

FRIONA ELEMENTARY

Campus Improvement Plan

2019/2020

"Believing that all children can learn, the mission of Friona Elementary is to provide each student with the opportunity to develop his/her full potential."

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.)

M'Kell Jeter
200 W. 8th, Friona, TX 79035
806-250-2240
mjeter@frionaisd.com

Date Reviewed: 04/29/2019

Date Approved: 04/29/2019

FRIONA ELEMENTARY

Mission

Believing that all children can learn, the mission of Friona Elementary is to provide each student with the opportunity to develop his/her full potential.

Vision

"Connect Learning to Life and Life to Learning"

Motto for 2018/19: "Be a Legend"

Belief Statements:

Learning is our highest priority.

All students can learn.

Parents are the first teachers.

Our teachers are the best instructors for our students while at school.

Our students learn best in a friendly, safe and clean environment.

We can all learn from each other.

All races, cultures and students are to be respected.

All students are our students.

Communication and collaboration are critical to our success.

Nondiscrimination Notice

FRIONA ELEMENTARY 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.

Campus Leadership Committee

Name	Position
Bulin, Jim	Teacher
Carrillo, Shelby	Teacher
Davila, Beth	Community
Garcia, Roman	Teacher
Jarecki, John And M'lynda	Business
Jeter, Justin	Business
Jeter, M'kell	Principal
McLellan, Loy	Counselor
Mills, Esmeralda	Parent
Rector, Sharon	Community
Rosales, Nancy	Teacher
Samarron, Marie	SPED Teacher
Williams, Yvette	Parent

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.

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Goal 1. All student groups taking the State Assessments for Reading, English Language Arts (ELA) Writing, Math, Social Studies and Science, will meet or exceed 2018-2019 Performance Standards.

Objective 1. By 2018-2019, all students will reach high standards at a minimum proficiency or better in Reading/Language Arts and Mathematics.PI: The percentage of students, in the aggregate and for each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged), who are at or above the proficient level in reading on the State's assessment.PI: The percentage of students in the aggregate and in each subgroup (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged), who are at or above the proficient level in mathematics on the State's assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate STAAR Reading data for all grade levels, including special Education Students and focus on areas of weakness below 70% mastery. Word Meaning (4) Summarization (3, 4, 5) Relationship and outcomes (5) Inferences and Generalizations (4) Point of View, Propaganda, Fact and Opinion (3, 4) (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)	Counselor, Principal, Teacher(s)	Daily, 6 weeks,	(F)Title I-District, (S)State Compensatory-District	Formative - Lesson Plans, Programmatic Assessments, Teacher assessments, SPED IEP's, Benchmark STAAR Data
2. Response to Intervention (RTI) for all students. Based on State and local assessments, they are placed with other students who are at similar levels. Students in Tier II & Tier III get instruction at a low teacher to student ratio while advanced students are provided with extension activities. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All)	Principal, Teacher(s)	Tier II - 2 weeks, Tier III - 2 wks. Tier I - mont	(F)Title I-District, (S)State Compensatory-District	Formative - iStation Reading, I Station Math, TTM, class grades Guided Reading-Running Records
3. Drop Everything and Read (DEAR) Day-Promote the importance of reading by having every student read silently or with a partner (Title I SW Elements: 2.4) (Target Group: All)	Principal, Teacher(s)	3rd Wk of each Six Weeks	(F)Title I Reading, (S)State Compensatory-District	Formative - STAR Test, Programmatic Assessments, TCMPC Unit Assessments, SPED IEP's STAAR Reading, STAAR L & STAAR M Reading
4. Use Curriculum and TEKS Resource System assessments in all grade levels in Reading and Math in order to determine areas of weakness. (Title I SW Elements:	Principal, Teacher(s)	BOY, MOY, EOY	(F)Title I-District, (S)State Compensatory-District	Formative - STAAR, iStation Reading, IStation Math DMAC

