pt. 4D)	Migrant Coordinator, Migrant Recruiter, Migrant School/Home Community Liaison	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, Agenda, sign-in sheet, minutes	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐
	<i>Other: Snacks and Meals for migrant students participating in off campus migrant activites</i> --When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g.--Leadership conferences, STAAR Burst, Health and Safety Day, etc.)	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	☐ ☐ ☐ ☐	Accomplished? Yes No	☐ ☐ ☐ ☐

Region 16 Migrant SSA



Priority for Services Action Plan 2019-2020

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: MEP SSA Member District
Region: 16

Priority for Service (PFS) Action Plan

School Year: 2019 - 2020

Filled Out By: K. Seymour
Date: 09/10/2019

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s): To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.	Objective(s): Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students. Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	During the first week of each month during the program year	Region 16 Education Service Center NGS Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator’s office.

Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	July of each beginning of the programmatic year	Region 16 ESC Ed. Specialist, Region16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP
Additional Activities			
Review the academic status of each PFS student after each six-week grade reporting period. Develop a plan for each PFS student not meeting or at risk of not meeting all academic standards.	Every six weeks immediately following the posting of grades	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	six week report cards, progress reports with date of consultation and signatures of participants
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	During the first week of each month during the program year	NGS Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)
During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized	Ongoing throughout the year; at a	Migrant service coordinator, Migrant School Home	phone and travel logs, copies of

home and /or community visits to update parents on the academic progress of their children.	minimum of one per semester	community liaison, recruiter	documents shared on home visit
Provide services to PFS migrant students.			
The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Throughout the year and after review of PFS student's progress	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	documentation of services provided by any federal, state or local programs (i.e. TIA, TIII, Homeless, B/ESL, Free & Reduced Lunch, SCE), student schedules
Additional Activities			
Migrant Interventionists will review PFS list on a monthly basis to determine migrant students for targeted instructional support focusing on PFS students unable to meet Statewide Student Assessment criteria.	Once each month; ongoing throughout the year as necessary	Migrant Interventionist	Migrant Interventionists' tracking form

LEA Signature

Date Completed



ESC Signature

09/24/2019

Date Received

Region 16 Migrant SSA



Identification and Recruitment of Migrant Students 2019-2020

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
						Nov	Mar	June	Aug	
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered through Project Share.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
						Nov	Mar	June	Aug	
A. Meet with all district ID&R staff (eligibility reviewers, recruiters and clerks) to brainstorm and plan recruitment strategies to include in ID&R Plan.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, staff assignments, calendar	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
B. Finalize all forms, documents and logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	MEP administrators, recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, handouts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
C. Make recruiter assignments, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar, TEA Agricultural Map	staff assignments, contact log, list of local farmers/agribusiness contacts, utility contacts, social services contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
D. Conduct ID&R for Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, etc. Targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Share copies of COEs with appropriate entities as listed on COE.	MEP recruiters	Throughout the year. Make initial outreach efforts by Sept. 30	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, COEs, Supplemental Documentation Form, completed family surveys	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
E. Conduct Annual Initial Contact for Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Share copies of COEs with appropriate entities as listed on COE.	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
F. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and Coe Supplemental Documentation Form to eligibility reviewer for review.	MEP recruiters	Within 3 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
G. Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	MEP eligibility reviewers	Within 5 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Copies of COEs, Supplemental Documentation Form, Eligibility Reviewer signature	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
H. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	MEP recruiters	Sept 1-Nov 1 ~~~~~ ~~~~~ Also for 2-yr-olds turning 3, after 3rd birthday.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Residency Verification entry made on all COEs, contact log, Residency Verification entry on NGS	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
I. Coordinate with Region 16 Out of School Youth Recruiter to identify OSY within the LEA's boundaries.	MEP recruiters	Throughout the year.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		Aug
						Nov	Mar	June		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.										
Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review		Aug
						Nov	Mar	June		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children, back of COEs	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____
OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		Aug
						Nov	Mar	June		
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
B. Forward COEs with more than one required comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, COEs	COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, COEs	COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE VI Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

-Campus Needs Assessment for 2019-20

General Campus Description

Friona High School is a rural public Title I campus that serves a student population of roughly 303 students in grades 9-12. The student population is made up primarily of Hispanic students with a growing Guatemalan population within this demographic. The latest 2018 Accountability Summary includes the following demographics: Economically Disadvantaged: 74.2%, English Language Learners: 10.1%, Mobility Rate: 14.9%. Projections for 2019 data include the following: Economically Disadvantaged: 79%, English Language Learners: 12.2%, Mobility Rate: 16.0%.

Serving the 301 students are 26 highly qualified certified personnel, six highly qualified paraprofessionals, two counselors, one nurse, three secretaries, and three administrators. The campus currently runs an 8 period day. Power Period is utilized to enhance student areas of interest and to mentor students. RTI and academic guidance is provided in Power Period on Monday, Tuesdays and Wednesdays and Thursdays and Fridays are available for tutorials. PLCs needed daily to provide staff time for professional development, RtI implementation, and curriculum support. The campus offers dual credit course that replace English IV, Government, and US History. Dual Credit is emphasized encouraging students to take the core that is accepted by Texas universities with at least 3 hours in English or Math or 9 total dual credit. Honors courses are offered in English I and AP English and Spanish Honors III and AP IV. Honors Biology and Honors Algebra II are also offered for our accelerated students.

Friona High School met the State Accountability requirements for 2018, earning distinctions in 2 areas, Reading/ELA and Top 25% Comparative Academic Growth. Friona High School met the requirements for additional targeted intervention and implemented the plan addressed in the campus improvement plan. We will continue to closely monitor data in the new state accountability system in Reading for All students, Hispanic, Economically Disadvantaged, Special Ed, and English Language Learners.

The campus follows a common district-wide calendar for the academic year as well as a summer school calendar for the month of June. Summer school is intended for those students who have failed core courses for the year, EOC remediation, or credit recovery for excessive absences.

-Campus Needs Assessment for 2019-20

Due to our recent SIP process, our campus has been involved in curriculum coaching for mathematics and Language Arts, SIOP training, TCMPC lesson planning, Fundamental Five, organization, and development, and TEKS studies. We have also been highly involved in curriculum-based assessing and progress monitoring through unit assessments.

-Campus Needs Assessment for 2019-20

Demographics – CNA 1

Committee Members: Dennis Field, Tommy DeLeon, Allison Johnston, Trent Britten, Daniel Rosales, Lindsay Rackley, Elias Carrillo

The Demographics Focus Group determined that there were three sub-populations that should be the primary focus of the committee – SPED, English Language Learners (ELL), and Hispanic. These three subgroups were identified in the state and federal accountability rating system as needing improvement and offer FHS the biggest challenges.

The committee reviewed data from the 2018 Texas Education Agency (TEA) Accountability Summary, 2017-18 Texas Academic Performance Report (TAPR), and custom reports from TxEIS. The committee used these reports to capture data related to the FHS Campus population for each demographic. Using this data, the committee was able to determine the strengths, weaknesses, and needs for FHS in the academic year of 2019-2020.

The committee finds that our English Language Learners and SPED students are supported through the use of technology, Odyssey Ware, small class sizes, Power Period, EOC Scholars, and an ongoing remediation progress monitoring through daily Power Period, Language Acquisition classes for non-English speakers.

The committee also finds that our ELL students are supported by strong ESL Aides, ESL classes, and varied support programs like DynEd and the Wow/Wells program. FHS shows weaknesses in acculturating our ELL students and not having a vertically aligned ESL Program and literacy for newcomers. Further, FHS needs to strengthen a The Accountability Report shows that our ELL students tested low.

Upon review of all the data and considering the unique circumstances that FHS must comply with, our committee makes the following recommendations:

- The staff needs to utilize Power Period to serve underperforming students with the goal of exiting them from the program.
- Increase acculturation campus-wide for ELL students
- Continue with DynEd and Wow/Wells program to increase English proficiency
- Placing new immigrants in a classroom setting that maximizes language acquisition.

-Campus Needs Assessment for 2019-20

- Newcomers needs are assessed on an individual basis to provide the skills needed to be successful in an academic setting.
- Implementing a literacy program for older students.
- Honor students receiving DynEd certifications
- Professional Development for teachers on strategies for new comers.

-Campus Needs Assessment for 2019-20

Student Achievement – CNA 2

Committee Members: Dennis Field, Tommy DeLeon, Allison Johnston, Trent Britten, Daniel Rosales, Lindsay Rackley, Elias Carrillo

The Student Achievement Focus Group explored data from State Assessment Reports and the Six Weeks Failure Reports from 2017-18 and to date during 2018-19. The committee concentrated on the last three school years, (2016-2018). The following charts were used to evaluate the strengths and needs of our campus:

- *Summary of the 2018-19 Failure List
- *Comparison of Friona and State STAAR EOC results – 2018
- *Deviation in % of Students Scoring Satisfactory Comparing Friona to State Results
- *Demographics of the STAAR EOC Test Subgroups

Based on the work of the group focusing on student achievement, we have identified the following strengths, weaknesses, and overall campus needs:

The committee finds that our 2018 EOC scores for English II and US History were only slightly below state averages. Algebra I, Biology and English I results were strengths and above the state average. The addition of high quality instructional aides is an asset to the education of the ELL, Special Ed. and other struggling students. The SIOP training that some of our teachers received this year is a positive step. Further, the Power Period and language acquisition programs will help monitor student success and struggles. Literacy training will help all staff meet the needs of new comers.

The committee also finds that we currently have some weaknesses in the following areas: too large of a gap in subgroups (English Language Learners and Special Education), students are remaining on the LEP list longer than we desire and the lack of students scoring Master's Grade Level on the STAAR EOC test. The ELA courses need to ascertain important concepts for increasing vocabulary and writing comprehension on grade level reading. There is a need to increase the number of students achieving Meets and Masters on EOC tests. In every area of meets and masters Friona High School falls below state averages in Algebra I, Biology, English I, English II and U.S. History.

-Campus Needs Assessment for 2019-20

Considering our strengths and weakness as identified through the campus data sources from the last three years, the members of the focus group have identified the following needs as most pressing as we move forward with student achievement.

- *Specific ELL training for all teachers (SIOP)
- *All Core teachers are required to be ELL certified
- *Monitor gaps in all subgroups and continue targeted support for low students in the regular classroom, after school, and in EOC Tutorials
- *Review EOC results after implementation of TEKS through the Texas Curriculum Management Program Cooperative for 2019-2020
- *Targeted support for upper level students to achieve Masters on EOC testing, through the creation of AP level classes in core EOC areas and individual placement in power period.
- *An additional dedicated teacher staff position in the area of ESL to alleviate stress on teaching English II, ESL, and Language Acquisition classes.
- * After school tutorials, Boot Camp for Algebra I, Biology and U.S. History.

