

# FRIONA H S

## Campus Improvement Plan

### 2019/2020

*Teaching Every Student, Every Day*

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

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Date Reviewed: 06/25/2019

Date Approved: 07/08/2019

# FRIONA H S

## **Mission**

*"Our students and staff will partner together in the effort to help each student reach his/her individual potential and experience life-long success."*

## **Vision**

*We believe that all students can learn.*

*We believe that every student is important.*

*We believe that the school climate should be safe and orderly with an atmosphere which is designed to promote and reward achievement.*

*We believe the principal is the instructional leader.*

*We believe teachers, staff, and administrators' behavior should convey high expectations towards students while actively involving all students in the learning process.*

*We believe that student's progress should be measured to provide appropriate information to identify student's strengths and weaknesses in order to improve programs.*

*We believe the school focus should be broadly understood and instructionally oriented.*

### Nondiscrimination Notice

FRIONA H S 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 H S Site Base

| Name                | Position                             |
|---------------------|--------------------------------------|
| Alexander, Cindy    | ESL/Language Arts                    |
| Ally, Els           | Business                             |
| Ally, Koen          | Parent                               |
| Berend, Sandra      | Mathematics                          |
| Bueno, Victoria     | English                              |
| Drake, Carly        | Student                              |
| Gonzales, Anahi     | Student                              |
| Hochstein, Angela   | Academic Student Service Coordinator |
| Johnston, Allison   | Fine Arts                            |
| Lewellen, Greg      | Community                            |
| Marion, Malia       | Ag Teacher                           |
| Mills, Angel        | Student                              |
| Mills, Chuck        | Business Representative              |
| Mills, Esmerelda    | Parent                               |
| Montana, Erika      | Principal                            |
| Osborn, Jo          | Science                              |
| Padilla, Anthony    | Parent                               |
| Padilla, Sandra     | Parent                               |
| Rackley, Lindsay    | Administrative Assistant             |
| Rodriguez, Damian   | Student                              |
| Rosales, Daniel     | Social Studies                       |
| Salinas, Juan Diego | Student                              |
| San Miguel, Jesus   | Community                            |
| Towner, David       | Technology/CTE                       |
| Woods, David        | Assistant Principal                  |

# 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 High School Narrative

## Friona High School CNA Summary

The CNA committee met April 2019 to discuss the Campus Needs Assessment for the 2019-2020 school year.

The following process was used. Site based committee members were grouped together to review and discuss the areas of focus and related data. For each area the strengths and needs were identified. After each of the groups reviewed the area of focus for that group the site based committee came together and reviewed the entire Campus Needs Assessment. This led to updating the goals, objectives, and strategies as needed.

### CNA Committee identification of Strengths and Needs

Demographics: Strengths - ELs, SPED supported by ESL paraprofessionals, ESL classes, Dyned language acquisition program, EOC scholars, and remediation through daily Power Period tutoring. Needs: acculturating our EL students and vertically aligning ESL program for literacy for newcomers.

Student Achievement: Strengths – Algebra I, English I results, high quality paraprofessionals in the education of EL, SPED and other struggling students. Literacy training will help all staff meet the needs of all newcomers. Needs – too large of a gap in subgroups (EL and SPED)

Students remain on the ELP list longer than desired. Lack of students scoring Masters on EOCs

School Culture and Climate: Strengths – students feel safe at school, students have multiple opportunities to be engaged in school in extra-curricular and co-curricular activities, teacher high expectations of students, and campus attendance surpasses 95%. Needs – increase parent in community involvement, improve parent communication of available resources and open houses.

Staff Quality, Recruitment and Retention: Strengths – teachers are encouraged to participate in professional growth, provide SIOP training  
Needs- utilize Recruitment and Retention Plan to seek out and retain high quality personnel, build capacity in SIOP practices, explore possibility of increasing the stipend for a Master's degree

Curriculum, Instruction and Assessment: Strengths- DMAC and Lead4ward data analysis for teachers to analyze student data and help plan necessary instruction, TCMPC resources used across the district Needs- need for district-wide vertical alignment as well as campus vertical alignment, several TEKS in each grade level demonstrates low achievement

Family and Community Involvement: Strengths- open-door policy, daily teaming opportunities through PLCs, Spanish speaking tour guide during Fall Open House, ESL and Migrant programs provide numerous opportunities. Needs – English/Spanish barriers with some students and parents, disinterest among students toward school work.

School Context and Organization: Strengths – master schedule includes Power-Period which is used for remediation, identify students in need

of assistance, safe physical environment, strong communication among staff and administration. Needs – addressing lack of parent support and focus.

Technology: Strengths – teacher willingness to embrace technology, access to technology training, use of technology TEKS across curriculum, open lab for students to use after school hours. Needs – improve student technology skills, lack of wireless access for devices on district network.