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.4,2.5,2.6) (Target Group: All)				
5. Tutorials for students who perform low on benchmarks. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)	Principal, Teacher(s)	weekly, 6 weeks	(F)Title I-District, (S)State Compensatory-District	Formative - STAAR, Weekly Assessments
6. Emphasize the fifth grade communications regarding promotion/retention based on the STAAR. o Parent communication with information on Student Success Initiative. o Parent-Teacher Conferences o Parent Open House/Meet the teacher (Title I SW Elements: 2.4,3.2) (Target Group: All)	Counselor, Principal, Teacher(s)	weekly 6 weeks, semester	(F)Title I-District, (S)State Compensatory-District	Formative - Meeting agendas, attendance, minutes, STAAR
7. Ensure that instructional program includes Reading objectives in grades not tested by state assessments. Teach TEKS in all grades. (Title I SW Elements: 1.1,2.4) (Target Group: All)	Principal, Teacher(s)	weekly, 6 weeks, semester	(F)Title I-District, (S)State Compensatory-District	Formative - STAAR, Benchmarking lesson plans, SPED IEPs
8. Disaggregate STAAR Math data and focus on objective weaknesses below 80% mastery for All Students, including special ed. students. (TIA 13.2, 13.8, 13.9) A. Rtl for students who perform low on assessments. B. STAAR tutorials C. Ensure that instructional program includes Math objectives in grades not tested by state assessments. Teach TEKS at all grade levels.	Principal, Teacher(s)	Weekly, 6 Weeks, Semester	(F)Title I-District, (S)State Compensatory-District	Formative - Lesson Plans, Programmatic/formative/summative assessments, curriculum tests, IEP's STAAR Running Records

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
RTI for all students. Students are given assessments to determine their math levels. They are placed with other students who are at similar levels. Struggling students get instruction at a low teacher to student ratio while advanced students are provided with extension activities. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)				
<p>9. Disaggregate STAAR Math data and focus on objective weaknesses below 80% mastery for All Students, including special ed students. (TIA 13.2, 13.8, 13.9)</p> <p>Texas Math (2-5)</p> <p>Tutorials for students who perform low on benchmarks.</p> <p>STAAR tutorials</p> <p>Ensure that instructional program includes Math objectives in grades not tested by state assessments. Teach TEKS in all grades. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All)</p>	Principal, Teacher(s)	Daily, 6 Wks, Semester Benchmarks,	(F)FTE's and Salary Allocations , (F)Title I-District	<p>Formative - Lesson Plans, Assessments, Teacher-made tests, IEPs</p> <p>IStation Math/Reading</p>
10. RTI for all students. Students are given benchmarks to determine their math levels. They are placed with other students who are at similar levels. Students in Tier II or Tier III get instruction at lower teacher-to-student ratios while advanced students are provided with enrichment activities.	Counselor, Principal, Teacher(s)	Daily, 6 Wks, Semester Benchmarks	(F)FTE's and Salary Allocations , (F)Title I-District	Formative - Lesson Plans, Assessments, IEP's STAAR Results

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)				
<p>11. Disaggregate STAAR Math data for special ed. students and focus on objective weaknesses below 80% mastery. (TIA 13.2, 13.8, 13.9)</p> <p>Ensure that instructional program includes Math objectives in grades not tested by state assessments.</p> <p>Tutorials for students who perform low on benchmarks (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,SPED,AtRisk)</p>	Principal, Special Ed Teachers, Teacher(s)	Daily, 6 Wks, Semester, Annual	(F)IDEA Special Education-District, (F)Title I-District, (S)State Compensatory-District	Formative - Lesson Plans, Assessments, IEP's STAAR Data, ARD and IEP's
<p>12. Disaggregate STAAR Writing data and focus on objective weaknesses below 80% for All Students, including Special Ed. (TIA 13.2, 13.4, 13.8, 13.9)</p> <ul style="list-style-type: none"> o Written Composition (4) o Sentence Construction (4) o Use of Spelling, Capitalization, and Punctuation (4) o Address the 4 areas of written composition at all grade levels to prepare for the STAAR test: <ul style="list-style-type: none"> Narrative Persuasive Classificatory Informative o Vertical & grade level PLCs <ul style="list-style-type: none"> Provide professional development for writing 	Principal, Teacher(s)	Daily, 6 Wks, Weekly, Annual	(F)Title I-District	Formative - Lesson Plans, Student Samples, Staff Development, STAAR Data

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>Ensure that instructional program includes Writing objectives in grades not tested by state assessments.</p> <p>RTI writing for 4th grade. Students are given writing benchmarks to determine their writing/grammar levels. They are placed with other students who are at similar levels. Struggling students get instruction at a low teacher to student ratio while advanced students are provided with enrichment activities.</p> <p>(Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)</p>				
<p>13. Disaggregate STAAR Writing data and focus on objective weaknesses below 80% for special education students. (Students took the STAAR writing.</p> <p>Ensure that instructional program includes Writing objectives in grades not tested by state assessments</p> <p>(Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,SPED,AtRisk)</p>	Principal, Special Ed Teachers, Teacher(s)	Daily, Weekly, 6 Wks, Annual	(F)IDEA Special Education-District, (F)Title I-District	Formative - Lesson Plans, Student Samples, IEP's, STAAR Data, ARDS
<p>14. Ensure that instructional program includes Social Studies objectives in grades not tested by state assessments.</p> <p>A. Elementary is not tested in STAAR social studies</p> <p>B. 4th and 5th Grade departmentalized with SS as a subject.</p> <p>C. Morning pledges – US and Texas</p> <p>D. Critical Processing skills emphasized in classs</p>	Principal, Teacher(s)	daily, 6 Wks,	(F)Title I-District	Formative - PLCs (agendas, minutes, attendance), Lesson Plans

