FRIONA ISD

District Improvement Plan
2021/2022

It Takes A Tribe

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

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Date Reviewed: 07/06/2021   Date Approved: 07/26/2021

FRIONA ISD Site Base

Name	Position
Stephens, Diamond	Primary Teacher
Geske, Candice	Jr. High Teacher
Burns, Jimmy	Superintendent
Jeter, M'Kell	Elementary Principal
Montana, Erika	H.S. Principal
Wilcox, Varla	Business
Daniels, Jason	Parent
Smith, Shay	Parent
Burns, Dalene	Special Programs
Moreno, Mario	Assistant Principal
Berend, Sandra	High School Teacher
Garcia, Roman	Elementary Teacher
Gilley, Katie	Elementary Teacher
Smiley, Sara	Primary Teacher
Alexander, Angela	Jr. High Counselor
Gammon, Tammy	High School Teacher
Gonzales, David	Jr. High Teacher
Harkey, Susan	Primary Teacher
Smiley, Kim	Community
Rosales, Daniel	Jr. High Principal
Barnett, Erin	High School Teacher
Bueno, Victoria	High School Counselor
Osborn, Deirdre	Primary Principal
Ashlock, Kelly	High School Teacher
Ott, Robin	Primary Counselor
Garcia, Maria	JH Teacher
Samarron, Marie	Elementary Teacher
Lutrell, Brenda	SPED Primary Teacher

FRIONA ISD Site Base

Name	Position
James, Erynn	SPED Primary Teacher
Rosales, Nancy	Elementary Counselor
Lewellen, Greg	Business Member
Stowers, Heather	JH Teacher
Mendoza, Maria	Elementary Teacher
Smith, Rica	Elementary Teacher
Drake, Amber	HS Teacher
Hernandez, Derreck	JH Teacher

FRIONA ISD

Mission

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

Vision

Leading and inspiring our students for a lifetime of success.

Friona ISD Overview

Evaluation of Programs 2021-2022

SCE Program Purpose

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

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

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

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

General Use of Funds

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

Use of Funds

As appropriate and necessary, SCE funds will be used to support one or more of the 14 Title I Part A Schoolwide program Elements at Friona High School, Friona Jr. High, Friona Elementary School, and Friona Primary School so long as the campus continues to meet at the 40% poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local fund for conducting the regular education program and ensure that the intent and purpose of the SCE will be met. Friona ISD has adopted the fourteen criteria delineated in the Texas Code S29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services.

Necessary and Reasonable

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

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

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

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

Identification Procedures

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

1. Is in pre-kindergarten, kindergarten or grade 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

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

3. Was not advanced from one grade level to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student's parents.

4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

5. Is pregnant or is a parent;

6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7. Has been expelled in accordance with §37.007 during the preceding or current school year;

8. Is currently on parole, probation, deferred prosecution, or other conditional release;

9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined by §29.052;

11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or

13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

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

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

updated accordingly.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee, shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed. Student data to be reviewed shall include, but may not be limited to, the following:
+For primary students only-students' performance on a readiness test or assessment instrument administered during the current school year (e.g. TPRI)
+For students in grades 7-12 only - student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance of grades within the current year (failure to maintain less than 70 in two or more subjects qualify students to be identified as At-Risk)
+Retention rates
+Performance on state assessments, inclusive of TAKS, STAAR, and other statewide tests, and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
+Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion)
+Expulsion records (current or preceding year)
+To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release
+Previous dropout information
+LEP status
+CPS referrals
+Homeless status
+Residential facility placement date (preceding or current year)

Provision of Services
Upon identification of students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:
+Intensive remediation services for state assessments
+Extended learning opportunities (e.g. before-, during-, and/or after school tutoring sessions)
+Basic course extensions (e.g. Algebra labs, extended writing labs, content mastery-like services)
+Counseling sessions
+Peer, teacher, community-member mentoring session
+ACT/SAT preparation sessions for identified students
+Teen parenting sessions
+Training sessions for parents of identified students

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

Monitoring
In addition to provision of services, the campus contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measure for timely monitoring of student's progress. Such measure may include:
+Periodic interviews with service providers
+Written progress reports
+Review of subject area performance
+Periodic benchmark assessments
+Review of six-week failure lists

Exit Review

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum on readiness test, on state assessments, pregnancy or parent status, expulsion time frame, LEP status, residential placement time frames), the campus contact, in consultation with the principal and/or the appropriate staff, will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:
+110% level of satisfactory performance on state assessments
+Promotion records
+Maintenance of passing grades with a score of 70 or greater
+Residential placement status
+Condition of pregnancy or parent status
+Alternative education program placement time frame
+LEP status

Continued Monitoring

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

Program services.

Required Overall Program Evaluation

The district coordinator will conduct an annual program evaluation, with assistance from the campus-level contact, to asses 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 ELA/Immigrant
- Title IV Part A, Subpart 1
- High School Allotment
- State Bilingual Allotment
- PreK
- McKinney-Vento

FRIONA ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue working on vertical teaming (TCMPC) to align core subjects, (reading, writing, science, social studies and math curricula) for Pre-K-12 with TEKS and state assessments. A coherent curriculum with vertical alignment and other transition activities for PreK and K will be maintained. Instructional Materials Allotment funds will be used to effectively meet student needs through curriculum and technology. (Title I SW Elements: 1.1,2.4) (Target Group: All,ESL,LEP) (Strategic Priorities: 2)	Assistant Principal, Director of Instruction, Director of Technology, Principal, Special Ed Director, Special Programs Director, Superintendent, Teacher(s)	PD embedded in PLC	(F)IDEA Special Education-District, (F)Title I-District, (F)Title III-District, (L)TCMPC TX Curriculum TEKS-Resource, (O)Region 16 ESC, (S)IMA-District, (S)Special Ed-District, (S)State Compensatory-District	Summative - State Assessment Scores, TPRI TCMPC Contract Participation of campuses in vertical/horizontal teaming activities. Coherent curriculum and transition activities for PreK-K
2. Facilitate a comprehensive needs assessment of ongoing district-wide data by campus, teacher and student. Schoolwide Elements will be addressed in each plan. Data disaggregation by sub-groups to determine effectiveness of programs in meeting underserved populations. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4)	Director of Instruction, Outside Consultant, Principal, Special Programs Director, Superintendent	May-August	(F)211 Title I, Part A, (F)IDEA Special Education-District, (L)RtI/LLI, (O)Region 16 ESC, (S)Local, (S)Special Ed-District, (S)State Compensatory-District	Summative - Use of state assessment item analysis reports TAPR, PBMAS, and TAIS data disaggregation. Use of survey item analysis for Parents, staff,and students needs assessment. Rigor and relevance: 100% of TEKS are met. Title I checklist of addressed Schoolwide Elements in DIP/CIP. Meeting sign-in sheets. Dates of periodic progress review.
3. Provide staff development for all staff. Focus areas will be: updated TEKS, state assessments data analysis, instructional framework including but not limited to: locally approved and adopted lesson plans that address T-TESS requirements. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, ESC 16, Outside Consultant, Principal, Special Ed Director, Special Programs Director, Superintendent	Summer/Fall 2019	(F)211 Title I, Part A, (F)255 Title II Part A, (F)270 Title V Rural Low Income School Program, (F)289 Title IV Part A SSAEP, (S)Technology	Criteria: Region 16 ESC Contracts Summative - Principals' observation of strategies being used in the classroom. T-TESS, improved student achievement on state and local assessments.
4. Optimize use of all staff and efficient scheduling at all campuses to ensure that all	Assistant Principal, Dyslexia Specialist, ESC 16, Principal,	July-August	(F)211 Title I, Part A, (F)IDEA Special Education-District,	Summative - Programmatic assessments, state assessment

FRIONA ISD

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

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

FRIONA ISD

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

Objective 2. All campuses will achieve at least one Distinction on the Texas Education Accountability Rating System.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. FISD will implement Texas Instructional Leadership (TIL). This will support instructional coaching and improve instructional practices. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,4,6,7)	Assistant Principal, Director of Instruction, District Office Staff, ESC 16, Outside Consultant, Principal, Special Program Director, Superintendent, Teacher(s)	August-May	(F)270 Title V Rural Low Income School Program	Summative - Coaching sessions with teachers
2. Facilitate training in DMAC use for teachers to disaggregate assessment data and offer targeted student instruction by campus, class and student. Data disaggregation will be used to determine gaps in curriculum and evaluate teaching strategies. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Director of Instruction, ESC 16, Outside Consultant, Principal, Special Programs Director, Superintendent	August & January or as available/needed	(F)DMAC Contract, (F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (L)RtI/LLI, (S)Assessment Data, (S)Local, (S)Technology	Summative - Staff Development agendas Data disaggregated and disseminated Ongoing evaluation of student scores and benchmarks DMAC contract

FRIONA ISD

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

Objective 3. In 2021-2022 increase by 10% number of students who "Meet Grade Level" Standard and increase by 5% number of students who Met or Exceeded Progress.

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

FRIONA ISD

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

Objective 4. Increase state assessment passing rate for Bilingual/English as a Second Language (ESL) students by 10% to Meet Standard or better for 2021-2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of common vocabulary across curriculum areas. Activities may include but are not limited to: word walls, in all regular and special ed classrooms, Spanish/English cognates, vocabulary sponge activities, graphic organizers, community involvement, flashcards, explicit vocabulary teaching, pre-teaching, reading in content areas, Flocabulary, journaling and vocabulary differentiation for BE/ESL students. (Title I SW Elements: 1.1,2.4) (Target Group: H,ESL) (Strategic Priorities: 2,3)	Assistant Principal, Outside Consultant, Paraprofessional, Principal, Teacher(s)	Aug- June	(F)270 Title V Rural Low Income School Program, (S)Local	Summative - Documentation of materials purchased and used; lesson plans; principal walkthroughs, improved state assessments results
2. Students will be provided with RtI, LLI or Language Academy classes for intervention activities to support core curriculum and state assessment preparation on all campuses. Specific campus activities may include supplemental staff, modified block scheduling, pull-out intervention programs, and peer support; evaluation of Tier II and III student progress at weekly intervals at campus levels. Supplemental staff hired to support activities. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: H,ESL) (Strategic Priorities: 2,4)	Assistant Principal, Counselor, Principal, Teacher(s)	Aug - May	(F)Title I-District, (S)Local, (S)State Compensatory	Summative - Decrease student failures; continuous improvement of tests, improved TAPR achievement rates; supplemental staff hired
3. Concentrated and increased efforts by all campuses and administration to increase parental involvement. Contact will be made for every student failing to make adequate progress at 3/6 week grading periods. MEP staff will visit all migrant households at least once per semester. (Title I SW Elements: 2.4,3.2) (Target Group: ESL,Migrant,LEP) (Strategic Priorities: 4)	Assistant Principal, Counselor, Migrant Counselor, Migrant Recruiter, Principal, Teacher(s)	Aug - June	(F)MEP Funding-District, (F)Title I-District, (S)Local	Summative - Attendance reports, sign-in sheets, home visit logs
4. Adequate number of certified bilingual staff in all required grades. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: ESL) (Strategic Priorities: 1,2,4)	Principal, Superintendent	Aug-June	(F)Title IIA-District, (S)Local	Summative - Teacher certifications STAAR Data

FRIONA ISD

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

Objective 4. Increase state assessment passing rate for Bilingual/English as a Second Language (ESL) students by 10% to Meet Standard or better for 2021-2022.

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

FRIONA ISD

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

Objective 4. Increase state assessment passing rate for Bilingual/English as a Second Language (ESL) students by 10% to Meet Standard or better for 2021-2022.

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

FRIONA ISD

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

Objective 5. FISD will provide opportunities for special population students, including Special Education, EL, At-Risk, Economically Disadvantaged, Ethnical groups, Homeless, Foster, GT, and Dyslexia, to meet or exceed state testing standards during the 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To close the gap in all subjects for at-risk, bilingual/ESL, PFS migrant and special education students. Grades and progress reports will be reviewed each reporting period by counselors and principals. Extended day and/or year opportunities will be available at all campuses. Focus will be on academic vocabulary development. At all campuses Resources for Teachers Bi-Lingual Parent Newsletter, Language Academies. At the Jr. High extended-day program, tutorials, extended school year, Intervention and Enrichment (INE), counseling/migrant counseling, Learning.com Tech apps, iStation Reading, Think Through Math, DYNED, Dyslexia, Odysseyware, 3 tier RtI, Learning Lab access, and other CAI may be used. At the High School STAAR Remediation, tutoring, summer school, OdysseyWare, MEP counseling, MEP Leadership, Mentoring Excellence (ME), Power Period, Post Graduate Guidance, Chieftain Challenge, Pride Tribe (Title I SW Elements: 2.4,2.5,2.6) (Target Group: ESL,Migrant,LEP,SPED,AtRisk) (Strategic Priorities: 2,4)	Academic Services , Assistant Principal, Counselor, ESC 16, Migrant Coordinator, Migrant Counselor, Principal, Special Ed Director, Special Programs Director, Superintendent, Teacher(s)	Each 3/6 Week Grading Period	(F)263 Title III ELA, (F)263 Title III Immigrant, (F)IDEA Special Education-District, (S)CTE Funds-District, (S)State Compensatory-District	Summative - Student 3 & 6 week Grades Benchmark tests Improved student achievement on TAPR Documentation of supplies/CAI purchased Counselor records Student Rosters
2. The district will incorporate scientifically based research strategies such as on-site staff development for sheltered instruction, vocabulary acquisition and WOW/WELLS that strengthens the core academic program in schools served by Friona ISD. The district will also incorporate a Language Academy for all levels of students. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1,2,3,4)	ESC 16, Outside Consultant, Principal, Special Programs Director	August-May	(F)270 Title V Rural Low Income School Program, (F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)RtI/LLI, (O)PLCs, (O)Region 16 ESC, (O)Release Time, (S)Assessment Data, (S)Local, (S)State Compensatory-District, (S)Technology	Summative - improved student achievement levels documentation of implementation sign in sheets for PD increased parental involvement
3. Facilitate staff development, including paraprofessionals as appropriate, and program	Assistant Principal, ESC 16, Outside Consultant, Principal,	As scheduled	(F)DMAC Contract, (F)IDEA Special Education-District,	Summative - Campus Improvement Plans implemented,