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GRADE	Semester	Math	English	Social Studies	Science	Spanish	Electives
9	2012-13S1	11	4	4	1	0	1
	2012-13S2	17	8	12	3	6	4
	2013-14S1	8	7	1	3	2	5
	2013-14S2	13	6	0	1	5	0
	2014-15S1	15	6	2	1	4	2
	2014-15S2	16	6	0	0	10	1
	2015-16S1	15	6	3	4	2	4
	2015-16S2	14	3	8	4	6	4
10	2012-13S1	18	3	0	0	8	0
	2012-13S2	17	2	0	0	9	0
	2013-14S1	12	2	0	1	3	2
	2013-14S2	10	2	2	0	5	0
	2014-15S1	16	4	0	0	6	0
	2014-15S2	7	4	2	0	6	0
	2015-16S1	8	5	2	3	7	3
	2015-16S2	3	0	2	3	8	0
11	2012-13S1	4	2	0	0	2	0
	2012-13S2	3	5	0	0	3	0
	2013-14S1	3	0	1	0	0	0
	2013-14S2	3	0	0	0	0	0
	2014-15S1	16	2	1	0	0	0
	2014-15S2	15	3	0	0	1	0
	2015-16S1	16	7	0	0	4	3
	2015-16S2	11	5	4	2	5	2
12	2012-13S1	5	1	0	0	0	0
	2012-13S2	5	3	0	0	0	0
	2013-14S1	2	2	0	0	1	0
	2013-14S2	0	1	0	0	0	0
	2014-15S1	2	1	0	0	0	0
	2014-15S2	5	0	0	0	0	0
	2015-16S1	7	3	0	0	0	0
	2015-16S2	6	1	1	0	1	0

Summary of Failure List 2012-2013, 2013-14, 2014-2015, 2015-2016

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2013 EOC Results Friona High School - All Students, All Tests

Grade	Level 1 Unsatisfactory	Level 2 Satisfactory	Level 2 Final	Level 3 Advanced
Reading	21%	79%	36%	5%
I & II	20%	80%	41%	17%
Writing	47%	53%	27%	1%
I & II	37%	63%	32%	4%
Algebra I	10%	90%	18%	6%
	21%	79%	34%	14%
Biology	10%	90%	22%	2%
	18%	82%	33%	10%
US History	27%	73%	11%	2%
	24%	76%	26%	9%
All Subjects	22%	78%	23%	3%
	23%	77%	35%	13%

2014 EOC Results Friona High School - All Students, All Tests

Grade	Level 1 Unsatisfactory	Level 2 Satisfactory	Level 2 Final	Level 3 Advanced
English I	47%	53%	26%	1%
	38%	62%	%	6%
English II	36%	64%	32%	1%
	34%	66%	%	6%
Algebra I	27%	73%	15%	3%
	20%	80%	%	18%
Biology	18%	82%	15%	0%
	11%	89%	%	12%
US History	6%	94%	33%	6%
	8%	92%	%	16%
All Subjects	28%	72%	24%	2%
	23%	77%	%	11%

Opportunities

Strengths

State results in red

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2015 EOC Results Friona High School - All Students, All Tests

Grade	Level 1 Unsatisfactory	Level 2 Satisfactory	Level 2 Final	Level 3 Advanced
English I	47% 37%	53% 63%	38% 45%	9% 8%
English II	49% 34%	51% 66%	22% 45%	1% 5%
Algebra I	28% 19%	72% 81%	20% 43%	1% 21%
Biology	9% 8%	91% 92%	52% 57%	4% 18%
US History	20% 9%	80% 91%	23% 62%	1% 28%
All Subjects	27% 23%	73% 77%	28% 41%	3% 16%

Opportunities Strengths State results in red

2016 EOC Results Friona High School - All Students, All Tests

Grade	Level 1 Unsatisfactory	Level 2 Satisfactory	Level 3 Advanced
English I	43% 35%	57% 65%	1% 8%
English II	40% 33%	60% 67%	3% 7%
Algebra I	27% 22%	73% 78%	13% 25%
Biology	30% 13%	70% 87%	2% 20%
US History	12% 9%	88% 91%	9% 30%

Opportunities Strengths State results in red

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2017 EOC Results Friona High School - All Students, All Tests

Grade	Level 1 Unsatisfactory (not passes)	Level 2 Approaches Grade Level (passes)	Level 2 Meets Grade Level	Level 3 Masters Grade Level
English I	37% 36%	63% 64%	35% 44%	3% 8%
English II	33% 34%	67% 66%	40% 47%	3% 6%
Algebra I	13% 17%	87% 83%	44% 50%	17% 27%
Biology	13% 14%	87% 86%	43% 59%	9% 21%
US History	12% 8%	88% 91%	43% 67%	11% 37%

Opportunities

Strengths

State results in red

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2018 EOC Results Friona High School-All Students, All Tests

Grade	Level 1 Unsatisfactory (not passes)	Level 2 Approaches Grade Level (passes)	Level 2 Meets Grade Level	Level 3 Masters Grade Level
English I		60 66	44 40	7 3
English II		66 65	50 42	8 5
Algebra I		83 90	56 50	33 15
Biology		87 85	60 56	24 11
US History		92 88	72 61	42 16

Opportunities

Strengths

State results in red

Deviation in % of Students Scoring Satisfactory

Comparing Friona to State Results

		ELA/Reading	
		9 th	10 th
TAKS/EOC	2012	+6%	0%
TAKS/EOC	2013	-7%	-1%
EOC	2014	-9%	-2%
EOC	2015	-10%	-15%
EOC	2016	-8%	-7%
EOC	2017	-1%	+1%
EOC	2018	+8%	+10%

*Like colors track the same group from year to year. (Left out EOC writing scores for '12,'13 – used Reading for those years.)

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	Biology	
TAKS/EOC	2012	-5%
TAKS/EOC	2013	-1%
EOC	2014	-7%
EOC	2015	-1%
EOC	2016	-17%
EOC	2017	+1%
EOC	2018	0

	US History	
TAKS/EOC	2012	-2%
TAKS/EOC	2013	-2%
EOC	2014	+2%
EOC	2015	-11%
EOC	2016	-3%
EOC	2017	-3%
EOC	2018	-2%

	Algebra	
TAKS/EOC	2012	+3%
TAKS/EOC	2013	-3%
EOC	2014	-7%
EOC	2015	-9%
EOC	2016	-5%
EOC	2017	+4%
EOC	2018	+6%

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School Culture and Climate – CNA 3

Committee Members: Sandra Berend, Amber Drake, David Woods, David Acosta, Kay O'Brian,
Adam Nix

The School Culture and Climate Focus Group reviewed Friona High School's values, beliefs, and customs which shape the makeup and climate of the organization and school. This focus group considers how parents, students, staff, and the community perceive the school and how this perception affects interaction within the school system.

The School Culture and Climate committee considered 2017-2018 data, hallway walk-throughs, discussions with teachers and staff, as well as parents and students, and data from the student and parent satisfaction survey. Through this review, the committee identified strengths and weaknesses. Strengths that we found demonstrated by our school include:

- Students feel safe at school.
- Students have multiple opportunities to be engaged in the school process through extra- and co-curricular activities.
- Teachers have high expectations for their students and students respond by accepting responsibility for their actions.
- Campus attendance rate is steady and surpasses 95%.
- Parents perceive the school positively.
- Students and parents are more familiar with the FHS Student Handbook because students are in daily possession of their handbook in their planner. The handbook is thoroughly reviewed during Power Period at the beginning of the school year.
- Access to technology has improved with the addition of Library lab, iPad labs, and Chrome Books for dual credit students. It is the majority opinion that lap-tops will best serve high school students.
- Added locks to the doors for added security.

Opportunities for improvement were determined to include:

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- Parent participation needs to be improved. Parent participation can be improved by coinciding with high attendance activities (i.e. cheerleading tryouts, football games, pep rally)
- Identify open houses in the student handbook and in local advertising.
- Improve communication to parents of access to grades and attendance information through utilization of the parent portal in the TxEIS program.
- Develop strong endorsement programs that increase community involvement. Emphasis on Health Sciences development and improvement in existing programs.
- Improve parent access to grades and attendance information through utilization of the parent portal in the TxEIS program.

After studying both our strengths and weaknesses as identified through our data, the School Culture and Climate committee has recognized the following needs as most demanding for our school system:

- Increase parent and community involvement
- Improve communication to parents of available resources and open houses

Ideas for improvement:

- When incoming freshman and their parents tour the high school in August, set a station for parent portal.
- Article in paper for parent portal
- Apply for grants to help endorsement areas

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Staff Quality, Recruitment and Retention – CNA 4

Committee Members: Senera Rodriguez, Dalene Burns, Jo Osborn, Jimmy Arias, Tammy Gammon, Landree Steadman

The Staff Quality, Recruitment and Retention study continues to center on three tenets that support overall campus success. These tenets are:

- Highly Qualified Personnel
- Professional Development
- Special Program Resources for ESL, Dyslexic, and Special Education Populations

Data sources reviewed: SBEC records, 2016-2017 Professional Development Records, Master Schedule for 2016-2017, 2017-2018 and 2018-2019.

Friona High School has a current Recruitment and Retention Plan on file that contains goals, performance measures, and evaluation components to ensure that we employ only teachers and instructional paraprofessionals who are highly qualified. This plan is updated annually. The campus also has data to support the HQ status of our instructional certified and non-certified personnel. Currently, 100% of our certified and non-certified campus personnel are highly qualified. The principal submits an annual Title I assurance referred to as the Principal Attestation to the school district each year.

Turnover is something that the campus experiences each summer so we continue to monitor our hiring processes to ensure that we locate and hire the best qualified applicants for our teaching and coaching vacancies. Currently only 7 vacancies were posted for the 2019-2020 school year.

Professional development is an ongoing process that continues to strengthen our campus. Teachers are encouraged to search out opportunities for professional growth. As a district, we have begun some initiatives to provide training on the Sheltered Instruction Observation Protocol (SIOP) to enable us to better serve our ELL populations. Seventeen staff have been trained in SIOP with plans to continue training the remainder of the staff over the next two years. All ELA and math teachers have been trained. Representatives from all departments have been trained.

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Further, a few elective teachers have also been SIOP trained. Our content areas see a need to engage in more vertical communication and planning on campus and between campuses. This is especially true at the secondary levels. In the fall of 2016, the district sent out an online survey to poll the teachers as to their preferences related to professional development. We found that bringing professional development to Friona ISD is favored over having staff drive 120 miles round trip to receive professional development at Region 16 in Amarillo. It was also discussed that online trainings would benefit teachers. For summer professional development we will complete required trainings and technology training.

The third area of review concerns special programs such as ESL, dyslexia, and special education and efforts to adequately staff them to meet the needs of our student population. We are fully staffed with highly qualified personnel in our ESL and special education classes. Not only is the teacher of record highly qualified, but the instructional aides in each of the special education programs (resource, content mastery, and life skills) are highly qualified as well. We have examined how we currently serve students in our RtI programs and utilize Power Period to develop one-to-one relationships to better serve students in need of intervention. Our 2018-2019 master schedule incorporates Power Period and PLCs to provide teaming time for teachers to implement remediation and support our curriculum plan.

Based on our review of campus data and forecasting future campus needs, the following Summary of Needs is recommended.

- Continue to utilize the Recruitment and Retention Plan to seek out and retain HQ personnel.
- Continue professional development that is systemic and directly impacts our campus needs.
- Build capacity in the Sheltered Instruction Observation Protocol practices.
- Continue to bring training to our district versus having teachers and staff members travel to Amarillo.
- Explore the possibility of increasing the stipend for a Master's degree.

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Curriculum, Instruction, and Assessment – CNA 5

Committee Members: Cindy Alexander, Amy Adams, Heather Gillihan, Zachary Graves,
Victoria Bueno, Erika Montana, Bryan Masse

We as a team looked at TEKS Resource System through Texas Curriculum Management Program Cooperative (TCMPC) and DMAC. We have also reviewed STAAR data since receiving the results and have evaluated Fall and Spring ELA Benchmark results. The data indicates a problem area in grade level reading comprehension.

This year, DMAC and Lead4ward Data Analysis tools have been an important tool in helping teachers to see their student data and to help them plan necessary instruction in areas in need of improvement.

TCMPC resources are being used across the district. TCMPC resources is aligned vertically and provides teachers with necessary TEKS to cover each six weeks. For Curriculum Based Assessments, all core teachers used a benchmark test, either teacher-created or one released by TEA. Assessments are challenging and students continue to strive to increase scores.

Textbooks can be very beneficial to instruction and teachers had whiteboards to use. Some lessons were difficult to implement due to lack of technology. It is also noted that not all teachers use the state textbooks and teachers will need newer textbooks to align with the new TEKS for certain content that will be released by TEA for high school in the school year 2020-2021.

Other teaching resources are limited and confined to each teacher by subject. We believe there is a need for a district-wide vertical alignment as well as campus vertical alignment. In planning, it would be very helpful to know, for example, what novels are being read above and below each grade level. Novels are on order for 2019-2020. Vertical alignment in the English department for a comprehensive vocabulary curriculum will continue.

When looking at STAAR data, there are several TEKS in each grade level that demonstrate low achievement. There are several possible reasons for that deficiency. By meeting vertically by content, we could possibly improve those areas of deficiency. The English

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department will maintain portfolios with writing samples and testing data for each student who has not yet passed the English I and/or English II EOC.

Summer professional development on the TEKS Resource System and common lesson plans was beneficial.

Improvement ideas:

Give core –class teachers PLC period for alignment across each grade level.

Power Period used for sustained reading.