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
E. CAO awards (Civil/Social) – daily F. Follow TCMPC YAG for SS G. Interpret Social Studies data H. Research projects (TAG) I. SS Trivia in Morning announcements (Title I SW Elements: 1.1,2.4) (Target Group: All)				
15. Elementary will prepare students to take the STAAR Science assessment in grade 5. We will use the 59% passing rate from the 2014 STAAR Science test as our goal to meet or exceed in 2015. Ensure that the instructional program includes Science objectives in grades not tested by state assessment. Critical thinking and problem solving skills. Human activity, earth system, natural events. Research projects (TAG) Create and Maintain Science lab for all grades. (Title I SW Elements: 1.1,2.4) (Target Group: All)	GT Coordinator, Principal, Teacher(s)	Daily, 6 wks, annual	(F) Title I-District, (S) State Compensatory-District	Formative - Planning sessions (agendas, minutes, attendance) with ??; lesson plans STAAR Data Sept. and Jan. Benchmarks
16. Address the needs of the district dyslexia and 504 program. A. Provide appropriate, training to faculty and staff in the identification of students with dyslexia and/or related disorders. B. Provide appropriate accommodations for 504 /dyslexia students. C. DIP program 4th and 5th/ campus wide.	Dyslexia Specialist, Principal, Special Ed Teachers, Teacher(s)	Daily, 6 wks, semester, tutorials	(S) Local, (S) State Compensatory-District	Formative - Lesson Plans; Dyslexia/504 schedules/accommodations District Dyslexia Plan Certificates of Training STAAR Data

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
D. Provide a designated Dyslexia classroom with close monitoring. E. Afternoon tutorials will be available to help dyslexia students. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: Dys)				
17. Continue development of G/T program & services. A. G/T Scope and Sequence B. TAG research projects C. Texas Performance Standard Projects D. Instruction align with TEKS with differentiation for depth and complexity (noted in lesson plans) E. G/T 30-hour foundation training F. 6 hour update training G. Administrator/counselor 6-hour training H. Communicate Nomination and identification procedures I. Notification and policies/procedures in native language J. Four days a week in Rtl period. K. Survey G/T parents, students, faculty, and administrators as a part of the G/T Annual Evaluation Report. L. Testing is done with a translator as needed M. Letters to parents are written in home languages (Title I SW Elements: 2.4,2.5,3.2) (Target Group: GT,2nd,3rd,4th,5th)	GT Coordinator, Principal, Teacher(s)	Weekly, 6 Weeks. Annual,	(S)GT Allotment-District, (S)Local	Formative - Lesson Plans, Schedule of services, Staff Development (agendas, minutes, attendance) G/T Annual Evaluation Report STAAR Data
18. Provide supplemental programs and services for identified at-risk students and economically disadvantaged students. (TIA 13.9, 13.10) A. Tutorials B. Summer school	Counselor, Migrant Counselor, Migrant Recruiter, Principal, Teacher(s)	Daily, 6 Wks, Tutorials,	(F)Title I-District, (S)State Compensatory-District	Formative - Counselor's log, Nurses log, Tutorial attendance, Staff development (agendas, minutes, attendance) STAAR Data, At Risk Chart of

