La Feria Independent School District

La Feria High School

2023-2024 Campus Improvement Plan

Mission Statement

The La Feria High School is dedicated to the development of all students' intellectual, emotional, and physical needs, resulting in a positive self-image, school, and community.

Vision

Vision Statement

Our vision at La Feria High School is to inspire students to become life-long learners through the use of critical thinking skills, technology, and challenging curriculum. Through collaboration, the staff will provide relevant and innovative instruction. We strive to help our students realize their full potential as productive responsible citizens.

Core Beliefs

ROLL				
P	**R**	**I**	**D**	**E**
Proud	*Respectful*	*Independent*	*Dedicated*	*Empowered*
Lions are Proud leaders of tomorrow in the making.	*Lions do what is right and hold themselves to a higher standard.*	*Lions are always looking forward and reaching for success.*	*Lions don't walk in a crowd, they stand out in a crowd.*	*Lions united together walk as a PRIDE.*

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: July 24, 2023

Demographics

Demographics Summary

La Feria Early College High School is home to 893 students. As reported on the 2022-2023 Fall Submission PEIMS Report, the campus employed 65 teachers, 17 professional staff, 3 campus administrators, 9 educational aides, 16 auxiliary staff, for a total staff count of 117 personnel. The student population includes; Hispanic 98.1%, White 1.3%, African American .01%, two or more races .03%, Economically Disadvantaged 83.00%, English Learners (EL)8.1%, At-Risk 36.08%, Migrant 3.96%, Career and Technology 91.45%, Gifted and Talented 4.69%, Special Education 8.1%. The attendance rate for the school year was a 96.4%.

Enrollment Data:

2022-2023	2021-2022	2020-2021	2019-2020
893	926	1,003	1,004

Demographics Strengths

Teachers by Years of Experience is a campus strength:

	Count	Percentage
1-5 Years Experience	18.9	27.3%
6-10 Years Experience	13.0	18.8%
11-20 Years Experience	14.7	21.2%
Over 20 Years Experience	14.6	21.1%

Strengths:

Low Drop-Out Rate compared to State rate.

Steady drop out rate has not increased in the past 3 years.

High Graduation Rate of 100%

High Rate of Advanced and Dual Credit Course completions.

High Teacher Return Rate as shown above with years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increase student enrollment and continue to encourage everyday attendance. **Root Cause:** Students continue to struggle with the social emotional connection of everyday school functions while other district recruit using open enrollment strategies.

Student Achievement

Student Achievement Summary

2022-2023 Spring EOC	Algebra 1	ENG 1	ENG2	US History	Biology
Mastery	4%	7%	3%	20%	12%
Meets	24%	50%	52%	63%	56%
Approaches	75%	70%	71%	93%	90%

La Feria Early College High School utilized preliminary STAAR and EOC Scores for the 22-23 school year to inform the Comprehensive Needs Assessment (CNA).

Student Achievement Strengths

La Feria Early College High School 2022-2023 Strengths:

Staff gathers to disaggregate data during upcoming PLCs and data drives.

Data indicates that content areas are making steady progress with new STAAR Assessments with success and redesign.

Students scores well above predicted achievement given that staff had little resources to go by.

Our on level students are the ones achieving at higher level rates.

Distinction Designations: ELA/Reading, Mathematics, Science, Social Studies, Postsecondary Readiness, Comparative Closing the Gaps

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): La Feria High School did not meet distinction/was not rated in student growth scored below a 70.   **Root Cause:** Student data must me analyzed on a regular basis and resources must be aligned.

Problem Statement 2 (Prioritized): Student meets and masters performance is below the targets.   **Root Cause:** Tier 1 instruction must be differentiated to provide more rigorous and accelerated material to our students.

Problem Statement 3 (Prioritized): CCMR points earned by students are low.   **Root Cause:** Implement a system to track and code CMMR annually. Develop a plan for earning a point for all High School & Academy students.

Problem Statement 4 (Prioritized): LEP population needs more instruction geared towards English development.   **Root Cause:** Staff needs more up to date materials and training

to work with EB students.

School Culture and Climate

School Culture and Climate Summary

La Feria Early College High School campus theme reflects social emotional learning, College Career Readiness Expectations, Financial Literacy Awareness and student health safety.

La Feria Early College High School guidance and counseling services focuses on bullying, conflict resolution, drug/alcohol awareness and mental health.

La Feria Early College High School will work on improving attendance through the use of incentives for the 2022-2023 school year.

School Culture and Climate Strengths

La Feria Early College High School Strengths:

Campus Climate is safe and comfortable.

Students have access to receiving guidance and assistance rom staff and counselors.

Sense of community within the district.

Student increase in CTSO leads to increase in student certifications.

Collaborative efforts in enforcing dress code, tardies, and attendance.

Staff collaborates and morale has increased on campus.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Uniform campus wide discipline protocol- rubric for dealing with discipline problems that all will follow   **Root Cause:** No plan was in place, Administration will develop and share a Discipline Matrix.

Problem Statement 2 (Prioritized): Facility needs to be updated and refreshed- address leaks in rooms, a/c issues, new coat of paint, better lighting in classrooms   **Root Cause:** Continued follow up on work orders to ensure items are being addressed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

La Feria Early College High School is concentrating its efforts in providing quality staff development as recommended by the District Improvement Planning Committee (DPC).

The DPC has approved the campus prioritized list of in-service programs for the upcoming 2023-2024 school year.

Trainings for La Feria Early College High School include: Google Classroom, Skyward Gradebook training, teacher website training, PearDeck, and Edulastic.

La Feria Early College High School provides online professional development through the use of Responsive learning (GT teachers) and Eduhero.

Staff Quality, Recruitment, and Retention Strengths

La Feria Early College High School Strengths:

Strong retention with veterans teachers and staff at the campus.

Many alumni return to teach and work at the campus.

Professional Development trainings are strong and up to par with current trends especially in the field of technology.

CCMS Counselor duties are positive in helping meet the needs of seniors and graduation requirements by help ensure CCMR accountability.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): A small amount of staff are able to teach dual enrollment courses as the district expands dual enrollment opportunities for students as an Early College High School for 23-24. **Root Cause:** Funding needs to be evaluated to determine if we are able to continue to grow and offer courses being requested by students.

Problem Statement 2 (Prioritized): Stipends for club and organization sponsors need to be re-evaluated and increased to be competitive with surrounding districts as well as teacher salaries. **Root Cause:** Funding needs to be evaluated to determine if we are competitive with neighbor districts.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

La Feria Early College High School uses the TEKS Resource System curriculum program for grades 9-12. The TEKS Resource System provides planning guides such as Instructional Focus Documents, Scope and Sequence as well as newly created TEKS Clarification Documents. District and campus administrators will be monitoring the implementation of the TEKS Resource System through classroom observations and the monitoring of professional learning communities.

The district will use two benchmarks to assess student progress for STAAR exams. Additionally two TELPAS benchmarks will be administered to track growth of students in the area of English language proficiency. DMAC and Lead4ward are used by teachers and administrators to disaggregate state assessment data as well district benchmarks and common assessments.

La Feria Early College High School has staff that teach dual enrollment courses in Math, English, Social Studies and Science in partnership with TSC. Dual 2 Degree is a new initiative that has begun in 2022-23 school year, while this year we kick off Early College High School for 2023-2024. The district will have ECHS designation for 2023-24 school year.

Accountability Rating	B
ELA/Reading	Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	----
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

Curriculum, Instruction, and Assessment Strengths

La Feria Early College High School Strengths:

Differentiation is very evident in the classrooms.

The performance growth is progressing across assessments.

Alignment with College and Career Readiness happens within the classroom structuring our lessons to focus toward this curriculum.

Instructional materials are up to date and provide online access as well as specific apps developed to advanced their thinking process.

Structure is laid out and easy to follow for AP College Board classes, as well as mock test and assessments.

Students are provided with tutoring, after school programs and specific classes such as Advisory.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): We need more qualified instructors to offer more College and Career Readiness courses and the Instructional designs and delivery needs to be more relatable to the student . **Root Cause:** Students have gained interest in certain courses that are being filled quickly, while those not in demand are being left unfilled or removed.

Parent and Community Engagement

Parent and Community Engagement Summary

La Feria Early College High School hosts various parental meetings at different times and throughout the year, in order to meet the needs of our parents and community. The meetings include, but are not limited to, Meet the Teacher, Open House, Financial Literacy, and a variety of academic workshops. Communication to parents and the community occur through our website, social media, newsletters, emails, phone calls and text messaging. Community members, parents and staff work collaboratively on the district improvement plan, to ensure the success of all of our students.

Parent and Community Engagement Strengths

La Feria Early College High School Strengths:

La Feria High School has a large parental volunteer group for our extracurricular activities.

The School district has hired a Parental Involvement Coordinator to help promote high school activities.

Strong district parental program (FACE)

Various activities that include literacy nights, skyward parent portal assistance, social-emotional presentations, health and wellness presentations, etc.

Presentations and letters home to parents are done in both English and Spanish.

Postings online for parents to view via social media.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern.   **Root Cause:** Many parents don't attend after-school events at the high school compared to elementary.

School Context and Organization

School Context and Organization Summary

La Feria Early College High School is a 9-12 campus that prides itself in instilling a small teacher/student ratio and positive school atmosphere. The high school has two assistant principals, a dean of instruction, three counselors, and a Gear Up coordinator. Additionally, the high school has two life skills units in place. For the 2022-2023 school year, La Feria Early College High School will house Low Incident students for the 18+ program. These students will obtain necessary vocational skills to become independent citizens of the community, these students will be housed at a different location for the 2023-2024 school year as they enter a new building. Students identified as English Learners are provided services through sheltered instruction strategies. La Feria Early College High School will also be implementing a 21st Century program for 5 years to help assist students with tutorials and social-emotional needs that have arisen.

School Context and Organization Strengths

Communication - Good communication by those around the campus using various methods.

School Structure - Campus should be a lot more structured this upcoming year since departments are being placed in the same hall.

Upgrades - Campus is being updated in various hallways and programs to help encourage student and teacher involvement.

Master Schedule is developed to ensure departments can meet as needed and share to build vertical alignment.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Master schedule that includes department meetings for PLC meetings to be held.   **Root Cause:** Advisory had taken the place of this, but has now freed up our schedule to include bi-weekly PLC's.

Problem Statement 2 (Prioritized): Schedule for Student Support Services to include more programs needed to be accessible to students during and after school.   **Root Cause:** A Counselor needed strictly for emotional support should be readily available and their presence should be seen, so students can feel comfortable speaking to them as a result of post-covid social emotional.