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

Objective 5. FISD will provide opportunities for special population students, including Special Education, EL, At-Risk, Economically Disadvantaged, Ethnical groups, Homeless, Foster, GT, and Dyslexia, to meet or exceed state testing standards during the 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
coordination (travel to workshops and conferences such as TCMPC; bringing in recognized experts to LEA) and supplemental and/or additional staff for all campuses as needed to improve all student achievement and specifically addressing all at-risk students, 504, LEP, Hispanic, Bilingual/ESL, Migrant, special education, credit recovery, GT, Homeless, Foster and dyslexic students. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1,4)	Special Ed Director, Special Programs Director, Superintendent		(F)Title I-District, (F)Title IIA-District, (F)Title III-District, (S)Local, (S)State Compensatory-District	Staff Development, Classroom Observations following staff development progress reports and grades for students workshop agendas and certificates; supplemental staff hired
4. Teachers may accelerate students in math and science to close the gap for migrant, Hispanic, bilingual/ESL at-risk and special education students by utilizing small group instruction, RTI, accelerated math, tutorials, CAI, and assess benchmark programs. Supplemental staff hired as needed. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT,CTE,AtRisk) (Strategic Priorities: 2,3,4)	Assistant Principal, Counselor, Director of Technology, Dyslexia Specialist, ESC 16, Principal, Special Ed Director, Special Programs Director, Teacher(s)	Each 3/6 weeks reporting period	(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)RtI/LLI, (O)Region 16 ESC, (S)Assessment Data, (S)Local, (S)Special Ed-District, (S)State Compensatory-District, (S)Technology	Summative - Student Benchmark/Progress Reports Improved grades/state assessment results for target groups in core curriclum areas. Graduation Rate Promotion Rate; supplemental staff hired
5. ESSA Foster Care requirements will be met. LEA will collaborate with State and Local child welfare agencies to designate point of contact and develop clear written procedures governing transportation. Students will be able to remain in school of origin if in best interest of child. Transportation will be cost-effective and in accordance with the Social Security Act; if additional transportation costs are incurred, the LEA will provide transportation to the school of origin if: a)the local child welfare agency agrees to reimburse the LEA for cost of transportation; b) LEA agrees to pay for transportation; c) LEA and welfare agency agree to share cost of transportation. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)	Academic Services , Campus Office Staff, Counselor, Foster Care Point of Contact, Local Child Welfare Agency, Principal, School Nurse, Transportation Director	May	(F)211 Title I, Part A, (S)Local	Summative - All students in foster care will be educated in the school of origin as practicable. Transportation logs, foster care records, reimbursement records

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

Objective 5. FISD will provide opportunities for special population students, including Special Education, EL, At-Risk, Economically Disadvantaged, Ethnical groups, Homeless, Foster, GT, and Dyslexia, to meet or exceed state testing standards during the 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. To close the gap in all subjects for PFS migrant and all migrant students. Grades and progress reports will be reviewed each reporting period by counselors and migrant counselors for all PFS migrant students. Extended year opportunities will be available at all campuses. Supplemental staff hired as needed. Jr. High and High School will have migrant career exploration and study skills curriculum. Migrant Education Program "A Bright Beginning" which serves 3 year old MEP students in the home will continue to be implemented. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)	Academic Services , Counselor, MEP Staff, Principal, Special Programs Director, Teacher(s)	Each 3/6 Week Grading Period	(F)212 Title I Part C Migrant SSA, (F)IDEA Special Education-District, (L)RtI/LLI, (O)PLCs, (O)Region 16 ESC, (S)Local	Summative - Student Grades Benchmark Test State Assessment Data Improved student performance Documentation of supplies purchased Meet TAPR standards Supplemental staff hired
7. Teachers may accelerate students in writing to close the gap for migrant, bilingual/ESL, Hispanic, at-risk, and special education by utilizing interventions programs at High School, Jr. High, Elementary, and Primary schools. Supplemental staff hired as needed. Programs may include: Moby Max, Waterford, Think Through Math, DYNED, Read Naturally, Reading Coach, small group instruction, IXL, After-school tutorials, Study Island, Raz-Kids, Odysseyware, Ed Helper and Scottish Rite for Dyslexia. (Title I SW Elements: 1.1,2.4) (Target Group: All,H,LEP) (Strategic Priorities: 2,3,4)	Academic Services , Counselor, Dyslexia Specialist, ESC 16, Migrant Counselor, Outside Consultant, Principal, RtI Staff, Special Ed Director, Special Programs Director, Teacher(s), Technology	3/6-week Grading periods	(F)255 Title II Part A, (F)IDEA Special Education-District, (F)Title I-District, (F)Title III-District, (L)RtI/LLI, (O)Outside Consultant, (O)Region 16 ESC, (S)Assessment Data, (S)Local, (S)State Compensatory-District, (S)Technology	Criteria: Technology Devices Summative - Student Benchmark/Progress Reports Improved grades/state assessment results for target groups Graduation rate Promotion rate Meet TAIS standards Supplemental staff hired
8. Facilitate implementation of state assessments plan of action including IEP for special education students for all students in at-risk situations and especially those at-risk of	Counselor, Director of Technology, ESC 16, MEP Staff, Outside Consultant, Principal, School Nurse, Special	As appropriate	(F)IDEA Special Education-District, (F)Title I-District, (F)Title IIA-District, (F)Title III-District, (L)RtI/LLI, (O)Region 16	Summative - Class Schdules Documentation of addtitional staff hired Documentation of supplies and

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

Objective 5. FISD will provide opportunities for special population students, including Special Education, EL, At-Risk, Economically Disadvantaged, Ethnical groups, Homeless, Foster, GT, and Dyslexia, to meet or exceed state testing standards during the 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
not passing state assessments-including but not limited to STAAR prep classes, additional intervention staff, reduced class size, classroom supplies, tutoring small groups of students by objective, RTI, homebound, and counseling students individually about the importance of passing state assessments as a requirement to pass to the next grade and to graduate. Home visits by staff to involve parents in the education of their children and to stress importance of parental input Students that are in the following identified groups will have priority of services: Title I School-wide Bilingual/ESL/LEP/Special Education 504 Hispanic Career and Technology Early Childhood Dyslexia Economically Disadvantaged Gifted and Talented Homeless At-Risk/DAEP Pregnancy Related Services Test Prep PFS Migrant Students (Title I SW Elements: 2.4,3.2) (Target Group: All) (Strategic Priorities: 4)	Ed Director, Special Programs Director, Teacher(s)		ESC, (S)Assessment Data, (S)CTE Funds-District, (S)Local, (S)Special Ed-District, (S)State Compensatory-District	subscriptions purchased Progress Reports/Grades Increased levels of achievement in TAPR Graduation Rate Increased

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Goal 2.   (Parent, Family and Community Engagement) FISD will continue to provide opportunities to foster positive parent and community communication, build capacity and partnerships.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Involve all stakeholders in shared partnerships and mutual responsibility for student learning by providing opportunities to increase parental involvement (possibly including but not limited to the following): Communicate through newsletters in language of the home; Provide after-school programs that include parenting training; Provide training for parents in use of technology; Service Learning Projects CTE Community Partnerships ESL classes for Parents (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All,Migrant) (Strategic Priorities: 4)	Assistant Principal, Counselor, Parent Volunteers, Principal, Teacher(s), Technology	As schedules	(F)Title III-District, (O)Region 16 ESC, (S)Local	Summative - Activity sign-in sheets Increased parental involvement
2. Provide opportunities to increase parental invovlement: School-Parent Compacts Parent-Teacher Conferences Correspondence in home language Bilingual office staff on campus Open houses Two Migrant PAC Meetings Grandparents Reading Day Statewide Parental Engagement Committee Parents attend local conferences (MEP) A Bright Beginning Parent Meetings (ABB) Offering English classes to ESL/Immigrant and adult students (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All,Migrant) (Strategic Priorities: 4)	Campus Office Staff, Core Subject Teachers, ESC 16, Migrant Coordinator, Parents, Principal, Teacher(s)	2 Meetings per year minimum/as scheduled	(F)263 Title III ELA, (F)289 Title IV Part A SSAEP, (S)Local	Summative - Activity sign-in sheets Increased parental involvement Parent attendance to conferences
3. Promote business/community involvement through options that might include: district and campus committee memberships, district/campus planning, campus newsletters, district/campus websites, volunteers at school	Academic Services , Assistant Principal, Booster Clubs, Community Businesses, Counselor, CTE Teachers, ESC 16, Migrant Coordinator, Parent	Monthly/as appropriate	(S)Local	Summative - Sign-in sheets Increased parent and community involvement in school activities and volunteering

FRIONA ISD

Goal 2. (Parent, Family and Community Engagement) FISD will continue to provide opportunities to foster positive parent and community communication, build capacity and partnerships.

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

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

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campuses will provide attendance incentives to recognize students with perfect and or/high attendance. Communications with parents will be priority. (Title I SW Elements: 2.4,3.2) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal	Every 6 weeks	(S)Local	Summative - Attendance Rate Dropout Rate
2. The campus principal or assistant principal will serve as the truancy prevention facilitator. They will provide truancy interventions that may include but are not limited to: behavior modification plans, school-based community service, counseling, mediation, mentoring, teen court, or other community based programs (TEC 25.015). Each campus will initiate truancy prevention measures when a student has failed to attend school without an excuse on 3 or more days or parts of days in a 4 week period. (HB2398) (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal	As needed	(S)Local	Summative - Improved Attendance rate Dropout Rate Documentation of activities
3. Provide dropout prevention and recovery through the following: Counseling Services Migrant Counseling Services Pregnancy-related services Services for school-age parents Extended day and year learning opportunities Credit Recovery Lab GED Services Summer School Dropout Reduction Plan Service Learning Projects (Title I SW Elements: 2.4,3.2) (Target Group: All) (Strategic Priorities: 3,4)	Assistant Principal, Counselor, Principal, Superintendent, Teacher(s)	Per Occurrence	(F)212 Title I Part C-Migrant District, (F)Title I-District, (S)Local, (S)State Compensatory-District	Summative - Dropout Rate Leaver reports credits recovered graduation rate
4. Staff will be Seidlitz trained in sheltered instruction methods at all campuses. (Title I SW Elements: 2.4,2.5) (Target Group:	ESC 16, Outside Consultant, Principal	as scheduled/yearly for new hires	(F)Title I-District, (S)Local	Summative - Increased language acquistion by students; STAAR/EOC data, TELPAS, TPRI

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

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

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

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Accelerated instruction may be offered to any student in grades 3-8 and High School that fails to perform satisfactorily on a state assessment measure that is required for graduation and/or promotion. This instruction will be offered free of charge to students, but students may be required to participate in accelerated instruction that is offered outside of the normal school day or year. This is a separate budget, with a program intent code of 24. Supplemental staff may be hired. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,AtRisk)	Academic Services , Counselor, District Office Staff, Principal, Superintendent	August and each reporting period	(S)Assessment Data, (S)FTEs and Salary Allocations, (S)State Compensatory-District	Summative - CNA; public hearing; FTEs; improved student achievement data; attendance rosters; accelerated instruction schedules; supplemental staff hired
2. SCE direct cost funds (55%) will be used to hire certified and non-certified staff members to provide direct instruction that is supplemental to regular instructional program. These staff members will provide learning opportunities for students identified as at-risk for dropping out of school or need of academic achievement improvement on the SCE school-wide campuses. These opportunities may include but are not limited to: extended day, extended year, one to one tutoring, temporary alternative educational placement (both non-disciplinary and disciplinary programs), assisting with classroom management, computer lab assistance, instructional support under supervision of certified staff. These activities offer the at-risk student more individualized instruction, based on their specific needs in meeting the academic standards set by the state and LEA. The duties are outlined in TEC,42.152. Class schedules and signed job descriptions will be maintained as documentation. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group:	District Office Staff, Principal, Superintendent	as needed	(S)Assessment Data, (S)Local, (S)State Compensatory	Summative - payroll records; class schedules; signed job descriptions; improved student achievement; decreased student drop out rate; CNA results;

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
AtRisk) (Strategic Priorities: 2)				
3. SCE administrative central office staff, and other allowable SCE non-instructional salaries/activities and supplemental staff, will be paid out of the 45% SCE indirect costs. (Title I SW Elements: 2.4) (Target Group: AtRisk) (Strategic Priorities: 2)	District Office Staff, Superintendent	as needed	(S)State Compensatory-District	Summative - signed job descriptions, payroll records, improved student achievement, attendance and drop out records; CNA; supplemental staff hired
4. SCE Program and student progress will be monitored and evaluated at least once each 6 weeks grading periods and state assessment scores once per semester. Changes in student status will be shared with appropriate staff members. Student placement changes will be made as needed. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2)	Academic Services , Assistant Principal, Counselor, Principal	Each 6 weeks	(O)State assessment data, (O)Student Grades, (O)Student progress measures, (S)Local, (S)State Compensatory	Summative - Review of grades each reporting period (6 weeks); review of state assessment results; review of dropout rate; review of benchmark tests; review of changes in student status
5. The superintendent, in consultation with each campus principal, shall appoint an At-Risk contact at each campus. Each contact is responsible to oversee identification of students, maintain list of at-risk students, advise campus staff of student status, timely review of student progress, oversee semi-annual review of student data, collaborate with staff to provide services, conduct annual evaluation of program and staff development sessions. The educational decision maker and caseworker of any child in DFPS Managing Conservatorship will be notified any event that may significantly impact the child's education. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2)	Academic Services , Assistant Principal, Counselor, Principal, Superintendent	as appropriate	(L)RtI/LLI, (O)State assessment data, (O)Student Grades, (O)Student progress measures, (S)Assessment Data, (S)State Compensatory	Summative - Students appropriately identified and placed in SCE programs; student progress data reviewed in timely fashion; appropriate staff development trainings scheduled and delivered; SCE program evaluated yearly; campus staff informed of student status
6. SCE records kept electronically for a minimum of five years. Only staff with	Campus Office Staff, District Office Staff	as appropriate	(O)State assessment data, (O)Student Grades, (O)Student	Summative - Documentation records retained for minimum of 5

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

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

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

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

Objective 1. Need addressed: To raise 100% of students' achievement levels and ensure student safety in 2021-2022. Friona ISD will provide a safe and orderly learning environment emphasizing academics and encouraging healthy lifestyles through sequential health education, practices and modeling of good health behaviors.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide student handbooks in English/Spanish to students and parents to ensure awareness of discipline policies, procedures, and health requirements. Handbooks will be available both in paper and digitally. (Title I SW Elements: 1.1,2.3,3.2) (Target Group: All)	Assistant Principal, Counselor, Principal	upon enrollment	(S)Local	Summative - Reciept/signature of student handbooks; Reduced absences and discipline referrals
2. Provide students and parents with a copy and explanation of the drug testing policy and procedures. (Title I SW Elements: 1.1,3.2) (Target Group: 7th ,8th,9th,10th,11th,12th)	Assistant Principal, Counselor, Principal	Enrollment	(S)Local	
3. Teachers are trained on implementation of conflict resolution/discipline strategies and code of conduct during teacher in-service. Stakeholders will be trained in dating violence/bullying prevention. The district is trained on all required TEC and TAC trainings prior to the start of school or as needed when hired. Each campus has a core team trained in Handle with Care and in implementing positive behavior support. (Title I SW Elements: 2.4,2.5,2.6,3.2) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Superintendent	August/as scheduled	(F)IDEA Special Education-District, (S)429 School Safety and Security Grant, (S)Local	
4. Implement Emergency Operations Plan and Practice Emergency Drills (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)	Assistant Principal, Principal, Special Programs Director, Superintendent	Monthly	(S)Local	Summative - Emergency preparedness report
5. Improve overall health, nutrition and fitness of students through free breakfast and lunch for all students, participation in Fitnessgram program (individual student performance levels available to parents upon request) and mandated physical education classes and staff training. Nutrition will be integrated into health education or core curriculum. (Title I SW: 1,6) (Title I SW Elements: 1.1,3.2) (Target Group:	Cafeteria Staff, Principal, SHAC Committee, Superintendent, Teacher(s)	Daily	(S)Local	Summative - Food service records Fitnessgram data staff training certificates master schedules showing p.e. classes Wellness Policy Assessment

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

Objective 1. Need addressed: To raise 100% of students' achievement levels and ensure student safety in 2021-2022. Friona ISD will provide a safe and orderly learning environment emphasizing academics and encouraging healthy lifestyles through sequential health education, practices and modeling of good health behaviors.