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
C. Migrant summer school D. Instructional aides E. Counseling F. WOW/WELLS G. Class-size reduction H. Staff development I. Health services (nurse) J. Math/Reading Interventionist K. Spring STAAR tutorials L. Content Mastery M. iStation math o Reading a-z o Razkids o Study Island o IXL Math o Monitor attendance o ZAP program o Brain Pop and Brain Pop Jr (Title I SW Elements: 2.4,2.5,2.6) (Target Group: ECD,AtRisk)				Expectations a. Disparity between the achievement of at-risk students and regular ed. students. b. Disparity between the completion of at-risk students and all other students. EOY Pass Report
19. Provide quality Migrant services by: Identification & Recruitment, Priority for Service Students, Migrant Counselor (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: Migrant)	ESC 16, MEP Staff, Migrant Coordinator, Migrant Counselor, Migrant Recruiter, Migrant School/Home Community Liaison, Migrant Summer School Teacher, Principal, Teacher(s)	weekly, 6wks, annual	(F)MEP Funding-District	Formative - NGS Data, Migrant Graduation Rate, Counselor's Report, TAKS Data
20. Increase the communications and notification to parents in English and in Spanish. (TIA 13.6) o Parents Right To Know o School-Parent Compact o Spanish statement for translation assistance. o Designate official interpreters per campus	Principal	Weekly, Semester,	(F)Title I-District	Formative - Communication folder, Staff Development, Parent Compact Interpreters schedule Parent Survey (Involvement Rate)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<ul style="list-style-type: none"> o OEY Communications o Provide staff development on effective teaching strategies for diverse student populations. o Communication Folders/Planners (Title I SW Elements: 2.4,2.5,3.2) (Target Group: All,H) 				
21. Raise awareness level of all faculty and staff regarding PBMAS/TAPR report. <ul style="list-style-type: none"> o Disproportion of LEP students in Special Education o Pre-Referral Interventions o RTI Confidentiality training (Title I SW Elements: 2.4,2.5) (Target Group: LEP,SPED,AtRisk)	Counselor, LPAC Committee, Principal, Special Ed Director	Daily, 6 wks, ARDS, LPAC meetings,	(F)IDEA Special Education-District	Formative - Staff Development (agendas, minutes, attendance, Referral Records, IEPs) STAAR Data, PBMAS, TAPR, Special Ed DAS Report, SPED Annual Evaluation Report
22. Implement a Comprehensive Guidance Plan that includes: <ul style="list-style-type: none"> o Character Education o ZAP program o Decision making o Self-esteem o Private and group counseling o Career Awareness o Peer Mediation o Counselors/Aides o Drug/Alcohol education o Red Ribbon Drug Week Activities o Service Learning Partnerships with other grade levels and local businesses. o Caring About Others Ribbons (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) 	Counselor, Migrant Counselor, Principal, Superintendent, Teacher(s)	Daily, Weekly, Annual	(F)Title I-District	Formative - Title IV Annual Evaluation Report, PEIMS Report, Attendance, Discipline Reports Calendar of events, Counselors' logs, Discipline Referrals, Principal Log
23. Continue to integrate technology into classroom instruction (TIA 13.10) A. Staff development	Principal, Teacher(s), Technology Coordinator	Daily, Weekly, Yearly	(F)Title IIA-District, (S)Local	Formative - TAKs Data, TPRI Data,

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
B. Use tools such as Computers, iPads, or Mimeo/Smartboard in the classroom. o Renaissance learning (AR STAR) o Wireless Internet available to Students & staff o Student assignments utilizing technology o Computerized TEKS access o Two mobile iPad Carts available o Elmo Projector o Utilize Online programs such as: Istation Reading, Istation Math, Reading a-z, Learning A to Z, Vocabulary A to Z, Science A to Z, Razkids, IXL Math, Study Island, STEMscopes o Reading coach o Read Naturally o Oxford Picture Dictionary (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All)				Lesson Plans, Grades
24. Recruit & retain highly qualified teachers. (TIA 13.3, 13.4, 13.5) A. ESL and Master Stipends - \$1,000.00 B. Quality Staff Development and workshops C. Incentives D. Principal or representative to attend Job Fair E. Paraprofessionals will be qualified in accordance with ESEA Goal 3, Performance Indicator 3.3 (TIA 13.3, 13.5) F. Work with paraprofessional schedules for those who attend College (Title I SW Elements: 2.4,2.5) (Target Group: All)	ESC 16, Principal, Superintendent	Spring Semester, Annually	(F)Title I-District, (F)Title IIA-District, (S)Local	Formative - STAAR Data,Personnel records,Certificates, Transcripts, PDAS Recruitment logs, Staff development (agenda, minutes, attendance) Paraprofessional Growth Plan, Payroll records Equity Plan
25. Provide transition activities from Primary to Elementary, and Elementary to Junior High (TIA 13.7)	Counselor, Principal, Teacher(s)	Spring & Summer	(F)Title I-District	Formative - Orientation sessions, Counselors Logs, Notification/Communication