Technology

Technology Summary

La Feria ECHS has been integrating technology into instruction 9-12 through the use of software programs, student laptops, Ipads, and teacher laptops. La Feria ISD has committed to providing a coordinated effort in the integration of technology at all campuses by becoming a G Suite member which allows for an increase in the use of technology. The district has a Technology Director, a Network Administrator, and three Computer Technicians that oversee technology at the 7 campuses as well as all administrative offices. Each campus has a representative that serves in the District Technology Committee. As funds allow, we will be placing Touch Screen Televisions to be used with instruction as digital boards around the campus. A technology survey is sent out to the district stakeholders to create a needs assessment for technology needs. In order for teachers to facilitate the use of technology integration, technology staff development is offered throughout the year through Curriculum and Instruction, through website links, technology conferences, and through Region One meetings or Region One Megabytes. Our students are growing up in a digital age with an increased exposure to technology, every student has a chrome book 1 to 1 ratio. It is the goal of La Feria ISD to incorporate as much technology as possible to ensure that our students become active and productive learners of the 21st Century.

Technology Strengths

La Feria ISD has replaced laptops for our teachers through the laptop initiative project, each teacher got a new laptop for the 22-23 school year.

Upgrading of network around the district and campuses to ensure stronger internet strength.

Tech on campus that provides troubleshooting assistance for teachers and students.

Newly updated sound and light system in the cafeteria as well as two new televisions to be used during lunch and staff presentations.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Needed increase in Professional Development for technology apps **Root Cause:** Teachers are still uncomfortable or not familiar with newly updated apps for instruction.

Priority Problem Statements

Problem Statement 1: Increase student enrollment and continue to encourage everyday attendance.
Root Cause 1: Students continue to struggle with the social emotional connection of everyday school functions while other district recruit using open enrollment strategies.
Problem Statement 1 Areas: Demographics

Problem Statement 2: La Feria High School did not meet distinction/was not rated in student growth scored below a 70.
Root Cause 2: Student data must me analyzed on a regular basis and resources must be aligned.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Student meets and masters performance is below the targets.
Root Cause 3: Tier 1 instruction must be differentiated to provide more rigorous and accelerated material to our students.
Problem Statement 3 Areas: Student Achievement

Problem Statement 4: CCMR points earned by students are low.
Root Cause 4: Implement a system to track and code CMMR annually. Develop a plan for earning a point for all High School & Academy students.
Problem Statement 4 Areas: Student Achievement

Problem Statement 5: LEP population needs more instruction geared towards English development.
Root Cause 5: Staff needs more up to date materials and training to work with EB students.
Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Uniform campus wide discipline protocol- rubric for dealing with discipline problems that all will follow
Root Cause 6: No plan was in place, Administration will develop and share a Discipline Matrix.
Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Facility needs to be updated and refreshed- address leaks in rooms, a/c issues, new coat of paint, better lighting in classrooms
Root Cause 7: Continued follow up on work orders to ensure items are being addressed.
Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: A small amount of staff are able to teach dual enrollment courses as the district expands dual enrollment opportunities for students as an Early College High School for 23-24.
Root Cause 8: Funding needs to be evaluated to determine if we are able to continue to grow and offer courses being requested by students.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Stipends for club and organization sponsors need to be re-evaluated and increased to be competitive with surrounding districts as well as teacher salaries.

Root Cause 9: Funding needs to be evaluated to determine if we are competitive with neighbor districts.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: We need more qualified instructors to offer more College and Career Readiness courses and the Instructional designs and delivery needs to be more relatable to the student .

Root Cause 10: Students have gained interest in certain courses that are being filled quickly, while those not in demand are being left unfilled or removed.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern.

Root Cause 11: Many parents don't attend after-school events at the high school compared to elementary.

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: Master schedule that includes department meetings for PLC meetings to be held.

Root Cause 12: Advisory had taken the place of this, but has now freed up our schedule to include bi-weekly PLC's.

Problem Statement 12 Areas: School Context and Organization

Problem Statement 13: Schedule for Student Support Services to include more programs needed to be accessible to students during and after school.

Root Cause 13: A Counselor needed strictly for emotional support should be readily available and their presence should be seen, so students can feel comfortable speaking to them as a result of post-covid social emotional.

Problem Statement 13 Areas: School Context and Organization

Problem Statement 14: Needed increase in Professional Development for technology apps

Root Cause 14: Teachers are still uncomfortable or not familiar with newly updated apps for instruction.

Problem Statement 14 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: By 2024, the students at La Feria Early College High School will meet expectations and show progress toward closing the achievement gap in reading language arts, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments.

Performance Objective 1: By Spring 2024, La Feria Early College High School will implement Reading Language Arts EOC strategies to increase student performances by 10% measured in the meets grade level standard. The campus will focus and monitor student progress and passing standards for All, Gender, Hispanic, White, and Eco Disadvantaged, At-Risk, Sp. Ed., Migrant, Emergent Bilinguals (EB) and Gifted and Talented.

High Priority

Evaluation Data Sources: STAAR, EOC, CBA, benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: The Dean of Instruction will assist in disaggregating the STAAR/benchmark/ CBAs scores to include a breakdown of scores by the previous year's teacher. This information is to be presented to the principals to ensure that appropriate strategies are being implemented to reach the stated goals and objectives. **Strategy's Expected Result/Impact:** Improved STAAR scores, Close achievement gap, increase relative growth **Staff Responsible for Monitoring:** Principals, Dean of Instruction, C&I Staff **Problem Statements:** Student Achievement 2 **Funding Sources:** - 211 - Title I, Part A	**Formative**		
	Aug	Jan	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Principals, department heads, and teachers shall have vertical planning with teachers to discuss STAAR assessments throughout the school year. At least one PLC meeting every two weeks during conference as a department to plan vertically. **Strategy's Expected Result/Impact:** Close achievement gap, increase relative growth **Staff Responsible for Monitoring:** Principals, Dean of Instruction, Department Heads, Teachers, **Problem Statements:** School Context and Organization 1 **Funding Sources:** - 211 - Title I, Part A	**Formative**		
	Aug	Jan	June

Strategy 3 Details	**Formative Reviews**		
Strategy 3: La Feria Early College High School will provide professional development opportunities to attend conferences for teachers to target the specific needs of sub-populations in all content areas: book related, TEKS curriculum writing 9-12, Revising and Editing: ARMS, CUPS, Google Suites, etc.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase content knowledge, improve performance on local and state assessments **Staff Responsible for Monitoring:** Principals, Department Heads, Teachers, Curriculum C&I, **Problem Statements:** Technology 1 **Funding Sources:** - 211 - Title I, Part A			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: The Principal/Dean of Instruction will review STAAR/EOC results with teachers to establish any changes in the structure or content of curriculum that may affect student performance during professional development.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Improved STAAR scores, Close achievement gap, increase relative growth **Staff Responsible for Monitoring:** Dean of Instruction, Department Heads, Teachers **Problem Statements:** Student Achievement 2 **Funding Sources:** - 211 - Title I, Part A			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: La Feria Early College High School administration and district directors will conduct walk-throughs to monitor instructional accommodations, differentiated instruction, and co-teaching practices.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase student achievement, Close achievement gap **Staff Responsible for Monitoring:** Principals, Dean, C & I Staff **Problem Statements:** Student Achievement 1 **Funding Sources:** - 211 - Title I, Part A, - 263 - Title III, Part A ELA/Immigrant, - 244 - Perkins Career and Technical Education			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: The Dean of Instruction will work with teachers at La Feria Early College High School with benchmarks, TEKS, and tutoring, to address identified weaknesses.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Improved STAAR scores, Close achievement gap, increase relative growth **Staff Responsible for Monitoring:** Curriculum Coaches, Principal, Dean of Instruction **Problem Statements:** Student Achievement 2 **Funding Sources:** - 211 - Title I, Part A			

Strategy 7 Details	Formative Reviews		
Strategy 7: La Feria Early College High School will conduct a mandatory 15-day push (STAAR Review) prior to the STAAR EOC exams.	Formative		
Strategy's Expected Result/Impact: Improved STAAR scores, Close achievement gap, increase relative growth **Staff Responsible for Monitoring:** Principals, Teachers **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - 211 - Title I, Part A	**Aug**	**Jan**	**June**

Strategy 8 Details	Formative Reviews		
Strategy 8: La Feria Early College High School will implement the Accelerated Instruction Plan and the Intensive Program of Instruction from the previous school year for freshmen who did not pass the required STAAR assessment in 8th grade.	Formative		
Strategy's Expected Result/Impact: Improved STAAR scores, Close achievement gap, increase relative growth **Staff Responsible for Monitoring:** Principals, Dean of Instruction, GPC, ARD Committee, LPAC **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - 211 - Title I, Part A	**Aug**	**Jan**	**June**

Strategy 9 Details	Formative Reviews		
Strategy 9: La Feria Early College High School will align TSIA2 standards to the state standards to help secondary teachers prepare students for the TSIA2 exams.	Formative		
Strategy's Expected Result/Impact: Increase performance in secondary scores as measured on the TSIA2 to assist. **Staff Responsible for Monitoring:** Campus Administration, Dean of Instruction, Campus Interventionist **Problem Statements:** Student Achievement 3	**Aug**	**Jan**	**June**

Strategy 10 Details	Formative Reviews		
Strategy 10: La Feria Early College High School will implement cross-curricular planning in an effort to close achievement gaps by monitoring student non-passers by grade-level.	Formative		
Strategy's Expected Result/Impact: Analyze data to ensure interventions are focused on student needs. **Staff Responsible for Monitoring:** Campus Administration, Dean of Instruction, Teachers **Problem Statements:** School Context and Organization 1	**Aug**	**Jan**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: La Feria High School did not meet distinction/was not rated in student growth scored below a 70.   **Root Cause**: Student data must me analyzed on a regular basis and resources must be aligned.

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Strategy's Expected Result/Impact: Improved STAAR scores, Close achievement gap, increase relative growth **Staff Responsible for Monitoring:** Principals, Dean of Instruction, C&I Staff **Problem Statements:** Student Achievement 2 **Funding Sources:** - 211 - Title I, Part A			

Strategy 2 Details	Formative Reviews		
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Strategy's Expected Result/Impact: Improved STAAR scores, Close achievement gap, increase relative growth **Staff Responsible for Monitoring:** Principals, Teachers **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - 211 - Title I, Part A			

Strategy 8 Details	Formative Reviews		
Strategy 8: La Feria Early College High School will implement the Accelerated Instruction Plan and the Intensive Program of Instruction from the previous school year for freshmen who did not pass the required STAAR assessment in 8th grade.	Formative		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Improved STAAR scores, Close achievement gap, increase relative growth **Staff Responsible for Monitoring:** Principals, Dean of Instruction, GPC, ARD Committee, LPAC **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - 211 - Title I, Part A			

Strategy 9 Details	Formative Reviews		
Strategy 9: La Feria Early College High School will align TSIA2 standards to the state standards to help secondary teachers prepare students for the TSIA2 exams.	Formative		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase performance in secondary scores as measured on the TSIA2 to assist. **Staff Responsible for Monitoring:** Campus Administration, Dean of Instruction, Campus Interventionist **Problem Statements:** Student Achievement 3			

Strategy 10 Details	Formative Reviews		
Strategy 10: La Feria Early College High School will implement cross-curricular planning in an effort to close achievement gaps by monitoring student non-passers by grade-level.	Formative		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Analyze data to ensure interventions are focused on student needs. **Staff Responsible for Monitoring:** Campus Administration, Dean of Instruction, Teachers **Problem Statements:** Student Achievement 2 - School Context and Organization 1			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: La Feria High School did not meet distinction/was not rated in student growth scored below a 70. **Root Cause**: Student data must me analyzed on a regular basis and resources must be aligned.
Problem Statement 2: Student meets and masters performance is below the targets. **Root Cause**: Tier 1 instruction must be differentiated to provide more rigorous and accelerated material to our students.
Problem Statement 3: CCMR points earned by students are low. **Root Cause**: Implement a system to track and code CMMR annually. Develop a plan for earning a point for all High School & Academy students.