Conclusions/Priorities from CNA - provide support through language acquisition programs, parental engagement activities, instructional support and remediation. (DynEd, SIOP training, implement Newcomer Academy for JH and HS, retention of high quality staff by providing professional development provided locally and ESC16, New Teacher Academy, Texas Instructional Leadership program, stipends for Alternative Certification, continue building Technology capacity by grade level, achieve Meets and Masters grade level in Algebra I, Biology, English I and II, and US History)

Data Sources include but not limited to:

Accountability

State Accountability A-F data

TAPR

Federal Report Card

PBMAS

Student Data Assessments

STAAR

TELPAS

TSI

SSI

SAT and ACT

Local benchmark

Student failure, retention, and attendance rates

Student Data: Student Groups

Race and ethnicity data, including number of students, academic achievement, discipline, attendance and rates of progress between groups

Percentage of students assigned to special programs

At-Risk population data

Migrant population data

EL/LEP data

CTE data

Homeless and foster care data

Gifted and talented data

Dyslexia data

Graduation rates  
Annual dropout data  
ACT/SAT participation data  
CCMR data  
PEIMS attendance and discipline data  
Employee Data  
Informal staff feedback communication  
Campus leadership data  
Professional Development data  
Parent/Community Data  
Parent-Teacher Conference data  
Parent Survey Responses  
Parent and Family Engagement activities feedback

### **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 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 ReasonableAll purchases made with state or federal grant funds will be:Necessary for the performance or administration of the grant;Must follow sound business practicesMust follow procurement processesMust 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 life-time of the student, in a penal institution as defined by Sec 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 (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 II Part A, Title III Bilingual/ESL, Title IV Part A, High School Allotment/State Bilingual Allotment, PreK/McKinney-Vento.

## -Campus Needs Assessment for 2019-20

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### General Campus Description

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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

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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

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### Demographics – CNA 1

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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

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- 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

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### **Student Achievement – CNA 2**

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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

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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.

## -Campus Needs Assessment for 2019-20

| GRADE     | Semester  | Math | English | Social Studies | Science | Spanish | Electives |
|-----------|-----------|------|---------|----------------|---------|---------|-----------|
| <b>9</b>  | 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         |
| <b>10</b> | 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         |
| <b>11</b> | 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         |
| <b>12</b> | 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**

## -Campus Needs Assessment for 2019-20

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

| Grade        | Level 1<br>Unsatisfactory | Level 2<br>Satisfactory | Level 2<br>Final | Level 3<br>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<br>Unsatisfactory | Level 2<br>Satisfactory | Level 2<br>Final | Level 3<br>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

## -Campus Needs Assessment for 2019-20

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

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

Opportunities      Strengths      State results in red

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

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

Opportunities      Strengths      State results in red

## -Campus Needs Assessment for 2019-20

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

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

Opportunities

Strengths

State results in red

## -Campus Needs Assessment for 2019-20

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

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

Opportunities

Strengths

State results in red

### Deviation in % of Students Scoring Satisfactory

#### Comparing Friona to State Results

|          |      | ELA/Reading     |                  |
|----------|------|-----------------|------------------|
|          |      | 9 <sup>th</sup> | 10 <sup>th</sup> |
| 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.)

## -Campus Needs Assessment for 2019-20

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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% |

## -Campus Needs Assessment for 2019-20

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### **School Culture and Climate – CNA 3**

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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:

## -Campus Needs Assessment for 2019-20

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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

## -Campus Needs Assessment for 2019-20

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### **Staff Quality, Recruitment and Retention – CNA 4**

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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**

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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**

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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 9<sup>th</sup> 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

## -Campus Needs Assessment for 2019-20

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### **School Context and Organization – CNA 7**

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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**

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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.

## -Campus Needs Assessment for 2019-20

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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 H S

**Goal 1.** By 2018-2019, all students will reach high standards, at a minimum meeting the progress measure and attaining Meets or Masters in reading/language arts and mathematics EOC tests. Emphasis will be placed on meeting the system safeguard/Federal Targets for Limited English Proficient, Special Education and Economically Disadvantaged students attaining Meets or Masters proficiency in reading and math in all subgroups.