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<ul style="list-style-type: none"> o Counseling o Orientation sessions o Campus visitation o Deliver BL, GT, Sp.Ed. records to the new campus when students transfer from one campus to another. o Parent communication letters (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All) 				TAKS Data, AEIS/TAPR Data,
26. Continue to involve teachers in assessment decisions and/or the use of assessment data. (TIA 13.8) <ul style="list-style-type: none"> o Elementary Campus Leadership Committee o Training/PD for using DMAC and TCMPC o Disaggregation and use of test data through DMAC and TCMPC o Training in the interpretation of State and Local test data (TIA 13.4, 13.8) o STAAR training (TIA 13.4) o LPAC training (TIA 13.4) o G/T Selection Committee (TIA 13.4) o Rtl meetings o ARD meetings o TELPAS (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) 	Counselor, ESC 16, Principal, Rtl Staff, Special Ed Teachers	Semester, Spring and Summer	(F)DMAC Contract, (F)TCMPC TX Curriculum Mngmt. Program Contract, (F)Title I-District, (O)PLCs, (S)Assessment Data, (S)Local	Formative - Personnel records, Certificates, Transcripts, PLC records, CLC and other committee meeting minutes, Faculty meetings, Staff Development Agendas, minutes, and attendance

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Goal 1. All student groups taking the State Assessments for Reading, English Language Arts (ELA) Writing, Math, Social Studies and Science, will meet or exceed 2018-2019 Performance Standards.

Objective 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. Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year. PI: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1 PI: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Disaggregate Reading data for all grade levels and focus on areas of weakness below 70% mastery for special ed. students. (Students were tested. Following and measuring their progress)</p> <ul style="list-style-type: none"> o STAR Reading tests o AR Reading Program o After School Tutorials <p>Ensure that instructional program includes reading objectives in grades not tested by state assessments.</p> <p>(Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,ESL,LEP,SPED)</p>	Counselor, Principal, Teacher(s)	weekly, 6 weeks	(F)Title I-District, (S)Local, (S)State Compensatory-District	Formative - Lesson Plans, Programmatic Assessments, Release STAAR IEP's
<p>2. Improve identification and services for Bilingual/ESL students. (TIA 13.8, 13.10) May include but not limited to:</p> <ul style="list-style-type: none"> A. Implement ELPS B. Required enrollment information processed by Office & Counselor C. Bilingual Tutorials D. Teachers trained on TELPAS E. Transition to ESL classes when numbers do not require Bilingual classes. F. ESL certified teachers G. Administrator experienced with LEP students H. All bilingual Students work in computer lab to strengthen basic skills. I. RTI Committee to meet several times a year to discuss students benchmarks. J. LPAC to review academic progress of failing LEP students each Six Weeks. K. Ensure that norm-referenced tests are given 	Counselor, LPAC Committee, Principal, Special Program Director, Teacher(s)	Upon Enrollment, Daily, 6 wks, Annual	(F)Title I-District, (S)State Compensatory-District	<p>Formative - TEKS alignment sessions (agendas, minutes, attendance); lesson plans; teacher-made tests; OLPT Proficiency results,</p> <p>STAAR Data; TCMPC schedule, ESL Chart of Expectations; RPTE;</p> <p>Teacher certifications and PD records</p>

FRIONA ELEMENTARY

Goal 1. All student groups taking the State Assessments for Reading, English Language Arts (ELA) Writing, Math, Social Studies and Science, will meet or exceed 2018-2019 Performance Standards.

Objective 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. Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year. PI: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1 PI: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
to LEP students upon initial placement in Grades 2-12. L. Ensure that all exit criteria are met before exiting. M. Parent informational meetings/trainings. N. WOW/WELLS (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: ESL)				

FRIONA ELEMENTARY

Goal 2. • Student attendance will meet or exceed the 94% state standard for attendance. • The district dropout rate will meet the state standard of 1% or less by the year 2019. All students will graduate from high school. Performance indicator-The percentage of students who graduate from high school with a regular diploma. • Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged • Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data Performance Target

Objective 1. • The student attendance rate will continue to be 96% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Friona Elementary will provide attendance incentives to recognize students with perfect and/or high attendance. o Campus attendance committee review of excessive absences. o Student recognition/awards for perfect attendance in morning assembly and Awards Assembly o Secretary makes daily attendance calls o Home visits o Daily Teacher/Parent communication folders o Parent Portal through school website (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All)	Counselor, Principal, Teacher(s), Technology Coordinator	Daily, 6 wks	(S)Local	Formative - ADA Attendance Rate
2. District attendance officer will enforce attendance policies and utilize county courts to enforce compulsory attendance laws. o Written parent notifications after 10 absences o Daily phone calls to absent students o Request absence notes after each absence. (Parents will get 1 reminder through Thursday/parent communication folders) o Require doctor/dentist notes o Require parents to sign-out for early dismissal o Track student tardy arrivals to school o Home visits (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All)	Municipal Judge, Principal		(S)Local	Formative - Campus attendance reports; Discipline/Attendance referrals; communication between campus secretary and Principal; tardy report.