School Context and Organization
Problem Statement 1: Master schedule that includes department meetings for PLC meetings to be held.   **Root Cause**: Advisory had taken the place of this, but has now freed up our schedule to include bi-weekly PLC's.

Technology
Problem Statement 1: Needed increase in Professional Development for technology apps   **Root Cause**: Teachers are still uncomfortable or not familiar with newly updated apps for instruction.

Goal 1: By 2024, the students at La Feria Early College High School will meet expectations and show progress toward closing the achievement gap in reading language arts, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments.

Performance Objective 3: By Spring 2024, La Feria Early College High School will implement Emergent Bilingual strategies to increase student performance as measured by the meets grade level standard by 10%.

    Evaluation Data Sources: STAAR, EOC, TELPAS, CBAs, and Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: La Feria Early College High School will monitor the campus through audits every six weeks using the google tracker, skyward, and success ed to ensure opportunities are provided for language development for emergent bilingual students through instructional supports (class and testing accommodations).	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase in student achievement, closing the gap, student growth.			
Staff Responsible for Monitoring: Administration, directors, counselors, teachers.			
Problem Statements: Student Achievement 4			

Strategy 2 Details	Formative Reviews		
Strategy 2: La Feria Early College High School will provide ESOL 1/2 classes for students development their skills in the ELA courses.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement, closing the gap, student growth.	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Administration, directors, counselors, teachers.			
Problem Statements: Student Achievement 4			
Funding Sources: - 263 - Title III, Part A ELA/Immigrant - $5,250			

Strategy 3 Details	Formative Reviews		
Strategy 3: LPAC non-passers will be monitored each six weeks and reviewed as needed to ensure students stay on track to graduate.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement, closing the gap, student growth.	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Administration, directors, counselors, teachers.			
Problem Statements: Student Achievement 4			
Funding Sources: - 263 - Title III, Part A ELA/Immigrant			

Strategy 4 Details	Formative Reviews		
Strategy 4: English Language development and attainment programs will be offered to students, this includes Rosetta Stone and Summit K12.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement, closing the gap, student growth. **Staff Responsible for Monitoring:** Administration, directors, counselors, teachers. **Problem Statements:** Student Achievement 4 **Funding Sources:** - 263 - Title III, Part A ELA/Immigrant	**Aug**	**Jan**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 4: LEP population needs more instruction geared towards English development.   **Root Cause**: Staff needs more up to date materials and training to work with EB students.

Goal 1: By 2024, the students at La Feria Early College High School will meet expectations and show progress toward closing the achievement gap in reading language arts, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments.

Performance Objective 4: By Spring 2024, La Feria Early College High School will implement SPED STAAR and EOC supports to increase student performance as measured by the meets grade level standard by 10%.

Evaluation Data Sources: STAAR, EOC, CBA, benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Special education teachers will meet with Department Head and Special Education Support staff every 6 weeks to plan and share ideas for inclusion during content area dept. meetings.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Improve student performance, close achievement gap **Staff Responsible for Monitoring:** Principal, Spec. Ed. Dept. **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - 199-PIC 23 State Special Education, - 224 - IDEA B Special Ed			

Strategy 2 Details	Formative Reviews		
Strategy 2: Special education teachers per content will provide at least 6 hours of Intensive Program of Instruction prior to retesting to all Special Education students that did not meet standards.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Improve student performance, close achievement gap **Staff Responsible for Monitoring:** Principal, Spec. Ed. Dept. **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** - 199-PIC 23 State Special Education, - 224 - IDEA B Special Ed			

Strategy 3 Details	Formative Reviews		
Strategy 3: La Feria Early College High School will provide training for classroom teachers and paraprofessionals to assist in the implementation of inclusion, accommodations and the co-teaching model.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Provide classroom assistance to SpEd Students and close the achievement gap. **Staff Responsible for Monitoring:** Principals, Support Staff, Teachers **Problem Statements:** Student Achievement 1 - Technology 1 **Funding Sources:** - 199-PIC 23 State Special Education, - 224 - IDEA B Special Ed			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Self-Contained/Life Skills special education teachers will continue to implement Unique Learning Systems (ULS) to increase student achievement. ULS will help provide differentiated lessons in the Self-contained classroom setting.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Improve student performance, close achievement gap **Staff Responsible for Monitoring:** SPED Director, SPED department, Campus administration, Interventionist, Teachers **Problem Statements:** Demographics 1			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: La Feria Early College High School will provide Resources/Inclusion teachers with access to general education grade level content lesson plans and instructional materials such as core textbooks in preparation for classroom instruction.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Improve student performance, close achievement gap **Staff Responsible for Monitoring:** SPED Director, SPED department, Campus administration, Interventionist, Teachers **Problem Statements:** Demographics 1			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: La Feria Early College High School will provide bundled dyslexia accommodations (STAAR Eng. I, II) who meet the eligibility requirements for dyslexia to benefit the students on STAAR assessments.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Improve student performance, close achievement gap **Staff Responsible for Monitoring:** SPED Director, SPED department, Campus administration, Interventionist, Teachers **Problem Statements:** Student Achievement 1			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: La Feria Early College High School will implement Language Live Reading Program to address dyslexia reading support.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Improve student performance, close achievement gaps **Staff Responsible for Monitoring:** Campus Administration; SPED director and coordinator **Problem Statements:** Student Achievement 1			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: La Feria Early College High School will implement coordination meetings by six weeks which focus on developing teacher resources and supports to increase student mastery and hone in on student needs.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Improve student performance, close achievement gaps			

Staff Responsible for Monitoring: Campus Administration; SPED Department Head; Teachers

Problem Statements: Student Achievement 2

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Increase student enrollment and continue to encourage everyday attendance.   **Root Cause**: Students continue to struggle with the social emotional connection of everyday school functions while other district recruit using open enrollment strategies.
Student Achievement
Problem Statement 1: La Feria High School did not meet distinction/was not rated in student growth scored below a 70.   **Root Cause**: Student data must me analyzed on a regular basis and resources must be aligned.
Problem Statement 2: Student meets and masters performance is below the targets.   **Root Cause**: Tier 1 instruction must be differentiated to provide more rigorous and accelerated material to our students.
Technology
Problem Statement 1: Needed increase in Professional Development for technology apps   **Root Cause**: Teachers are still uncomfortable or not familiar with newly updated apps for instruction.

Goal 1: By 2024, the students at La Feria Early College High School will meet expectations and show progress toward closing the achievement gap in reading language arts, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments.

Performance Objective 5: By Spring 2024, La Feria Early College High School will implement specific GT, STAAR, and EOC strategies to increase student performance as measured by the master's grade-level standard by 5%.

Evaluation Data Sources: STAAR, EOC, CBA, benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Gifted and Talented students will learn the independent investigation method and complete a project as outlined in the Texas Performance Standards Project (TPSP).	Formative		
	Aug	Jan	June
Strategy's Expected Result/Impact: Increase enrichment time and development of innovative projects **Staff Responsible for Monitoring:** GT Director, GT teachers, Campus administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Achievement 2, 3 **Funding Sources:** - 199-PIC 21 State Gifted and Talented (G/T), - 211 - Title I, Part A			

Strategy 2 Details	Formative Reviews		
Strategy 2: New staff members at La Feria Early College High School who are serving the GT population will be provided 30 hours of GT staff development as well as providing the six hour update which is required yearly.	Formative		
	Aug	Jan	June
Strategy's Expected Result/Impact: Increase enrichment time and development of innovative projects **Staff Responsible for Monitoring:** GT Director, GT teachers, Campus administration **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Achievement 2 - Technology 1 **Funding Sources:** - 199-PIC 21 State Gifted and Talented (G/T), - 211 - Title I, Part A			

Strategy 3 Details	Formative Reviews		
Strategy 3: La Feria Early College High School Pre-AP and AP teachers will participate in APSI summer trainings to best service our GT population.	Formative		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: So teachers may assist GT students to Increase enrichment time and increase student performance as measured by the Masters standard in the STAAR/EOC			
Staff Responsible for Monitoring: Principals, Pre-AP and AP Teachers			
Problem Statements: Student Achievement 2 - Technology 1			
Funding Sources: - 199-PIC 21 State Gifted and Talented (G/T), - 211 - Title I, Part A			

Strategy 4 Details	Formative Reviews		
Strategy 4: La Feria Early College High School will monitor all identified gifted and talented students in grades nine through eleven to determine mastery-level performance per subject tested on benchmarks and EOCs.	Formative		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase enrichment time and increase student performance as measured by the Masters standard in the STAAR/EOC			
Staff Responsible for Monitoring: GT Director, GT teachers, Campus administration			
TEA Priorities: Build a foundation of reading and math			
Problem Statements: Student Achievement 2			
Funding Sources: - 199-PIC 21 State Gifted and Talented (G/T), - 211 - Title I, Part A			

Strategy 5 Details	Formative Reviews		
Strategy 5: GT teachers will implement and provide students with Pre-Ap/AP/Honors College Board Curriculum.	Formative		
Strategy's Expected Result/Impact: Build Critical Thinking Skills in students: increase student achievement.	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Campus Administration, Dean, Instructional Coach, Teachers.			
Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1			
Funding Sources: - 199-PIC 21 State Gifted and Talented (G/T), - 211 - Title I, Part A			

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: Student meets and masters performance is below the targets.   **Root Cause**: Tier 1 instruction must be differentiated to provide more rigorous and accelerated material to our students.
Problem Statement 3: CCMR points earned by students are low.   **Root Cause**: Implement a system to track and code CMMR annually. Develop a plan for earning a point for all High School & Academy students.

Staff Quality, Recruitment, and Retention
Problem Statement 1: A small amount of staff are able to teach dual enrollment courses as the district expands dual enrollment opportunities for students as an Early College High School for 23-24.   **Root Cause**: Funding needs to be evaluated to determine if we are able to continue to grow and offer courses being requested by students.

Curriculum, Instruction, and Assessment
Problem Statement 1: We need more qualified instructors to offer more College and Career Readiness courses and the Instructional designs and delivery needs to be more relatable to the student .   **Root Cause**: Students have gained interest in certain courses that are being filled quickly, while those not in demand are being left unfilled or removed.

Technology
Problem Statement 1: Needed increase in Professional Development for technology apps   **Root Cause**: Teachers are still uncomfortable or not familiar with newly updated apps for instruction.

Goal 1: By 2024, the students at La Feria Early College High School will meet expectations and show progress toward closing the achievement gap in reading language arts, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments.