**Objective 1.** Need addressed: Educate all FHS students. Objective: for 2018-2019 school year, all students will meet progress and the Meets or masters standard for all subjects tested.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Person(s) Responsible                                                                                                                                                               | Timeline             | Resources                                                                                                                                                                                                | Evaluation                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Continue building professional learning communities (PLC's) using Texas Curriculum Management Program Cooperative (TCMPC) to align core subjects, (reading, writing, science, social studies and math curricula) for 9-12 with TEKS and state assessments<br>(Title I SW Elements: 2.4,2.5) (Target Group: All,H) (Strategic Priorities: 1,2)                                                                                                                                                                                                                                                                                                                                                           | Assistant Principal, Core Subject Teachers, Counselor, Outside Consultant, Technology Coordinator                                                                                   | Daily, weekly, 6wks, | (F)IDEA Special Education-District, (F)Title I-District, (F)Title III-District, (O)Region 16 ESC, (S)Local, (S)Special Ed-District, (S)State Compensatory-District                                       | Summative - State assessment results, TCMPC Contract, Participation in PLC's                                                                                                                                                                                                                                                                                                                               |
| 2. Provide staff development in state assessments analysis techniques utilizing DMAC to disaggregate TAKS/STAAR data by campus, class and student. Facilitate staff development, instructional coaching, and program coordination (workshops and conferences such as Sheltered Instruction Observation Protocol, Powerwalks, Gateway, TCMPC State conference, and utilization of staff to improve all student achievement and specifically at-risk, 504, LEP, Hispanic, Bilingual/ESL, migrant, special education, credit recovery, GT, and dyslexic students). District wide professional development in Fundamental Five. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2) | Assistant Principal, Counselor, ESC 16, Outside Consultant, Principal, Rtl Staff, Special Ed Director, Special Program Director, Superintendent, Teacher(s), Technology Coordinator | June-May             | (F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (O)Region 16 ESC, (S)Local, (S)Special Ed-District, (S)State Compensatory-District, (S)Technology | Summative - Principal observation of strategies being used in the classroom. Powerwalks data. T-Tess, improved student achievement. Staff development agendas or certificates, sign-in sheets, minutes; disaggregated and disseminated data; ongoing evaluations of student scores and benchmarks. DMAC contract purchased. Implemented School Improvement Plan, progress reports and grades for students. |
| 3. Facilitate a comprehensive needs assessment of ongoing school-wide data by grade level, teacher and student. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1,2)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assistant Principal, Core Subject Teachers, Counselor, ESC 16, Migrant Coordinator, Principal, Students                                                                             | August - May         | (F)IDEA Special Education-District, (L)Rtl/LLI, (O)Region 16 ESC, (S)Local, (S)Special Ed-District, (S)State Compensatory-District                                                                       | Summative - Use of state assessment item analysis data, student data, state assessment disaggregation. Needs assessment survey data from stakeholders.                                                                                                                                                                                                                                                     |
| 4. Optimize use of all staff and efficient scheduling at all campuses to ensure that all                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Assistant Principal, Counselor, Dyslexia Specialist, ESC 16,                                                                                                                        | March - August       | (F)IDEA Special Education-District, (F)Title I-District,                                                                                                                                                 | Summative - Program assessments, State assessment                                                                                                                                                                                                                                                                                                                                                          |

# FRIONA H S

**Goal 1.** By 2018-2019, all students will reach high standards, at a minimum meeting the progress measure and attaining Meets or Masters in reading/language arts and mathematics EOC tests. Emphasis will be placed on meeting the system safeguard/Federal Targets for Limited English Proficient, Special Education and Economically Disadvantaged students attaining Meets or Masters proficiency in reading and math in all subgroups.