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

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

Objective 1. Need addressed: To raise 100% of students' achievement levels and ensure student safety in 2021-2022. Friona ISD will provide a safe and orderly learning environment emphasizing academics and encouraging healthy lifestyles through sequential health education, practices and modeling of good health behaviors.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Elements: 2.4) (Target Group: All)				
13. Students will be given the opportunity for physical activity during the school day through PE classes, athletic periods, marching band and recess, for a minimum of 30 minutes. PE curriculum will meet needs of students of all physical ability levels (HB 440) (Title I SW Elements: 2.4) (Target Group: All,SPED)	Principal, Teacher(s)	Daily	(S)Local	Summative - School Schedules, Sports rosters and schedules, student transcript, IEPs
14. Staff will be given the opportunity to use the district facilities to participate in a Wellness Program. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	SHAC Committee	As scheduled	(S)Local	Summative - Announcements-handouts, sign-in sheets

FRIONA ISD

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

Objective 2. Total DAEP placements will be below 5%.Tobacco, Alcohol, and Drug (TAOD) offenses will remain below 1% in 2021-2022. Incidents of violence will remain at or below 1% in 2021-2022.

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

FRIONA ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Advaced Academic Services to guide educational opportunities geared toward secondary education or career opportunities based on the students' interest and needs. (Title I SW Elements: 2.4,3.2) (Target Group: All,GT,AtRisk) (Strategic Priorities: 3)	Academic Services , Counselor, Principal, Special Programs Director	Schedule as appropriate	(S)GT Allotment-District, (S)Local	Criteria: Summative- Student evaluations; documentation of activities
2. Facilitate Internet based career searches for secondary students. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All,ECD,ESL,Migrant,SPED,GT,AtRisk) (Strategic Priorities: 3)	Academic Services , Counselor, Principal, Teacher(s)	August-October	(F)Title I-District, (S)CTE Funds-District	Criteria: Summative- increased number of students entering post-secondary training or college
3. Notification of entry to state university if in top 10% of class-scholarship for graduating early, Teach for Texas grants, Notification of higher education requirements, Personal Graduation Plans, Financial Aid opportunities. (Title I SW Elements: 2.4,3.2) (Target Group: All,ECD,ESL,Migrant,SPED,GT,CTE,AtRisk) (Strategic Priorities: 3)	Academic Services , College Access Specialist, Counselor, ESC 16, Migrant Counselor, Principal, Teacher(s)	Each semester	(F)212 Title I Part C-Migrant District, (F)Title I-District, (S)Local, (S)State Compensatory-District	Criteria: Summative- sign in sheets; meeting agendas and minutes; personal graduation plans completed for every student
4. CTE teachers will implement State Curriculum and tech-Prep courses to better prepare students for career opportunities and obtain CTE certifications. (Title I SW Elements: 1.1,2.4) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Principal, Special Programs Director, Teacher(s)	Each semester	(F)Title I-District, (S)Local, (S)State Compensatory-District	Criteria: Summative- 6 week grading periods; increased course credits and CTE certifications attained
5. Additional technology courses, software and hardware available for teachers at all levels. Digital textbooks and other electronic media will be added as available and appropriate. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1,3)	Principal, Teacher(s), Technology	As appropriate	(F)Title I-District, (S)CTE Funds-District, (S)IMA-District, (S)Local, (S)State Compensatory-District	Criteria: Summative- documentation of course offerings- student rosters, purchase orders and invoices, credits accrued; meeting agendas and sign-in sheets
6. CTE Advisory Council will meet to evaluate vocational programs. (Title I SW Elements:	Committee members, Principal, Teacher(s)	Each semester	(F)Title I-District, (S)CTE Funds-District, (S)State Compensatory-	Criteria: Summative- Committee evaluations; agendas, sign-in

FRIONA ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.4,3.2) (Target Group: All,CTE)			District	sheets, meeting minutes
7. Retain supplemental position of Student Academic Services Coordinator to help students meet legislative requirements to graduate. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1)	Principal, Superintendent	Yearly	(S)Local	Criteria: Summative- HB 5 requirements met; graduation rates
8. FISD will continue to offer devised to students and teachers to increase level of students achievement and technology skills. Trainings will be offered to all stakeholders. (Title I SW Elements: 1.1,2.4) (Target Group: All)	Director of Technology, Principal, Superintendent, Teacher(s)	Daily	(S)Local	Criteria: Summative- IT equipment and/or software purchased; increased student achievement; teacher training rosters; student rosters
9. All 8th grade students will receive instruction in preparation for high school, college and career by the Student Academic Services Coordinator and Special Education Transition Coordinator (as appropriate). (HB 18) (Title 1 SW: 9, 10) (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All)	Academic Services , Principal, Special Ed Director	Spring semester	(F)IDEA Special Education-District, (S)Local	Criteria: Summative- documentation of activities; increased student post secondary activities
10. Provide opportunities for students to obtain an Industry Based Certification. (Title I SW Elements: 1.1,2.4) (Target Group: All)	Academic Services	As appropriate	(F)289 Title IV Part A SSAEP	Criteria: Summative- Documentation of certifications

FRIONA ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain the percentage of core academic subject area classes taught by qualified teachers at 100%. Service records will contain status of teachers and paraprofessionals, assignments, and courses taught. (Title I SW Elements: 2.4,2.5) (Target Group: All)	Principal, Special Ed Director, Special Programs Director, Superintendent	at time of hire	(S)Local	Summative - Teacher certifications Equity Plan
2. Recruit potential staff via face to face interviews (college and ESC job fairs), electronic job postings and applications, phone interviews, or video streaming in multiple states. Focus will be on recruiting certified bilingual teachers and other areas of locally identified needs. Incentives will be offered in areas of locally determined high-need. (Title I SW Elements: 2.4,2.5) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent	as needed	(F)289 Title IV Part A SSAEP, (S)Local	Summative - Employment records; incentived offered when certification are added to teaching certificate
3. Assign or reassign teachers and paraprofessionals to areas so that program and student needs are met. Teacher effectiveness will be monitored through T-TESS formal evaluation process and frequent walk-throughs by administrative staff. Staff members will furnish current teaching certifications to supervisors each year. Paraprofessionals will be evaluated on a yearly basis by supervising staff members. (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent	July - June	(F)Title I-District, (S)Local, (S)State Compensatory-District	Summative - Comprehensive needs assessment; Improved student achievement; evaluation results; Equity Plan
4. Provide staff development opportunities for 100% professional, administrative and paraprofessional staff members pertaining to areas of assignment to ensure a qualified staff to meet FISD student needs/objectives as identified by the yearly comprehensive needs assessment and to raise student achievement. Provide incentives to appropriate staff for alternative certification programs and to add	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent	as needed and available	(F)255 Title II Part A, (S)Local	Summative - Needs assessments; Sign-in sheets; workshop agendas, certificates; teacher certifications; increased student achievement

FRIONA ISD

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
ESL/Bilingual Certification. (Title I SW Elements: 2.4,2.5) (Target Group: All)				
5. Comprehensive staff development and staff release time will be provided to meet the needs of the underserved populations and meet state accountability standards; staff development waivers will be used to provide intensive, effective targeted professional development. Funds will be available to pay for training supplies and to bring in experts on teaching ESL, Bilingual, Special Education, suicide prevention (HB 2186) and At-Risk students or other student populations identified in need. (Title I SW Elements: 2.4,2.5) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent	As scheduled	(F)Title I-District, (F)Title IIA-District, (F)Title III-District, (S)Local	Summative - Needs assessment; workshop agendas, sign-in sheets, certificates STAAR Data; improved student achievement
6. Staff members will be surveyed to ascertain their professional development needs. These results will be used to determine strategies to enhance the district learning environment (HB 2012). (Title I SW Elements: 2.4,2.5) (Target Group: All)	Assistant Principal, Principal, Special Ed Director, Special Programs Director, Superintendent	April, and as appropriate	(F)270 Title V Rural Low Income School Program, (F)289 Title IV Part A SSAEP, (S)Local, (S)Special Ed-District	Criteria: All instructional staff and paras attend R16 Fall Kickoff Mentor/Mentee Program Summative - improved teaching strategies; effective classroom techniques; improved student achievement

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2021/2022 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.

Region 16 Migrant SSA

Migrant Section for DIP 2021-2022

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

2021-2022 Region 16 Migrant SSA Member District Migrant Education Plan

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

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

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
PS3101 Title I, Part C ESSA Consolidated Federal Grant Application								
ID&R: Conduct ID&R activities as outlined in the ID&R plan in the *Texas Manual for the Identification and Recruitment of Migrant Children* and in the ID&R plan, and ensure a strong system of quality control is in place. (PS3103 Pt. 2)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, TX-NGS Records	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
NGS: Beginning July 1 through June 30, encode all required data into the Texas New Generation System (TX-NGS) and conduct all required activities, as outlined in *The Texas Data Management Requirements Manual for TX-NGS & MSIX*. (PS3103 Pt.2)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	TX-NGS Reports and records	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Comprehensive Needs Assessment: Identify the unique educational and educationally-related needs of the children in the LEA through a Local Needs Assessment. (PS3103 Pt.2)	ESC MEP Coordinator, LNAC	LNA Toolkit	September 1 through August 30	LNA Surveys, Student Profile, LNA-SDP Alignment	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
SDP: Implement the required strategies outlined in the Texas Service Delivery Plan and be accountable for achieving the Measurable Program Outcomes. (PS3103 Pt. 2)	ESC MEP Coordinator, Migrant Coordinator, Administrator,	Texas SDP	July 1 through June 30	updated MEP DIP, documentation of strategies implemented--Student Performance Log, TX-NGS Supplemental Program Services report	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. (PS3103 Pt.2)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter/email/ phone call log to receiving states' summer migrant program staff	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
ESSA Provisions and Assurances								
Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. (ESSA P&A 3a)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from TX-NGS.(ESSA P&A 3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS: Partial Credit Report, Not-on-time for Graduation Report, Student Graduation Plan, Recommended Courses, Supplemental Program Services report; Student Performance Log; course credit consolidation and proper course placement	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. (ESSA P&A 3gi)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Provide supportive services for out of school youth. (ESSA P&A 3gii)	Migrant Coordinator, Migrant Youth Specialist		July 1 through June 30	OSY Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Preschool Children: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example ,A Bright Beginning, Head Start, or other early childhood programs.) (ESSA P&A 8)	Migrant Coordinator, Administrator		Within first 60 days of school year after entering school	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, TX-NGS record	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. (ESSA P&A 9A)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	
Migrant Parent Advisory Council: Establish a SSA-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents from the respective districts in the SSA, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (ESSA P&A 1-2)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress ___ Some Progress ___ No Progress ___ Discontinue ___		Accomplished? Yes ___ No ___	

2021-2022 Region 16 Migrant SSA Member District Migrant Education Plan

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Service Delivery Plan Goals 1-4								
Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the regular and summer terms. *Supplemental Instruction--Statewide student assessment/content tutorials during the regular school day. Extended-Day statewide student assessment/content tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)* (SDP 1-1, PS3103 Pt. 4)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	September 1 through July 30	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics. (SDP 1-2, PS3103 Pt. 4)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide		July 1 through June 30	Student Performance Log, tutorial sign-in sheet	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8. (SDP 1-3, PS3103 Pt. 4)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	TX-NGS summer enrollment/wd record and Supplemental Program Services report, Attendance records, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services. (SDP 2-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	TX-NGS enrollment records	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Provide the TEA approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based). (SDP 2-2, PS3103 Pt. 4)	Migrant Coordinator, School/Home Community Liaison, Bright BeginningsTeacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnnings inventories, TX-NGS enrollment records, TX-NGS Supplemental Program Services report	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options. (SDP 3-1)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, Student transcript, TX-NGS Supplemental Program Services report and Credit Reports	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students. (SDP 3-2, PS3103 Pt. 4) *Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)*	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2021, June 2022	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Coordinate/provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents. (SDP 3-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, WTAMU CAMP, WTAMU Admissions, AC Admissions	MEP funds	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, PSPG document, handouts, sign-in	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Coordinate/provide services to OSY based on identified needs. (SDP 3-4)	Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Coordinate/provide support services during the regular term and summer that address the identfied needs of migratory students. (PS3103 Pt. 4,SDP 4-1) *Identified Needs for Academic and Nonacademic Support Services--School Supplies, Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations.*	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Migrant Counselor, R16 Educational Specialist	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, laptop/calculator check-out form, medical requests	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Coordinate/provide training for parents to empower them to access and use resources/ services to address the identified needs of their child. (SDP 4-2) *Identified Needs for Support Services to encourage participation and attendance--Child Care, Transportation to and from parent meeting, Light snack/meal (dependent upon meeting length and time).*	ESC MEP Coordinator, Migrant Interventionist, Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, notices/agenda/handouts/sign-in sheets/minutes for trainings	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Educate MEP/LEA staff on the unique needs of migratory students to ensure student success. (SDP 4-3)	Migrant Coordinator, Administrator		July 1 through June 30	handouts, emails, sign-in	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Collaborate to educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled. (SDP 4-4)	Migrant Coordinator, Administrator, Federal Programs Director		July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students. (SDP 4-5)	Migrant Coordinator, Administrator, Counselor, Migrant Interventionists, Teacher, Educational Aide	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, sign-in, training certificate	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	
Other: Snacks and Meals for migrant students participating in off campus migrant activites-- When students participate in SSA sponsored activites that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g. STAAR Burst, etc.)	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, TX-NGS Supplemental Program Services report	Considerable Progress ____ Some Progress ____ No Progress ____ Discontinue ____		Accomplished? Yes ____ No ____	

Region 16 Migrant SSA

Priority for Services Action Plan 2021-2022

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

Priority for Service (PFS) Action Plan
for Migrant Students

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

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

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

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

*Many may know terminology is changing from LEP to Emergent Bilingual per SB2066 but PEIMS revisions are still in progress.