Performance Objective 6: By Spring 2024, La Feria Early College High School will implement high yield instructional strategies for the Migrant STAAR and EOC in order to increase student performance as measured by the meets grade-level standard by 10%.

   Evaluation Data Sources: STAAR, EOC, CBA, and Benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: La Feria Early College High School will monitor the progress of the Migrant students on the Benchmarks and weekly assessments to prepare these students to reach their Meets Grade Level Standard on the STAAR-EOC.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Improved STAAR scores, Close achievement gap, increase relative growth **Staff Responsible for Monitoring:** Principals, Dean of Instruction, Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Achievement 2, 4 **Funding Sources:** - 212 - Title I, Part C - Migrant, - 211 - Title I, Part A			

Strategy 2 Details	Formative Reviews		
Strategy 2: La Feria Early College High School Migrant Department will coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed STAAR/EOC in any content area are accessing local, intrastate, and interstate opportunities available for the regular school year including summer STAAR-EOC remediation.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase student achievement **Staff Responsible for Monitoring:** C&I Staff, Migrant Director **Problem Statements:** Student Achievement 2, 4 **Funding Sources:** - 212 - Title I, Part C - Migrant			

Strategy 3 Details	Formative Reviews		
Strategy 3: La Feria Early College High School will implement educational and social services for targeted priority for service (PFS) migrants: Tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Provide Educational and Social Services for targeted Migrants and increase student achievement **Staff Responsible for Monitoring:** NGS Specialist, Migrant Director, High School Counselors, Campus Administration **Problem Statements:** Student Achievement 1, 4 **Funding Sources:** - 212 - Title I, Part C - Migrant			

Strategy 4 Details	Formative Reviews		
Strategy 4: La Feria Early College High School Department will collaborate with the Out-of-School Youth (OSY) and their families regarding opportunities to complete high school graduation requirements	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase student achievement **Staff Responsible for Monitoring:** Migrant Director, Recruiter **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** - 212 - Title I, Part C - Migrant			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

## Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 1: La Feria High School did not meet distinction/was not rated in student growth scored below a 70.   **Root Cause**: Student data must me analyzed on a regular basis and resources must be aligned.
Problem Statement 2: Student meets and masters performance is below the targets.   **Root Cause**: Tier 1 instruction must be differentiated to provide more rigorous and accelerated material to our students.
Problem Statement 4: LEP population needs more instruction geared towards English development.   **Root Cause**: Staff needs more up to date materials and training to work with EB students.
Parent and Community Engagement
Problem Statement 1: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern.   **Root Cause**: Many parents don't attend after-school events at the high school compared to elementary.

Goal 1: By 2024, the students at La Feria Early College High School will meet expectations and show progress toward closing the achievement gap in reading language arts, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments.

Performance Objective 7: 100% of at risk students will be identified to participate in the 21st Century Grant Program

    High Priority

    Evaluation Data Sources: Participation Rosters and Activities offered

Strategy 1 Details	Formative Reviews		
Strategy 1: Afterschool tutoring will be provided daily at the campus for students struggling in EOC/TSI/Credit Recovery/attendance minutes.	**Formative**		
Strategy's Expected Result/Impact: Increase academic achievement	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: 21st Century Director and Administration **Problem Statements:** Student Achievement 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Saturday tutoring will be provided once a month at the campus for students struggling in EOC/TSI/Credit Recovery/attendance minutes.	**Formative**		
Strategy's Expected Result/Impact: Increase academic achievement	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: 21st Century Director and Administration **Problem Statements:** Student Achievement 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Summer School will be provided at the campus	**Formative**		
Strategy's Expected Result/Impact: Increase academic achievement	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: 21st Century Director and Administration **Problem Statements:** Student Achievement 1			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 1: La Feria High School did not meet distinction/was not rated in student growth scored below a 70. **Root Cause**: Student data must me analyzed on a regular basis and resources must be aligned.

Goal 1: By 2024, the students at La Feria Early College High School will meet expectations and show progress toward closing the achievement gap in reading language arts, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments.

Performance Objective 8: By Spring 2024, La Feria Early College High School will implement student support to increase the performance on the TSI test.

**Evaluation Data Sources:** TSI test scores

Strategy 1 Details	Formative Reviews		
Strategy 1: La Feria Early College High School will require mandatory TSI tutoring attendance before the TSI assessment.	**Formative**		
Strategy's Expected Result/Impact: Improve success on TSI	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Dean and administrators	N/A		

Strategy 2 Details	Formative Reviews		
Strategy 2: La Feria Early College High School will provide after school tutoring opportunities through the 21st century grant to students who wish to test TSI	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increased performance	N/A		
Staff Responsible for Monitoring: Dean and administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: La Feria Early College High School will provide opportunity for during school tutoring and support for students who wish to test on TSI through the use of contracted tutors.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Improved performance on the TSI	N/A		
Staff Responsible for Monitoring: Dean and administrators			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: La Feria Early College High School will maintain or improve the school climate and a positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual district Survey. Success will additionally be measured by increasing response rates to surveys.

Performance Objective 1: La Feria Early College High School will promote 100% communication using programs that reach students, parents, staff, and the community in a positive way.

Evaluation Data Sources: Tracking of online surveys and sign-in sheets.

Strategy 1 Details	Formative Reviews		
Strategy 1: The La Feria Early College High School will review the responses to questions 1 - 7 on the District Parent Survey to determine if they are at or above 90% positive.	**Formative**		
	Aug	**Jan**	**June**

Strategy's Expected Result/Impact: Increase in submission of effective schools assessment and parental surveys
    Staff Responsible for Monitoring: Principals, C&I Staff
 	
    Title I:
    4.1
    Problem Statements: Parent and Community Engagement 1
    Funding Sources: - 199 - General Fund - $200			

Strategy 2 Details	Formative Reviews		
Strategy 2: La Feria Early College High School will submit positive articles that recognize students in each edition of the Lions' Roar and at least one article will be available in the parents' language.	**Formative**		
	Aug	**Jan**	**June**

Strategy's Expected Result/Impact: Provide positive campus information to our community.
    Staff Responsible for Monitoring: Principals, Communications Coordinator, C&I Staff, teachers
 	
    Title I:
    4.1
    Problem Statements: Parent and Community Engagement 1
    Funding Sources: - 199 - General Fund - $5,250			

Strategy 3 Details	Formative Reviews		
Strategy 3: La Feria Early College High School will encourage and promote a student of the month for each grade level monthly, posting their recognition and participating in an award luncheon.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Create a positive campus environment for students and staff. **Staff Responsible for Monitoring:** Principals, Teachers. and Staff **Title I:** 2.4, 2.6 **Problem Statements:** School Culture and Climate 1 **Funding Sources:** - 199 - General Fund			

Strategy 4 Details	Formative Reviews		
Strategy 4: La Feria Early College High School will provide incentives to promote A, A/B honor roll, and Perfect Attendance every six weeks.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase student academic achievements. **Staff Responsible for Monitoring:** Principals, Teachers, PEIMS Clerk **Title I:** 2.4, 2.6 **Problem Statements:** School Culture and Climate 1 **Funding Sources:** - 199 - General Fund			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Uniform campus wide discipline protocol- rubric for dealing with discipline problems that all will follow   **Root Cause**: No plan was in place, Administration will develop and share a Discipline Matrix.

Parent and Community Engagement
Problem Statement 1: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern.   **Root Cause**: Many parents don't attend after-school events at the high school compared to elementary.

Goal 2: La Feria Early College High School will maintain or improve the school climate and a positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual district Survey.   Success will additionally be measured by increasing response rates to surveys.

Performance Objective 2: The dropout rate for La Feria Early College High School will be less than 1% as measured by the TAPR Report.

    Evaluation Data Sources: Attendance Reports and Tracking along with PEIMS and Attendance Committee

Strategy 1 Details	Formative Reviews		
Strategy 1: The attendance committee will analyze and review the evaluation results of the previous school year to develop a dropout prevention program.	Formative		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: reduce dropout rate at the high school			
Staff Responsible for Monitoring: Administration, attendance committee			
Problem Statements: Demographics 1			
Strategy 2 Details	Formative Reviews		
Strategy 2: Truancy Officer will assist in locating students who are truant and at risk of dropping out.	Formative		
Strategy's Expected Result/Impact: reduce dropout rate at the high school	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Administration, attendance committee, truancy officer.			
Problem Statements: Demographics 1			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: Increase student enrollment and continue to encourage everyday attendance.   **Root Cause**: Students continue to struggle with the social emotional connection of everyday school functions while other district recruit using open enrollment strategies. |

Goal 2: La Feria Early College High School will maintain or improve the school climate and a positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual district Survey.   Success will additionally be measured by increasing response rates to surveys.

Performance Objective 3: The percentage of attendance for each six weeks at La Feria Early College High School will be at least 96% or above.

    Evaluation Data Sources: Attendance Reports and Tracking along with PEIMS and Attendance Committee

Strategy 1 Details	Formative Reviews		
Strategy 1: An attendance report will be compiled every three weeks to discuss strategies to improve or maintain attendance. This disaggregated report will include all student groups and gender.	**Formative**		
	Aug	**Jan**	**June**

Strategy's Expected Result/Impact: Increase in student attendance
    Staff Responsible for Monitoring: Principals, PEIMS Staff
 	
    Title I:
2.5
    Problem Statements: Demographics 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Immediate notification to parents of absentees will continue and truancy will be filed on all students who fail to meet the attendance requirements.	**Formative**		
	Aug	**Jan**	**June**

Strategy's Expected Result/Impact: Increase in student attendance
    Staff Responsible for Monitoring: Truancy Officer, Secretary, Attendance Clerk, Principals
 	
    Title I:
2.5
    Problem Statements: Demographics 1 - Parent and Community Engagement 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: A consistent tardy policy will continue to be implemented. Parents will be notified of excessive times their child has been tardy. Parents will have access to tardy and absent information through Skyward's parent portal system.	**Formative**		
	Aug	**Jan**	**June**

Strategy's Expected Result/Impact: Increase in student attendance
    Staff Responsible for Monitoring: Principals, Teachers, Attendance Clerk
 	
    Title I:
2.5
    Problem Statements: Demographics 1			

Strategy 4 Details	Formative Reviews		

Strategy 4: The campus will provide incentives from local businesses to assist in increasing La Feria Early College High School's attendance rate for the school year.
    Strategy's Expected Result/Impact: Increase in student attendance
    Staff Responsible for Monitoring: Principals, Bookkeeper
 	
    Title I:
2.5
    Problem Statements: Demographics 1
    Funding Sources: - 461 - Campus Activity Fund
	Formative		

	Aug	**Jan**	**June**

Strategy 5 Details	Formative Reviews		

Strategy 5: The campus will provide an incentive each six weeks to perfect attendance students during the school year for all grade levels.
    Strategy's Expected Result/Impact: Increase in student attendance
    Staff Responsible for Monitoring: Principals, Book keeper
 	
    Problem Statements: Demographics 1
    Funding Sources: - 461 - Campus Activity Fund
	Formative		

	Aug	**Jan**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Increase student enrollment and continue to encourage everyday attendance.   **Root Cause**: Students continue to struggle with the social emotional connection of everyday school functions while other district recruit using open enrollment strategies.
Parent and Community Engagement
Problem Statement 1: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern.   **Root Cause**: Many parents don't attend after-school events at the high school compared to elementary.