**Objective 1.** Need addressed: Educate all FHS students. Objective: for 2018-2019 school year, all students will meet progress and the Meets or masters standard for all subjects tested.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Person(s) Responsible                                                                                                                                                                                                                                                                                                                                                 | Timeline                       | Resources                                                                                                                                                                                                                                                                      | Evaluation                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| areas and special needs are being addressed, including gifted and talented, SPED, dyslexia, 504, and bilingual/ESL.<br>(Title I SW Elements: 2.4, 2.5, 2.6) (Target Group: All)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Migrant Coordinator, Principal, Special Ed Director, Special Program Director, Superintendent, Teacher(s)                                                                                                                                                                                                                                                             |                                | (F) Title IIA-District, (F) Title III-District, (O) Region 16 ESC, (S) GT Allotment-District, (S) Local, (S) State Compensatory-District, (S) Technology                                                                                                                       | data, Benchmark data, student work samples, IEPs, RtI, Power Period                                                                                                                                                                                      |
| 5. Teachers will accelerate students in math, science, writing, reading and US History to close the gap for migrant, bilingual/ESL at-risk and special education students by utilizing intervention programs such as - accelerated math, Odysseyware, WOW/WELLS implementation District wide, DynEd, Reading Coach, and Advanced Reader. Further, students will be supported through small group instruction (EOC Scholars), RtI (Chieftain Power Period), Khan Academy, individualized interventions, TPRI, tutorials, rewards, and benchmark assessment data. (Title I SW Elements: 1.1, 2.4, 2.5, 2.6) (Target Group: All)                                                                 | Assistant Principal, Core Subject Teachers, Counselor, Director of Technology, Dyslexia Specialist, ESC 16, GT Coordinator, LPAC Committee, Migrant Coordinator, Principal, Special Ed Director, Special Ed Teachers, Special Program Director, Superintendent, Teacher(s)                                                                                            | Each progress reporting period | (F) IDEA Special Education-District, (F) Title I-District, (F) Title IIA-District, (F) Title III-District, (L) RtI/LLI, (O) Region 16 ESC, (S) Assessment Data, (S) High School Allotment, (S) Local, (S) Special Ed-District, (S) State Compensatory-District, (S) Technology | Summative - State assessment, benchmark data, progress reports, graduation rate.                                                                                                                                                                         |
| 6. Facilitate intervention for at-risk students. Utilize state assessment intervention classes, additional intervention staff, reduced class size, classroom supplies, tutoring small groups of students by objective, RtI through Chieftain Power, and EOC Scholars, mentoring, homebound, and counseling students about the importance of passing state assessments. Parent involvement in the education of students. Priority of services: Title I School-wide, Bilingual/ESL/LEP/Special Education, 504, Career and Technology, Dyslexia, Economically Disadvantaged, Gifted and Talented, Homeless, At-Risk/DAEP, Pregnancy Related Services, State Assessment Prep courses, PFS Migrant | Assistant Principal, Core Subject Teachers, Counselor, Director of Technology, Dyslexia Specialist, ESC 16, LPAC Committee, Migrant Coordinator, Migrant Counselor, Outside Consultant, Parent Volunteers, Principal, RtI Staff, School Nurse, Special Ed Director, Special Ed Teachers, Special Program Director, Superintendent, Teacher(s), Technology Coordinator | May - April                    | (F) IDEA Special Education-District, (F) Title I-District, (F) Title IIA-District, (F) Title III-District, (L) RtI/LLI, (O) Region 16 ESC, (S) Assessment Data, (S) CTE Funds-District, (S) Local, (S) Special Ed-District, (S) State Compensatory-District                    | Summative - Class schedules; documentation of all staff assignments; documentation of supplies, software, and subscriptions purchased; grade reports; state assessment scores; Masters rate increase; graduation rate increase; increase attendance rate |

# FRIONA H S

**Goal 1.** By 2018-2019, all students will reach high standards, at a minimum meeting the progress measure and attaining Meets or Masters in reading/language arts and mathematics EOC tests. Emphasis will be placed on meeting the system safeguard/Federal Targets for Limited English Proficient, Special Education and Economically Disadvantaged students attaining Meets or Masters proficiency in reading and math in all subgroups.

**Objective 1.** Need addressed: Educate all FHS students. Objective: for 2018-2019 school year, all students will meet progress and the Meets or masters standard for all subjects tested.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Person(s) Responsible                                                                                                                                                                               | Timeline                             | Resources                                                                                                                                                                                       | Evaluation                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Students (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                     |                                      |                                                                                                                                                                                                 |                                                                                                                                |
| 7. To close the gap in all subjects for Priority for Service (PFS) migrant and all migrant students as well as Hispanic, economically disadvantaged, and ELL students. Grades and progress reports will be reviewed each reporting period by counselors, teachers, Chieftain Power leaders, and migrant counselors for all PFS migrant students. Tools for intervention include: Extended year, Chieftain and EOC Scholars, STAAR Remediation, tutoring, Odyssey Ware \$8000.00, MEP counseling, MEP Leadership Camp, career exploration, and study skills curriculum. Stepping Stones a Migrant Education Program, which serves 3 year MEP students in the home, will continue to be implemented.<br>(Title I SW Elements: 2.4,2.5,2.6,3.2)<br>(Target Group: H,ECD,Migrant,LEP) | Assistant Principal, Core Subject Teachers, Counselor, MEP Staff, Migrant Coordinator, Migrant Counselor, Principal, Special Ed Director, Special Ed Teachers, Special Program Director, Teacher(s) | Each progress/grade reporting period | (F)IDEA Special Education-District, (F)MEP Funding-District, (F)Title I-District, (F)Title III-District, (S)CTE Funds-District, (S)Local, (S)State Compensatory, (S)State Compensatory-District | Summative - Student grades, assessment data, benchmark data, improved student performance, documentation of supplies purchased |
| 8. Increase availability of various technology to support instructional services, such as Mimio sticks, IPevoS, document readers, whiteboards, computers, 1:1 Chromebook, dedicated labs, I-Pads for English Language Learners (Title I SW Elements: 1.1,2.4) (Target Group: All)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assistant Principal, Director of Technology, Principal, Special Program Director, Superintendent, Technology Coordinator                                                                            | Throughout school year               | (S)High School Allotment, (S)Local                                                                                                                                                              | Summative - increased student achievement; evidence of materials purchased; Bryte Bites survey                                 |

# FRIONA H S

**Goal 1.** By 2018-2019, all students will reach high standards, at a minimum meeting the progress measure and attaining Meets or Masters in reading/language arts and mathematics EOC tests. Emphasis will be placed on meeting the system safeguard/Federal Targets for Limited English Proficient, Special Education and Economically Disadvantaged students attaining Meets or Masters proficiency in reading and math in all subgroups.