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

Goal(s):	Objective(s):
Goal(s): To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.	**Objective(s):** Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students. Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	During the first week of each month during the program year	Region 16 Education Service Center NGS Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator's office.
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	July of each beginning of the programmatic year	Region 16 ESC Ed. Specialist, Region16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP
Additional Activities			

| Review the academic status of each PFS student after each six-week grade reporting period. Developed a plan for each PFS student not meeting or at risk of not meeting all academic standards. | Every six weeks immediately following the posting of grades | Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers | six-week report cards, progress reports with date of consultation and signatures of participants |

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	During the first week of each month during the program year	NGS Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Ongoing throughout the year; at a minimum of one per semester	Migrant service coordinator, Migrant School Home community liaison, recruiter	phone and travel logs, copies of documents shared on home visit
Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student

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

Elizabeth Dalene Burns   9-3-21

_____
LEA Signature   **Date Completed**

_____
ESC Signature

09/28/2021
_____
Date Received

Region 16 Migrant SSA

Identification and Recruitment of Migrant Students

2021-2022

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

OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review	Nov	Mar	June	Summative Review	Aug
A. District identified Recruiters and Eligiblity Reviewers will complete on-line Identifcation and Recruitment (ID&R) training offered by the state MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. / Some Progress / No Progress / Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished / Yes / No	____
B. District identified Recruiters and Eligibility Reviewers will participate in follow-up Identification and Recruitment (ID&R) training offered by ESC 16 MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	After completion of the state MEP's on-line ID&R training.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, Regional ID&R Test	Considerable Prog. / Some Progress / No Progress / Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished / Yes / No	____

OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.

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

Updated 8/1/21

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

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

Updated 8/1/21

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

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review				Summative Review	Aug
						Nov	Mar	June		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___

OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.

Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review				Summative Review	Aug
						Nov	Mar	June		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities approved by the state MEP.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review				Summative Review	Aug
						Nov	Mar	June		
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	___ ___ ___ ___	___ ___ ___ ___	___ ___ ___ ___	Accomplished Yes No	___ ___

Updated 8/1/21

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

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.

continued

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review				Summative Review	
						Nov	Mar	June		Aug
B. Forward COEs with more than one required comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligilbility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, COEs	COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, COEs	COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____

OBJECTIVE VI Region 16 MEP SSA member districts will evaluate their MEP.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review				Summative Review	
						Nov	Mar	June		Aug
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____

Region 16 Migrant SSA
ID&R Quality Control Written Procedures

1. SSA member districts will send at least one district designated Migrant recruiter to the annual Identification and Recruitment training conducted by Region 16 each year in August.

2. SSA member districts will receive and follow the Region 16 Migrant SSA ID&R Action Plan.

3. District Migrant Recruiters will actively identify and recruit migrant students according to the most current copy of the *Texas Manual for the Identification and Recruitment of Migrant Children.*

4. District Recruiters will forward all completed and signed COEs to Region 16 for review.

5. Upon receipt of district COEs, Region 16 Education Specialist or NGS Data Specialist will review and either:

   a. Identify corrections and send back to district with citations from ID&R manual for corrections, or

   b. Send forward for entry into NGS by NGS Data Specialist, or

   c. Send forward to ESC Reviewer for approval due to two or more required comments. Then ESC Reviewer will sign and forward for entry into NGS by NGS Data Specialist.

6. NGS Data Specialist will file and return appropriate copies of COE to district.

7. District Recruiter will send parent copy of COE upon receipt from Region 16 to parents.

8. District Recruiter will notify District PEIMS of migrant student's status for PEIMS data entry.

9. District Recruiter will file LEA copy of COE according to their record retention policy.

-Campus Needs Assessment for 2020-2021

General Campus Description

Friona High School is a rural public Title I campus that serves a student population of roughly 266 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 2019 Accountability Summary includes the following demographics: Economically Disadvantaged: 69.4%, English Language Learners: 17.7%, Mobility Rate: 11.6%. Projections for 2020-2021 data include the following: Economically Disadvantaged: 79%, English Language Learners: 12.2%, Mobility Rate: 16.0%.

Serving the 266 students are 34 highly qualified certified personnel, six highly qualified paraprofessionals, one counselor, 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 courses 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 2019, earning distinctions in 1 area, Top 25 Comparative Academic Growth. There are no Accountability Ratings for 2020 due to the COVID pandemic. 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 state accountability system in Reading and Math 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.

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

Demographics – CNA 1

Committee Members: Dennis Field, Tommy DeLeon, Allison Johnston, Kelly Jo Ashlock, Brittney Hernandez, 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 2019 Texas Education Agency (TEA) Accountability Summary, 2019 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 2020-2021.

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 one ESL Aide, 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 support for our English Language Learners since 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.

- 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 newcomers.
- All core teachers need to be certified in ESL
- Additional ELL Aide to assist students

Student Achievement – CNA 2

Committee Members: Dennis Field, Tommy DeLeon, Allison Johnston, Kelly Jo Ashlock, Brittney Hernandez, Lindsay Rackley, Elias Carrillo

The Student Achievement Focus Group explored data from State Assessment Reports and the Six Weeks Failure Reports from 2019-2020 and to date during 2020-2021. The committee concentrated on the last three school years, (2018-2020). The following charts were used to evaluate the strengths and needs of our campus:

*Summary of the 2020-21 Failure List

*Comparison of Friona and State STAAR EOC results – 2019- Due to no current EOC data

*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 2019 EOC scores for each of our tested areas are at or above State levels on Approaches or above. It is now the goal of each EOC to raise our numbers of Meets and Masters scores. In every EOC we are below the State levels in Masters and in Meets. Algebra I is above the State level and the other content levels are slightly below. 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 newcomers.

Friona High School will monitor gaps in learning created by the COVID-19 pandemic, using unit assessments and benchmarks throughout the year. All Districts and schools were not rated in 2020 due to COVID-19. Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability rating.

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 period and the low number 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.

Considering our strengths and weaknesses 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.

2019 EOC Results Friona High School-All Student, All Test

Grade	Level 1 Unsatisfactory (not passes)				Level 2 Approaches Grade Level (passes)				Level 2 Meets Grade Level				Level 3 Masters Grade Level			
	17	18	19	20	17	18	19	20	17	18	19	20	17	18	19	20
English I	37%				63%	66	68		35%	40	47		3%	3	9	
	36%				64%	60	63		44%	44	49		8%	7	12	
English II	33%				67%	65	67		40%	42	41		3%	5	0	
	34%				66%	66	67		47%	50	50		6%	8	8	
Algebra I	13%				87%	90	97		44%	50	78		17%	15	25	
	17%				83%	83	84		50%	56	62		27%	33	39	
Biology	13%				87%	85	92		43%	56	52		9%	11	8	
	14%				86%	87	88		59%	60	63		21%	24	26	
US History	12%				88%	88	93		43%	61	64		11%	16	29	
	8%				91%	92	93		67%	72	75		37%	42	47	

Opportunities Strengths **State results in red**

Deviation in % of Students Scoring Satisfactory

Comparing Friona to State Results

		ELA/Reading	
		9th	10th
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%
EOC	2019	+1%	-1%

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

*Tables not updated to due COVID-19

	Biology	
TAKS/EOC	2012	-5%
TAKS/EOC	2013	-1%
EOC	2014	-7%
EOC	2015	-1%
EOC	2016	-17%
EOC	2017	+1%
EOC	2018	0
EOC	2019	+1%
	Algebra	
TAKS/EOC	2012	+3%
TAKS/EOC	2013	-3%
EOC	2014	-7%
EOC	2015	-9%
EOC	2016	-5%
EOC	2017	+4%
EOC	2018	+6%
EOC	2019	10%

	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%
EOC	2019	-1%

School Culture and Climate – CNA 3

Committee Members: Sandra Berend, Amber Drake, David Woods, Tim Ashlock, Kay O'Brian, Josh Portillo

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 2019-2020 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 ChromeBooks for all students.

Opportunities for improvement were determined to include:

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

Staff Quality, Recruitment and Retention – CNA 4

Committee Members: Senera Rodriguez, Kent Weatherly, 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, Professional Development Records, Master Schedule for 2019-2020 and 2020-2021.

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 2 vacancies were posted for the 2021-2022 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.

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. It was also discussed that online trainings would benefit teachers. For summer professional development we will complete required trainings and technology training. The administration and staff are in the process of being trained in TIL.

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 2020-2021 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.

Curriculum, Instruction, and Assessment – CNA 5

Committee Members: Cindy Alexander, Karen Byrum, Heather Gillihan, Jared Travis, Victoria Bueno, Erika Montana, Bryan Masse and Adilene Adame

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 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 are beneficial to instruction and teachers would benefit from smartboards. Teachers have implemented the use of StudySync in conjunction with textbooks to align with the new TEKS that have been put in place for the 2020-2021 school year.

Other teaching resources are limited and confined to each teacher by subject. We believe there is a need for a district-wide vertical alignment. Novels were ordered and implemented in the 2020-2021 school year.

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 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.

Family and Community Involvement – CNA 6

Committee Members: Cindy Alexander, Karen Byrum, Heather Gillihan, Jared Travis, Victoria Bueno, Erika Montana, Bryan Masse, Adilene Adame

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, Senior Parade, Extra-curricular involvement
- 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
- Virtual Chieftain Choices continued in February/March of 2021 to support registration for 2021-2022 for Grades 8-11
- Orientations for incoming 9th grade students and parents in August of each year
- ESL and Migrant programs provide numerous student and family opportunities throughout the year
- Continuation of the Career and Health Fair 2019-2020 (did not have one 2020-2021 due to Covid-19)

- Continuation of LEP Parent meeting 2021
- Implemented Bloomz to commuticated with parents/guardians
- Use of Google (Classroom, Meets, etc.) to communicate with parents/guardians and students

Weaknesses:

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

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 (Students and Parents have access to Parent Portal and Student Portal for records)
- Spanish speaking tour guide for parents during the Fall open house
- Implementing Senior Spotlight and FHS Showcase for 2022

School Context and Organization – CNA 7

Committee Members: Senera Rodriguez, Kent Weatherly, 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, 2017and 2018,2019 STAAR Results, passing rates for 2016,2017 and 2018 and 2019 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 and Counselors Corner Google Classroom working together for lifelong success
- Implementing Josten's, "The Harbor" series for mental health and motivation
- Allocating funds, time, and personnel to implement a sustained course of action for student incentives

- Use Tribe Assemblies/intercom announcements for door prizes 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
- 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
- Student portal to teach students to self monitor
- Bloomz- fast efficient school messaging app to keep parents and students informed of activities and open communication.

Technology – CNA 8

Committee Members: Erika Montana, David Towner, Maggie Roque, Riley Graham, Shawn Farrar, Eduardo Rojas, Mark Sundre, Pam Husted, Chris Rackley, Erin Barnett, Myra Olivas, Mark Edens, Tyler Hatley

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 – symbaloo, Bloomz, One Note, Kahoot, Quzziz, Cram.com, Google Classroom, Nearpod, Seesaw and Apps (Drive, Slides, Sheets, Docs, Gmail, and Meets), 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) Four computer labs, Laptops for all teachers, increased number of computers in classrooms.
6) 1 to 1 Chromebooks for the students for completion of classroom and dual credit work.
7) Assigned IPADs for EEL students.
8) Open lab for students to use after school.
9) Access to hotspots for students that do not have access to the internet at home.

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) Mirroring options in the classroom. (display device screen to projector)

7) Not all smart board devices work.

8) Printer access limited to centralized locations (no classroom printers)

Needs:

1) Continue technology training for teachers. Google Classroom

2) More 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) Educate students on the importance of following netiquette and regulations with regard to technology

6) Supervision software for student iPad and Chromebooks, such as Faronics Insight

7) Access to reliable wireless network

8) Make sure the technology is working properly

9) Apps that are needed installed on Chromebook. (Word, Excel,Etc)

10) Kids need to be shown how to use Chromebooks and Google Classroom.

11) Technology tutorial time.

12) Co-Teaching with technology teachers using computer labs to train teachers how to help students who are struggling with technology.

13) System to charge devices and allow students to do their work at the same time.

Friona Junior High

Campus Needs Assessment Spring 2021

General Campus Description

Friona Junior High is a rural public Title I school that serves a student population of roughly 235 students in grades 6-8. Our student demographic population makeup consist of 90.2% Hispanic, 9.3% White, and .5% African American. Our Economically Disadvantaged population is at 65%, our English Language Learners at 25%, and our Special Education population is at 10.2%.

Serving our 235 students are 22 highly qualified certified personnel, 8 highly qualified paraprofessionals, 1 counselor, 1 nurse, 2 administrators, and 1 secretary. Friona Junior High is currently on an 8 period day. There is an intervention and enrichment period built into the middle of the day in which Monday-Wednesday are utilized for intervention and enrichment and Thursday-Friday are utilized for homework and tutorials.

The campus provides our core subject teachers with both a subject planning period and a grade level conference period. The planning period is designed for teachers within the same subject to collaborate and vertically align to best serve our students. Our grade level conference period is a time for grade level teachers to meet and discuss grade level student body progress, adjustments, issues or concerns. This helps ensure all grade level teachers are aligned on the direction we want our grade level students going.

Friona Junior High follows a common district-wide calendar for the academic year. The campus sets the summer school schedule which takes place during the month of June. Our summer school is intended for students who failed a core subject for the school year, TEA Student Success Initiative (SSI) for eighth grade students, STAAR remediation for 6th and 7th graders, and students who have exceeded the absence allotment.

Our school offers a number of extra-curricular activities for our students. For all of our students we offer Band, UIL Academics, UIL One Act Play. For our 7-8 grade students we offer cheer and athletics which includes football, volleyball, basketball, track, and tennis.

Friona Junior High has completed the Targeted Improvement Plan during the 2020-2021 school year that was designed to focus on our English Language Learners in the areas of Math and ELAR. The plan implemented targeted closing academic gaps in this subgroup. This is an area we will continue to monitor and focus on.

Campus Needs Assessment Spring 2021

Demographics

Committee Members: Aspen Fleming, Shanna Daniels, Maria Reveles, Candice Geske, Sylvia Deleon, and Mario Moreno

The Demographics Committee determined that the committee needed to focus primarily on the following sub groups: Hispanic, Special Education and English Language Learners (ELL). These three subgroups offer Friona Junior High the biggest challenges.

The committee reviewed data from the 2016-2017 Texas Academic Performance Report (TAPR), 2017-18 Texas Academic Performance Report (TAPR), 2018-19 Texas Academic Performance Report (TAPR), and custom reports from TxEIS. The committee used these reports to capture data related to the Friona Junior High campus population for each demographic. Using this data, the committee was able to determine the strengths and needs for Friona Junior High in the academic year of 2021-2022.

The committee finds that our Special Education students are supported through the use of technology, small class sizes, INE period, tutorials and ongoing progress monitoring through daily INE period. The INE period allows staff to schedule students into different tiers based on performance gaps for all core subjects. Special Education students are also supported through small resource classes and the ongoing support of an inclusion program.

The committee also finds that our Hispanic and English Language students are supported by strong Language Academy classes for language acquisition, paraprofessional support and varied support programs like DynEd, Flocabulary, Get Ready curriculum, Go Math workbooks, and LLI instructional materials.

Friona Junior High shows needs in acculturating our EL students. The Targeted Improvement Committee will continue to monitor the progress of our EL students and focus on the instructional delivery, student performance and provide appropriate interventions in efforts to close achievement gaps.