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Family and Community Involvement – CNA 6

Committee Members: Cindy Alexander, Amy Adams, Heather Gillihan, Zachary Graves,
Victoria Bueno, Erika Montana, Bryan Masse

Partnerships between the school's stakeholders play a vital role in a school's success. Students benefit from two-way communication between the school and home. The study of family and community involvement at Friona High centered on events and opportunities that we offer to open the door to our stakeholders. We define a stakeholder as anyone who has a vested interest in our campus and the success of our students.

We utilized historical data to generate information for the focus of strengths and weaknesses in the area of campus involvement by families and community. The data sources are as follows:

- Advertised invitations to attend school functions such as our two open house events
- Sign-in records
- Title I parent meeting agendas and minutes
- Parent Involvement Policy
- School-Parent Compact

Strengths:

- Open-Door Policy
- Daily teaming opportunities through PLC's
- Fall and spring open house events, Christmas open house
- Spanish speaking tour guide for parents during the Fall open house
- Individual counselor meetings with Freshman students and parents to discuss 4-year plans; bilingual translators are made available if needed
- Chieftain Choices continued in February of 2018 to support registration for 2019-2020 for Grades 8-11
- Orientations for incoming 9th grade students and parents in August of each year
- ESL and Migrant programs provide numerous student and family opportunities throughout the year
- Continuation of the Career and Health Fair 2018-2019
- Continuation of LEP Parent meeting 2019

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Weaknesses:

- English/Spanish language barriers with some students and parents.
- Disinterest among students towards schoolwork
- Low turnout for Open House and similar events

Summary of Needs:

- Continue to offer opportunities for parent/community involvement
- Provide resources to share with parents and community members through Title I funds
- Better educate the parents on the importance of their children's education.
- Guide parents through accessing online student records
- Spanish speaking tour guide for parents during the Fall open house

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School Context and Organization – CNA 7

Committee Members: Senera Rodriguez, Dalene Burns, Jo Osborn, Jimmy Arias, Tammy Gammon, Landree Steadman

This committee reviewed data from the following resources in an effort to discern strengths, weaknesses, and needs of our school's context and organization: duty rosters, schedules for student support services, school map and physical environment, positive support programs, formal and informal communication, incentive programs, 2016, 2017 and 2018 STAAR Results, passing rates for 2016, 2017 and 2018 EOC, failure reports, decision-making procedures, Friona High's vision/mission statement, anecdotal information from teachers concerning student morale, and discipline policies.

Friona High School has strengths due to master schedule, Power Period, duty rosters, mentor teachers, crisis plan and team, identifying students in need of assistance whether it be 504, ELL, special education, discipline procedures, a safe physical environment, strong communication among staff and administration in the form of emails, staff meetings, and informal meetings, and a collaborative campus needs assessment process.

We discussed some weaknesses dealing with lack of parent support concerning their children's education, and lack of student involvement in turning in homework. We are concerned about the lack of interest of parent and student focus concerning the importance of acquiring an education.

Our main focus is to continue to improve school climate with the following plans:

- Counselor's monthly parent letter, working together for lifelong success
- Allocating funds, time, and personnel to implement a sustained course of action for student incentives
- Use Tribe Assemblies to reward excellent behavior and academics
- Include parents in decision-making process
- Educate parents in the importance of their children receiving an education
- Friona High's mission, motto, and vision statements posted in each classroom and reviewed periodically

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- Open house in conjunction with parent attended school activities
- Pep rallies attended by parents, students, and community
- Veteran's assembly
- Junior and Senior financial aid night
- FAFSA help sessions for students and parents
- Parent portal to monitor grades and attendance
- Remind- fast efficient school messaging app to keep parents informed of activities and open communication.

Technology – CNA 8

Committee Members: Erika Montana, David Towner, Malia Marion, Linda Sargent, Marcus Ely, Eduardo Rojas, Angela Hochstein, Pam Husted, Chris Rackley, Erin Barnett, Myra Olivas, Kayle Jesko

The Technology Focus Group reviewed data from last year's CNA document, grade level teacher surveys, State required Technology TEKS, District Technology Plan, and the IT Site. This committee has identified the following strengths, weaknesses, and overall campus needs.

Strengths:

- 1) Teacher willingness to embrace technology – dropbox, evernote, symboloo, outlook, Remind, One Note, Kahoot, Quizziz, Cram.com, apps, etc.
- 2) Opportunity during teaming for training, updates and follow-up for technology development
- 3) Access to technology training and updates is plentiful
- 4) Use of Technology TEKS across the curriculum in all courses
- 5) New computers in 4 labs, IPADs for all teachers, increased number of computers in classrooms.
- 6) Assigned IPADs for EEL students.
- 7) Chromebooks assigned to dual credit students to help complete work
- 8) Open lab for students to use after school.

Weaknesses:

- 1) Lack user friendly software for projects (esp. iPad)
- 2) Improve technology skills in students so that technology can be incorporated into assignments and projects
- 3) Continued implementation and support of Technology TEKS across the curriculum
- 4) Students do not understand the ethics of using technology
- 5) Limited ability to monitor student devices in the classroom. (Chromebooks and IPADS)
- 6) Wireless access for more devices on the network.

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- 7) Mirroring options in the classroom. (display device screen to projector)
- 8) Not all smart board devices work.

Needs:

- 1) Continue technology training for teachers. Google Classroom
- 2) More classroom computers, computer labs, iPads, tablets, scanners, video cameras, etc.
- 3) Install user friendly software on mobile and computer labs
- 4) Continue support of using Technology TEKS across the curriculum to improve student skill level
- 5) Implement one-to-one access through IPADS/Chromebooks
- 6) Educate students on the importance of following netiquette and regulations with regard to technology
- 7) Supervision software for student iPad and Chromebooks, such as Faronics Insight
- 8) Access to reliable wireless network
- 9) Make sure the technology is working properly
- 10) Apps that are needed installed on Chromebook. (Word, Excel,Ect)
- 11) Kids need to be shown how to use Chromebooks.

FRIONA JUNIOR HIGH SCHOOL

Comprehensive Needs Assessment General Campus Description

2018-2019 Campus Plan Development for the 2019-2020

Friona Junior High School is a rural public Title I campus that serves a student population of roughly 221 students in grades 6-8. The student population is made up primarily of Hispanic students with a growing population within this demographic. The other dominant although quite small and shrinking student population is made up of white students. The latest campus demographic data illustrates the following percentages for ethnicity and related population information.

Hispanic: (84.8%) White: (13.0%) African American: (0.9%) Others: (0.13%)

Economically Disadvantaged: (74.0%) ELL: (13.5%) SPED: (10.3%)

Serving the 223 students are twenty-two highly qualified certified personnel, six highly qualified paraprofessionals, one counselor, one nurse, one secretary, and two administrators. The campus currently runs a 9 period day with a brief period for breakfast/homeroom. The campus offers one course at the eighth grade level that earns high school graduation credit.

Friona Junior High continues to provide a "teaming period" for each grade level whereby most core teachers are afforded time to meet daily as a team to discuss issues related to instruction and campus activities. This period is also used to conference with parents and students which helps to some degree with parent involvement. This teaming period serves as our PLC time as well.

The campus follows a common district-wide calendar for the academic year as well as a summer school calendar for the month of June. Summer school is intended for those students who have failed up to four core courses for the year, TEA Student Success Initiative (SSI) for eighth graders, STAAR remediation for grades 6 and 7, and possibly, but rarely credit recovery for excessive absences. A spilt summer school schedule is available to meet the needs of our special education population. With this group we generally offer a two-week session in June and/or a two-week session in early August. The junior high and elementary special education personnel work very closely during these periods to ensure a smooth transition for the students coming to 6th grade from the elementary campus.

Our campus offers several extra-curricular opportunities for our students. Band is offered to grades 6-8. We offer competitive athletic programs for our 7th and 8th grade boys and girls. These programs include volleyball, football, basketball, track, and a two-week intro to tennis. We compete in UIL-Literary competitions and in the junior high UIL One-Act Play competitions.

Our campus continues to focus on getting our 8th grade STAAR social studies and science test scores to a level of "met standard." Although not currently in corrective action we employed the services of a PSP to work with our 8th grade social studies, 8th grade science, 8th grade math, 8th grade reading, and 7th grade writing personnel to help bolster both instruction and assessment for these tested content areas.

Comprehensive Needs Assessment — Family and Community Involvement

2018-2019

Partnerships between the school's stakeholders play a vital role in a school's success. Students benefit from two-way communication between the school and home. The study of family and community involvement at Friona Junior High centered on events and opportunities that we offer to open the door to our stakeholders. We define a stakeholder as anyone who has a vested interest in our campus and the success of our students.

We utilized historical data to generate information for the focus of strengths and weaknesses in the area of campus involvement by families and community. The data sources are as follows:

- Advertised invitations to attend school functions such as our two open house events.
- Sign-in records
- Title I parent meeting agendas and minutes
- Parent Involvement Policy
- School-Parent Compact
- Surveys

Strengths:

- ❖ Open-Door Policy
- ❖ Daily teaming opportunities which facilitate parent/teacher conferences and fall and spring open house events
- ❖ Orientations for incoming students and parents in August of each year

Weaknesses:

- ❖ English/Spanish language barriers with some students and parents. More parents than students.
- ❖ Apathy among students towards schoolwork.

A common concern shared by the instructional staff is that school and schoolwork is not a priority in many homes. When progress reports go out and students are on the failing list it is usually the teachers who contact the home for a parent/teacher conference. Rarely do parents take the initiative to make the appointment; however, this is improving somewhat due to teachers continued efforts to reach out to them.

Summary of Needs:

- Continue to offer opportunities for parent/community involvement
- Provide resources to share with parents and community members through Title I funds
- Continue to educate the parents on the importance of their children's education.

Comprehensive Needs Assessment — Staff Quality, Recruitment and Retention

2018-2019

The Staff Quality, Recruitment and Retention study continues to center on three tenets that support overall campus success. These tenets are:

- Highly Qualified Personnel
- Professional Development
- Special Program Resources for ESL and Special Education Populations

Data sources reviewed: Certification records and Professional Development Records, Master Schedule for 2017-2018.

Friona Junior High School has a current Recruitment and Retention Plan on file that contains goals, performance measures, and evaluation components to ensure that we employ teachers who are qualified and instructional paraprofessionals who are highly qualified. This plan is updated annually. The campus also has data to support the HQ status of our instructional certified and non-certified personnel. Currently, we have no non-qualified faculty members on campus. We have several new staff members who are enrolled in the alternative certification programs and will complete that work spring and summer 2019.

Turnover is something that the campus experiences each summer so we continue to monitor our hiring processes to ensure that we locate and hire the best qualified applicants for our teaching and coaching vacancies. This spring the campus administrators attended a couple education job fairs.

Professional development is an ongoing process that continues to strengthen our campus. Teachers are encouraged to search out opportunities for professional growth. Our district continues to move towards utilizing Power-Walks in our systemic efforts to build capacity regarding higher-level learning district wide. Our content areas see a need to engage in more vertical communication and planning on campus and between campuses. This is especially true at the secondary levels. In January 2015 the district sent out an online survey to poll the teachers as to their preferences related to professional development. We found that bringing professional development to Friona ISD is favored over having our teachers and aides travel 120 miles round trip to receive professional development at Region 16 in Amarillo. Surveyed biggest needs are: Technology in the classroom, Classroom Management, TEKS Standards, and Critical Thinking.

The third area of review concerns special programs such as ESL and special education and efforts to adequately staff them to meet the needs of our student population. We are fully staffed with qualified personnel in our ESL and special education classes. Not only are the teachers of record highly qualified, but the instructional aides in each of the special education programs (resource and learning lab) are highly qualified as well. In 2014-2015 we moved to an inclusion plan to better serve our SPED students and we will continue this through the 2018-2019 school year and beyond.

Based on our review of campus data and forecasting future campus needs the following Summary of Needs is recommended.

- Continue to utilize the Recruitment and Retention Plan to seek out and retain the best personnel.
- Continue professional development that is systemic and directly affects our campus/district needs.
- Build capacity regarding Power-Walks
- Continue to bring training to our district versus having teachers and staff members travel to ESC 16.