Goal 2: La Feria Early College High School will maintain or improve the school climate and a positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual district Survey.   Success will additionally be measured by increasing response rates to surveys.

Performance Objective 4: La Feria Early College High School will promote a safe, supportive and disciplined school environment by decreasing referrals based on referral codes by 10%

Evaluation Data Sources: Discipline Referral Reports, ISS Tracking

Strategy 1 Details	Formative Reviews		
Strategy 1: La Feria Early College High School will ensure that every parent signs a Student/Parent compact and a discipline management receipt statement.	**Formative**		
Strategy's Expected Result/Impact: Parent participation and awareness of student, teacher and parent expectations. **Staff Responsible for Monitoring:** Principals, Parental Liason, PEIMS Clerk **Problem Statements:** School Culture and Climate 1 **Funding Sources:** - 199 - General Fund - $315	Aug	Jan	June

Strategy 2 Details	Formative Reviews		
Strategy 2: The principal and assistant principals will coordinate and disseminate campus discipline rules and regulations to all campus personnel to ensure consistency.	**Formative**		
Strategy's Expected Result/Impact: Campus personnel consistency of campus rules and regulations. **Staff Responsible for Monitoring:** Principals **Problem Statements:** School Culture and Climate 1 **Funding Sources:** - 199 - General Fund - $30	Aug	Jan	June

Strategy 3 Details	Formative Reviews		
Strategy 3: La Feria Early College High School will include in the District Emergency Plan a policy for responding to a train derailment.	**Formative**		
Strategy's Expected Result/Impact: Awareness of all hazard approaches for district facilities and procedures in case of an emergency. **Staff Responsible for Monitoring:** Principals, Incident Commanders, District Emergency Contact Person, Safety Director **Problem Statements:** School Context and Organization 2	Aug	Jan	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Counselors will provide monthly presentations on verbal aggression, drug and violence prevention, sexual abuse, sexual harassment, suicide prevention, pregnancy-related services, dating violence, and other forms of bullying and provide coping strategies.	Formative		
Strategy's Expected Result/Impact: Decrease in bullying issues and sexual abuse. **Staff Responsible for Monitoring:** Counselors, Principals, Assistant Principals **Problem Statements:** School Context and Organization 2	**Aug**	**Jan**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: La Feria Early College High School will continue its K-9 services as a preventative measure in assistance with drug prevention.	Formative		
Strategy's Expected Result/Impact: Reduce the use of drugs on campus grounds. **Staff Responsible for Monitoring:** Principals, Assistant Principals **Problem Statements:** School Culture and Climate 1	**Aug**	**Jan**	**June**

Strategy 6 Details	Formative Reviews		
Strategy 6: La Feria Early College High School will continue to use and research data collected using Vape Sensors as a preventative measure in assistance with drug prevention.	Formative		
Strategy's Expected Result/Impact: Reduce the use of drugs on campus grounds. **Staff Responsible for Monitoring:** Administration, AP's, and Teachers. **Problem Statements:** School Culture and Climate 1	**Aug**	**Jan**	**June**

Strategy 7 Details	Formative Reviews		
Strategy 7: La Feria Early College High School will provide a safe and secured learning environment for our students and staff.	Formative		
Strategy's Expected Result/Impact: Reduce the number of cases that occur on campus. **Staff Responsible for Monitoring:** Administration and Teachers. **Title I:** 2.4 **Problem Statements:** School Culture and Climate 1	**Aug**	**Jan**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate

Problem Statement 1: Uniform campus wide discipline protocol- rubric for dealing with discipline problems that all will follow   **Root Cause**: No plan was in place, Administration will develop and share a Discipline Matrix.

School Context and Organization

Problem Statement 2: Schedule for Student Support Services to include more programs needed to be accessible to students during and after school.   **Root Cause**: A Counselor needed strictly for emotional support should be readily available and their presence should be seen, so students can feel comfortable speaking to them as a result of post-covid social emotional.

Goal 2: La Feria Early College High School will maintain or improve the school climate and a positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual district Survey.   Success will additionally be measured by increasing response rates to surveys.

Performance Objective 5: La Feria Early College High School will promote an increase of 5% knowledge using a comprehensive program of health education that is designed to promote healthy living and discourage health-risk behaviors as per the District Wellness Policy.

   Evaluation Data Sources: Fitness gram records, food nutrition meetings, parent involvement meetings.

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will be provided information focusing on knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime.	**Formative**		
Strategy's Expected Result/Impact: Increase in positive eating habits **Staff Responsible for Monitoring:** Health Teachers, Food and Nutrition Teachers (CTE), Cafeteria Staff **Problem Statements:** Parent and Community Engagement 1	**Aug**	**Jan**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will be provided information based on the knowledge and skills necessary to avoid substance abuse.	**Formative**		
Strategy's Expected Result/Impact: Provide students with information so that they may make positive decisions on harmful drugs and violence. **Staff Responsible for Monitoring:** Principals, Teachers, Counselors **Problem Statements:** Parent and Community Engagement 1	**Aug**	**Jan**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: La Feria Early College High School shall assess the physical fitness of students enrolled in grades 9 through 12 annually and report summary results to TEA.	**Formative**		
Strategy's Expected Result/Impact: Promote the physical fitness of students. **Staff Responsible for Monitoring:** Athletic Dir., Principals, Coaches, Band directors **Problem Statements:** Parent and Community Engagement 1 - School Context and Organization 2	**Aug**	**Jan**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: La Feria Early College High School will implement an extracurricular safety training program to include an annual safety drill.	**Formative**		
Strategy's Expected Result/Impact: Promote the well being and safety of students. **Staff Responsible for Monitoring:** Athletic Director, Band Director, Nurse, UIL Sponsors **Problem Statements:** Parent and Community Engagement 1 - School Context and Organization 2	**Aug**	**Jan**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 5 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern.   **Root Cause**: Many parents don't attend after-school events at the high school compared to elementary.
School Context and Organization
Problem Statement 2: Schedule for Student Support Services to include more programs needed to be accessible to students during and after school.   **Root Cause**: A Counselor needed strictly for emotional support should be readily available and their presence should be seen, so students can feel comfortable speaking to them as a result of post-covid social emotional.

Goal 2: La Feria Early College High School will maintain or improve the school climate and a positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual district Survey. Success will additionally be measured by increasing response rates to surveys.

Performance Objective 6: La Feria Early College High School will utilize strategies to attract 100% highly qualified professional staff and retain them by providing opportunities to build leadership capacity.

    Evaluation Data Sources: Campus Survey, Health Insurance, schedules, stipends.

Strategy 1 Details	Formative Reviews		
Strategy 1: La Feria Early College High School will keep an updated pool of applications on file as potential candidates for recruitment.	Formative		
Strategy's Expected Result/Impact: Highly qualified educators in all content areas; to maintain 100% qualified staff	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Superintendent, Principals **Problem Statements:** Staff Quality, Recruitment, and Retention 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: La Feria Early College High School will promote stipends for a Master's degree in the assigned content area.	Formative		
Strategy's Expected Result/Impact: Highly qualified educators in all content areas	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Superintendent, Principals **Problem Statements:** Staff Quality, Recruitment, and Retention 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: La Feria Early College High School professional staff members will have an opportunity to provide input in various district committees: DPC, Calendar, Textbook, Insurance, Technology, Safety, Health, Awards, Attendance, SBDM, RTI, Testing, etc.	Formative		
Strategy's Expected Result/Impact: Effective district committees	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Superintendent, Principal, Department Heads **Problem Statements:** Staff Quality, Recruitment, and Retention 2			

Strategy 4 Details	Formative Reviews		
Strategy 4: The principal will select a cadre of teacher mentors to assist new teachers in assimilating into the academic life and culture of the campus.	**Formative**		
Strategy's Expected Result/Impact: mentor support and assistance for new teachers **Staff Responsible for Monitoring:** Principals, Dean, Department Heads **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Staff Quality, Recruitment, and Retention 2	**Aug**	**Jan**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Department Heads will be compensated.	**Formative**		
Strategy's Expected Result/Impact: Compensate Department Head Teachers for their services. **Staff Responsible for Monitoring:** Supt., Principals **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Staff Quality, Recruitment, and Retention 2	**Aug**	**Jan**	**June**

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will receive a stipend of $250.00 per semester for having perfect attendance.	**Formative**		
Strategy's Expected Result/Impact: Reduce absenteeism of teachers and staff. **Staff Responsible for Monitoring:** Supt., Principals **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Staff Quality, Recruitment, and Retention 2 **Funding Sources:** - 199 - General Fund	**Aug**	**Jan**	**June**

Strategy 7 Details	Formative Reviews		
Strategy 7: La Feria Early College High School will implement strategies to provide a climate and culture of support through birthday celebrations, BOY, Christmas and EOY luncheons.	**Formative**		
Strategy's Expected Result/Impact: Positive campus team building.	**Aug**	**Jan**	**June**

Staff Responsible for Monitoring: Administration and book keeper

Problem Statements: Staff Quality, Recruitment, and Retention 2

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 6 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Stipends for club and organization sponsors need to be re-evaluated and increased to be competitive with surrounding districts as well as teacher salaries. **Root Cause**: Funding needs to be evaluated to determine if we are competitive with neighbor districts.

Goal 2: La Feria Early College High School will maintain or improve the school climate and a positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual district Survey.   Success will additionally be measured by increasing response rates to surveys.

Performance Objective 7: La Feria Early College High School will promote an increase of 5% of student participation in community service each year until the student's graduation.

    Evaluation Data Sources: Records of student participation

Strategy 1 Details	Formative Reviews		
Strategy 1: La Feria Early College High School encourages students to volunteer and participate in community service hours each year until they graduate.	**Formative**		
Strategy's Expected Result/Impact: Increase in community service opportunities for students **Staff Responsible for Monitoring:** Principals, Counselors, Organization Sponsors **Problem Statements:** Student Achievement 3	**Aug**	**Jan**	**June**
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Students who meet the 100 hours of community service requirements throughout their high school years will receive an honor cord upon graduation.	**Formative**		
Strategy's Expected Result/Impact: Increase in seniors meeting the 100 hour community service requirements **Staff Responsible for Monitoring:** Principals, Counselors, Organization Sponsors **Problem Statements:** Student Achievement 3	**Aug**	**Jan**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue			

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 3: CCMR points earned by students are low.   **Root Cause**: Implement a system to track and code CMMR annually. Develop a plan for earning a point for all High School & Academy students.

Goal 2: La Feria Early College High School will maintain or improve the school climate and a positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual district Survey. Success will additionally be measured by increasing response rates to surveys.