FRIONA ELEMENTARY

Goal 3. Provide a safe and orderly school climate, conducive to learning.ESEA Performance Goal: All students will be educated in learning environments that are safe, drug free, and conducive to learning.Performance indicator: The number of persistently dangerous schools, as defined by the State.

Objective 1. Friona Elementary will maintain a safe learning environment. Friona Elementary School will continue its record of no violent or criminal incidents on campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. A.Implement the district crisis management plan including: Suicide prevention, Violence prevention, Conflict resolution, Bullying prevention & intervention.</p> <p>B. Implement procedures for emergency situations:Fire Drills, Lockdown, Tornado Drills</p> <p>C. Promote SHAC review of policies. (Title I SW Elements: 1.1,2.4,2.5,2.6,3.2) (Target Group: All)</p>	Counselor, Principal, SHAC Committee, Special Ed Director, Superintendent	Daily, 6Wks, annually	(F)Title I-District, (S)Local	<p>Formative - Principal Safety drill records</p> <p>Title IV Annual Evaluation Report, PEIMS 425 Report, Teacher Surveys</p>
<p>2. Implement Campus and District Discipline management plans:</p> <p>Parent communications</p> <p>ISS</p> <p>Friday Focus</p> <p>Follow IEPs</p> <p>Behavior Intervention Plan (BIP)</p> <p>Alternatives to removing students from classrooms</p> <p>Visible administrators and teachers in halls before and after school, during lunch, and class changes.</p> <p>Consistent enforcement of Student Code of Conduct</p> <p>Reward positive student behavior.</p> <ul style="list-style-type: none"> o Newsletters o Awards Programs o Caring About Others awards o Pep Rallies & field trips o Big Chief Awards <p>(Title I SW Elements: 2.4,3.2) (Target Group: All)</p>	Counselor, Principal, Teacher(s)	Weekly, Annual	(F)Title I-District	<p>Formative - Title IV Annual Evaluation Report</p> <p>PEIMS 425 Report</p> <p>Teacher and Principal reports of recognitions</p> <p>Discipline records</p> <p>Calendar of events</p>

FRIONA ELEMENTARY

- Goal 3.** Provide a safe and orderly school climate, conducive to learning.ESEA Performance Goal: All students will be educated in learning environments that are safe, drug free, and conducive to learning.Performance indicator: The number of persistently dangerous schools, as defined by the State.
- Objective 2.** Friona Elementary will implement Drug/Aclohol Awareness programs and activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Celebrate Red Ribbon Week (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: 2nd,3rd,4th,5th)	Counselor, Principal, Teacher(s)	October	(S)Local	Formative - Students and staff feedback. Student involvement.
2. Promote healthy & wise choices in Announcements and in PE (Title I SW Elements: 1.1,2.4,3.2) (Target Group: 2nd,3rd,4th,5th)	Counselor, Principal, Teacher(s)	Monthly	(O)Parent & Community Volunteers, (S)Local	Formative - Feedback from students and staff. Improved attendance
3. Adult monitoring of student activity (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: 2nd,3rd,4th,5th)	Counselor, Paraprofessional, Principal, Special Ed Teachers, Teacher(s)	Monthly	(S)Local	Formative - Discipline and Incident reports, Surveys, Staff observations
4. Maintain existing security cameras (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All)	Director of Technology, Law Enforcement, Maintenance Director, Principal, SHAC Committee	Monthly	(S)Local	Formative - Log of monthly camera activity.

FRIONA ELEMENTARY

Goal 4. Increase parent and community involvement 5% from previous school year.