Comprehensive Needs Assessment — Technology

2018-2019 School Year

The Technology Focus Group reviewed data from last year's CNA document, grade level teacher surveys, State required Technology TEKS, District Technology Plan, Long-Range Planning for Technology.

Strengths:

- 1) Teachers are continuing to advance in knowledge and make progress in incorporating technology in the classroom.
- 2) Staff and students have available Office 365 and are continuing to be trained on how to use it in collaboration—teacher to student; student to student.
- 3) The One-to-One Technology iPad initiative was added to all grade levels this year. Each student checked out an iPad mini to use at school as well as at home.
- 4) The One-to-One Initiative along with our two computer labs has made it incredibly easy for our students and teachers to utilize technology every day.

Needs:

- 1) Continue technology training for teachers.
- 2) Continue implementing the Technology TEKS.
- 3) Continue the One-to-One iPad Initiative.

School Culture and Climate for 2018-2019

The School Culture and Climate Focus Group refers to the organization's values, beliefs and customs which shape the personality and climate of the organization and school. This organization determines how well parents, the community, the staff and students feel about the school and affects how people interact within the school system.

The School Culture and Climate Focus Group Committee found that through data, hallway walkthroughs, and discussions with teachers, staff, parents and students, that we have strengths and also weaknesses that can be addressed and improved throughout the school. Some of the strengths that we feel are demonstrated by this school include:

- ❖ Most students feel physically safe at school.
- ❖ Students feel that our school is a positive place.
- ❖ Our student attendance rate continues to remain above 96%.

Along with these strengths, we have found a few weaknesses that need to be addresses. Even though most students feel safe at school, we find that there is an ongoing problem of bullying within the school system. Bullying has progressed to outside of school with the rise of cyber-bullying, which includes social media and texting. This type of bullying can affect the way students feel in school. Bullying is a big concern for students and their parents.

After studying both our strengths and weaknesses as identified through our data, the School Culture and Climate Committee has recognized the following needs as most demanding for our school system:

- More parental involvement
- Continued awareness of bullying and its effects. Student organizations could help curb some of the bullying, for example, student council.
- Higher teacher expectations with regards to academic performance
- Higher student expectations for themselves when it comes to both academics and behavior

Comprehensive Needs Assessment - School Context and Organization

2018-2019

This committee reviewed data from the following resources in an effort to discern strengths, weaknesses, and needs of our school's context and organization: duty rosters, schedules for student support services, school map and physical environment, positive support programs, formal and informal communication, incentive programs, 2017 STAAR Results, passing rates for 2017 STAAR Grades 6-8, failure reports, Rtl benchmark data given two times per year, Rtl classes, after-school tutoring, Enrichment Classes, decision-making procedures, Friona Jr. High's vision/mission statement, anecdotal information from teachers concerning student morale, student survey, released STAAR or any other appropriate assessment given as a benchmark two times per year, as well as discipline records.

Friona Jr. High School has strengths due to common teaming time, master schedule, duty rosters, mentor teachers, crisis plan and team, identifying students in need of assistance whether it be 504, ESL, or special education, discipline procedures, a safe physical environment, strong communication among staff and administration in the form of emails, staff meetings, informal meetings, new computer lab in the library, iPads for all students, low class sizes, and a collaborative campus needs assessment process.

We discussed some weaknesses dealing with lack of parent support concerning their children's education, and lack of student involvement in turning in homework. We are concerned about the lack of interest of our parents and students and their focus concerning the importance of acquiring an education.

Our main focus will be to continue to improve school climate with the following plans:

- Allocating funds, time, and personnel to implement a sustained course of action for student incentives
 - We suggest an environment in which students are 'caught being good'
 - Include parents in decision-making processes
 - Appropriate incentives given daily, every six-weeks, and end of the school year
- Friona Jr. High's mission statement and vision posted in each classroom and reviewed periodically.

Student Achievement Focus Group-CNA 2018-2019

The Student Achievement Focus Group explored data from State Assessment Reports and the Six Weeks Failure Reports. The following charts were used to evaluate the strengths and needs of our campus:

- *Summary of the Failure List
- *Comparison of Friona and State STAAR results
- *Deviation in % of Students Scoring Satisfactory Comparing Friona to State Results

Based on the work of the group focusing on student achievement, we have identified the following strengths, weaknesses, and overall campus needs.

Sixth grade reading made great gains from STAAR 2017 to STAAR 2018. Seventh grade realized positive movement in two tested areas from 2017 to 2018. Our eighth grade experienced increases in both reading and math; moreover, there also increases in science scores and social studies from STAAR 2017 to STAAR 2018. The campus met standard in all areas; however, science and social studies are still in need of improvement.

The committee finds that we currently have some weaknesses in the following areas: students are remaining on the LEP list longer than we desire and the lack of students scoring Level 3 on the STAAR test. The social studies/history and science classes may need more consistent alignment in rigor and high level questioning. The campus is currently utilizing the services of Janie Cooper who has contracted with the district to perform ongoing data dialogues. Although we are slowly making progress in many areas there is still a need for improvement in assessment scores.

Considering our strengths and weakness as identified through the campus data sources from the last three years, the members of the focus group have identified the following needs as most pressing as we move forward with student achievement.

- *Continue with specific ELL training for all teachers
- *Continue to encourage all teachers to become ELL certified
- *Due to the influx of non-English speaking students, additional instructional aides in the classrooms would be beneficial in helping new ELL students acquire language skills more quickly. We realize this is a budget issue for the district.
- *Targeted support for upper level students to achieve Level 3 on STAAR testing, through the creation of AP level classes.

CNA-Demographics Group 2018-2019

The Demographics Focus Group determined that there were three sub-populations that should be the primary focus of the committee. The two sub-populations within the Friona Junior High School Campus evaluated are the Special Education and our English Language Learners. These two populations were chosen to review and evaluate because the committee believed these two groups offered FJHS the biggest challenges.

The committee reviewed data from the 2017-2018 TAPR, and custom reports from TxEIS. The committee used these reports to capture data related to the FJHS Campus population for each demographic. Using this data the committee was able to determine the strengths, weaknesses, and needs for FJHS in the academic year of 2017-2018.

The committee finds that our special education students are supported through the use of technology, small resource class sizes, and the ongoing support of an inclusion program. Students with 504 Plans are being monitored by our campus 504 coordinator.

The committee also finds that our ELL students are supported by ESL aides as well as some general education classes, but the ratio of student to aide is high. FJHS shows growth in acculturating our ELL students and having a vertically aligned ESL Program.

Upon review of all the data and considering the unique circumstances that FJHS must comply with, our committee makes the following recommendations:

- The increase in the Special Education students requires we increase staff training to allow our campus to meet the needs of current and incoming students to comply with IDEA (to include teachers and aides).
- The staff needs to continue overhauling the RTI and benchmarking format and curriculum to help students progress out of the RTI program.
- Continue to increase acculturation campus-wide
- Continue training in Sheltered Instruction for ESL Students
- Hire, train, and give technology tools to ESL aides (i.e., iPads, DyNed, and Google Translate)
- Institute incentive programs to help decrease behavior issues.
- Continue progress meetings regarding SPED, ESL, and 504 students after every grading period to discuss each student's grades.

2018-2019 School Year

CNA: Curriculum, Instruction, and Assessment

We looked at the TEKS Resource System and DMAC for our study and we also reviewed STAAR released tests in our subject areas.

This year, DMAC has been an important tool in helping teachers to see their student data and to help them plan necessary instruction in areas of weaknesses. Released STAAR tests were given to students as benchmarks. (One in the fall and one in the spring semesters.) The collected data helped teachers to see what areas of improvement were needed. Many teachers planned their extended-day curriculum based upon this data and the data dialogue meetings held with Janie Cooper and campus admins have been very enlightening.

The TEKS Resource System was kept in place this year with the focus being on the Year-at-a-Glance and the Vertical Alignment Documents. TEKS Resource System is aligned vertically and provides teachers with necessary TEKS to cover each six weeks. Again this year, for Curriculum-Based Assessments, all content teachers used the unit tests provided by TEKS RESOURCE SYSTEM. Unit tests can be modified for time purposes. After each unit test is administered, teachers use the data to fill out a data dialogue in order to see and plan for areas of weaknesses.

New math and science textbooks are currently being used. These textbooks are in the form of consumable student workbooks. Textbooks can be very beneficial to instructors as many publishers now include whiteboard lessons and online help for students. However, many teachers are not able to use those lessons without a whiteboard. It is also noted that not all teachers use the state textbooks.

Other teaching resources are limited and confined to each teacher by subject. Last year the study revealed that we needed to include more content areas in our teaming (PLC) opportunities as this would especially benefit new teachers to our campus. When looking at STAAR data using DMAC and benchmark results, there are several TEKS in each grade level that are low. There are several possible reasons for that deficiency. By meeting vertically by content we might possibly improve those areas of deficiency. It would also be beneficial to have some training/refreshing for staff in DMAC before the school year begins.

Power-Walks continued as a district initiative this year. Students need to continue to hear, discuss, and create higher-order questions.

Friona Elementary Comprehensive Needs Assessment

2018-19 (As of Spring 2019)

General Campus Description

Friona Elementary School is a rural public Title I campus that served a student population of 339 students in grades 2-5 in the 2018-19 school year. According to the 2018 TAPR, our student population is made up primarily of Hispanic students, with a growing Guatemalan population. The other, smaller portion of the population, is made up of white students. Demographics and subpopulations are:

Hispanic: 88.7% White: 9.5% African American: 1.2% Two or more: 0.3%

Economically Disadvantaged: 80.1% At-Risk: 63.3% LEP: 40.4% Mobility Rate: 10.9%

Currently serving our students are 27 highly qualified teachers, 14 highly qualified paraprofessionals, one counselor, one nurse, one secretary, and one administrator.

The campus currently runs a schedule that includes one Rtl period for each grade. FES implemented *Guided Reading* during the 2018/19 school year in second through fifth grade and will continue to develop professionally to be more confident and effective Guided Reading teachers throughout the 2019/2020 school year. Teachers also have a conference period. This period is used to conference with parents and students and encourages with parent involvement. A regular time for PLC was set at 7:40 a.m. It was implemented during the 2015-16 school year so staff could consistently meet for PLCs. A very similar PLC schedule will be followed in 2019/2020.

Friona Elementary earned an accountability rating of “Met Standard” from TEA in 2018. A similar or better rating is anticipated for the 2019. Data Dialogues were instituted in 2014/15 and will be continued in 2019/20. Reading, Writing and ELLs were the focus of 2018/19. The plan is to have her continued assistance but on a consult basis by the District in 2019/20.

The campus follows a common district-wide calendar for the academic year as well as a summer school calendar for the month of June. Summer school is intended for those students who have failed up to two core courses for the year and to provide extra assistance for struggling students. TEA Student Success Initiative (SSI) for fifth graders provides accelerated instruction for STAAR remediation for 5th grade students. We also serve migrant students during summer school. We plan to continue hosting a three-week Language Academy for LEP students in grades 2-4. The summer school schedule is available to meet the needs of our special education population.

Instructional and scheduling adjustments are made throughout the year to boost ELL and Economically Disadvantaged student success as well as currently high achieving students.

The following areas have been reviewed with recommendations on the following pages:

Technology: p. 2 (L. Welch, S. Annett, J. Munoz, K. Smiley)	Curriculum, Instruction & Assessment: p. 7 (K. Miller, N. Rosales, S. Carrillo, J. Gonzales)
Demographics: p. 3 (B.Herring, R. Cigarroa, A. Bonar, Maria Mendoza)	Student Achievement: p. 9 (A.Kerby, R. Garcia, L. McLellan)
School Culture & Climate: p. 4 (J.Bulin, T. Hickman, C. Suarez, S. Garcia)	Staff Quality, Recruitment & Retention: p. 10 (M. Rodriguez, L. Alviderez, K. Jones, F. Huckins)
Family & Community: p. 5 (C. Hightower, J. Jarecki, K.Kimbrough, M. Samarron)	General Description and overall review: (M. Jeter)

TECHNOLOGY - *Spring 2019 for 2019/20*

Technology available includes teacher computers in every classroom. There are at least 2-3 computers in each room. In 2nd & 3rd grade, N-Computing is the system used to support 3-4 computers in the classroom. We repurposed usable laptops in 2013/14 to make student centers in some classrooms and we now have an IPAD Cart. In 2015, we added a second IPAD cart.