Performance Objective 8: La Feria Early College High School will accomplish 100% completion of staff to receive training on the following topics: Bloodborne Pathogens, Child Maltreatment Responsibilities, bullying Prevention for School personnel, Diabetes Management in Schools, Sexual Harassment for Educators, Suicide Awareness and Prevention, Teen Dating Violence for Educators, and Cybersecurity Awareness for Educators.

Evaluation Data Sources: Staff will be better prepared for situations that arise on campus, collection of certificates, tracking

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development to staff using Eduhero on recognizing and reporting sexual harassment.	**Formative**		
Strategy's Expected Result/Impact: Awareness of the district local and legal policy of sexual harassment	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, staff **Problem Statements:** Technology 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: La Feria Early College High School will implement an Anti-Bullying policy which includes new law updates on cyberbullying. All administration and campus staff will be trained. Campus counselors will provide counseling for students for bullying and violence prevention.	**Formative**		
Strategy's Expected Result/Impact: Decrease bullying issues **Staff Responsible for Monitoring:** Campus Administration, Counselors, LSSP **Problem Statements:** School Context and Organization 2 - Technology 1	**Aug**	**Jan**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 8 Problem Statements:

School Context and Organization
Problem Statement 2: Schedule for Student Support Services to include more programs needed to be accessible to students during and after school. **Root Cause**: A Counselor needed strictly for emotional support should be readily available and their presence should be seen, so students can feel comfortable speaking to them as a result of post-covid social emotional.
Technology
Problem Statement 1: Needed increase in Professional Development for technology apps **Root Cause**: Teachers are still uncomfortable or not familiar with newly updated apps for instruction.

Goal 3: La Feria Early College High School will continue to support and increase parental and community school involvement as measured by 90% positive responses on the La Feria I.S.D. Parent Survey.

Performance Objective 1: La Feria Early College High School will support the Family and Community Engagement Program at the campus by 100%.

Evaluation Data Sources: District survey results, parental sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: La Feria Early College High School shall develop a Family and Community Engagement compact with the participation of parents to focus on needs of campus.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase Parental participation in reviewing and updating a Family and Community Engagement compact **Staff Responsible for Monitoring:** Principal, FACE Director, SBDM **Title I:** 4.1 **Problem Statements:** Parent and Community Engagement 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: La Feria Early College High School shall have a Title I Meeting to explain Title I programs.	**Formative**		
Strategy's Expected Result/Impact: Keep parents informed of the campus Title I programs.	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: FACE Director, Director of Federal Programs, Principal **Title I:** 4.1 **Problem Statements:** Parent and Community Engagement 1			

Strategy 3 Details	Formative Reviews

Strategy 3 Details	Formative Reviews		
Strategy 3: *La Feria Early College High School will host in person and/or virtual (recorded sessions for parents to view) parent meetings to provide information on the various programs offered by the district, including, but not limited to:* ** Migrant/Bilingual/ESL/Immigrant* ** Special Education* ** Career and Technical Education* ** Advanced Academics & Guidance* ** Social Services* ** Guidance and Counseling* ** Testing and Evaluation* ** Technology* ** EOC/STAAR* ** Character Education* ** FAFSA* ** APPLYTEXAS* ** Section 504* ** RtI* ** Anti-Bullying & Suicide Prevention* ** Child Abuse* ** Health Awareness, Social Media,* ** Cyberbullying* **Strategy's Expected Result/Impact:** Increase in parental training and parental understanding of important school topics **Staff Responsible for Monitoring:** FACE Coordinator, Campus administration, Counselors **Title I:** 4.1 **Problem Statements:** Parent and Community Engagement 1	**Formative**		
	Aug	**Jan**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: *La Feria Early College High School will provide classes for parents and families to promote support of online tools used in the classroom.* **Strategy's Expected Result/Impact:** Families receiving parental lessons and practices **Staff Responsible for Monitoring:** Campus Administration; Technology director; C&I Directors **Problem Statements:** Parent and Community Engagement 1	**Formative**		
	Aug	**Jan**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: *La Feria ECHS's parental involvement liaison will host monthly parent meetings and host collaborative community involvement opportunities throughout the school year.*	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase parental awareness of academic supports and services to keep parents and the community well informed			
Staff Responsible for Monitoring: Campus Administration; LFHS Parental Liaison: Parental Involvement Director			
Title I: 4.2			
Problem Statements: Parent and Community Engagement 1			

Strategy 6 Details	Formative Reviews		
Strategy 6: *La Feria ECHS will host a community tailgate in conjunction with community organizations to promote community and school partnerships.*	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase community involvement and partnerships;			
Staff Responsible for Monitoring: FACE Director, Campus Parental Liason, Campus Administration			
Problem Statements: Parent and Community Engagement 1			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern. **Root Cause**: Many parents don't attend after-school events at the high school compared to elementary.

Goal 3: La Feria Early College High School will continue to support and increase parental and community school involvement as measured by 90% positive responses on the La Feria I.S.D. Parent Survey.

Performance Objective 2: La Feria Early College High School will continue to support the volunteer program and maintain and increase of 10% present levels of participation through events such as; Meet the Teacher Night, Curriculum Night, Report Card Nights, FACE Workshops, Community Walks, Campus Marquees, and athletic events.

    Evaluation Data Sources: Sign-In Sheets and Surveys

Strategy 1 Details		Formative Reviews		

Strategy 1: La Feria Early College High School will continue to support a volunteer program by training and recognizing faithful volunteers who want to help their children meet high standards.
    Strategy's Expected Result/Impact: Increase in the number of campus volunteers
    Staff Responsible for Monitoring: FACE Coordinator, Campus Administration
 	
    Title I:
    4.1
    Problem Statements: Demographics 1 - Student Achievement 1 - Parent and Community Engagement 1
		Formative		

		Aug	**Jan**	**June**
Strategy 2 Details		Formative Reviews		

Strategy 2: La Feria Early College High School will promote the Volunteer Recognition Program by submitting the "Volunteer of the Year" selection to the La Feria News and the Lions Roar. A district reception will be held honoring school volunteers.
    Strategy's Expected Result/Impact: Recognition of Campus volunteers
    Staff Responsible for Monitoring: FACE
Coordinator,
Campus
Administration
 	
    Title I:
    4.1
    Problem Statements: Parent and Community Engagement 1
		Formative		

		Aug	**Jan**	**June**
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Increase student enrollment and continue to encourage everyday attendance.　**Root Cause**: Students continue to struggle with the social emotional connection of everyday school functions while other district recruit using open enrollment strategies.

Student Achievement
Problem Statement 1: La Feria High School did not meet distinction/was not rated in student growth scored below a 70.　**Root Cause**: Student data must me analyzed on a regular basis and resources must be aligned.

Parent and Community Engagement
Problem Statement 1: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern.　**Root Cause**: Many parents don't attend after-school events at the high school compared to elementary.

Goal 3: La Feria Early College High School will continue to support and increase parental and community school involvement as measured by 90% positive responses on the La Feria I.S.D. Parent Survey.

Performance Objective 3: La Feria Early College High School will promote parental involvement and participation to help plan for technology integration for teaching and learning 100%

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents and students will be provided access to information and registration opportunities for parents to the Skyward Parent Portal.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase in parental access to student's grades, attendance information, etc **Staff Responsible for Monitoring:** FACE Coordinator, Technology department, Staff **Title I:** 4.1 **Problem Statements:** Parent and Community Engagement 1			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern.   **Root Cause**: Many parents don't attend after-school events at the high school compared to elementary.

Goal 3: La Feria Early College High School will continue to support and increase parental and community school involvement as measured by 90% positive responses on the La Feria I.S.D. Parent Survey.

Performance Objective 4: La Feria Early College High School will continue to implement and maintain the site-based decision making process 100% on campus.

    Evaluation Data Sources: Sign-In Sheets, Agenda, Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Under the direction of the campus principal, departments will continue to give input into campus - wide activities, strategies, and initiatives of the school.	**Formative**		
	Aug	**Jan**	**June**

Strategy's Expected Result/Impact: Actively reviewing and revising the campus improvement plan (CIP)
     Staff Responsible for Monitoring: Principal, S.B.D.M. Committee, Department Heads
 	
     Title I:
 4.1
     Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: La Feria Early College High School will host a public meeting at which the data from the campus School Report Card will be presented.	**Formative**		
	Aug	**Jan**	**June**

Strategy's Expected Result/Impact: Increase in community awareness of campus School Report Card given annually from TEA.
     Staff Responsible for Monitoring: Principals
 	
     Title I:
 4.1
     Problem Statements: Parent and Community Engagement 1			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 2: Facility needs to be updated and refreshed- address leaks in rooms, a/c issues, new coat of paint, better lighting in classrooms   **Root Cause**: Continued follow up on work orders to ensure items are being addressed.

Staff Quality, Recruitment, and Retention

Problem Statement 1: A small amount of staff are able to teach dual enrollment courses as the district expands dual enrollment opportunities for students as an Early College High School for 23-24.   **Root Cause**: Funding needs to be evaluated to determine if we are able to continue to grow and offer courses being requested by students.

Problem Statement 2: Stipends for club and organization sponsors need to be re-evaluated and increased to be competitive with surrounding districts as well as teacher salaries.   **Root Cause**: Funding needs to be evaluated to determine if we are competitive with neighbor districts.

Curriculum, Instruction, and Assessment

Problem Statement 1: We need more qualified instructors to offer more College and Career Readiness courses and the Instructional designs and delivery needs to be more relatable to the student .   **Root Cause**: Students have gained interest in certain courses that are being filled quickly, while those not in demand are being left unfilled or removed.

Parent and Community Engagement

Problem Statement 1: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern.   **Root Cause**: Many parents don't attend after-school events at the high school compared to elementary.

Goal 3: La Feria Early College High School will continue to support and increase parental and community school involvement as measured by 90% positive responses on the La Feria I.S.D. Parent Survey.

Performance Objective 5: La Feria Early College High School will continue all parent involvement programs and strive for higher participation levels by an increase of 10%

    Evaluation Data Sources: Sign-In Sheets and Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent surveys in English and Spanish will be sent with the students via mail. Surveys will also be posted on the district's website.	**Formative**		
Strategy's Expected Result/Impact: Increase the number of parental participation filling out the Parent Surveys. **Staff Responsible for Monitoring:** Principals, C & I Staff **Title I:** 4.1 **Problem Statements:** Parent and Community Engagement 1	**Aug**	**Jan**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: La Feria Early College High School shall develop a written parent involvement policy utilizing parental input to determine and focus on the needs of campus.	**Formative**		
Strategy's Expected Result/Impact: Increase in Parent participation in determining the needs of the campus. **Staff Responsible for Monitoring:** Principal, Parental Involvement Director, SBDM **Title I:** 4.1 **Problem Statements:** Parent and Community Engagement 1	**Aug**	**Jan**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 5 Problem Statements:

| Parent and Community Engagement |
|---|
| **Problem Statement 1**: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern.   **Root Cause**: Many parents don't attend after-school events at the high school compared to elementary. |

Goal 4: La Feria Early College High School will implement a technology program that will prepare students to succeed in today's technological society including developing clear goals and objectives in the technology plan, staff development, budgeting strategies, and assessment of telecommunication strategies.