**Objective 2.** Raise state assessment passing rate for Special Education, English Language Learners, and Economically Disadvantaged students to state averages or better in reading and mathematics by 2018-2019.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Person(s) Responsible                                                                                                                                                                                                                    | Timeline            | Resources                                                                 | Evaluation                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1. Use of common vocabulary across curriculum areas and emphasize ACT vocabulary. 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, flashcards, explicit vocabulary teaching, pre-teaching, reading in content areas, journaling and vocabulary differentiation for students. (Title I SW Elements: 1.1,2.4) (Target Group: H,ESL,Migrant) | Assistant Principal, Core Subject Teachers, ESL Teacher, GT Coordinator, Paraprofessional, Principal, Special Ed Teachers, Teacher(s)                                                                                                    | Daily, Weekly, 6Wks | (F)Title I-District, (S)Local                                             | Summative - Documentation of materials purchased and used, Lesson plans, principal observations, improved state assessment results. |
| 2. Students will be scheduled into EOC and Cheiftain Power classes for intervention activities to support core curriculum and state assessment preparation. Activities include double block scheduling for math, English, and reading, pull-out intervention programs, tutorials, peer support, mentoring, and evaluation of Tier II and III student progress, WOW/WELLS program. DynEd (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: H,ESL,Migrant)              | Assistant Principal, Core Subject Teachers, Counselor, ESL Teacher, LPAC Committee, Migrant Counselor, Paraprofessional, Principal, Rtl Staff, Special Ed Teachers, Teacher(s)                                                           | Daily, Weekly, 6wks | (F)Title I-District, (L)Rtl/LLI, (S)Local, (S)State Compensatory-District | Summative - Decreased student failures, improved state assessment scores, improved benchmark scores.                                |
| 3. Concentrated and increased efforts to increase parental involvement. MEP staff will visit all migrant households at least once per semester. Calls or home visits for every student failing to make adequate progress at 3/6 week grading periods. Parent Portal. Beginning of School Open House and Freshman Orientation, ESL Parent Night. (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: H,ESL,Migrant,LEP)                                                  | Assistant Principal, Core Subject Teachers, Counselor, ESL Teacher, LPAC Committee, MEP Staff, Migrant Counselor, Migrant Recruiter, Migrant School/Home Community Liaison, Paraprofessional, Principal, Special Ed Teachers, Teacher(s) | August - June       | (F)MEP Funding-District, (F)Title I-District, (S)Local                    | Summative - Attendance records, sign-in sheets, home visit/call logs.                                                               |
| 4. ESL certified staff in all grades. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: ESL)                                                                                                                                                                                                                                                                                                                                                                              | Assistant Principal, Principal, Superintendent, Teacher(s)                                                                                                                                                                               | August - June       | (F)Title IIA-District, (S)Local                                           | Summative - Teacher certifications, STAAR data                                                                                      |

# FRIONA H S

**Goal 1.** By 2018-2019, all students will reach high standards, at a minimum meeting the progress measure and attaining Meets or Masters in reading/language arts and mathematics EOC tests. Emphasis will be placed on meeting the system safeguard/Federal Targets for Limited English Proficient, Special Education and Economically Disadvantaged students attaining Meets or Masters proficiency in reading and math in all subgroups.

**Objective 2.** Raise state assessment passing rate for Special Education, English Language Learners, and Economically Disadvantaged students to state averages or better in reading and mathematics by 2018-2019.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                       | Person(s) Responsible                                                                       | Timeline                | Resources                       | Evaluation                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------|
| 5. All core curriculum teachers will be furnished with list of ESL students on their class rosters and language proficiency level of each student. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: ESL)                                                                                                                                               | Assistant Principal, Counselor, ESL Teacher, Principal                                      | Aug - May               | (F)Title III-District, (S)Local | Summative - ESL documentation                                                                                    |
| 6. FHS LPAC Committe will:<br>1. Meet periodically throughout the school year.<br>2. Have consistent Norm Reference test at the secondary level.<br>3. Make assessment decisions on an individual student basis<br>4. Monitor progress of ELLS and the linguistic supports in the classroom<br>(Title I SW Elements: 2.4,3.2) (Target Group: H,ESL,LEP) | Assistant Principal, Counselor, ESL Teacher, LPAC Committee, Principal, Special Ed Teachers | August - May            | (F)Title III-District, (S)Local | Summative - Sign-In Sheets, Agenda, minutes, student assessment data, LPAC folders in student permanent folders. |
| 7. FHS will be trained in SIEDLITZ Urgent Literacy for Emergent Students. (Title I SW Elements: 2.4,2.5) (Target Group: All)                                                                                                                                                                                                                            | Assistant Principal, Principal, Teacher(s)                                                  | August - July as needed |                                 | Summative - Certificates.                                                                                        |

# FRIONA H S

**Goal 2.** For 2017-2018 school year, FHS will obtain an attendance rate and graduation rate of 97% or better with a 1% or less dropout rate.