The IPAD cart was purchased in 2013/14 through the Special Education Department and is available to regular classrooms. These have also been used in administering progress monitoring to students in Istation as well as allowing students to access online educational apps. MOBIs and clickers are available. Every classroom has a LCD projector, printer, and a teacher computer. In 2016, every classroom was equipped with an IPEVO camera, document reader, and interactive pointer.

Our teachers range from being very advanced to having minimal knowledge of how to effectively use technology. Some staff members, who are able to effectively put technology to use, appreciate the ease of planning and delivery of lessons and various activities. Some teachers are able to deliver a lesson via power point when others may only be able to enter grades, take attendance, and check email. As for students, some have enough knowledge to sign into websites, compose a paper and research a topic. Currently, students are using Learning A-Z, RAZ kids, iStation Reading for reading. FES is using iStation Math, IXL Math, XtraMath, Moby Max and GoMath for Math acceleration or remediation. StemScopes, is being used in Science. BrainPop is used in all subject areas. Studies Weekly online resources, websites and discovery education are being used in Social Studies.

The FES staff sees a major barrier to technology goal implementation is not having enough computers for everyone to use in the classroom. Our District IT department is currently responding and is providing training for staff and has a long-range plan for our proficiency and use of technology. A long-range plan for 1-to-1 devices is in the long-range Technology Plan with the first pilot being in 8th and 9th grade students. Now all students in JH and fifth grade have iPads.

DMAC has provided quick breakdowns of student data as well as helping us organize and make RtI information readily available. It has been invaluable in Data Dialogues and disaggregation of State and local assessment data.

Needs:

1. Continued DMAC training
2. Continued training on incorporating technology into daily lessons.
3. Web page training.
4. Make sure the N-Computing system continues to work consistently.
5. Replace old Laptops with newer laptops and/or purchase more IPADS
6. Designated IPADS- 3-4 per classroom for centers (General Ed, GT, Dyslexia, etc.)
7. More online Math progress monitoring and acceleration tools.
8. Chromebooks for Google Classroom

Demographics Focus Group – Spring 2019 for 2019/20

The Data from the 2017-2018 TAPR Demographics Report and DMAC reports were used. The committee used these reports to capture data related to the FES Campus population for each demographic. Using this data, the committee was able to determine the strengths, weaknesses, and needs for FES in the academic year of 2019/20.

The committee finds that our Special Education students are supported through the use of technology, small resource class sizes, as well as inclusion, and an ongoing RTI program that monitors progress weekly. The Dyslexia students were served by a certified Dyslexia teacher using the DIP or Dyslexia Intervention Program. The forecast report shows that our current staff is able to meet the needs of incoming Special Education students and monitor 504 compliances.

The committee also finds that the majority of our ELL students were being served by ESL certified teachers in 2nd – 5th Grade. FES is making an effort to have a vertically aligned ESL Program. Teachers are being highly encouraged to earn ESL certification. The TAPR and our Unit Assessments show that our ELL students test low. Improved academic vocabulary is one of the major areas of need.

Upon review of all the data and considering the unique circumstances that FES must comply with, our committee makes the following recommendations:

- The current Special Education staff will allow our campus to try to meet the needs of current and incoming students to comply with IDEA (to include teachers, aides, and Content Mastery).
- We will continue to review, monitor and consider student progress and adjust accordingly to student needs.
- Vertically align the ESL program. Continue to communicate and work with Primary to accomplish this as well as communicate with parents of ELL students. Incorporating a bilingual program in second and third grade with 2 certified bilingual teachers.
- We will continue grade level created and implemented benchmarks in core subjects to monitor progress.
- We need to continue to implement the DynEd program and phonics with our ELL students to increase their understanding of the English language as well as the Language Academy. Implement use of Reading EGGs/Reading Eggs press, Star Fall, Moby Max, and ESL Reading Smart produced by Edmentum. Consider use of RTT.

School Culture and Climate - Spring 2019 for 2019/20

The School Culture and Climate Focus Group referred to the organization's values, beliefs, and customs which shape the personality and climate of the organization and school. This organization determines how well parents, the community, and the staff and students feel about the school and affects how people interact within the school system. To summarize this, our District administered a Parent survey on each campus.

The School Culture and Climate committee found that through the 2018/19 data, hallway walk-throughs, discussions with teachers and staff, as well as parents and students, and data from a recent campus survey of parents, we have the following strengths and weakness.

Strengths that we found demonstrated by our school include:

- The incorporation of the BIGS program.
- Most all students feel physically safe at school.
- Teachers have high expectations for their students.
- Campus attendance rate was above 96%.
- Positive school perception by parents. There is a continued increase in parent involvement and we received positive responses from parents regarding being invited to school functions.
- Inclusion of Special needs students in classrooms
- Communication & parental involvement has increased through Spanish/English E-Notes & Text Messages.
- More student organizations and activities.
- Per CLC review of the parent survey, we will now have Parent Portal codes available from each campus secretary.
- 5th Grade Science Fair-Parent/Student/Community/Volunteers involvement and participation.

After studying both our strengths and weaknesses as identified through our data, the School Culture and Climate committee has recognized the following needs:

- Continued awareness of bullying and the effects it can have on our school climate.
- Continued increase in parent involvement including overcoming language barriers in communication. Include methods to help parents assist students at home.
- Increased parental education covering expectations for students in the classroom and responsibilities at home related to grades and daily homework.
- Per CLC review of the parent survey, we will now have the ability to have Parent Portal codes available from each campus secretary.

Family and Community Involvement, *Spring 2019 for 2019/20*

Partnerships between the school's stakeholders play a vital role in a school's success. Students benefit from two-way communication between the school and home. We define a stakeholder as anyone who has a vested interest in our campus and the success of our students.

We utilized historical and statistical data to generate information for the focus of strengths and weaknesses in the area of campus involvement by families and community. The data sources are as follows:

- Advertised invitations to attend school functions such as our Parent/Teacher conferences, Music programs, and Awards Assemblies; Sign-in records; Title I parent meeting agendas and minutes; Parental-Involvement Policy; School-Parent Compact Statistical Data from educational sources

Strengths:

- Well-attended beginning of the Year Meet & Greet for parents
- BIGS
- Mighty Writers
- Open-Door Policy
- Fall & Spring Parent/Teacher conference days (96% attendance in Spring 2017)
- Common Conference periods for grade level teachers
- Science Fair
- Math Information and tutorials for parents to help their child
- Summer Language Academy for ELL students includes community experiences with local business, community members and public library
- Personal parental contact by LLI teacher to discuss specific Reading needs of regular and ELL students.
- Light Parade, Trunk or Treat, Classroom Parties
- Snack Pack
- Jump Rope for Heart-Invite Parents to Jump
- Parents invited to participate and watch Field Day

Weaknesses:

- ❖ English/Spanish language barriers with some students and parents. More of an issue when communicating with parents than students.
- ❖ Apathy among students towards schoolwork
- ❖ Parents struggle to help their students with assignments due to higher standards on TEKS
- ❖ Time available at home for students and parents to work on homework together is limited.
- ❖ Lack of internet access at home

A common concern shared by the instructional staff is that school and schoolwork is not a priority in many homes. When progress reports go out and students are on the failing list, it is usually the teachers who contact the home for a parent/teacher conference. Few parents take the initiative to make the appointment. Also, the LPAC committee has sent home notes and have not received any comment or feedback from those parents.

Summary of Needs:

- Establish a PTA or PTO at the campus level
- Provide resources to share with parents and community members through Title I funds
- Better educate the parents on the importance of their children's education.
- Find ways to share homework samples with parents.
- Include all grades, not just 5th Grade in the Veteran's Day Assembly
- More professional development for teachers to continue improving their teaching strategies for ELLs.
- Possibly commemorate the events of 9/11
- Add a cultural fair as a yearly event
- Introduce "Bully Awareness" and character classes by the counselor: Provide one classroom visit per six-weeks. Possibly also include Counselor in discussing good study habits and grades with students.
- Possibly place student art exhibits in city hall or in the city library
- School Community Clean up
- Fall Family Project

Curriculum, Instruction, and Assessment, *Spring 2019 for 2019/20*

TEKS RS and DMAC are sources for our information. We have also reviewed STAAR data since receiving the results. Throughout the 2018/19 school year, DMAC and Lead4ward Data Analysis tools were used to help teachers see their student data and to help them plan necessary instruction in areas of weakness. Unit lesson plans include TEKS & ELPS. We will continue this in the 2019/20 school year.

- The TEKS RS YAG and VAD were implemented across the district in 2013-14, and will continue to be used in 2019/20 school year. TEKS RS is aligned vertically and provides teachers with necessary TEKS to cover each six weeks; however, in the ELA units, there are not many resources provided in TEKS RS to help support those TEKS that are covered. For Curriculum Based Assessments, math and reading teachers were directed to use unit tests provided by TEKS RS and STAAR released assessments but not required to use as a weighted test grade. As expected, these Unit tests are rigorous and give solid preparation for the STAAR. We will continue using TEKS RS Unit assessments and STAAR released assessments in 2019/20.
- Textbooks were used as a resource in some grade levels. GoMath was adopted in the Spring of 2014 for the math curriculum and it offers unit tests as well as beginning, middle, and end of year assessments. GoMath is being used as a supplemental resource for math MOY and EOY benchmarks in 2nd grade and 3rd – 5th grades are using STAAR released assessments.
- Common Vocabulary has been used in the grade levels. We do believe TEKS RS and Lead4ward are good for district-wide vertical alignment as well as campus vertical alignment. However, teaching resources are limited or require upfront planning. An opportunity for planned and organized campus vertical alignment discussions would be very helpful. The district implemented a Guided Reading program to supplement our current instruction that will enhance the development of our students in fluency and comprehension. Guided Reading benchmarks will be given by the LLI teacher for BOY, MOY, and EOY in 2nd through 5th grade.
- It would also be beneficial to have some training/refreshing and additional support for staff in TEKS RS and DMAC through in school and summer professional development.

- We will continue to use iStation Math for benchmarking in all grades for progress monitoring in all grades BOY, MOY & EOY. We used iStation Reading and Moby Max for Reading Interventions and progress monitoring as well. We see the need to continue using iStation and Moby Max for the same purposes in 2019/20. 2019 STAAR released test will be used in all grades for BOY, MOY, and EOY benchmarks.
- A Math Instructional coach will be used in the 2019/20 school year to assist all grades 2-5 in affective instructional approaches for their classrooms.
- A Language Academy is being implemented for students that enter Friona Elementary with no or very limited English skills.

Student Achievement: 2018/19 (to be updated Fall 2019)

Data was used from State Assessment Reports and the Failure Reports from the last three school years (2015-2018). The following were used to evaluate the strengths and needs of our campus:

- *DMAC data, STAR Reading charts, Rtl information, GT testing, iStation Math & Reading
- *Comparison of Friona and State STAAR results - 2018
- *Deviation in % of Students Scoring Satisfactory - Comparing FES to State Results
- *STAAR Test Subgroup results

[IN FALL 2019, we will compare state data] Based on the work of the group focusing on student achievement, we have identified the following strengths, weaknesses, and overall campus needs.

Strengths include: High-quality instructional aides are an asset to the education of the ELL, Special Ed. and other struggling students. New teachers are required to take the ESL test. Students surpassed the target score in each index, showing growth and meeting the standard placing Friona in the top 95%.

The committee finds that we currently have some weaknesses in the following areas: large gap in subgroups (ELLs lag significantly behind other subgroups), students are remaining on the LEP list longer than expected and we need more students scoring Level III on the STAAR test. There is a need to change the downward trend of our testing scores compared to the state. We also see the need for more parental support regarding academics.

Considering our strengths and weakness as identified through the campus data sources from the last three years, the members of the focus group have identified **the following needs as most pressing** as we move forward with student achievement:

- *Specific ELL training for all teachers
- *Identify alternatives or interventions to mitigate the high number of retentions.
- *Continue to encourage all teachers to become ESL certified.
- *Monitor gaps in all subgroups and continue targeted support for low students in the regular classroom, after school, and in STAAR prep classes.
- *Review STAAR results after the third year of implementing TEKS RS curriculum alignment for 2018-2019
- *Targeted support for upper level students to achieve Level III on STAAR testing, through the focused, rigorous assignments and focused rigor in GT classes.
- *Continue work with a consultant to create goals for instruction and results.