Performance Objective 1: La Feria Early College High School will identify and apply strategies for supporting the use and integration of 100% technology in learning.

    Evaluation Data Sources: Evidence of students using technology in classes during observations, surveys, and teacher planning.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers and administrators will be afforded equal access to technology for the purpose of planning and presenting instruction, processing information, enhancing decision-making, tracking student progress, and improving communication.	**Formative**		
	Aug	**Jan**	**June**

Strategy's Expected Result/Impact: Integrating technology use for teachers and administrators
    Staff Responsible for Monitoring: Principals, Teachers
 	
    Problem Statements: Technology 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: La Feria Early College High School will continue to utilize instructional programs such as Edgenuity and other web-based grade appropriate computer applications.	**Formative**		
	Aug	**Jan**	**June**

Strategy's Expected Result/Impact: Increase in student's academic skills
    Staff Responsible for Monitoring: Campus administration, campus staff
 	
    Problem Statements: Technology 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers at La Feria Early College High School will increase students' proficiency in Technology Applications by utilizing on-line library resources, computer labs, and Internet.	**Formative**		
	Aug	**Jan**	**June**

Strategy's Expected Result/Impact: Students will have the opportunity to utilize technology applications for learning opportunities
    Staff Responsible for Monitoring: Principals, Teachers, Librarians
 	
    Problem Statements: Technology 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: La Feria Early College High School will continue to implement the Skyward Gradebook module, Grad Plan module, and the Parental portal.	**Formative**		

Strategy's Expected Result/Impact: Integrating technology use for teachers, administrators, counselors and parents
    Staff Responsible for Monitoring: Technology Director, Principals, Counselors, Teachers
 	
    Problem Statements: Technology 1
	Aug	**Jan**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: The campus will provide professional development with technology based lessons for all teachers.	**Formative**		

Strategy's Expected Result/Impact: Integrating technology use for teachers
    Staff Responsible for Monitoring: CTE Coordinator, Principal, Dean of Instruction
 	
    Problem Statements: Technology 1
	Aug	**Jan**	**June**

Strategy 6 Details	Formative Reviews		
Strategy 6: La Feria Early College High School will continue to utilize and integrate current technology such as IPads, computers, laptops, tablets, chrome books and interactive NewLine televisions to enhance instructional practices.	**Formative**		

Strategy's Expected Result/Impact: Students will have the opportunity to utilize technology applications for learning opportunities
    Staff Responsible for Monitoring: Technology Department, Campus administration, Camps staff
 	
    Problem Statements: Technology 1
	Aug	**Jan**	**June**

Strategy 7 Details	Formative Reviews		
Strategy 7: *La Feria ISD will provide students and parents with technical support on the use of Google Suites.*	**Formative**		

Strategy's Expected Result/Impact: Increase engagement for students
    Staff Responsible for Monitoring: Campus administration; Technology department
 	
    Problem Statements: Parent and Community Engagement 1 - Technology 1
	Aug	**Jan**	**June**

Strategy 8 Details	Formative Reviews		
Strategy 8: La Feria Early College High School students will be provided with a Chromebook for online assignments and face-to-face instructional purposes.	**Formative**		

Strategy's Expected Result/Impact: Increase engagement for students
    Staff Responsible for Monitoring: Campus administration; Technology Department
 	
    Problem Statements: Technology 1
	Aug	**Jan**	**June**

Strategy 9 Details	Formative Reviews

Strategy 9: La Feria Early College High School will provide students with interventions and enrichment resources via online activities and face-to-face activities.	Formative		
Strategy's Expected Result/Impact: Increased engagement for students **Staff Responsible for Monitoring:** Campus Administration; Technology department **Problem Statements:** Curriculum, Instruction, and Assessment 1	**Aug**	**Jan**	**June**

Strategy 10 Details	Formative Reviews

Strategy 10: La Feria Early College High School will implement additional communication resources to support parents through the following methods: Google Voice; Band App; Skyward Messenger; District/campus website; Social Media, etc.	Formative		
Strategy's Expected Result/Impact: Increased methods of communication for students and parents **Staff Responsible for Monitoring:** Campus administration; technology department **Problem Statements:** Parent and Community Engagement 1	**Aug**	**Jan**	**June**

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: We need more qualified instructors to offer more College and Career Readiness courses and the Instructional designs and delivery needs to be more relatable to the student . **Root Cause**: Students have gained interest in certain courses that are being filled quickly, while those not in demand are being left unfilled or removed.
Parent and Community Engagement
Problem Statement 1: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern. **Root Cause**: Many parents don't attend after-school events at the high school compared to elementary.
Technology
Problem Statement 1: Needed increase in Professional Development for technology apps **Root Cause**: Teachers are still uncomfortable or not familiar with newly updated apps for instruction.

Goal 4: La Feria Early College High School will implement a technology program that will prepare students to succeed in today's technological society including developing clear goals and objectives in the technology plan, staff development, budgeting strategies, and assessment of telecommunication strategies.

Performance Objective 2: La Feria Early College High School will provide principal/assistant principals, teachers, staff, and parents at least one training in educational technology during the school year.

Evaluation Data Sources: Campus budgets, requisitions, agenda, sign-in sheets.

Strategy 1 Details	Formative Reviews		
Strategy 1: La Feria ISD will provide training to utilize basic technology applications and Acceptable Use Policy and digital citizenship.	**Formative**		
Strategy's Expected Result/Impact: Campus staff members will have the opportunity to be proficient in basic technology applications	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Technology Department; Campus administration; Campus staff			
Problem Statements: Technology 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: La Feria Early College High School will conduct a survey that will assess and determine the technological training needs of administrators, teachers, support staff and school library media personnel (as per the Technology and Strategic Plan).	**Formative**		
Strategy's Expected Result/Impact: Campus staff will receive training on relevant topics based on survey results	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Technology Department; Campus Administration; Campus Staff			
Problem Statements: Parent and Community Engagement 1 - Technology 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: La Feria Early College High School will provide training for technological equipment and application to increase its use to enhance student-centered instruction (ie. Flipped Learning, G Suite, BYOD, Doceri, Peardeck, Edulastic).	**Formative**		
Strategy's Expected Result/Impact: Campus staff will receive training on relevant topics based on survey results	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Technology Dept.; Campus Administration; Campus Staff			
Problem Statements: Technology 1			

Strategy 4 Details	Formative Reviews		
Strategy 4: La Feria Early College High School will hold a campus Technology Conference for parents.	Formative		
Strategy's Expected Result/Impact: Families receiving technological training, understanding of ways to help their child/children **Staff Responsible for Monitoring:** Technology Dept., C&I Dept., FACE Coordinator, Campus Administration **Problem Statements:** Parent and Community Engagement 1 - Technology 1	**Aug**	**Jan**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern. **Root Cause**: Many parents don't attend after-school events at the high school compared to elementary.
Technology
Problem Statement 1: Needed increase in Professional Development for technology apps **Root Cause**: Teachers are still uncomfortable or not familiar with newly updated apps for instruction.

Goal 4: La Feria Early College High School will implement a technology program that will prepare students to succeed in today's technological society including developing clear goals and objectives in the technology plan, staff development, budgeting strategies, and assessment of telecommunication strategies.

Performance Objective 3: All principals/directors will be provided 100% access to their allocated budget for staff development for technology including state and federal funds in the beginning of the school year.

Evaluation Data Sources: Campus Budgets, requisitions

Strategy 1 Details	Formative Reviews		
Strategy 1: La Feria Early College High School will have a yearly budget amount for the campus and departments. The principal will meet with the business office to receive their campus/department technology budgets.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Funding will allow campus administration to allocate resources needed for their campuses **Staff Responsible for Monitoring:** CFO, Technology Director, Campus Administration **Problem Statements:** School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1, 2			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 2: Facility needs to be updated and refreshed- address leaks in rooms, a/c issues, new coat of paint, better lighting in classrooms   **Root Cause**: Continued follow up on work orders to ensure items are being addressed.
Staff Quality, Recruitment, and Retention
Problem Statement 1: A small amount of staff are able to teach dual enrollment courses as the district expands dual enrollment opportunities for students as an Early College High School for 23-24.   **Root Cause**: Funding needs to be evaluated to determine if we are able to continue to grow and offer courses being requested by students.
Problem Statement 2: Stipends for club and organization sponsors need to be re-evaluated and increased to be competitive with surrounding districts as well as teacher salaries. **Root Cause**: Funding needs to be evaluated to determine if we are competitive with neighbor districts.

Goal 5: La Feria Early College High School will implement a program that will prepare students to succeed in college or other post-secondary educational opportunities as well as preparing students for career readiness through Career and Technical courses and certifications.

Performance Objective 1: La Feria Early College High School will provide college and university information to students, staff, and parents at least once per month.

    Evaluation Data Sources: PEIMS DATA, FAFSA reports, College Board/TSI reports,

Strategy 1 Details	Formative Reviews		
Strategy 1: La Feria Early College High School will disseminate to students, teachers, counselors, and parents information about the need to prepare for post-secondary educational financial opportunities as described by the Texas Grant Program and FAFSA.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase community awareness on the importance of preparation for post secondary opportunities.			
Staff Responsible for Monitoring: Principals, Counselors			
TEA Priorities: Connect high school to career and college			
Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1			
Funding Sources: - 199 - General Fund			

Strategy 2 Details	Formative Reviews		
Strategy 2: La Feria Early College High School will keep parents informed about post-secondary information through a call-out phone system, school website, social media, local newspaper, announcements, and virtual/face-to-face meetings.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase community awareness on the importance of preparation for post secondary opportunities.			
Staff Responsible for Monitoring: Principals			
Problem Statements: Technology 1			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: La Feria Early College High School will schedule Fall/Spring TSI testing dates during the school day and on Saturdays.	**Formative**		
Strategy's Expected Result/Impact: Increase TSI testing opportunities for students at La Feria High School	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Campus administration, Counselors			
TEA Priorities: Connect high school to career and college **Problem Statements:** Student Achievement 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: La Feria Early College High School will provide information about available scholarships to the senior students and their parents through flyers, announcements and on-line social media. Information will be mailed to parents of seniors once a month.	**Formative**		
Strategy's Expected Result/Impact: Increase the amount of completed scholarship applications for graduating seniors	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Principals, Counselors			
TEA Priorities: Connect high school to career and college **Problem Statements:** Student Achievement 3 - Technology 1 **Funding Sources:** - 199 - General Fund - $100			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: La Feria Early College High School will increase the percentage of graduating seniors taking the ACT, SAT, and TSI as measured by the TAPR report. Publicity will be done through the following activities: announcements, posters, news articles, counselor group sessions, assemblies, parent sessions during parent conferences, and the district website.	**Formative**		
Strategy's Expected Result/Impact: Increase in the amount of seniors taking the ACT/SAT exam	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Campus administration, Counselors			
TEA Priorities: Connect high school to career and college **Problem Statements:** Student Achievement 3 **Funding Sources:** - 199 - General Fund - $200			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Students at LFECHS shall be provided information about higher education including the student's parent or guardian during 9th and 12th grade according to Section 33.007 of TEC. (ie. College transitions and transcripts, college readiness)	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase community awareness on higher education opportunities **Staff Responsible for Monitoring:** Campus Administration , Counselors, College and Career Counselor **Problem Statements:** Student Achievement 3 - Staff Quality, Recruitment, and Retention 1			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: La Feria Early College High School will provide information to students and parents on the availability of earning college credit while enrolled at the high school.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase community awareness on dual enrollment opportunities **Staff Responsible for Monitoring:** Campus administration, Counselors, and Staff **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Achievement 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: La Feria Early College High School students will be informed that automatic admission under the top ten percent requires the distinguished level of achievement. (HB 5)	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase student awareness on the importance of preparation for post secondary opportunities. **Staff Responsible for Monitoring:** Principals, Counselors, Teachers **Problem Statements:** Student Achievement 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1			