Upon review of all the data and considering the unique circumstances that Friona Junior High must comply with, our committee makes the following recommendations:
- The staff needs to utilize INE period to serve underperforming students.
- Continue ongoing progress monitoring through INE period and schedule students into different Tiers based on performance gaps for all core subjects.
- Increase acculturation campus-wide for EL students.
- Continue with programs like DynEd, Flocabulary, Get Ready curriculum, Go Math workbooks, and LLI instructional materials to increase English proficiency.
- Provide more ESL support through paraprofessional/instructional aides.

- Have enough SPED staff to support the increase of SPED students in order to meet the needs of current and incoming students and comply with IDEA.
- The committee feels that GT students are under-represented due to the parents not knowing that they can nominate their child for the gifted and talented program.
- Teachers are also encouraged to nominate students to receive gifted and talented services.

Campus Needs Assessment Spring 2021

Student Achievement

Committee Members: Angela Alexander, Maria Dominguez, Dave Gonzales, William Mendez, Antonietta Rodriguez

The Student Achievement Committee explored data from the State Assessment Reports from 2018 & 2019. The committee concentrated on the last 3 school years. We did not have testing data for the previous school year due to Covid. The following charts were used the evaluate the strengths and needs of our campus:
- Comparison of Friona and State STAAR results – 2018 & 2019.
- Deviation in % of Students Soring Satisfactory Comparing Friona to State Results.
- Demographics of STAAR Test Subgroups.

Based on the work of the group focusing on student achievement, we have identified the following strength and needs:

Strengths
- 6th Grade math made great gains from 2018 to 2019.
- 7th Grade showed growth in all 3 of their tested areas.
- 8th grade showed growth in Math, Science and Social Studies.
- The Campus met standard in all areas.
- Master levels increased in: 8th Math, 8th Science and 8th Social Studies
- We are continuing with the ELL Targeted Improvement Committee.

Needs
- LEP students are remaining on the list longer than we would like.
- Our ELL scores are still lower than we would like to have them.
- Although Mater levels have increase in some areas, we would like to see them increase in all areas and higher percentage.
- Our ELL's still need continued monitoring and positive growth in movement of the Language Academy and ESL programs.
- Concern over 8th Math scores and Master levels with having an Algebra class again.

Considering our strengths and needs as identified through the campus data sources from the last 3 years, the members of the focus group have identified the following need for support as we move forward with student achievement:

- Continue with the ELL Targeted Improvement Committee.
- Continue with the Language Academy and improve the program.
- Continue to encourage all teachers to become ELL certified.
- Due to the influx of ELL students coming into the JH, additional instructional aides would be beneficial to have in the classroom, even in elective courses.

- Work on not having to pull Instructional Aides for other duties.
- Continue with INE and placing students in RTI levels that best allow them to get the help they need.
- Monitor the scores for 8th Math and assess if the scores are suffering from the change.
- An additional teacher for our ELAR, to help with the increase ELL population and increase in student body count.

Campus Needs Assessment Spring 2021

School Culture and Climate

Committee Members: Daniel Rosales, Tonda Clark, Luis Puga, and Heather Stowers.

The School Culture and Climate Committee reviews the condition of our schools cultural and climate standing. The committee takes into consideration the perspective in which the school's culture and climate are perceived by parents, students, staff, and the community.

The following various forms of data have been used to determine the strengths and needs when it comes to school culture and climate at Friona Junior High:
- Administrator classroom and hallway walkthroughs
- Teacher and staff feedback
- Data from parent school survey
- Student academic progress
- Student discipline data

From the data gathered from various avenues, the School Culture and Climate committee identified the following strengths and needs.

Strengths:
- Students feel safe at school
- Students are nurtured not only academically but socially and emotionally as well.
- Success is celebrated, recognized, and advertised through our school newsletter, website, local newspaper, and the FJH facebook.
- Leadership attributes are fostered through our student council organization and student of the month program.
- Communication and a welcoming environment is established for parents through the school's open house, school newsletter, and open door approach.
- Positive behavior is rewarded through pride tribe, student of the month, and our Thursday and Friday incentive system during INE.

Needs:
- Fully implement our No Bullying School Program.
- Continue to strengthen staff and student school pride.
- Higher academic student expectations for themselves.
- Develop a yearly incoming 6th grade program to help with the cultural transition from Elementary to Junior High
- Foster an environment that empowers parents to be and feel involved in their child's education.

Campus Needs Assessment Spring 2021

Staff Quality, Recruitment, and Retention

Committee Members: Daniel Rosales, Tonda Clark, Luis Puga, and Heather Stowers.

The Staff Quality, Recruitment, and Retention committee continues to center on three tenets that support campus support.

- High Qualified Personnel
- Professional Development
- Special Programs Resources for ESL, Dyslexic, and Special Education populations.

Friona Junior High has a current Recruitment and Retention plan that contains goals, performance, measures, and evaluation components. These ensure that we employ teachers and instructional aides who are highly qualified. We currently have staff members who are enrolled in alternative certification programs. They are working to complete their alternative certification work within the next year.

Turnover at Friona Junior High is low but is something we experience every year.   We continue to monitor our hiring processes to ensure that we hire the best qualified applicants for our students and school. Networking and attending education job fairs yearly allow us to find the best possible candidates that fit our students and school.

Teacher retention is fostered through our first and second year mentoring program. Our first and second year teachers are mentored at different levels from central administration, campus administration, and an on campus teacher. The program helps set a solid teaching foundation which allows for a number of resources new teachers have access to. We provide a mentor program for teachers new to the district. This allows for new teachers to have access to resources on campus to help them make a successful transition. Mentors not only provide resources but feedback based on observations. Feedback gives teachers a chance to monitor growth.

Professional development is provided throughout the year for all of our staff. Our professional development is designed to provide continuous support on programs that are being implemented throughout the school. Professional development is implemented by both central administration and campus administration. Central administration sets professional development on programs that are implemented district wide based on district needs. Campus administration sets professional development based on campus needs. These are determined by current programs, new programs, and campus needs. All implementation of programs come with support, monitoring, and feedback from campus administration to ensure quality implementation. Administrative walkthroughs are conducted to gather data on the effectiveness of programs and their implementation. PLCs are used to receive instant feedback from staff that allows our administration to monitor growth and make adjustments as needed.

Strengths:

- 1st and 2nd year Teacher Academy
- New Teacher Mentor Program
- Texas Instructional Leadership Program designed to set a solid teaching foundation tying objective and assessment to subject teaching standards.
- Constant feedback and support through walkthroughs, TIL coaching sessions, and observations.
- Program implementation support through professional development, administration feedback, and region 16 support.
- Constant networking and attendance of job fairs

Needs:

- Continue to build our Recruitment and Retention Plan to seek out the best personnel possible.
- Continue to build our Recruitment and Retention Plan to increase teacher retention rate.
- Stabilize our Texas Instructional Leadership Program to help with quality of staff.

Campus Needs Assessment Spring 2021

Curriculum, Instruction, and Assessment

Committee Members: Daniel Rosales, Maria Garcia, Jayden Oneal, Raymond Rios, and Michael Taylor.

The Curriculum, Instruction, and Assessment Committee reviewed how our school's curriculum, resources and programs are linked to state standards. Data collected throughout the year based on assessments, walkthroughs, and the Texas Instructional Leadership program drive our curriculum, instruction, and assessment campus decisions.

DMAC is used as an assessment tool for both our administrators and teachers. Administrators use DMAC to help access the effectiveness of implemented programs and curriculum. Teachers utilize DMAC for curriculum, instruction, and assessment student data.

The TEKS Resource System is used by our staff for pacing, TEKS to cover, assessment, and vertical alignment for each subject area. The TEKS Resource system assures that teachers cover all of the state mandated TEKS for each subject area.

Friona Junior High incorporates many resources to help support curriculum, instruction, and assessments aligned with the 21st Century Learning Skills. The resources below are also designed to help incorporate and support various instructional strategies and activities to provide all student groups with the instruction necessary to succeed academically. Having various programs, instructional material, and upgraded technology helps our teachers and staff maximize student engagement, set and build a positive school culture, and help provide critical thinking opportunities.

Friona Junior High has implemented an INE period in the middle of the day that is designed to provide intervention and enrichment opportunities based on student level of needs. This allows our students to receive additional instruction based on their gaps level of academic need.

We have a one to one Chromebook initiative and have provided internet hotspots to students who lacked internet access at home. Along with the 1 to 1 initiative the following resources are incorporated for educational support; Flocabulary, Prodigy, Istation, Quizzes, Leadforward, and Google Classroom. These programs are all technology based that are constantly updated to help with the process for monitoring, evaluating, and renewing the curriculum programs that are currently being implemented. In the coming year we implementing Gimkit and Nearpod. Along with our technology based resources, we have continued incorporate textbooks, dictionaries, and calculators as instructional resources. We currently use consumable textbooks for ELAR, Science, and Math. For the 2020-2021 school year our school purchased 89 dictionaries and 20 TI-84 Plus calculators.

Strengths:

- One to One Chromebook implementation
- Various Curriculum resources; Teks Resource System, Flocabulary, etc.
- Various Instruction resources; Gimkit, Google Classroom, etc.
- Various Assessment resources; Quizzes, Prodigy, DMAC, etc.
- Texas Instructional Leadership initiative
- Campus oriented professional development

Needs:

- Texas Instructional Leadership support
- Strengthen our INE period
- Professional development based on school and staff needs

Campus Needs Assessment Spring 2021

Family and Community Involvement

Committee Members: Angela Alexander, Maria Dominguez, Dave Gonzales, William Mendez, Antonietta Rodriguez

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

We utilized historical data to generate information for the focus of strengths and needs 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 for events that take place at the school.
- Title I parent meeting agendas and minutes.
- Parent involvement policy
- School-Parent Compact Agreement
- Surveys for parents, staff, and students
- Athletic, Choir, Band and other extra-curricular events.

Strengths

- Communication via social media (JH Facebook page, Bloomz, Weekly Principal's Newsletter.)
- Open Door Policy
- Community Projects: (Snack Pack, Empty Stocking Fund, Christmas tree lights, Cheeseburger festival, Speaking English classes, Parmer County Family Night Out, SHAC night, etc…)
- Using Google translate to help when speaking to parents and students.
- Language Academy for new ESL students.
- 1-2-1 initiative with Chromebooks has help with communication between teachers and parents/students.
- Open-Door Policy
- Daily teaming with grade-level core teachers and subject PLC's.
- ESL and Migrant programs provide numerous student and family opportunities throughout the year.
- School Activities that community are a part of (Choir /Band concerts, awards assembly, cheer tryouts, athletic games, pep-rally's, student council speeches, one-act play, etc…

Needs

- Due to Covid many things have had to change for this year in how it is presented and/or involves the public.
- English/Spanish barriers with some students and parents.
- Providing enough opportunities for parents to some see students work in their core and elective subjects.
- 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.
- Continue with Spanish speaking translations of school information that is sent home to parents and/or students.

Campus Needs Assessment Spring 2021

School Context and Organization

Committee Members: Aspen Fleming, Shanna Daniels, Maria Reveles, Candice Geske, Sylvia Deleon, and Mario Moreno

The School Context and Organization Committee reviewed data from the following resources in an effort to discern strengths and needs of our school's context and organization: master schedule, student schedules, support services, physical environment, positive support programs, formal and informal communication, incentive programs, 2016-2017 Texas Academic Performance Report (TAPR), 2017-18 Texas Academic Performance Report (TAPR), 2018-19 Texas Academic Performance Report (TAPR), failure reports, decision-making procedures, Friona Junior High's vision/mission statement, anecdotal information from teachers concerning student morale, and discipline policies.

Friona Junior High School has strengths due to the master schedule, INE intervention period, tutorials, duty rosters, 1:1 chromebooks, mentor teacher program, lockdown/evacuation procedures, identifying students in need of assistance whether it be 504, EL, special education, discipline procedures, a safe physical environment, strong communication among staff and administration in the form of emails, informal surveys, staff meetings, and informal meetings, and a collaborative campus needs assessment process. The committee also feels that staff is included in the decision making process and school policy procedures due to administration listening to their suggestions and concerns. The committee discussed that decisions are made in the best interest of all students. The committee also discussed that teachers are allowed to decide what unit assessments are given within their respective classes to evaluate student progress.

Needs noted was the lack of parent participation, however communication has increased with communicating through Bloomz, facebook, newspaper, phone calls, emails, and parent meetings. The committee felt that the overall morale within the school was better due to effective communication and parents are noticing this change. Overall, this will create more buy in from parents and community members.

Our main focus is to continue to improve school climate with the following plans:
- Continue rewarding students with our Pride Tribe program as an incentive for student success.
- Continue to recognize students through Student of the Month and end of year Awards Assembly.
- Include parents in the decision-making process by including them in school committees.
- Educate parents in the importance of their children receiving an education during open house meetings and parent teacher conferences.
- Continue to include Friona Junior High's mission, and vision statements in the Principal's communication newsletter.

- Continue to exhibit school spirit by hosting pep rallies for our student population and invite parents and other stakeholders.
- Use the INE period to close achievement gaps and provide extra intervention.
- Provide hotspots for students in need of internet connectivity.
- Establish a school environment that is conducive to all stakeholders.
- Challenge our students and establish high expectations and standards for Friona Junior High students.

Campus Needs Assessment Spring 2021

Technology

Committee Members: Daniel Rosales, Maria Garcia, Jayde Oneal, Raymond Rios, and Michael Taylor, Trisha Winebrinner

At Friona Junior High we have continued to upgrade our technology infrastructure to provide our students with 21st educational technology resources. Each classroom has access points, wireless access, mobile devices, 1 to 1 chormebook implementation, teacher computers, projectors, and document cameras. The campus has up to 1 gig of bandwidth uplink for internet productivity.

Each student and staff member are given product knowledge and use in helping create technology efficiency in and out of the classroom. An electronic work order and email system are set up for staff to communicate with the technology department. Technology professional development has consisted of google classroom and google suite training. The impact consist of higher productivity rates for both students and staff. Chromebooks are utilized for all content areas at Friona Junior High in order to provide student online learning.

The design of the network provides all users the availability to access internet, software, and programs via the web as well as the districts learning management system. Curriculum, instruction, and assessment integration and implementation are faceted with technology use pertaining to the learning management system, google suite, and any software utilized for academics.

Strengths:
- One to One Chromebook implementation
- 1 Gig fiber networking
- Classroom wireless connectivity
- Learning Management System
- Efficient access to technology resources

Needs:
- Student and staff Chromebook trainings
- Fast integration of newer technologies with Professional Development
- Lack of software and program knowledge

Friona Elementary Comprehensive Needs Assessment

2020-2021 *(As of Spring 2021)*

General Campus Description

Friona Elementary School is a rural public Title I campus that serves a student population of 319 students in grades 2-5 in the 2020-21 school year. According to the 2019 TAPR, our student population is made up primarily of Hispanic students, with a growing Guatemalan population. The other, smaller portion of the population, is made up of white students. Demographics and subpopulations are:

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

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

Currently serving our students are 27 highly qualified teachers, 14 highly qualified paraprofessionals, one counselor, one nurse, one secretary, a principal and an assistant principal.