**Objective 1.** Need addressed: Maintain excellent graduation rate and increase attendance rate through policies and programs designed to 1) increase attendance, completion rate and/or graduation: 2) decrease dropouts and leavers.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Person(s) Responsible                                                    | Timeline                      | Resources            | Evaluation                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Assistant Principal will enforce attendance policies and utilize city courts to enforce compulsory attendance laws. The following programs/policies will reinforce increased attendance and graduation rates while reducing dropouts: PRIDE TRIBE, Mentors, Tardy Sweeps, phone calls, home visits, transportation, Saturday school attendance makeup, before and after-school attendance makeup, local police and county sheriff, attendance notices to parents at specified times, perfect attendance awards. Tribal games and semester exam exemptions. (Title I SW Elements: 2.4,3.2) (Target Group: All) | Assistant Principal, Counselor, Principal, Teacher(s)                    | Daily, 6 wks, semester        | (L)Rtl/LLI, (S)Local | Summative - Increased ADA, Attendance Rate, Graduation Rate<br>Decreased Dropout Rate, Tribal Games and Chieftain Challenge                           |
| 2. Service Learning Projects for Innovative Challenges for Students<br>Provide dropout prevention and recovery through the following: (TIA 13.9, 13.10)<br>Counseling services<br>Pregnancy-related services<br>Drop Out Reduction Plan<br>Credit Recovery-OdysseyWare<br>Accelerated Classes (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)                                                                                                                                                                                                                                                             | Assistant Principal, Principal                                           | Daily, weekly, per occurrence | (S)Local             | Summative - Withdrawal tracking records, Counselor's log, Principal contacts for locating leavers, Dropout/Graduation/Attendance rate, Leaver reports |
| 3. Encourage students to participate in extra-curricular activities. Provide necessary materials for extra-curricular activities. School wide send off for advancing teams and individuals.<br><br>(Title I SW Elements: 1.1,2.4) (Target Group: All)                                                                                                                                                                                                                                                                                                                                                            | Assistant Principal, Counselor, Migrant Counselor, Principal, Teacher(s) | Daily                         | (S)Local             | Summative - Sports rosters<br>UIL participants<br>MEP Activities and Leadership Camp, Close-Up<br>Band Rosters<br>Ag Activities                       |

# FRIONA H S

**Goal 3.** All FHS students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Objective 1.** Need addressed: To raise 100% of students' achievement levels and reduce office referrals and DAEP placements by 10% and ensure student safety in 2017-2018. FHS will provide a safe and orderly learning environment emphasizing academics and encouraging healthy lifestyles.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Person(s) Responsible                                                                         | Timeline                                         | Resources                                                                                  | Evaluation                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Implement and consistently use discipline management plan, including Student Code of Conduct. Students/parents are to be made aware of guidelines and code requirements. Spanish versions of the code will be available during the 2018-2019 school year. Texas Behavior Support Initiative will be reviewed for possible implementation. Reduce campus drug offenses. Discipline support will be provided through: Parent communications; ISS; consider Special Education needs with IEP, Behavior Intervention Plan, JJAEP agreement with Plainview; AEP-DAEP; IEP; After-school mentoring; Removing students from classrooms as a last option; Visible administrators and teachers in halls before and after school, during lunch, and class changes; Positive Reinforcements include: Motivational Programs, End-of-Year Awards Programs, Pride Tribe Assemblies, Tribal Games, Chieftain Challenge, Drug and alcohol programs, College and Career Day. (Title I SW Elements: 1.1, 2.4, 2.5, 2.6, 3.2) (Target Group: All) | Academic Services, Assistant Principal, Counselor, Principal, Special Ed Director, Teacher(s) | August - July as needed                          | (F)IDEA Special Education-District, (O)PLCs, (O)Region 16 ESC, (O)SHAC Committee, (S)Local | Summative - Discipline referrals<br>Individual student ARD meetings<br>Discipline Reports<br>ISS Assignments<br>Positive Recognition<br>Title IV Annual Evaluation Report<br>PEIMS 425 Report<br>Teacher Surveys<br>Ratio of regular ed. in-school and out-of-school suspensions to special ed. in-school and out-of-school suspension |
| 2. Provide student handbooks in home languages 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: 2.4, 3.2) (Target Group: All)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assistant Principal, Campus Office Staff, Counselor, Principal                                | August - July                                    | (S)Local                                                                                   | Summative - Receipt/signature of student handbooks, Reduced absences and discipline referrals.                                                                                                                                                                                                                                         |
| 3. Implement the district crisis management plan including through the SHAC committee: Suicide prevention, Violence prevention, Bully prevention, Conflict resolution, Implement ALICE procedures for emergency situations, Crisis Response Team, TBSI/Handle With Care Training, Crisis Management Staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Assistant Principal, Counselor, Migrant Counselor, Principal, Technology Coordinator          | August - July including summer staff development | (F)Title I-District, (S)Local, (S)Special Ed-District                                      | Summative - Crisis Calendar of Events<br>Crisis/Emergency Drills<br>Safety checklists<br>Video Cameras<br>Mirrors<br>Locked Doors                                                                                                                                                                                                      |