Objective 1. Actively pursue a high percentage of parents and guardians involved in the academic progress of their child. Documentation will include sign-in sheets at: back to school night, open house, FISD night, parent/teacher conference, Title 1 meeting, and communication logs to parents and guardians.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide opportunities to increase parental involvement:</p> <p>A. Communicate through newsletters.</p> <p>B. Meet Your Teacher Day</p> <p>C. Parents are encouraged to visit classrooms and eat lunch with students.</p> <p>D. Discipline Referrals are mailed home or phone calls made with each occurrence</p> <p>E. Daily Absence Contacts by phone</p> <p>F. Communication folders and /or Planners</p> <p>G. Teachers are encouraged to be flexible with the parent's work schedule when setting conference times.</p> <p>H. Academic recognitions in local newspaper</p> <p>I. Parent Portal for grades</p> <p>J. Awards assemblies</p> <p>K. Principal will call home or send home notes of praise.</p> <p>L. Post academic recognitions on school website</p> <p>M. FISD Parent Night</p> <p>Schedule Teacher/Parent conferences.</p> <p>A. Schedule Fall Teacher/Parent conferences at the End of the 1st Six Weeks.</p> <p>B. Schedule Spring Teacher/Parent Conferences at the End of the 5th Six Weeks.</p> <p>C. Teachers schedule conferences as needed throughout the year.</p> <p>D. Web page contact form (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All)</p>	Counselor, Principal, Teacher(s)	Weekly, 6 Wks, Semester, annual	(F)Title I-District, (S)Local	Formative - Parent sign-in sheets, Parent Surveys
<p>2. Conduct parent meetings for all Title I programs prior to submission of the applications</p> <p>Review the effectiveness programs supported by Title I funds.</p>	Counselor, Principal, Teacher(s)	as scheduled	(F)Title I-District	<p>Campus Meetings, agendas, attendance,</p> <p>Correspondence and publications</p>

FRIONA ELEMENTARY

Goal 4. Increase parent and community involvement 5% from previous school year.

Objective 1. Actively pursue a high percentage of parents and guardians involved in the academic progress of their child. Documentation will include sign-in sheets at: back to school night, open house, FISD night, parent/teacher conference, Title 1 meeting, and communication logs to parents and guardians.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>Develop needs assessment from the annual evaluation/review.</p> <p>Plan for using Title funds to support identified needs for economically disadvantaged & at-risk students. (Title I SW Elements: 1.1,2.4,3.2) (Target Group: All)</p>				
<p>3. Communicate all special programs policies and regular ed. assessment information to parents.</p> <ul style="list-style-type: none"> o English and Spanish translation o Provide translators if necessary o Spanish assistance offer on documents not translated. o Parents Right To Know Notice (required in home language) o School-Parent Compacts (English/Spanish) o Elementary Student Handbook shortened to an easier to read format. <p>(Title I SW Elements: 1.1,2.4,3.2) (Target Group: All)</p>	Counselor, Principal, Teacher(s)	August	(S)Local	Formative - Campus meetings agendas, attendance, Publications, website

FRIONA ELEMENTARY

Goal 4. Increase parent and community involvement 5% from previous school year.

Objective 2. Actively pursue a high percentage of parents and guardians involved in the extra-curricular activities of their children.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A. Grandparents day B. Parent/child Thanksgiving dinner C. Grade Level Music programs D. Parent surveys E. Talent Show F. Post event information on school website G. Invite/provide opportunities for volunteer parents during school day H. Field Day Parent Volunteers (Title I SW Elements: 1.1,2.4,2.5,2.6,3.2) (Target Group: All)	Counselor, Parent Volunteers, Principal, Teacher(s)	As Scheduled	(O)Parent & Community Volunteers, (S)Local	Formative - Documentation of activities; lesson plans; sign in sheets

FRIONA ELEMENTARY

Goal 4. Increase parent and community involvement 5% from previous school year.

Objective 3. Increase the number of parent and community volunteers in school activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1.Parents have opportunity to volunteer for campus and district committees and other activities. A. Advertise opportunities on marquee. B. Advertise opportunities through notes sent home. C. Teachers promote parent involvement in specific periods/activities of the day. D. School activities evaluated on CNA survey. E. Community newspaper F. School website. (Title I SW Elements: 1.1,2.4,2.5,2.6,3.2) (Target Group: All)	Counselor, Principal, Teacher(s)	As Scheduled.	(S)Local	Formative - Office Sign-in logs, Teacher sign-in logs, Survey results. Log of volunteers.

FRIONA ELEMENTARY

Goal 4. Increase parent and community involvement 5% from previous school year.

Objective 4. Promote business/community involvement:

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A. Encourage membership in District and campus committees B. Coordinate Science Day with Cargill C. WOWW (PPHM, Globe-News) D. SHAC Committee E. Water Conservation contest-(PCSWCD) F. District/Campus Web site G. Assemblies and Awards Program H. Service Learning opportunities will involve local businesses. I. Donations from businesses for awards and instructional material for classroom or home (Horace Mann, Cargill, etc.) J. Food drive through FCCLA K. Facilitate SnakPack4Kids (Title I SW Elements: 1.1,2.4,3.2) (Target Group: All)	Lead Teacher, Parent Volunteers, Principal, Teacher(s)	Monthly	(S)Local	Formative - Publications in newspapers, Campus meetings, sign-in sheets, log of volunteers.