Staff Quality, Recruitment and Retention

Updated in Spring 2019 for 2019/20

The Staff Quality, Recruitment and Retention study continues to center on three areas:

- Highly Qualified Personnel
- Professional Development
- Special Program Resources for ESL, Dyslexic, and Special Education Populations

Data sources reviewed: SBEC records, 2017-18, Professional Development Records, Master Schedule for 2018/19.

Friona Elementary School has a current Recruitment and Retention Plan on file that contains goals, performance measures, and evaluation components to ensure that we employ only teachers and instructional paraprofessionals who are highly qualified. This plan is updated annually. The campus also has data to support the HQ status of our instructional certified and non-certified personnel. Currently, 100% of our certified and non-certified campus personnel are highly qualified. Even though HQ requirements are no longer in effect, Friona Elementary will continue to hire the most highly qualified staff possible.

We had one teacher retire and three leave last year. Our hiring processes seek to ensure that we locate and hire the best qualified applicants for our teaching vacancies. Each of the teachers, most new to the campus and or district, has been assigned an established teacher to assist where needed. Principal meetings with new staff at the beginning of the year were

helpful. As new teachers come in, we have seen a need for math instructional coaching rather than student intervention. Therefore, next year we will be transitioning our math interventionist to coaching. Based on the needs of students we have brought in a second LLI teacher. This is allowing us to serve double the number of struggling readers. We will continue with this next year. The staff have noticed a need for more student counseling. Therefore, we are hiring a part-time counselor who will meet daily with students for an hour.

Professional development is an ongoing process that continues to strengthen our campus. Teachers are encouraged to search out opportunities for professional growth that align with the needs and goals of the campus. As a campus, teachers have been required to earn ESL certification. We will continue with PLCs this year to encourage cross-curricular communication, campus planning and input. Our content areas see a need to engage in more vertical communication and planning on campus and between campuses. We found that bringing professional development to Friona ISD is favored over having our staff drive 120 miles round trip to receive professional development at Region 16 in Amarillo. Our district supports this by providing relevant local in-services.

The third area of review concerns special programs such as ESL, dyslexia, and special education and efforts to adequately staff them to meet the needs of our student population. We are attempting to serve our LEP students through ESL certified teachers. We are working on serving our LEP students in the regular classroom to be exposed to regular instruction. This year we have implemented a Language Academy that serves ELLs who know little to no English. In the Language Academy students work on basic communication skills, phonics, and math skills. We currently serve our dyslexia/GT/RTI students four days per week. We believe we have a strong SPED department and some students will be participating in inclusion the 2019/20 school year.

Based on our review of campus data and forecasting future campus needs the following Summary of Needs is recommended.

- Continue to utilize the Recruitment and Retention Plan to seek out and retain HQ personnel.
- Reach our campus goal of 100% ESL certified staff.
- Continue professional development that is systemic and directly impacts our campus needs.
- Provide annual 6-hour certification updates for GT certification.
- Continue to bring training to our district versus having teachers and staff members travel to Amarillo

Friona Primary School

Comprehensive Needs Assessment 2018-2019 for 2019-2020 Study

Friona Primary School is a rural, Title I public school that serves a student population of approximately 250 students in grades Early Childhood – First Grade. The student population is made up of a growing Hispanic population. As a district and campus we are continuing to see a trend of Guatemalans coming to the area. The Primary campus is 87% Hispanic. The other ethnic groups represented are 8% white, 2.5% African American, 2% American Indian and less than 1% Asian. Our student body is made up of 55% boys and 45% girls.

The subpopulations are continuing to change and grow, we are seeing an increase in the diverse ethnic populations that speak different dialects other than Spanish. We are also seeing more students enrolling that are school age but have never been in school before. We also are seeing more parents that are illiterate.

Our data reflects that our at-risk and LEP populations are increasing at a fast rate annually, making up the majority of our population. Therefore, we need to address the educational needs of these students by providing additional services.

Serving the 250 students are twenty certified teachers, one teacher completing alternative certification, fourteen highly qualified paraprofessionals, one family services assistant for Head Start, one nurse, one part-time counselor, one part-time speech therapist, one secretary, and one administrator. The campus runs a seven hour school day with one PPCD/Daycare, five sections of all-day PK (two classes are Head Start, one of which is bilingual), five sections of all-day kindergarten (one of which is bilingual), and 5 sections of first grade. We also have two reading recovery teachers, a math interventionist, a reading interventionist, a speech pathologist, a PPCD teacher, and a resource teacher.

The campus provides a weekly PLC period as well as a daily planning period for all classroom teachers. Kindergarten and First grade classrooms have a 20 to 30 minute RTI period built into their daily schedule to support, re-teach, and enrich all students.

Friona Primary is a paired campus with Friona Elementary since we do not have state standardized testing at our grade levels. Last year rating is “Met Standard”. We have made various changes throughout this school year to meet higher student expectations and create a better learning environment for our campus as a whole.

Student Achievement

The student achievement committee focused on data from reading and math benchmarks from last year as well as this year. We compared beginning, middle and end of year data to ascertain the following strengths, weaknesses, and overall campus needs.

The committee determined that we need to shift our focus to guided reading and writing. Kinder and first grade have shown some growth in our reading levels across all subpopulations. Kinder and first have shown growth in math as well. We also feel that inclusion for some Special Education and LEP students could show an increase in their success.

We still have some weaknesses in PK and Kinder personal and interpersonal skills (behavior). We need to continue to rely on and teach the standards. We are continuing to see more students enter Kinder knowing letters and sounds because of the switch to all day Pre-K. Students knowing all of their letters and sounds as well as text awareness strategies are key to reading readiness. All day PK has given all students more instructional time to acquire skills needed to be ready to read. Students who did not attend Pre-K or have moved in from out of country continue to need intense small group instruction to attain the foundation students received in Pre-K. We would also like to make sure all Kinder teachers continue with training in guided reading and writing strategies. Increased consistency and continued mentoring in the Kinder classrooms and allow us to achieve our goal of 60% at level D by the end of kindergarten which will create a better foundation for first grade. We do Math benchmarks, BOY, MOY, and EOY to assess mastery of skills.

In first grade, we have been focusing on math while continuing to strive for 60% on grade level for this school year. We have determined that there are some gaps in testing methods and curriculum delivery that we plan to address. We need to start working more on frontloading curriculum into assessments where we have determined the assessment and then work from curriculum to assessments to ensure the content aligns. We determined that we were not all using the same academic language and were not holding our classes to the same expectations. We need to continue consistently planning together needs to create the same academic language and support the same rigor across the grade levels.

We plan to continue expecting high grade level achievement in reading, writing and math. We have implemented a more uniform system for formative assessments in math and we think we will continue to see a trend of growth in all grade levels. We plan to continue using data to drive our instruction and target our interventions along the way to ensure this trend of growth and assess problems as they arise.

We have started recognizing "Little Chief" students who meet qualifications of being a good citizen, good attendance, grades, and positive attitude. A student from each grade level is chosen each six weeks by the teachers.

School Culture and Climate

The committee met to discuss issues relating to the culture and climate of the Friona Primary School. We believe that our students feel safe and happy in their current environment. We do however, feel that continued pressures are affecting teachers and support staff. Our staff has always been open to changes that benefit children and effectively teach curriculum that is mandated by the school district, but we feel that teachers should be able to do that without losing the flexibility to utilize teachable moments as they occur. We want to always be active participants in decisions that are made as part of the collaborative group of professionals making decisions for our students.

We have appropriate safety measures such as lock-downs, all visitors are required to check in and out of the office and dismissal procedures are enforced consistently. The office has been moved to accommodate parents walking straight in to the office to maintain safety of all. A second set of double doors has been installed and stay shut to ensure that parents walk into the office rather than the hallway. Our dismissal policy, involving a car tag system, has worked well for teachers because it helps all staff keep students safe. If the person picking up the child does not have a car tag with them, the staff will then make sure that the person is listed on the students contact card. Emergency procedures are practiced routinely throughout the year to ensure the safety of children and staff. We are also keeping all classroom doors locked for added security.

Considering the age of our primary building we think our facility is maintained in a timely manner. We are blessed to have a completely renovated Early Childhood Center.

We believe that there are so many positive aspects of our culture and climate but we have a few concerns that the demographics of new students coming in with language barriers limits the advancement of the other students in the classroom. Our primary objective is to have the best learning environment for our students and we feel like we are working hard to achieve that goal at Friona Primary.

Staff Quality, Recruitment, and Retention

Friona Primary has a current Recruitment and Retention Plan that contains goals, performance measures, and T-Tess components to ensure that we continue to employ only teachers and paraprofessionals who are qualified. This plan is updated annually to continue to re-evaluate current campus needs and changes.

In order to meet state requirements due to our growing number of ELL students we have a PK, Kinder, and First Grade Bilingual Class. We will transition Bilingual PreK out of Head Start into regular PreK. Our campus will add a Language Academy pull out program to accommodate our ELL students.

To meet the needs of our campus, we will transition our math interventionist to math coach to help the teachers with instruction. We will also add a part time counselor to teach Guidance lessons and counsel with students as needed.

Building administration will continue to advertise for qualified applicants as well as attend job fairs at local Universities and Colleges.

As a campus we will also look to provide targeted professional development for guided reading, writer's workshop, and math formative assessments to better meet the changing needs of our student population and rigor required by the STAAR test.

Curriculum, Instruction, and Assessment

As a group, we discussed TEKS Resources System and data from reading and math benchmarks, as well as iStation results.

TRS will continue to be implemented this year on our campus, with all the Kindergarten and First grade teachers following the scope and sequence and many of the lessons being taught or used as a guide. We believe the lessons are more rigorous than the lessons previously taught. We like the way students are expected to explain "how" and "why." Pre-K follows the state guidelines for Pre-K while using the Frog Street curriculum.

Team planning with our grade levels on grades and assessments each week has helped us stay aligned with a more unified curriculum and has helped us stay at approximately the same pace throughout the year. We are using the data from assessments and benchmarks to drive instruction, plan RTI, and structure/teach in small groups and guided reading groups.

Reading benchmarks at the beginning, middle, and end of the year have proven to be beneficial in identifying what level our students are reading at. Goal setting along with running records have driven teachers to push their students harder toward an end of the year goal. More rigorous and relevant math benchmarks at the beginning, middle, and end of the year are helping to identify and target math weaknesses in students. We will use that data to help drive instruction as well as individual RTI needs.

iStation has been used and is good at placing students on appropriate skills and most of the kids seem to enjoy the computer time. However, iStation is difficult, especially for Pre-K and Kinder students at the beginning of the year, for ELL's, and for those students who are just now learning how to operate the mouse. The response time is very short and is not appropriate for all students. We would like the program to have options/settings available to be able to switch to a longer wait time for our ELL and SPED students. We do not all agree on using the assessment for data reported to the state. Some teachers do not believe that it is an accurate assessment of the student's ability.

Our Pre-K is using Circle Progress Monitoring through CLI Engage for progress monitoring of our students.

Family and Community Involvement Partnerships between the school's stakeholders play an important role in a school's success. Students benefit from two-way communication between the school and their home. The study of the family and community involvement at Friona Primary centered on parent surveys, sign in sheets, and programs offered throughout the school year.

We define a stakeholder as anyone who has a vested interest in our campus and the success of our students.

We feel like we offer a variety of ways for parents and community members to be involved in our campus. We invite stakeholders to participate in our site based decision making meetings throughout the school year, we send home parent surveys, Chieftain Store Student reward program facilitated by parents, class parent program, various classroom presentations, parent/teacher conferences, music programs, book fair family night, “meet the teacher”, as well as a continual open campus policy.

Although parental involvement has increased, the committee members would still like to see an increase in this said involvement. We have marginally increased parent involvement through parent/community volunteers and family night at the book fair. We also have a large majority of parents attend two parent/teacher conferences per year. The committee thinks we need to encourage more parent participation and parent literacy. Many of the parents of the immigrant children are illiterate in any language. More educational opportunities for parents in their native language relating to working with their child at home should be offered, and information could be sent home with students about Mrs. White’s classes that offer opportunities for adults to learn English.