# FRIONA H S

**Goal 3.** All FHS students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Objective 1.** Need addressed: To raise 100% of students' achievement levels and reduce office referrals and DAEP placements by 10% and ensure student safety in 2017-2018. FHS will provide a safe and orderly learning environment emphasizing academics and encouraging healthy lifestyles.

| Activity/Strategy                                                                                                                                                                                                                                                                                                             | Person(s) Responsible                                                         | Timeline     | Resources | Evaluation                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------|-----------|--------------------------------------------------------------------------------------------------------------------------|
| Development, United Against Bullying, CopSync and Key Fob entry (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All)                                                                                                                                                                                                    |                                                                               |              |           | Title IV Annual Evaluation Report<br>PEIMS 425 Report<br>Gun-free Report                                                 |
| 4. Staff Development and New Teacher Academy to improve faculty morale and provide a learning incentive. (Title I SW Elements: 2.4,2.5) (Target Group: All)                                                                                                                                                                   | Principal                                                                     | August-May   | (S)Local  | Summative - Campus Trainings, agenda, minutes, attendance,                                                               |
| 5. Implement drug-free curriculum and reduce campus drug offenses through: Staff development, Southwest Deterrent Services Contract (Drug Dog), Random drug testing, all-night graduation party, bus to prom, video counseling with Central Plains Counseling Services.<br>(Title I SW Elements: 1.1,2.4) (Target Group: All) | Academic Services , Assistant Principal, Counselor, Principal, Superintendent | August - May | (S)Local  | Summative - Permission Forms, Reduced incidence of drug related issues, Title IV Annual Evaluation Report, PEIMS 425 Rep |

# FRIONA H S

**Goal 4.** FHS will increase building capacity with parental involvement in school activities and work collaboratively with business and community partners to provide for increased student learning and success.

**Objective 1.** Strengthen parent and community involvement in the educational process by encouraging attendance at school functions and maintaining open lines of communication. Specifically, all parents will participate as partners in their children's education by having active contact with our school at least twice per year, through open house, parent meetings and social media.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Person(s) Responsible                                                                                                                                                                                                                                                                                                           | Timeline                         | Resources                                    | Evaluation                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Provide opportunities to increase parental involvement and promote business/community involvement through (TIA13.6): Drug Free Graduation Party, Volunteers at school events, Field Trips, Four-Year Plan Signing Job Shadowing, Annual Veterans Day Program, Concession Stands, Chieftain Choices, College Fair, Prom Sponsors, Pep Rallies, Guest Speakers, Financial Aid Workshops-Spanish & English, Athletic Awards Banquet, Local Scholarship Program, Chieftain Challenge, Parent Portal access to Gradebook at each campus, Service Learning Projects, Career exploration activities, Summer Drama Workshop, Band Trips, Stock Shows, Open House Fall & Spring, 8th Grade Orientation, Parent-Teacher Conferences, Music/Band Concerts, Awards and Who's Who Assembly, One Act Play Festival, Musical, National Honor Society Installation, Title I Meetings, Comprehensive Needs Assessment (parent satisfaction survey) and Advisory Councils: District Leadership, Campus Leadership, CTE Advisory, and Technology Committee, (Title I SW Elements: 1.1,2.4,3.2) (Target Group: All) | Academic Services, Assistant Principal, Counselor, Director of Technology, ESC 16, LPAC Committee, Migrant Counselor, Migrant Recruiter, Outside Consultant, Parent Volunteers, Principal, School Nurse, Special Ed Director, Special Ed Teachers, Special Program Director, Superintendent, Teacher(s), Technology Coordinator | As scheduled                     | (S)Local                                     | Summative - Parent sign-in sheets, Business/community participation records, Various forms of communication, Portal logins, student rosters, increased student achievement |
| 2. Conduct parent meetings for all Title programs prior to submission of the applications. A minimum of 2 Migrant PAC meetings per year. Review the effectiveness of the previous year programs supported by Title funds. Develop needs assessment from the annual evaluation/review. Plan for using Title funds to support identified needs. Parents attend local trainings. Title I meetings will be offered a flexible number of times (Fall meeting August 2019 from 5:00 pm to 7:00 pm, Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Assistant Principal, Counselor, Migrant Coordinator, Migrant Counselor, Principal, Special Program Director                                                                                                                                                                                                                     | 2 Meetings per year and May eval | (F)Title I Part C-Migrant District, (S)Local | Summative - Agendas, minutes, attendance at meeting(s) Parent Involvement Rate District communication                                                                      |

# FRIONA H S

**Goal 4.** FHS will increase building capacity with parental involvement in school activities and work collaboratively with business and community partners to provide for increased student learning and success.