Friona Elementary School Narrative

CNA Summary

The date the committee met was....

The strategy used was....

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 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 ten components 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 Components 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.

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 (SBDM) 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 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-first 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 IIA
- Title III Bilingual/ESL
- High School Allotment
- Rural and Low Income Schools
- State Bilingual Allotment
- PreK
- McKinney-Vento

Friona Elementary Comprehensive Needs Assessment

2019-20 (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

Resources

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 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

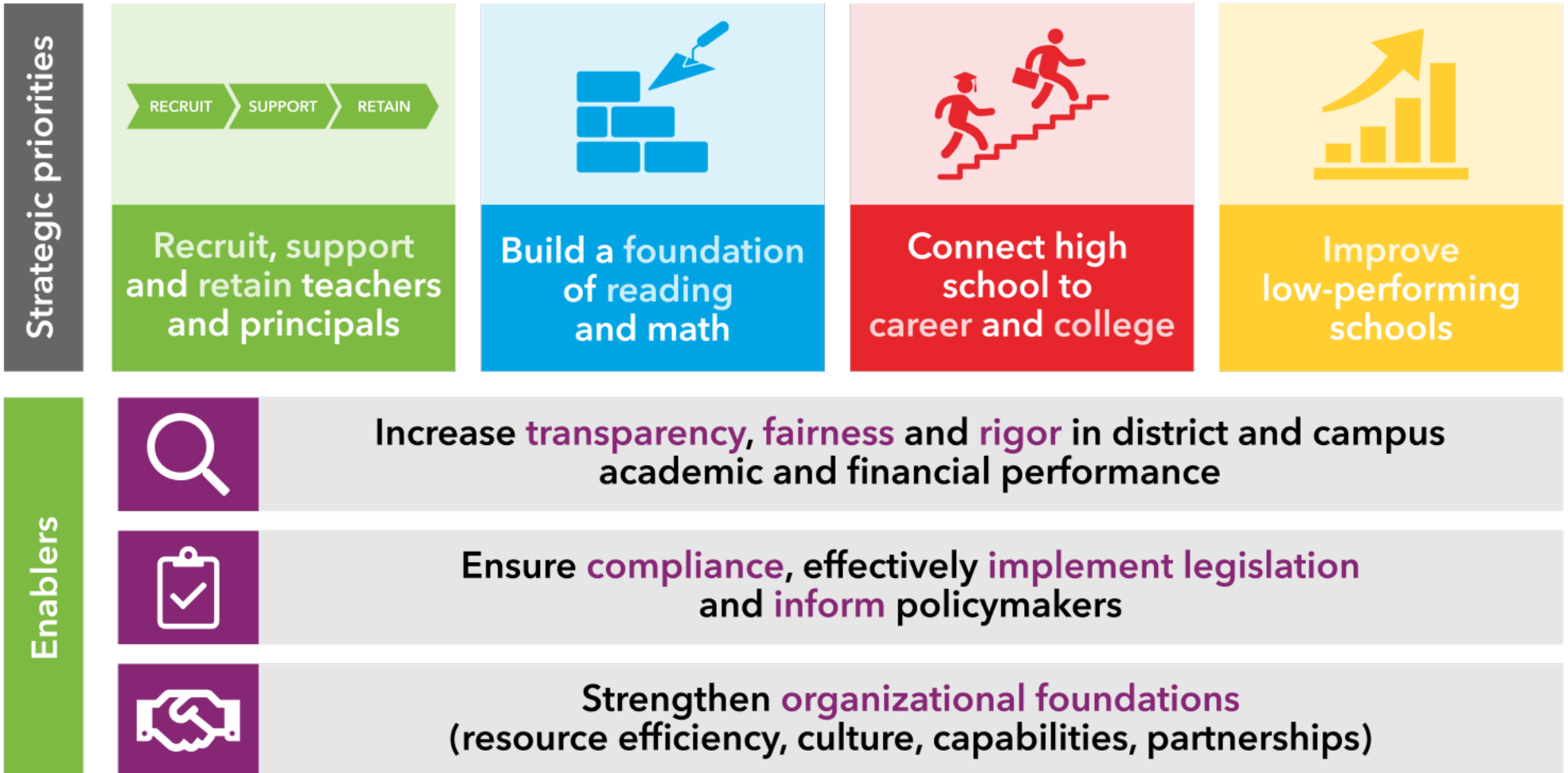
Identification of Schools for Improvement

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

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



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

SCE Funds 19-20

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

Federal Funds 2019-2020

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

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.