We would like to increase the opportunities for parent training in language, literacy and school homework assistance. We would like to add parent trainings a couple of times a year. We also may need to look at more trainings for teachers to understand the culture from which our students are coming from and the dialect or language of the home.

School Context and Organization

This committee analyzed information gathered through a teacher survey and parent input. According to the information in the teacher survey, the strengths of the campus are that committees have been formed to keep an organized campus environment and also students’, parents’ and the community’s perception positive. They feel that our campus is safe and communicates well.

As a committee we discussed key points that we feel need to be continually ongoing to help improve our school climate according to the responses given by the Friona Primary teachers. As a campus we need to continue to work on collaboration among grade levels, vertical teams, and team teaching.

Technology

The committee feels as if technology is being used in all content areas for demonstrations, reinforcement, skills, and practice. Students have the opportunity to demonstrate and practice skills learned through instruction. A new computer lab is used for iStation and occasionally to practice with coding. All Pre-K, Kinder and first grade classrooms now have Mimio Boards in the classrooms and some classrooms have Apple TV. The Elmo and computer are being used to project material, such as a microscope, and to conduct research on the internet. We use

websites such as YouTube, Discovery Education, Go Math, Think Central, Stemscope Science to enrich and reteach our lessons. iPads are used to reinforce technology TEKS through the use of apps such as Tellagami, Poplite, Chatterpix, and Skitch. Classroom computers are used for Xtra Math, Mypath Math, Starfall, Splash Math, Epic Books, Tumblebooks, and ABCYA.

We feel like, after taking an inventory of our campus technology that our campus' strength is the amount of technology our campus has access too. However, a weakness is that we need to better use what we have requiring more training on the current supplies. We do not all use the Mimio Boards, flip cameras, iPad carts, and Elmos as effectively and efficiently as we could. We need to better determine how to use our iPad carts more effectively.

Campus/Building Need

Due to many transitions with our staff, we need classrooms for Language Academy and the Math Coach.

District Level Funding Sources

Resource	Source	Amount
IDEA Special Education-District	Federal	\$505,635
Perkins	Federal	\$10,658
Title I Part C-Migrant District	Federal	\$135,216
Title I, Part A	Federal	\$203,772
Title II Part A	Federal	\$30,653
Title III, ELA/Immigrant	Federal	\$11,500
Title III-District	Federal	\$32,271
Title IV Part A SSAEP	Federal	\$15,132
Title V, RLISP	Federal	\$20,618
Bilingual Allotment	State	\$145,188
CTE	State	\$527,572
Early Education Allotment	State	\$255,640
Local	State	\$5,571,119
School Safety Allotment	State	\$9,623
Special Ed-District	State	\$845,810
State Compensatory	State	\$1,230,614

Texas Education Agency
2019 Accountability Ratings Overall Summary
FRIONA ISD (185903)

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		85	B
STAAR Performance	48	80	
College, Career and Military Readiness	54	82	
Graduation Rate	100	100	
School Progress		86	B
Academic Growth	73	85	B
Relative Performance (Eco Dis: 67.8%)	51	86	B
Closing the Gaps	75	85	B

Distinction Designations

Postsecondary Readiness Not Earned

Texas Education Agency
2019 Accountability Ratings Overall Summary
FRIONA PRI (185903102) - FRIONA ISD

This campus is paired with FRIONA EL (185903101)

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		76	C
Student Achievement			Not Rated
STAAR Performance			
College, Career and Military Readiness			
Graduation Rate			
School Progress			Not Rated
Academic Growth			Not Rated
Relative Performance (Eco Dis: 72.1%)			Not Rated
Closing the Gaps			Not Rated

Texas Education Agency
2019 Accountability Ratings Overall Summary
FRIONA EL (185903101) - FRIONA ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		76	C
Student Achievement		73	C
STAAR Performance	45	73	
College, Career and Military Readiness			
Graduation Rate			
School Progress		77	C
Academic Growth	69	70	C
Relative Performance (Eco Dis: 69.6%)	45	77	C
Closing the Gaps	54	72	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Texas Education Agency
2019 Accountability Ratings Overall Summary
FRIONA J H (185903041) - FRIONA ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		81	B
STAAR Performance	50	81	
College, Career and Military Readiness			
Graduation Rate			
School Progress		88	B
Academic Growth	74	83	B
Relative Performance (Eco Dis: 69.9%)	50	88	B
Closing the Gaps	78	85	B

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

Texas Education Agency
2019 Accountability Ratings Overall Summary
FRIONA H S (185903001) - FRIONA ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		85	B
STAAR Performance	49	77	
College, Career and Military Readiness	54	85	
Graduation Rate	100	100	
School Progress		91	A
Academic Growth	82	91	A
Relative Performance (Eco Dis: 60.6%)	52	82	B
Closing the Gaps	58	77	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

SCE Funds 19-20

Primary		
Teacher	\$54,540.00	0.90462
Teacher	\$27,430.00	0.47821
Teacher	\$24,925.49	0.48541
Aide	\$12,026.64	1
Aide	\$13,063.96	1
Aide	\$1,000.00	0.08403
Aide	\$15,009.02	0.90914
Aide	\$15,301.25	1
Aide	\$23,584.73	0.83977
Aide	\$11,227.00	1
Aide	\$14,800.85	1
Aide	\$15,836.80	1
Aide	\$11,619.95	1
Aide	\$12,883.24	1
Aide	\$13,800.85	0.85449
Aide	\$12,619.95	1
Total	\$279,669.73	13.55567

Elementary		
Aide	\$33,660.00	1
Aide	\$15,830.85	1
Aide	\$21,783.12	1
Aide	\$10,435.11	0.4883
Aide	\$10,900.00	1
Aide	\$15,375.53	1
Aide	\$11,227.00	0.95736
Total	\$119,211.61	6.44566

Junior High		
Aide	\$10,900.00	0.87903
Aide	\$10,900.00	1
Aide	\$13,800.85	1
Aide	\$20,404.39	1
Total	\$56,005.24	3.87903

High School		
Aide	\$9,721.80	1
Aide	\$14,476.12	1
Aide	\$15,305.36	1
Aide	\$10,900.00	1
Total	\$50,403.28	4

District		
Admin	\$42,642.00	0.6
Teacher	\$35,100.00	0.78699
Aide	\$16,413.67	0.94257
Total	\$94,155.67	2.32956

Federal Funds 2019-2020

Primary		
211		
Teacher	\$31,866.31	0.45988
Teacher	\$46,859.84	1
Teacher	\$72,494.26	1
Total	\$151,220.41	2.45988

Elementary		
211		
Teacher	\$31,866.32	0.49553
Total	\$31,866.32	0.49553

High School		
255		
Teacher	\$11,720.27	0.13824
Total	\$11,720.27	0.13824

High School		
289		
Teacher	\$3,556.81	0.04488
Total	\$3,556.81	0.04488

District		
211		
Admin	\$45,213.10	0.5
Clerical	\$7,500.11	0.2
Total	\$52,713.21	0.7

District		
212		
Admin	\$45,213.10	0.5
Aide	\$27,259.53	1
Aide	\$33,288.20	1
Total	\$158,474.04	2.5

Every child, prepared for success in college, a career or the military.

Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support
and retain teachers
and principals



Build a foundation
of reading
and math



Connect high
school to
career and college



Improve
low-performing
schools

Enablers



Increase **transparency, fairness** and **rigor** in district and campus
academic and financial performance



Ensure **compliance**, effectively **implement legislation**
and **inform** policymakers



Strengthen **organizational foundations**
(resource efficiency, culture, capabilities, partnerships)

**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

FRIONA ISD Translation Procedure

Purpose:

FRIONA ISD will take practicable steps to ensure that parents, guardians, and others with Limited English Proficiency (LEP) have access and equal opportunity to important school information. Information regarding student interpretive, descriptive, and diagnostic reports, plans, policy, compact, parent meetings, and other required correspondence will be provided in an understandable and uniform format, and to the extent practicable, in a language that parents/guardians can understand [Section 1112(e)(4); 1114(b)(4); 1116(e)(5); 1116(f)].

Types of Translation Available:

Language assistance will be provided through a bilingual staff interpreter, written translated materials and documents, and technology-assisted website translation capabilities.

Data Used to Determine Translation Needs:

FRIONA ISD conducted a review of the language access needs of our parents, guardians, and others through review of the Home Language Forms, district/campus ethnicity data, and educator/parent/student feedback and requests. The languages identified for translation are English and Spanish.

Documents/Information to be Translated:

The District/Campus(es) Improvement Plan(s) and the Parent Family Engagement written policy(ies) will be available in the district administration office and available upon request verbally via an interpreter or via website translation capability.

Written parent newsletters from the Title I, Part A Parent Family Engagement Statewide Initiative will be provided to parents/guardians in the identified language(s).

School Parent Compact written information will be translated into the identified language(s). Teacher-Parent Conferences (Compact) will be conducted in the presence of a staff interpreter.

Written reports will be translated into the identified language for the parent/guardian. Further explanation or detail on the report will be provided to the parent/guardian via a staff interpreter.

Monitoring:

On an ongoing basis, FRIONA ISD will assess changes in demographics, types of services or other needs that may require reevaluation of this procedure. In addition, FRIONA ISD will regularly assess the efficacy of these procedures used for the delivery of language assistance.

FRIONA ISD
Procedimiento de Traducción

Propósito:

FRIONA ISD tomará medidas prácticas para garantizar que los padres, tutores y otras personas con dominio limitado del inglés (LEP) tengan acceso e igualdad de oportunidades a la información escolar importante. La información sobre los informes interpretativos, descriptivos y de diagnóstico, los planes, las políticas, los acuerdos compactos, las reuniones de padres y otra correspondencia requerida del estudiante se proporcionará en un formato comprensible y uniforme, y en la medida de lo posible, en un idioma que los padres / tutores puedan entender [Sección 1112 (e) (4); 1114 (b) (4); 1116 (e) (5); 1116 (f)].

Tipos de Traducción Disponibles:

Se brindará asistencia lingüística a través de un intérprete bilingüe del personal, materiales y documentos traducidos por escrito y capacidades de traducción de sitios web asistidos por tecnología.

Datos Utilizados para Determinar las Necesidades de Traducción:

FRIONA ISD realizó una revisión de las necesidades de acceso lingüístico de nuestros padres, tutores y otras personas a través de la revisión de los formularios de idioma del hogar, los datos étnicos del distrito / campus y los comentarios y solicitudes de educadores / padres / alumnos. Los idiomas identificados para la traducción son inglés y español.

Documentos / Información a Traducir:

El Plan (es) de Mejora del Distrito / Campus y la (s) política (es) escrita (s) del Compromiso de los Padres y las Familias estarán disponibles en la oficina de administración del distrito y estarán disponibles verbalmente a través de un intérprete o mediante la capacidad de traducción del sitio web.

Se proporcionarán a los padres / tutores los boletines escritos para padres de la Iniciativa Estatal de Participación de los Padres del Título I, Parte A, en los idiomas identificados.

La información escrita del Compacto Para Padres de la Escuela se traducirá a los idiomas identificados. Las Conferencias de Padres y Maestros (Compacto) se llevarán a cabo en presencia de un intérprete del personal.

Los informes escritos se traducirán al idioma identificado para el padre / tutor. Se proporcionará una explicación o detalles adicionales sobre el informe al padre / tutor a través de un intérprete del personal.

Vigilancia:

De manera continua, FRIONA ISD evaluará los cambios en la demografía, los tipos de servicios u otras necesidades que pueden requerir la reevaluación de este procedimiento. Además, FRIONA ISD evaluará regularmente la eficacia de estos procedimientos utilizados para la prestación de asistencia lingüística.



FRIONA ISD

District Parent Involvement Policy 2019-2020

FRIONA PARENTAL INVOLVEMENT POLICY 2019-2020

Statement of Purpose

FRIONA ISD is committed to providing a quality education and facilitating a lifelong learning process where every student is a successful learner through family support for students, awareness of social values, academics, and strengthening of family dynamics. A positive link between school and home is essential. FRIONA ISD will promote a school-home partnership that will help all students on all campuses succeed.