**Objective 1.** Strengthen parent and community involvement in the educational process by encouraging attendance at school functions and maintaining open lines of communication. Specifically, all parents will participate as partners in their children's education by having active contact with our school at least twice per year, through open house, parent meetings and social media.

| Activity/Strategy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Person(s) Responsible                                                                        | Timeline     | Resources | Evaluation                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--------------|-----------|--------------------------------------------------------------------------------------------------|
| meeting April 2020 at Friona HS cafeteria), Parent and Family Engagement Policy review/evaluation will be offered multiple times and dates.<br>(Title I SW Elements: 2.4,3.2) (Target Group: All, Migrant) (Title I SW Elements: 2.4,3.2) (Target Group: All, Migrant)                                                                                                                                                                                                                                                                                              |                                                                                              |              |           |                                                                                                  |
| 3. Parent activities such as:<br>Academic Counseling; Freshman orientation; Post-Secondary Planning; Behavior Management, At-Risk Indicators; parent involvement; Chieftain Choices; Post Secondary Planning, Career Fair, college fair, health fair, classroom visits, CTE site visits and ELL parent meetings, CTE Advisory meeting, Student send offs, Chamber Banquet, Noon Lions, Maize Days, Trunk or Treat, Cheeseburger Festival, Little Miss, Miss Friona, Dixon Six run, Homecoming, Parade<br>(Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All) | Academic Services , Assistant Principal, Counselor, Migrant Counselor, Principal, Teacher(s) | as scheduled | (S)Local  | Summative - Counselors' logs<br>Parent Contact logs<br>Parent Involvement Rate                   |
| 4. 4. Involve parents in the development, review, evaluation and distribution of the Parent and Family Engagement Policy through the Site Based Committee. The policy will be distributed to parents and families during Title I meetings and available via the district webpage and available in English and Spanish. (Title I SW Elements: 3.1) (Target Group: All)                                                                                                                                                                                               | Assistant Principal, Principal                                                               | As Scheduled |           | Criteria: Summative – Agendas, minutes, attendance at meeting(s), Various forms of communication |

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

**Accountability Rating Summary**

|                                                        | Component Score | Scaled Score | Rating |
|--------------------------------------------------------|-----------------|--------------|--------|
| <b>Overall</b>                                         |                 | 87           | B      |
| <b>Student Achievement</b>                             |                 | 85           | B      |
| <a href="#">STAAR Performance</a>                      | 49              | 77           |        |
| <a href="#">College, Career and Military Readiness</a> | 54              | 85           |        |
| <a href="#">Graduation Rate</a>                        | 100             | 100          |        |
| <b>School Progress</b>                                 |                 | 91           | A      |
| <a href="#">Academic Growth</a>                        | 82              | 91           | A      |
| <a href="#">Relative Performance (Eco Dis: 60.6%)</a>  | 52              | 82           | B      |
| <a href="#">Closing the Gaps</a>                       | 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 |

# 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 |

## SCE Funds 19-20

|                    |                    |          |
|--------------------|--------------------|----------|
| <b>High School</b> |                    |          |
| Aide               | \$9,721.80         | 1        |
| Aide               | \$14,476.12        | 1        |
| Aide               | \$15,305.36        | 1        |
| Aide               | \$10,900.00        | 1        |
| <b>Total</b>       | <b>\$50,403.28</b> | <b>4</b> |

## Federal Funds 2019-2020

|                    |                    |                |
|--------------------|--------------------|----------------|
| <b>High School</b> |                    |                |
| <b>255</b>         |                    |                |
| Teacher            | \$11,720.27        | 0.13824        |
| <b>Total</b>       | <b>\$11,720.27</b> | <b>0.13824</b> |

|                    |                   |                |
|--------------------|-------------------|----------------|
| <b>High School</b> |                   |                |
| <b>289</b>         |                   |                |
| Teacher            | \$3,556.81        | 0.04488        |
| <b>Total</b>       | <b>\$3,556.81</b> | <b>0.04488</b> |

## **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.



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# FRIONA ISD

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## 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.



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# FRIONA ISD

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## 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.