The campus currently runs a schedule that includes a Rti/SHINE Time period for all students. FES implemented *Guided Reading* during the 2019/20 school year in second through fifth grade and will continue to develop professionally to be more confident and effective Guided Reading teachers throughout the 2021/2022 school year. Teachers also have a conference period. This period is used to conference with parents and students and encourages parent involvement. A regular time for PLC was set during each grades conference period. It was implemented during the 2020/21 school year so staff could consistently meet for PLCs. A very similar PLC schedule will be followed in 2021/2022.

Friona Elementary earned an accountability rating of "Met Standard" from TEA in 2019. Due to Covid-19, we did not have accountability ratings from the 2019/20 school year. Reading, Writing and ELLs were the focus of 2020/21.

The campus follows a common district-wide calendar for the academic year as well as a summer school calendar for the month of June. We will have summer school June 1-11.

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

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

Technology: p. 2 (L. Alvidrez, M. Mendoza, J. Jarecki, S. Carrillo)	**Curriculum, Instruction & Assessment**: p. 7 (R. Flores, M. Samarron, R. Garcia)
Demographics: p. 3 (M. Rodriguez, S. Annett, T. Hickman, J. Bulin)	**Student Achievement**: p. 9 (N. Rosales, B. Moore, S. Garcia, K, Kimbrough)
School Culture & Climate: p. 4 (L. Hatley, J. Blackburn, K. Gilley)	**Staff Quality, Recruitment & Retention**: p. 10 (C. Croy, A. Reeves, M. Taylor)
Family & Community: p. 5 (R. Cigarroa, C. Suarez, C. Tolleson, K. Jones)	**General Description and overall review**: (M. Jeter, M. Moreno)

TECHNOLOGY - *Spring 2021 for 2021/22*

Technology available includes teacher computers in every classroom, as well as, each teacher having their own laptop. In 2015, we added a second IPAD cart. In 2021, 3rd – 5th grade students received Chromebooks and 2nd grade received iPads. This made our campus one to one with devices. We also have hot spots that are available for students, if the need arises. ELAR teachers have iPads to assist them in using Fountas and Pinnell. MOBIs and clickers are available. Every classroom has a LCD projector. In 2016, every classroom was equipped with a document camera, document reader, and interactive pointer.

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

Our District IT department is currently responding to and is providing training for staff who are in need and has a long-range plan for our proficiency and use of technology.

DMAC has provided quick breakdowns of student data as well as helping us organize and make RtI information readily available.

Needs:

1. Continued DMAC training
2. Continued training on incorporating technology into daily lessons.
3. Web page training.
4. More online Math progress monitoring and acceleration tools.

DEMOGRAPHICS FOCUS GROUP – *Spring 2021 for 2021/22*

The Data from the 2018-2019 TAPR Demographics Report and DMAC reports were used. The committee used these reports to capture data related to the FES Campus population for each demographic. Using this data, the committee was able to determine the strengths, weaknesses, and needs for FES in the academic year of 2020/21.

The committee finds that our Special Education students are supported through the use of technology, small resource class sizes, as well as inclusion, and an ongoing RTI program that monitors progress by grades for their differentiated level documented by teacher and student movement to different classes. The Dyslexia students were served by a certified Dyslexia teacher using Scottish Rites. The forecast report shows that our current staff is able to meet the needs of incoming Special Education students and monitor 504 compliances.

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

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

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

SCHOOL CULTURE AND CLIMATE- *Spring 2021 for 2021/22*

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

The School Culture and Climate committee found that through the 2020/21 data, hallway walk-throughs, discussions with teachers and staff, as well as parents and students, and data from a recent campus survey of parents, we have the following strengths and weaknesses.

Strengths that we found demonstrated by our school include:

- The incorporation of the BIGS program.
- Most students feel physically safe at school. Due to COVID-19 the mask requirements and increased sanitizing made students and staff feel safe.
- Teachers have high expectations for their students as evidenced by after school tutorials, RtI groups during SHINE Time, and low failing rates.
- Campus attendance rate was above 96%.
- Positive school perception by parents. There is a continued increase in parent involvement and we received positive responses from parents regarding being invited to school functions which was limited due to COVID.
- Inclusion of Special needs students in classrooms
- More student organizations and activities such as UIL, Battle of the Books, and Mighty Writers.
- 5ᵗʰ Grade Science Fair-Parent/Student/Community/Volunteers involvement and participation.
- Kids Heart Challenge Parent Day
- Healthy Kids Grant
- Celebration/Appreciation Committees for school employees
- Students have ownership by leading the morning announcements
- The school custodial and maintenance work very hard to keep our school clean and running smoothly. We feel this is a great source of pride for staff and students.

While we do still see a continued need for parent involvement, we do feel like parent access to grades and attendance on Parent Portal, continuing parent conferences during COVID, and having awards assemblies has helped to increase parent awareness.

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

- Continued awareness of bullying and the effects it can have on our school climate.

- Continued increase in parent involvement including overcoming language barriers in communication. Include methods to help parents assist students at home.
- Increased parental education covering expectations for students in the classroom and responsibilities at home related to grades and daily homework.

FAMILY AND COMMUNITY INVOLVEMENT- *Spring 2021 for 2021/22*

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

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

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

Strengths:

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

Weaknesses:

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

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

Summary of Needs:

- Provide resources to share with parents and community members through Title I funds.
- Better educate the parents on the importance of their children's education.
- Find ways to share homework samples with parents.
- More professional development for teachers to continue improving their teaching strategies for ELLs.
- Possibly commemorate the events of 9/11
- Add a cultural fair as a yearly event
- Possibly place student art exhibits in city hall or in the city library
- School Community Clean up
- Fall Family Project
- Offer technology classes in English and Spanish for families

CURRICULUM, INSTRUCTION, AND ASSESSMENT- *Spring 2021 for 2021/22*

TEKS RS and DMAC have been useful sources for our information. Throughout the 2020/21 school year, DMAC and Lead4ward Data Analysis tools were available to help teachers disaggregate their student data and to help them plan necessary instruction in areas of weakness. Greater emphasis needs to be placed on teacher/staff training in order to use these tools more effectively. Unit lesson plans should include TEKS, ELPS, and Technology TEKS.

We will continue and improve on utilizing these tools in the 2021/22 school year:

- The TEKS RS YAG and VAD were implemented across the district in 2013-14, however, many teachers do not know how to plan effectively using this information. Training on breaking down the TEKS was given during the 2020/21 school year. TEKS RS is aligned vertically and provides teachers with necessary TEKS to cover each six weeks; however, in the ELA and Math units some

teacher discretion is allowed, with approval, to move units in order to support scaffolding. For Curriculum Based Assessments, Math and Reading teachers were directed to use unit tests provided by TEKS RS and STAAR released assessments but not required to use as a weighted test grade. As expected, these Unit tests are rigorous and give solid preparation for the STAAR. We will continue using TEKS RS Unit assessments and STAAR released assessments in 2020/21.

- Textbooks were used as a Math resource in all grade levels. GoMath was adopted in the Spring of 2014 for the math curriculum and it offers unit tests as well as beginning, middle, and end of year assessments. GoMath is being used as a supplemental resource for math MOY and EOY benchmarks in 2nd grade. 3rd – 5th grades are using STAAR released assessments.
- Common Vocabulary needs to be emphasized in all grade levels. TEKS RS and Lead4ward are good for district-wide vertical alignment as well as campus vertical alignment. Math and ELAR teachers have a scheduled time to meet within their subject area to vertically align and plan.
- Fountas & Pinnell Classroom was adopted in the 2019/20 school year and will be continued for instructional use in 2020/21. It supports the Guided Reading program implemented by the district. This reading program involves components for interactive, independent, and group structure that will enhance the development of our students in fluency and comprehension. Really Great Reading has been purchased to begin implementation in the 2021/22 school year due to its compatibility with Fountas & Pinnell to assist in phonics instruction. Guided Reading benchmarks will be given by the LLI instructor for BOY, MOY, and EOY in 2nd through 5th grade. TPRI was also used in evaluating reading growth in the 2nd grade and will continue.
- The district provided IXL and Flocabulary for online student supplemental use. We see the need to continue using these online resources for the same purposes in 2021/22. The STAAR released test will be used in all grades for BOY, MOY, and EOY benchmarks.
- A Math Instructional coach will be used in the 2021/22 school year to assist all grades 2-5 in effective instructional approaches for their classrooms and to lead vertical alignment meetings.
- A Language Academy was used to provide support for first and second year students who had limited English. The goal for this Academy is to work with the students on conversational English, school behavior, learning the basics of academic language.

STUDENT ACHIEVEMENT- *2019/20 (to be updated Fall 2022)*

Data was used from State Assessment Reports and the Failure Reports from the last three school years (2016-2019). The following were used to evaluate the strengths and needs of our campus:

- DMAC data, RtI information, GT testing, LLI testing, Math/Reading Benchmarks
- Comparison of Friona and State STAAR results - 2019
- Deviation in % of Students Scoring Satisfactory - Comparing FES to State Results
- STAAR Test Subgroup results

(In Fall 2021, we will compare state data) Based on the available TELPAS scores of our EL students, we have identified the following strengths, weaknesses, and overall campus needs.

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

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

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

- Specific ELL training for all teachers
- Identify alternatives or interventions to mitigate the number of retentions.
- Continue to require all teachers to become ESL certified.
- Provide available accommodations on STAAR testing.
- Monitor gaps in all subgroups and continue targeted support for low students in the regular classroom, after school, and in STAAR prep classes.
- Review STAAR results after the third year of implementing TEKS RS curriculum alignment for 2019-2020.
- Targeted support for upper level students to achieve Level III on STAAR testing, through the focused, rigorous assignments and focused rigor in GT classes.
- Utilize SHINE Time to differentiate for needs of students.
- Continue to serve students through Language Academy.

STAFF QUALITY, RECRUITMENT, AND RETENTION- *Spring 2021 for 2021/22*

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

- Highly Qualified Personnel
- Professional Development

- Special Program Resources for ESL, Dyslexic, and Special Education Populations

Data sources reviewed: SBEC records, 2017-18, Professional Development Records, Master Schedule for 2019/2020.

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

Our hiring processes seek to ensure that we locate and hire the best qualified applicants for our teaching vacancies. Each of the new teachers to the campus and or district, has been assigned an established teacher to assist where needed. Based on the needs of students we need to have a second LLI teacher.

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

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

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

- Continue to utilize the Recruitment and Retention Plan to seek out and retain HQ personnel.
- Reach our campus goal of 100% ESL certified staff.

- Continue professional development that is systemic and directly impacts our campus needs.
- Provide annual 6-hour certification updates for GT certification.
- Continue to bring training to our district versus having teachers and staff members travel to Amarillo

Friona Primary School

Comprehensive Needs Assessment 2020-2021 for 2021-2022 Study

Friona Primary School is a rural, Title I public school that serves a student population of approximately 251 students in grades Early Childhood – First Grade. The student population is made up of a growing Hispanic population. As a district and campus we are continuing to see a trend of Guatemalans coming to the area. The Primary campus is 91% Hispanic. The other ethnic groups represented are 8% white, 0% African American, less than 1% American Indian and less than 1% Asian. Our student body is made up of 54% boys and 46% girls.

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

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

Serving the 251 students are twenty certified teachers, one teacher completing alternative certification, twenty highly qualified paraprofessionals, one family services assistant for Head Start, one nurse, one full-time counselor, one part-time speech therapist, one secretary, and one administrator. The campus runs a seven hour school day with one PPCD/Daycare, five sections of all-day PK,(one of which is bilingual),(two classes are Head Start), five sections of all-day kindergarten (one of which is bilingual), and 5 sections of first grade (one of which is bilingual). We also have two reading recovery teachers, a math coach, a reading interventionist, a PPCD teacher, and a resource teacher.

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

Friona Primary is a paired campus with Friona Elementary since we do not have state standardized testing at our grade levels. Last year's rating is "Not rated: Declared state of disaster". We have made various changes throughout this school year to meet higher student expectations and create a better learning environment for our campus as a whole.

Student Achievement

 The student achievement committee focused on data from Reading and Math benchmarks from last year as well as this year. We compared beginning, and middle of year data to ascertain the following strengths, weaknesses, and overall campus needs. The committee determined that our students have many gaps in their education due to COVID 19 and being out of school for "remote learning" for several months. Teachers are amping up strategies and intense instruction in Phonics, Guided Reading and foundational skills. RIT groups are being utilized to individualize intense small group instruction to focus in on specific skills.

We have set up Guided Reading and Phonics training for all Kinder and First grade teachers. Increased consistency and continued mentoring in the Kinder classrooms and allow us to achieve our goal of 50% at level D by the end of Kindergarten which will create a better foundation for First grade. We do Math benchmarks, BOY, MOY, and EOY to assess mastery of skills. In First grade, we have been focusing on Math while continuing to strive for 50% on grade level for this school year.

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

School Culture and Climate

The committee met to discuss issues relating to the culture and climate of the Friona Primary School. We believe that our students feel safe and happy in their current environment. We do however, feel that continued pressures are affecting teachers and support staff. Our staff has always been open to changes that benefit children and effectively teach curriculum that is mandated by the school district, but we feel that teachers should be able to do that without losing the flexibility to utilize teachable moments as they occur. We want to be active participants in decisions that are made as part of the collaborative group of professionals making decisions for our students. We will have to plan for appropriate safety measures such as lock-downs,fire drills and other safety protocols in our new building. All visitors are required to check in and out of the office and dismissal procedures enforced consistently. Our dismissal policy, involving a car tag system, has worked well for teachers because it helps all staff keep students safe. If the person picking up the child does not have a car tag with them, the staff will then make sure that the person is listed on the students contact card. Emergency procedures are practiced routinely throughout the year to ensure the safety of children and staff.

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

Curriculum, Instruction, and Assessment

As a group, we discussed TEKS Resources System and data from Reading and Math benchmarks, as well as TPRI/TxKEA results.

TEKS Resource System will continue to be implemented this year on our campus, with all the Kindergarten and First grade teachers following the scope and sequence. We like the way students are expected to explain "how" and "why." Pre-K follows the state guidelines for Pre-K while using the Frog Street curriculum.

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

We have added a Language Academy to serve the students that are newcomers to the country. The Language Academy will teach students language acquisition with vocabulary, pictures, manipulatives and strategies to help them adapt to our society.

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

Waterford is good at placing students on appropriate, individualized skills and most of the kids seem to enjoy the computer time. We use TPRI/TxKEA for progress monitoring/screening our Kinder and First grade students. PreK is using Circle Progress Monitoring through CLI Engage for progress monitoring of our students

Family and Community Involvement

Partnerships between the school's stakeholders play an important role in a school's success. Students benefit from two-way communication between the school and their home. The study of the family and community involvement at Friona Primary centered on parent surveys, sign in sheets, and programs offered throughout the school year. We define a stakeholder as anyone who has a vested interest in our campus and the success of our students.