Policy Development

An advisory committee consisting of parents, members of the community, teachers, and administrators will meet to develop our school district's Parental Involvement Policy. Our Advisory Committee will be chosen from volunteers from each campus in our District after appropriate publicity about the need for volunteers. Special attention will be given to recruiting parents of children participating in the Title I Program.

We will meet in an open forum to compose and design an implementation process for the district parental involvement policy. This open forum will take place during a regularly scheduled District Leadership Committee meeting held at a convenient time for all parties involved. Support and training will be provided by the District and the Special Program Director to principals, teachers, and parents in order to increase effective parental involvement activities.

Annual Meeting for Title I Parents

FRIONA ISD uses Title I funds to provide school-wide services for all students enrolled on Title I campuses. The Title I campuses will hold at least one meeting annually to review Title I guidelines and services offered at campus level. Copies of the campus's current Parental Involvement Policy and campus designed Parent-Student Compact will be distributed at the meeting. Both documents will be provided in a format and language that the parents can understand. The meeting will be held at a convenient time and location; notice of the meeting will be provided through public announcements, flyers, and newspaper ads. Translators will be available to help with non-English speaking parents/caregivers.

The District will, with the assistance of its Title I schools, provide materials and training to help parents work with their children to improve their children's academic achievement. The District will, when necessary, train parents to enhance the involvement of other parents.

Parent Compacts

Each campus, with the exception of the High School, will develop a school-parent compact (agreement) with the parents of the students participating in the program. Contents of the

compact will include information about how students, parents/guardians, and staff will share responsibility for promoting student achievement. This compact will be reviewed and revised annually.

Parental Involvement Opportunities

There are many ways in which parents can become involved with their children's education. FRIONA ISD values both the at-home contributions and those which take place at the school and in the community. Many types of parental involvement activities are needed in a school-home-community partnership that will help all our students to succeed. Parents may contribute through volunteer programs and create a positive and supportive home atmosphere. Some examples of opportunities for parent and community involvement include but are not limited to:

- District Leadership Committee
- Campus Site Based Committee
- Migrant/Title I Meetings
- Parent Conferences
- Literacy Training
- Awards Assemblies and Grade Level Programs
- Sports Banquets
- Phone Communications
- Band Programs
- Booster Clubs

Parents will receive information in a language they can understand that will detail the activities of the school, and they will be asked to participate. Whenever possible, childcare, transportation, and language interpreters will be provided. Parents and community members are always welcome at our schools. By working together and making suggestions to improve our schools, we can make all the students in our schools successful.

Staff/Parent Communication

FRIONA ISD, with the assistance of its Title I campuses, will provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:

- the state's academic content standards
- the state's student academic achievement standards
- the state and local academic assessments including alternate assessments
- the requirements of Title I
- how to monitor their child's progress/performance
- the value and utility of contributions of parents/families

Communication with parents will include notices, online resources for students and parents, phone calls, conferences, and home visits as needed. Teachers and parents are encouraged to

communicate about their student's performance. They may also call the school office and ask for a conference. Communication will be available in English and Spanish.

Multiple progress reporting methods are used. Conferences are held bi-annually and report cards are sent home 6 times a year and progress reports are sent home every three weeks. We will provide parents with appropriate materials and offer training in our school to enable them to support their child's academic progress. Involvement is encouraged by providing thoughtful communication; varying days and times of opportunities, responding to parents expressed needs and identifying barriers to greater participation.

Examples of Title I communications are listed below:

- School-Parent Compact
- Newsletters (all campuses)
- Website (English and Spanish)
- Parent Portal
- Marquee
- Progress reports
- Surveys
- Spring/Fall Parent Meetings/Conferences
- Highly Qualified status notification
- PBMAS
- Equity Plan

Coordination with Early Childhood Programs

The Preschool and Head Start programs in our district are housed on the Primary campus. Because the district has these programs on our campus it enables us to monitor the development and learning in those crucial early growth periods. Transition meetings are held with parents and teaching staff from both programs when students move from preschool to kindergarten. FRIONA ISD, to the extent possible, will coordinate and integrate Title I, Part A parental involvement strategies with parental involvement strategies under these programs.

Evaluation

An evaluation of the Title I program will be conducted annually. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies or adopt programs for more effective parental involvement, and to revise, if necessary, and with the involvement of parents, its parental involvement policies.

Date: November 11, 2019

FRIONA 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.



FRIONA ISD

Política de Participación de los Padres del Distrito 2019-2020

FRIONA

POLÍTICA DE PARTICIPACIÓN DE LOS PADRES

2019-2020

Declaración de Propósito

FRIONA ISD se compromete a proporcionar una educación de calidad y facilitar un proceso de aprendizaje de por vida en el que cada estudiante sea un estudiante exitoso a través del apoyo familiar para los estudiantes, la conciencia de los valores sociales, el mundo académico y el fortalecimiento de la dinámica familiar. Un vínculo positivo entre la escuela y el hogar es esencial. FRIONA ISD promoverá una asociación escuela-hogar que ayudará a todos los estudiantes en todos los campus a tener éxito.

Desarrollo de Políticas

Un comité asesor formado por padres, miembros de la comunidad, maestros y administradores se reunirá para desarrollar la Política de Participación de los Padres de nuestro distrito escolar. Nuestro Comité Asesor será elegido entre los voluntarios de cada escuela en nuestro Distrito. Después de la publicidad adecuada sobre la necesidad de voluntarios. Se prestará especial atención al reclutamiento de padres de niños que participan en el Programa Título I.

Nos reuniremos en un foro abierto para redactar y diseñar un proceso de implementación para la política de participación de los padres del distrito. Este foro abierto se llevará a cabo durante una reunión del Comité de Liderazgo del Distrito programada regularmente en un momento conveniente para todas las partes involucradas. El distrito y el director del programa especial proporcionarán apoyo y capacitación a los directores, maestros y padres para aumentar las actividades efectivas de participación de los padres.

Reunión Anual para Padres de Título I

FRIONA ISD usa los fondos del Título I para proporcionar servicios en toda la escuela para todos los estudiantes inscritos en las escuelas de Título I. Las escuelas de Título I celebrarán al menos una reunión anual para revisar las directrices y los servicios de Título I ofrecidos a nivel de campus. En la reunión se distribuirán copias de la Política de Participación de los Padres actual de la escuela y del Acuerdo entre padres y estudiantes diseñado para la escuela. Ambos documentos se proporcionarán en un formato y en un idioma que los padres puedan entender. La reunión se llevará a cabo en un lugar y hora convenientes; El aviso de la reunión se proporcionará a través de anuncios públicos, folletos y anuncios en los periódicos. Los traductores estarán disponibles para ayudar a los padres / cuidadores que no hablan inglés.

El Distrito, con la asistencia de sus escuelas de Título I, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos. El Distrito, cuando sea necesario, capacitará a los padres para mejorar la participación de otros padres.

Pactos de Padres

Cada escuela desarrollará un pacto entre la escuela y los padres (acuerdo) con los padres de los estudiantes que participan en el programa. El contenido del acuerdo incluirá información sobre cómo los estudiantes, los padres / tutores y el personal compartirán la responsabilidad de promover el logro estudiantil. Este compacto será revisado y revisado anualmente.

Oportunidades de Participación de los Padres

Hay muchas maneras en que los padres pueden involucrarse con la educación de sus hijos. FRIONA ISD valora tanto las contribuciones en el hogar como aquellas que tienen lugar en la escuela y en la comunidad. Se necesitan muchos tipos de actividades de participación de los padres en una asociación escuela-hogar-comunidad que ayudará a todos nuestros estudiantes a tener éxito. Los padres pueden contribuir a través de programas de voluntariado y crear un ambiente de hogar positivo y de apoyo. Algunos ejemplos de oportunidades para la participación de los padres y la comunidad incluyen, entre otros, los siguientes:

- Comité de Liderazgo del Distrito
- Comité Basado en la Escuela
- Reuniones de Migrantes / Título I
- Conferencias de Padres
- Entrenamiento de Alfabetización
- Asambleas de Premios
- Programas de Nivel de Grado
- Poderosos Escritores
- Día de Campo
- Tienda Chieftain
- Feria de los Libros
- Banquetes Deportivos
- Comunicaciones Telefónicas
- Programas de Banda
- Club de Refuerzo
- Evento de Salud y Seguridad de SHAC

Los padres recibirán información en un idioma que puedan entender que detallará las actividades de la escuela y se les pedirá que participen. Siempre que sea posible, se proporcionarán servicios de cuidado de niños, transporte e intérpretes de idiomas. Los padres y miembros de la comunidad siempre son bienvenidos en nuestras escuelas. Trabajando juntos y haciendo sugerencias para mejorar nuestras escuelas, podemos hacer que todos los estudiantes en nuestras escuelas sean exitosos.

Comunicación Personal/Padres

FRIONA ISD, con la asistencia de los campus de Título I, brindará asistencia a los padres de niños atendidos por el distrito escolar o la escuela, según corresponda, para comprender temas como los siguientes:

- los estándares de contenido académico del estado.
- los estándares de logro académico de los estudiantes del estado

- las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas
- los requisitos del Título I
- cómo monitorear el progreso / desempeño de sus hijos
- el valor y la utilidad de las contribuciones de los padres / familias

La comunicación con los padres incluirá avisos, recursos en línea para estudiantes y padres, llamadas telefónicas, conferencias y visitas al hogar según sea necesario. Se anima a los maestros y padres a comunicarse sobre el desempeño de sus estudiantes. También pueden llamar a la oficina de la escuela y pedir una conferencia. La comunicación estará disponible en Inglés y Español.

Se utilizan múltiples métodos de informe de progreso. Las conferencias se celebran cada dos años y las boletas de calificaciones se envían a casa 6 veces al año y los informes de progreso se envían a casa cada tres semanas. Proporcionaremos a los padres los materiales adecuados y ofreceremos capacitación en nuestra escuela para permitirles apoyar el progreso académico de sus hijos. La participación se fomenta proporcionando una comunicación reflexiva; diferentes días y tiempos de oportunidades, respondiendo a las necesidades expresadas por los padres e identificando barreras para una mayor participación.

Los ejemplos de comunicaciones del Título I se enumeran a continuación:

- Pacto entre la Escuela y los Padres
- Boletines (todas las escuelas)
- Sitio Web (Inglés y Español)
- Portal de Padres
- Letrero
- Reportes de Progreso
- Encuestas
- Reuniones / Conferencias de Padres de Primavera / Otoño
- Notificación de estado altamente calificado
- PBMAS
- Plan de Equidad

Coordinación con Programas de Primera Infancia

Los programas de Preescolar y Head Start en nuestro distrito se encuentran en el campus de la Primaria. Debido a que el distrito tiene estos programas en nuestro campus, nos permite monitorear el desarrollo y el aprendizaje en esos períodos cruciales de crecimiento temprano. Las reuniones de transición se llevan a cabo con los padres y el personal de maestros de ambos programas cuando los estudiantes pasan del preescolar al kindergarten.

FRIONA ISD, en la medida de lo posible, coordinará e integrará las estrategias de participación de los padres del Título I, Parte A con las estrategias de participación de los padres en estos programas.

Evaluación

Una evaluación del programa Título I se llevará a cabo anualmente. La evaluación incluirá la identificación de barreras para una mayor participación de los padres en las actividades de participación de los padres, con especial atención a los padres que están en desventaja económica, tienen discapacidades, tienen un dominio limitado del inglés, tienen un nivel de alfabetización limitado o tienen algún tipo de minoría racial o étnica. El distrito escolar utilizará los resultados de la evaluación sobre su política y actividades de participación de los padres para diseñar estrategias o adoptar programas para una participación más efectiva de los padres, y para revisar, si es necesario, y con la participación de los padres, sus políticas de participación de los padres.

Fecha: November 11, 2019

FRIONA ISD no discrimina por motivos de raza, color, origen nacional, sexo o discapacidad en la prestación de servicios, actividades y programas educativos, incluidos los programas vocacionales, de conformidad con el Título VI de la Ley de Derechos Civiles de 1964, según enmendada; Título IX de las Enmiendas Educativas de 1972; y la sección 504 de la Ley de Rehabilitación de 1973, según enmendada.