We feel like we offer a variety of ways for parents and community members to be involved in our campus. We invite stakeholders to participate in our site based decision making meetings throughout the school year, we send home parent surveys, various classroom presentations, parent/teacher conferences, music programs, book fair family night (virtually), "meet the teacher". (Due to COVID 19, we were not able to have our book fair)

Although parental involvement has increased, the committee members would still like to see an increase in this said involvement. We have had most meetings virtually or by appointment this year due to COVID 19. We also have a large majority of parents attend two parent/teacher conferences per year. The committee thinks we need to encourage more parent participation and parent literacy. Many of the parents of the immigrant children are illiterate in any language. More educational opportunities for parents in their native language relating to working with their child at home should be offered, and information could be sent home with students about EL Adult Literacy classes that offer opportunities for adults to learn English.

We would like to increase the opportunities for parent training in language, literacy and school homework assistance. We are looking at training for teachers to understand the culture from which our students are coming from and the dialect or language of the home.

School Context and Organization

This committee analyzed information gathered through a teacher survey and parent input. According to the information in the teacher survey, the strengths of the campus are that committees have been formed to keep an organized campus environment and also students', parents' and the community's perception positive. They feel that our campus is safe and communicates well. As a committee we discussed key points that we feel need to be continually ongoing to help improve our school climate according to the responses given by the Friona Primary teachers. As a campus we need to continue to work on collaboration among grade levels, vertical teams, and team teaching and trainings as new teachers are added.

Technology

The committee feels as if technology is being used in all content areas for demonstrations, reinforcement, skills, and practice. Students have the opportunity to demonstrate and practice skills learned through instruction. Each classroom has five Chromebooks to practice foundational skills such as The Elmo and computers are being used to project material, such as a microscope, and to conduct research on the internet. We use websites such as YouTube, Discovery Education, Go Math, Think Central, Stemscope Science,Learning A to Z, and Brainpop to enrich and reteach our lessons. Classroom computers are used for Math, Starfall, Splash Math, and Waterford, IStation Spanish. We will have a new campus with all new technology for next year. Teachers will be trained to use their new interactive white boards and new technology in our new building.

FRIONA ISD COMPREHENSIVE GUIDANCE MODEL

MISSION STATEMENT: The mission of Friona ISD's counseling program is to empower all students' social, educational, personal, and career development potential in order to become responsible citizens and lifelong learners.

INDIVIDUALIZED SUCCESS
- To complete school with the academic preparation essential to choose from a wide range of post-secondary options, including college and vocational ed
- To acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions
- To know how to employ strategies to achieve future career goals with success and satisfaction

ACADEMIC ACHIEVEMENT AND PLANNING FOR THE FUTURE
- To acquire attitudes, knowledge and skills needed for effective learning in school and across the life span
- To understand the relationship of academics to the world of work and to life in the community

SOCIAL CONNECTIONS
- To acquire the knowledge, attitudes and interpersonal skills to help students understand and respect self and others
- To develop cross cultural competence and effective listening skills

RESPECT AND RESPONSIBILITY
- To acquire the skills to make decisions, set goals and take necessary action to achieve goals
- To understand the relationship of personal and social development to life at home and in the community

EMOTIONAL WELL BEING AND PERSONAL GROWTH
- To understand safety and survival skills that support personal health and wellness
- To effectively regulate emotions and cope with life stressors by increasing resilience and other developmental assets

FISD COUNSELING FRAMEWORK

CORE DOMAIN ONE: INDIVIDUAL ACADEMIC PLANNING

   A. Individualized Academic Planning
   B. Personal graduation plans (PGP's), Academic Learning Plans
   C. Data Informed Course Selection/Scheduling
   D. Individualized Graduation Planning (post-secondary goals)
   E. Interpretation of Standardized Test Scores
   F. Connection of academics to work and community life

INDICATORS

   Provide individual consultation – education planning and graduation requirements
      1 individual student planning session per student per grade
      Complete PGP – 8th grade
      PGP Review – 9th, 10th, 11th grade
      Transition planning and registration
      Parent Education Sessions
      AAR Maintenance

CORE DOMAIN TWO: COLLEGE AND CAREER PLANNING

   A. Programs of Study
   B. College and Career Readiness/Access
   C. Financial Aid Education
   D. Scholarship Awareness
   E. College and Career Coaching
   F. Strategies to achieve future goals

INDICATORS

   Provide group instruction
      Career Awareness/Career Clusters
      Financial Aid/Scholarship Awareness
      Graduation Requirements
      Programs of Study
      College and Career Readiness Skills
      Peer 2 Peer services for students
   Activities/Programs
      Chieftain Choices
      Complete interest inventory/career survey
   Parent Education Sessions
      Financial Aid Nights – Fall & Spring
      Open House/Meet the Teacher/Title 1 Meetings
      FAFSA Nights – fall

Spring Celebrate FHS Event – Academic Parade for seniors and program fair at the park

CORE DOMAIN THREE: PERSONAL AND SOCIAL GUIDANCE INSTRUCTION

    A. Goal Setting/Decision Making/Planning
    B. Motivation to Achieve
    C. Responsible Behavior/Character Education/Interpersonal effectiveness
    D. Health and Safety
    E. Student Leadership/Student Voice/Self Concept Development
    F. Cross Cultural Competence

INDICATORS

Group Guidance Instruction

> Pre K – K – 1st: **Classroom Guidance Activities:** Counselor conducts the delivery of guidance curriculum activities. Lessons will be based on grade level needs. These activities will be conducted in classrooms weekly. **Group Activities:** Counselor conducts small-group counseling sessions outside the classroom to respond to students' identified interests or needs. **Individual Activities:** Counselor will meet with students individually as needs arise throughout the year.

> 2nd – 5th: Guidance lessons will be given each day. Each month will have a different lesson that is specialized per grade level. Lunch bunches and groups will be conducted as well. Check-ins will be conducted for high risk students. Individual counseling sessions will be done per student, teacher, administrator, or parent request.

> 6th – 8th: We will be doing a research study with No Bullying Schools and Tom Thelen with all grade levels.6-7 grade will receive Guidance Lessons every 6 weeks through INE. 8th Grade will be doing an Empowering men and women program every 6 weeks. 8th grade will also receive CCMR Instruction throughout the year, before PGP planning.

9th – 12th: Guidance activities will be provided to each grade level in the fall to discuss CCMR and post-secondary planning. We will do post-secondary planning with Juniors and Seniors when freshmen and sophomores are taking their benchmark tests in the fall. We will do Chieftain Choices in February. Counselor will meet with each student in small groups to review their PGP/endorsements/programs of study. Counselor will do weekly mental health check ins through Google Classroom and follow up with high risk students on an individual basis. We will implement "The Harbor" through Jostens as a social emotional learning resource. The teachers will show an episode once a week. The discussion questions will be posted in the Counselor's Corner for students to respond to privately. If there are concerns with any of the answers, the counselor will address those issues in private conferences with the student.

Cover 6 strands listed above and integrate concepts from core domains 1 & 2

Guidance delivery may be grade level or assembly presentations; individualized classroom instruction led by counselor, teacher or students; special events – evening meetings, newsletters or bulletin boards, electronic reminder systems, emails, Google Classroom, School website

Parent Contacts – newsletters, parent info on campus, website, campus events, social media platforms

Health and Safety Awareness –
      Personal health
      Healthy relationships
      Digital citizenship
      Bullying
      Suicide and Substance abuse prevention

CORE DOMAIN FOUR – RESPONSE AND SYSTEM SUPPORT SERVICES

    A. RTI Support
    B. Responsive Services
    C. Referral Services
    D. 504 Services
    E. Homeless Services
    F. EL Services
    G. Testing Coordinators
    H. Campus Professional Development

INDICATORS

Support the school community by
- Participation on RTI committee
- Participation or coordinate 504 Committee
- Individualized counseling as needed
- Group counseling as needed
- Participation in ARD meetings
- Home visits as needed
- Parent phone calls as needed
- Parent conferences as needed
- Teacher conferences/consultation as needed
- Facilitate referrals as needed
- Special event participation
- Participation on campus and district committees
- Crisis response as needed
- Teacher Support/Training – RTI- 504, Wellness & Mental Health, Special Populations, Critical Incident Response, Emergency Response Protocol, Conflict Resolution and Behavior Management, Culture of preparedness, Child Abuse reporting
- Campus Testing Coordinators – STAAR, EOC, TELPAS, ACT, PSAT, Benchmark testing

ACCOUNTABILITY AND DOCUMENTATION GOALS

- Administer surveys to staff, students and parents to assess campus needs

- Design projects in response to assessed needs and document outcome of intervention
- Conduct small group or workshop events in response to campus needs
- Maintain records of student and parent contacts

Technology Plan
2019-2021

Table of Contents

Executive Summary and Vision Statements

The technology plan for Friona Independent School District represents the vision and goals of the District as well as a timeline for the implementation and improvement. The plan is flexible to allow for budgeting and decision-making so revisions can be made as needed within the district. A committee of administration and staff have been used to guide the development of this plan. This plan has been developed to assist the District in allocating funds with a focus on the components that are identified within this plan. Those components are infrastructure, equipment, student learning choices and training/professional development.

Infrastructure
The implementation of this plan must begin with an appropriate wired and wireless infrastructure that can support the increase of devices needed on the network. Friona ISD has already begun to create a robust technology infrastructure consisting of domain controllers, file storage servers, switches, high-density access points etc. that will help meet the demands of today. This infrastructure will ensure learners experience a robust, filtered Internet environment using a variety of technology to ensure success in the classroom.

Infrastructure Vision: Provide adequate wired and wireless connectivity and bandwidth throughout the district which will support instructional efforts and allow for the needs of the future.

Equipment
Friona ISD will strive to move to a one-to-one technology program to ensure each student has access to a device. This will be accomplished during the course of this plan by using devices currently owned by the district while adding devices in deficient areas.

Equipment Vision: Ensure equipment is capable of performing all necessary tasks and operations for grade levels and/or specific courses for all students and staff in order to promote successful technology integration.

Student Technological Opportunities
Friona ISD will provide opportunities to technology and content to ensure students are able receive instruction that is engaging and supports college and career readiness.

Student Technological Opportunities Vision: Implement a plan for advancing student learning, creativity, and innovation in both face-to-face and virtual environments.

Training/Professional Development
Ongoing sustained professional development must be a top priority for the success of our student learners and teachers alike. It must be integrated within all grade levels and content areas, differentiated to meet the needs of the various teachers, and be available during and outside the scheduled workday. Friona ISD will strive to provide our staff with the appropriate tools so that they can be successful when integrating technology into their curriculum and classroom. The Director of Instruction and the Technology department will work to design and implement a variety of technology professional development across all content areas.

Training/Professional Development Vision: Provide an ongoing professional development culture that supports and encourages effective use of technologies and digital resources that enhance student learning.

Communication
To be effective, it is critical that both staff and stakeholders be notified in a timely manner of the district's technology vision and upcoming changes in technology. The IT department will communicate to staff any modifications, upgrades, or changes in technology through email and direct contact. This technology plan calls for the District Technology Committee to meet at least twice per year and review the Technology Plan to ensure the needs of the district are being met.

Communication Vision: Provide resources and opportunities to effectively communicate the proposed technology vision and bring awareness to the process of technology implementation.

Technology Committee Members

The Friona Independent School District would like to recognize the following members who played a role in the creation of this technology plan. These members represent teachers, technology staff and administrators. The district would like to thank each of these members for their dedication in helping to shape this plan for the future. This technology plan was created collaboratively with all committee members.

Name	Role
Trish Winebrinner	Technology Coordinator
Jimmy Burns	Superintendent
Ashley Smith	Director of Student Services
Joe Colella	Technology Technician
Dalene Burns	Director of Instruction
Erika Montana	High School Principal
David Woods	High School Assistant Principal
Jesse Galdean	Junior High School Principal
M'Kell Jeter	Elementary School Principal
Deirdre Osborn	Primary School Principal
Karen Barnes	Director of Special Programs
David Towner	FHS Teacher
Sarah Geries	FJHS Teacher
Lupita Alvidrez	FES Teacher
Shilo Essex	FPS Teacher
Alex Arce	Region 16 Technology Consultant

Comprehensive Needs Assessment Process

The Technology Committee will meet yearly to develop a needs assessment of technology in FISD. Following a thorough inventory and assessment, recommendations will be created.

The following will be used to determine our needs and processes:

- Staff feedback through surveys
- Ongoing research by the Technology Department to be presented to district leadership and staff
- Weekly meetings with FISD campus and district administration
- Meetings with the FISD Technology Committee at least twice yearly
- Meetings as needed with the FISD Board of Trustees

Critical Components

The following components have been identified for this plan:

a. Infrastructure-Wiring, connectivity, and foundational support.
b. Equipment-Physical devices used during instruction
c. Student Technological Opportunities-How technology is used in the educational process
d. Training/Professional Development-Continuing education opportunities
e. Communication Strategies-How we will use technology as a communication tool for stakeholders and how we will communicate the various ways in which technology is integrated into curriculum and instruction

Current State of Technology

Infrastructure

Friona ISD currently serves more than 1,140 students in grades Pre K-12. All schools currently have 1Gig fiber connections with wired and wireless access. The entire district was recently upgraded with Cisco Cloud Based high density access points. Also, all switches were upgraded with Cisco edge switches. Many of the current elementary and primary classrooms have stations with three or four desktop computers or Chromebooks for student use. There is a need to upgrade the electrical supply in each classroom to accommodate additional technology equipment. During the summer of 2019, file storage and domain controllers were all virtualized into a central environment which allows for stability, and provides redundancy to help guard against data loss or loss of access.

Equipment

All classrooms have a basic white board or retractable screen and projector, including art and music classrooms, with a desktop or laptop computer for each teacher. Most classrooms have digital cameras, some better quality than others. Throughout the district there are a few Promethean boards purchased for SPED or science classes. Most classrooms in grades Pre K-5 have a workstation with at least four computers. The primary school currently has one iPad cart with at least 30 devices. The primary and elementary school have two iPad carts with at least 30 devices and approximately 20 teacher iPads. The devices on the carts are all outdated, and cannot be updated for new programs. There are two computer labs with 21 and 26 desktop computers purchase before 2012. The junior high school has three laptop carts with at least 30 devices each, two equipped with Chromebooks and one with iPads. There is 1 desktop lab with at least 25 desktop computers. The high school currently has four desktop labs that range anywhere from 20 computers to 30 computers. Of these four labs, three are used for daily instruction, leaving one for classroom use. This building also has six 25-unit laptop mobile carts that are shared among the classroom teachers. Additionally, document cameras are present in most classrooms. All of the district has been migrated to Google Suite. Currently most desktop and laptop devices are using Windows 10 Professional as the operating system. All of these devices also have Microsoft Office 16 Professional, which includes Word, Excel, PowerPoint, etc. These purchases are maintained through an annual agreement with Microsoft. This allows the district to use the most current version of operating system and productivity software. All teacher laptops in the middle school and high school also have Adobe Professional installed and select labs have Adobe Photoshop installed. The district has utilized iPads, Chromebooks and Chrome tablets in Special Education. There are currently 10 of those devices that are distributed by the Special Education department as needed.

Student Technological Opportunities

The district became a Google Suite district at the start of the 2019-2020 school year. Google offers many different types of applications and will foster classroom technology integration. The district purchases licenses for many different programs to enhance student learning. Students gain confidence with keyboarding skills, learn about technology use, internet safety and cyberbullying through Learning.com as part of a requirement for e-rate purposes. Many of the applications are building specific and are listed with each of the campus' individual technology plan.

Training/Professional Development

The district provides required compensatory education trainings for all district staff through Google Classroom. The district also provides content specific professional development on a contractual basis depending on district needs. All staff have access to technical support through Think Helpdesk, an online request system. This system is also used for transportation and facility requests. The current IT staff consists of one coordinator and one technician. The coordinator/ technician are not assigned to any specific building and each work tickets as they are entered. Staff may also use email or phone to receive technical support, however, they are asked to enter a ticket in Think Helpdesk for tracking purposes.

Communication Strategies

Throughout the implementation of this plan, the district will make a committed effort to keep parents and staff members notified of updates, changes, and important information pertaining to each implementation stage. The district will use the most effective means of communicating to the various stakeholders. Bloomz messaging, Ascender Parent Portal, Emails, newsletters, website updates, and printed material will be used to notify and inform stakeholders.

Committee Recommendations

Infrastructure:

1. *Create an environment district-wide that will support online learning, virtual classrooms, and a variety of hardware and software resources to increase student engagement and learning.*

   This environment is necessary to accommodate the many changes in education. Staff, students, and parents alike benefit from a digital learning environment. These tools will be used by staff to augment what they are already doing in the classrooms. This environment must be available to students and staff both inside the school walls and offsite. We want parents to play an active role in their child's education, and to accommodate this, parents need to be offered access. This will enhance student learning as students, staff and parents become more comfortable utilizing a variety of online resources.

2. *Ensure technology systems (servers, switches, access points, etc.) are up to-date and kept current to ensure new technologies function optimally.*

   For this technology plan to be effective, it is essential that the physical architecture be robust enough to handle not only technologies of today, but also scalable to ensure future needs can be met. As systems age, it is important to establish an annual evaluative program that will examine infrastructure needs and ensure they are operating effectively and efficiently. This includes electrical systems, HVAC systems in areas where edge equipment is used (servers, switches, etc.), Wireless connectivity, servers, switches, as well as end user devices. It is also essential to monitor bandwidth usage and increase bandwidth as necessary. These updates will ensure a system that is operating smoothly. File storage will become a concern as staff and student use increases. Currently many files are stored in the school district providing data redundancy and backup, thereby reducing the chance for data loss. Adding Google Suite to the district allows for cloud based storage which will allow students and staff access to their files when they are not on school grounds. This will also greatly reduce the amount of server capacity that is needed in the district.

3. *Ensure all district classrooms, offices, labs and media centers are provided access to wired and/or wireless high speed Internet.*

   If the expectation is that technology will be used to improve and enhance instruction and learning, robust Internet access is critical. Currently most classrooms have wireless access points installed that are powered by Cisco. As well, access points are strategically located in office areas, gymnasiums, and cafeterias to allow wireless access. However, as technology increases, so will the demand for connectivity. The current system, although new, will need to be evaluated periodically to ensure all devices have sustained connectivity. As prevalent as wireless connectivity is, it is still imperative to have wired connectivity throughout the

district. This will ensure a redundant network so that downtime will be kept to a minimum. Bandwidth utilization will need to be monitored ongoing to ensure a reliable connection, both wired and wirelessly.

4. **Equipment:**

1. Friona ISD Schools will provide access to age-appropriate technology tools that will support student engagement and learning.

For the effective integration of technology into the instructional practices of educators, the district must ensure students and staff have access to current, age-appropriate, effective technology tools. True technology integration can only occur when all learners have access to the necessary tools in the classroom.

2. Implement a multi-phase vertically aligned technology initiative.

A vertically aligned initiative means that students will have access to grade and age level appropriate devices and will learn grade and age level appropriate technology skills. This scaffold approach will ensure students gain the knowledge and skills necessary to be academically successful and well prepared for college and careers.

3. Ensure equipment is updated at an appropriate interval.

The district believes that if staff are expected to effectively integrate technology into their daily instruction they must have access to a dedicated device. This plan (3 to 5-year implementation schedule) will ensure all instructional staff have access to an appropriate device.

Student Learning Choices:

1. Create a district-wide "Technology Resource Review Committee" to assess and recommend instructional resources.

The district committee will consist of teachers and administrators who have practical knowledge related to the integration of technology. This committee will review subscriptions to online programs offered in the district to determine if they meet the minimum requirements so they will function properly and meet the needs of the classroom. This will also ensure the resource is aligned to district curriculum. These guidelines will help ensure all students and staff have access to a consistent set of functional resources. This will also help ensure similar opportunities for students and staff across the district. The committee will effectively communicate their review to all stakeholders.

2. Hardware and software will be used to diversify instruction, intervention and enrichment to extend student learning opportunities.

For teachers to meet the needs of all learners through enrichment and intervention, there is a need to extend the learning opportunities. For this to occur, teachers will need tools that allow for differentiating instruction during the school day. This extension will allow learning to extend beyond the classroom. Access to the technology implied in this recommendation, and the training necessary to make it a reality, are addressed in other critical components.

3. Provide instruction to ensure students are technologically literate.

For the district to effectively implement this technology plan, we need to ensure our students are technologically literate. Our students are digital natives, having grown up with many different technologies throughout their lives. As such, they are proficient with certain skills related to the use of technology. Many of these involve social interaction. While these can overlap into the educational arena, there is a need to assist students with gaps in their understanding of technology. This is especially true in regard to the use of many digital tools (presentation, word processing, typing, etc.) and how to utilize technology to help learn and solve problems. Instruction will be provided to students in grades Pre K-12 to help them appropriately use technology to become more efficient learners. This will look differently based on grade level.

4. Universal and simplified online student access to assignments, course materials and resources.

Students need online access to instructional resources, assignments and course materials within and outside the district. This access needs to be organized in such a way to assist students in their learning. The process must be easy to navigate for students and easy for staff to upload documents. This will be an adequate system for all their instructional files, including assignments, resources and course materials. Parents will also have some level of access to these materials to continue to be partners with the district in their child's learning.

Training/Professional Development:

1. Establish environment necessary for collaboration for teachers to share successful methods for enriching areas of learning with technology.

Teachers will be able to share effective methods and resources for successfully integrating technology in the classroom. This collaboration could take place face-to-face in a PLC, but also have the potential to share across buildings in an online capacity. These methods will be housed on the FISD webpage for teachers to access. These methods will be provided by teachers, administrators, and the district instructional staff.

2. *Offer courses to support integrating technology as a routine instructional tool.*

   Teachers are in constant need of opportunities to increase their capacity to integrate technology effectively in the classroom. Teachers are also in need of Continuing Educational Units (CEU's) and graduate credit for recertification, so this will serve a dual role.

Communication Strategies:

1. *The district's IT department will communicate hardware and software refresh cycles and updates to teachers and staff.*

   The district's IT department will use a variety of means to notify teachers and staff of upcoming hardware and software changes that will have an impact on their daily instruction. Email, direct contact, and printed resources will be used to keep teachers apprised of any upcoming changes that they should be aware of in advance.

2. *A flow of district information will be provided to stakeholders.*

   The district will inform stakeholders of how technology is being used to improve student learning and enhance instruction in the classroom.

3. *A variety of technology tools will be used to communicate.*

   The district will use a wide variety of digital tools that range from Bloomz messaging, Google Hangouts, Facebook, Twitter, digital monthly newsletters, weekly updates, periodic news stories posted to the website and text messages.

District Wide Recommendations

The servers were replaced in 2019 and appropriate care and monitoring of the servers needs to be done on a scheduled basis. A plan for maintenance and monitoring needs to be developed. Replace office computers district wide. It is essential to keep technology as up-to-date as possible. A three to five-year rotation schedule needs to be developed to accomplish this. During the life of this technology plan, office desktops become more than five-years-old, will require replacement to minimize the risk of failure. A digital system of inventory has not been implemented prior to the 2018-2019 school year. This year, the technology department has started entering all new purchases of technology as well as existing technology. The use of the inventory system needs to continue to grow and be updated and monitored. The digital files should be periodically backed up to an external source. School safety is a greater concern every year. A program that monitors visitors to the campus, identifying possible unwelcome intruders and helping with CPS and court custody issues would be beneficial. It is highly recommended for each campus.

Considerations

The State of Texas will require that all state mandated testing be conducted online starting in 2023. Student testing can take up to nine weeks of computer lab time. Currently Pre-K tests 3 times a year using Circle Progress monitoring. Grades K-3 administer TPRI diagnostic and reading level assessments three times per year. Along with this, grades 3-5 also administer STAAR assessments four times a year. With the large number of tests administered in grades 3-12, computer labs can be occupied for up to nine weeks during the spring. Because of this, the total available lab time for instruction is greatly reduced. Each curriculum adoption provides more and more curriculum based instructional resources. During each adoption cycle, additional technology has been purchased to help alleviate an already stressed computing environment throughout the district. The current age of desktop computers in the majority of the classrooms exceeds eight years resulting in nearly non-functional classroom equipment or equipment that is in a constant state of repair. Software upgrades are kept as current as possible throughout the district, eliminating the need for additional monies to be allocated unless new programs are desired. Building enrollment must be a consideration. As enrollments increase, so does the need for additional technology.

Attachments and Addendums

Primary Technology Plan
Elementary Technology Plan
Junior High Technology Plan
High School Technology Plan

District Level Funding Sources

Resource	Source	Amount
211 Title I, Part A	Federal	$235,425
212 Title I Part C Migrant SSA	Federal	$95,605
255 Title II Part A	Federal	$37,538
263 Title III ELA	Federal	$34,083
270 Title V Rural Low Income School Program	Federal	$20,959
289 Title IV Part A SSAEP	Federal	$15,655
IDEA Special Education-District	Federal	
429 School Safety and Security Grant	State	
Bilingual Allotment	State	$145,188
CTE	State	$507,276
Early Education Allotment	State	$255,640
Local	State	$5,586,067
Perkins	State	$13,047
School Safety Allotment	State	$9,623
Special Ed-District	State	$872,633
State Compensatory	State	$1,233,694

State Comp Ed FTE

2021-2022

High School Campus

Position	FTE	Amount
Aide	1.0	$10,900.00
Aide	1.0	$15,375.53
Aide	1.0	$16,470.65
Totals	**3.0**	**$42,746.18**

Junior High School Campus

Position	FTE	Amount
Aide	0.96748	$14,458.08
Aide	0.75938	$11,676.35
Aide	0.92111	$11,676.35
Totals	**2.64797**	**$37,810.45**

Elementary Campus

Position	FTE	Amount
Aide	0.9159	$7,306.08
Aide	1.0	$24,831.39
Aide	0.48945	$11,603.46
Aide	0.91589	$9,484.51
Aide	1.0	$16,470.65
Aide	0.91597	$10,900.00
Teacher	0.00864	$500.00
Totals	**5.24585**	**$81,096.09**

Primary Campus

Position	FTE	Amount
Aide	1.0	$12,945.78
Aide	0.93309	$13,945.78
Aide	0.07889	$1,000.00
Aide	0.79681	$16,470.65
Aide	0.85637	$26,831.39
Aide	1.0	$12,085.02
Aide	0.84486	$8,661.24
Aide	1.0	$10,900.00
Aide	0.07889	$1,000.00
Aide	0.92245	$11,200.64

Aide	0.84484	$9,307.78
Aide	0.79116	$17,047.12
Aide	1.0	$12,508.00
Aide	1.0	$13,867.84
Teacher	0.00861	$500.00
Teacher	0.00922	$500.00
Totals	**11.16519**	**$168,771.24**

Federal FTEs 21-22

Primary		
211		
Teacher	$49,498	1.0
Teacher	$18,651	0.2234
Aide	$20,584	1.0
Total	**$88,733**	**2.2234**

Elementary		
211		
Teacher	$18,654	0.22341
Aide	$15,633	1.0
Total	**$34,287**	**1.22341**

High School		
255		
Teacher	$11,290	0.13824
Teacher	$3,387	0.04472
Total	**$14,677**	**0.18296**

District		
211		
Admin	$44,378	0.5
Aide	$6,386	0.2
Aide	$5,342	0.2
Total	**$**	**0.9**
212		
Admin	$23,032.15	0.25
Aide	$21,358.58	0.8
Aide	$25,540.62	0.8
Total	**$69,931.35**	**1.85**
289		
Transcription	$7,474	0.2
Total	**$7,474**	**0.2**

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	N/A
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 71.4%)	N/A
Closing the Gaps % of Indicators Met	
Academic Achievement Status	N/A
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	N/A
Student Success Status	N/A
School Quality Status	N/A
% Participation (All Tests)	
2018-19	N/A
2020-21	N/A

Distinction Designations

Distinction designations were not awarded in 2021.

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	32
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 65.2%)	32
Closing the Gaps % of Indicators Met	
Academic Achievement Status	7%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	100%

Distinction Designations

Distinction designations were not awarded in 2021.

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	36
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 67.8%)	36
Closing the Gaps % of Indicators Met	
Academic Achievement Status	0%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	0%
Student Success Status	13%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	100%

Distinction Designations

Distinction designations were not awarded in 2021.

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	53
College, Career and Military Readiness	70
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 64.8%)	62
Closing the Gaps % of Indicators Met	
Academic Achievement Status	80%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	100%
Student Success Status	75%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	99%

Distinction Designations

Distinction designations were not awarded in 2021.

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	39
College, Career and Military Readiness	70
Graduation Rate	100
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 67.1%)	55
Closing the Gaps % of Indicators Met	
Academic Achievement Status	13%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	100%
Student Success Status	22%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	100%

Distinction Designations

Distinction designations were not awarded in 2021.

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

Strategic priorities

RECRUIT → SUPPORT → RETAIN			
Recruit, support and retain teachers and principals	**Build a foundation of reading and math**	**Connect high school to career and college**	**Improve low-performing schools**

Enablers

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

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

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

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

FRIONA ISD
Translation Procedure

Purpose:

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

Types of Translation Available:

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

Data Used to Determine Translation Needs:

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

Documents/Information to be Translated:

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

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

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

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

Monitoring:

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

Procedimiento de Traducción

Propósito:

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

Tipos de Traducción Disponibles:

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

Datos Utilizados para Determinar las Necesidades de Traducción:

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

Documentos / Información a Traducir:

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

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

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

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

Vigilancia:

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

FRIONA ISD
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)].

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Documentos / Información a Traducir:

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

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

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

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

Vigilancia:

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

FRIONA ISD

District Parent Involvement Policy 2021-2022

FRIONA
PARENTAL INVOLVEMENT POLICY
2020-2021

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 and Results Driven Accountability
- 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 16, 2020

FRIONA ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the Rehabilitation Act of 1973, as amended.
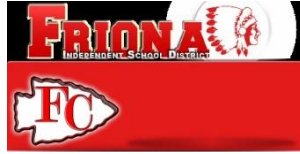
FRIONA ISD

Política de Participación de los Padres del Distrito

2021-2022

FRIONA
POLÍTICA DE PARTICIPACIÓN DE LOS PADRES
2020-2021

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
- Dia 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 Titulo 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: Noviembre de 2020

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.