Strategy 9 Details	**Formative Reviews**		
Strategy 9: ACT/SAT/TSI academies will be held during the school year, pending approval, for juniors and seniors that are interested in preparing for the ACT administration.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase in the amount of seniors taking and passing the ACT/SAT exam **Staff Responsible for Monitoring:** Principals, Dean of Instruction, counselors **Problem Statements:** Student Achievement 3			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: CCMR points earned by students are low.   **Root Cause**: Implement a system to track and code CMMR annually. Develop a plan for earning a point for all High School & Academy students.
Staff Quality, Recruitment, and Retention
Problem Statement 1: A small amount of staff are able to teach dual enrollment courses as the district expands dual enrollment opportunities for students as an Early College High School for 23-24.   **Root Cause**: Funding needs to be evaluated to determine if we are able to continue to grow and offer courses being requested by students.
Curriculum, Instruction, and Assessment
Problem Statement 1: We need more qualified instructors to offer more College and Career Readiness courses and the Instructional designs and delivery needs to be more relatable to the student .   **Root Cause**: Students have gained interest in certain courses that are being filled quickly, while those not in demand are being left unfilled or removed.
Parent and Community Engagement
Problem Statement 1: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern.   **Root Cause**: Many parents don't attend after-school events at the high school compared to elementary.
Technology
Problem Statement 1: Needed increase in Professional Development for technology apps   **Root Cause**: Teachers are still uncomfortable or not familiar with newly updated apps for instruction.

Goal 5: La Feria Early College High School will implement a program that will prepare students to succeed in college or other post-secondary educational opportunities as well as preparing students for career readiness through Career and Technical courses and certifications.

Performance Objective 2: La Feria Early College High School will ensure that instructional strategies are implemented for post-secondary success for college and career readiness with an increase of 10% involvement.

    Evaluation Data Sources: Agenda, Sign-in sheets, surveys, student tracking

Strategy 1 Details	Formative Reviews		
Strategy 1: The PSAT/PLAN will be made available to all 10th grade students.	**Formative**		
Strategy's Expected Result/Impact: Expose students to testing opportunities	**Aug**	**Jan**	**June**

Staff Responsible for Monitoring: Principals, Counselors
 	
    TEA Priorities:
Connect high school to career and college
    Problem Statements: Student Achievement 3			

Strategy 2 Details	Formative Reviews		
Strategy 2: The La Feria Early College High School principal and AP teachers will encourage the advanced placement students (including dual enrollment students) to take the AP Exams for college credit. The district will pay for AP testing costs for all enrolled AP students. The campus will communicate to students the importance of taking the AP exams and how the results affect future post-secondary courses.	**Formative**		
	Aug	**Jan**	**June**

Strategy's Expected Result/Impact: Increase the number of students taking the AP exam
    Staff Responsible for Monitoring: Campus administration, Teachers, Counselors
 	
    TEA Priorities:
Connect high school to career and college
    Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: La Feria Early College High School will offer and encourage students to register and take dual enrollment classes taught by LFISD/TSC adjunct professors.	**Formative**		
	Aug	**Jan**	**June**

Strategy's Expected Result/Impact: Increase the number of students taking dual enrollment courses
    Staff Responsible for Monitoring: Campus administration, Teachers, Counselors
 	
    TEA Priorities:
Connect high school to career and college
    Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1			

Strategy 4 Details	Formative Reviews		

Strategy 4: CTE department will hold an "I Got the Job" Contest during the months of February thru April. This activity provides instruction on job interview skills, resume writing, cover letter writing. Instruction will be done through the courses.
  Strategy's Expected Result/Impact: Increase students' understanding, preparation and practice of soft skills
  Staff Responsible for Monitoring: Campus administration, Teachers
 	
  TEA Priorities:
 Connect high school to career and college
  Problem Statements: Student Achievement 3
	Formative		

	Aug	**Jan**	**June**

Strategy 5 Details	Formative Reviews		

Strategy 5: La Feria Early College High School will amend procedures and collaborate with district campuses to ensure consistent grading and testing policies.
  Strategy's Expected Result/Impact: Review and update District Grading Policy.
  Staff Responsible for Monitoring: Principals, Asst. Supt., Dept. Chair, English/ Math, Dean of Instruction
 	
  Problem Statements: Student Achievement 3
	Formative		

	Aug	**Jan**	**June**

Strategy 6 Details	Formative Reviews		

Strategy 6: The CTE Department and La Feria Academy will recommend a plan to create the guidelines for student requirements of completion of a certificate or license program or college credits toward a degree upon graduation.
  Strategy's Expected Result/Impact: Review and update guidelines for requirements of completion of a certificate, license program or college credits.
  Staff Responsible for Monitoring: C&I staff, Principals, CTE Coordinator
 	
  Problem Statements: Student Achievement 3
	Formative		

	Aug	**Jan**	**June**

Strategy 7 Details	Formative Reviews		

Strategy 7: La Feria Early College High School CTE, and La Feria Academy will hold an awards banquet assembly for students completing certifications.
  Strategy's Expected Result/Impact: Student recognition of accomplishment, Increase student participation in the certification programs.
  Staff Responsible for Monitoring: Principals, CTE Coordinator, Academy Program Director, C&I staff
 	
  Problem Statements: Student Achievement 3
	Formative		

	Aug	**Jan**	**June**

Strategy 8 Details	Formative Reviews		
Strategy 8: La Feria Early College High School will offer College Readiness and Financial Literacy course opportunities to complete Apply Texas, FAFSA, Scholarships, College and Career information sessions.	Formative		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase opportunities for college and career choices **Staff Responsible for Monitoring:** Principal, College and Career Counselor, Counselors, Dean, Teacher **Problem Statements:** Student Achievement 3			

Strategy 9 Details	Formative Reviews		
Strategy 9: Gifted and Talented students will learn the independent investigation method and complete a project as outlined in the Texas Performance Standards Project (TPSP).	Formative		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase enrichment time and development of innovative projects; build research-based skills **Staff Responsible for Monitoring:** GT coordinators, Campus Administrators, Dean, Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** - 199-PIC 21 State Gifted and Talented (G/T)			

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: CCMR points earned by students are low.   **Root Cause**: Implement a system to track and code CMMR annually. Develop a plan for earning a point for all High School & Academy students.

Staff Quality, Recruitment, and Retention
Problem Statement 1: A small amount of staff are able to teach dual enrollment courses as the district expands dual enrollment opportunities for students as an Early College High School for 23-24.   **Root Cause**: Funding needs to be evaluated to determine if we are able to continue to grow and offer courses being requested by students.

Curriculum, Instruction, and Assessment
Problem Statement 1: We need more qualified instructors to offer more College and Career Readiness courses and the Instructional designs and delivery needs to be more relatable to the student .   **Root Cause**: Students have gained interest in certain courses that are being filled quickly, while those not in demand are being left unfilled or removed.

Goal 5: La Feria Early College High School will implement a program that will prepare students to succeed in college or other post-secondary educational opportunities as well as preparing students for career readiness through Career and Technical courses and certifications.

Performance Objective 3: La Feria Early College High School will ensure that specific events are scheduled that promote awareness for post-secondary opportunities for students at least once per month.

    Evaluation Data Sources: PEIMS DATA, FAFSA reports, College Board/TSI reports

Strategy 1 Details	Formative Reviews		
Strategy 1: La Feria Early College High School will provide information regarding a college night for parents and students to inform them about graduation plans, financial information, college applications, scholarships, and access to college representatives.	Formative		
	Aug	Jan	June

Strategy's Expected Result/Impact: Increase community awareness on post-secondary opportunities
    Staff Responsible for Monitoring: Principals, Counselors
 	
    TEA Priorities:
Connect high school to career and college
    Problem Statements: Student Achievement 3 - Parent and Community Engagement 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: La Feria Early College High School will host a career day that involves members of the community.	Formative		
Strategy's Expected Result/Impact: Increase students' awareness of possible career choices	Aug	Jan	June

Staff Responsible for Monitoring: Principals, Teachers, Counselors, Staff
 	
    TEA Priorities:
Connect high school to career and college
    Problem Statements: Student Achievement 3
    Funding Sources: - 199 - General Fund			

Strategy 3 Details	Formative Reviews		
Strategy 3: La Feria Early College High School will schedule college representatives to visit the campus and/or provide students with virtual college field trips and/or watch videos in order to share information with students concerning post-secondary educational opportunities.	Formative		
	Aug	Jan	June

Strategy's Expected Result/Impact: Increase students' awareness of post secondary opportunities
    Staff Responsible for Monitoring: Principals, Counselors
 	
    TEA Priorities:
Connect high school to career and college
    Problem Statements: Student Achievement 3			

Strategy 4 Details	**Formative Reviews**		

Strategy 4: La Feria Early College High School will invite speakers to share information with students concerning post-secondary educational opportunities.
 	
    Strategy's Expected Result/Impact: Increase students' awareness of post secondary opportunities
    Staff Responsible for Monitoring: Principals, Counselors
 	
    Problem Statements: Student Achievement 3
	Formative		

	Aug	**Jan**	**June**

Strategy 5 Details	**Formative Reviews**		

Strategy 5: An awards assembly (Scholarship Night and Honors & Cord Ceremony) will be held at La Feria Early College High School to highlight students academic achievements. La Feria Early College High School will recognize scholarship recipients and honors awards at this time.
 	
    Strategy's Expected Result/Impact: Recognize and celebrate students receiving a scholarship
    Staff Responsible for Monitoring: Principals, Counselors
 	
    TEA Priorities:
Connect high school to career and college
    Problem Statements: Student Achievement 3
	Formative		

	Aug	**Jan**	**June**

Strategy 6 Details	**Formative Reviews**		

Strategy 6: La Feria Early College High School seniors will visit local college campuses to obtain financial aid information and participate in orientation.
    Strategy's Expected Result/Impact: Increase students' awareness of post secondary opportunities and financial awareness
    Staff Responsible for Monitoring: Principals, Counselors, Teachers
 	
    Problem Statements: Student Achievement 3
	Formative		

	Aug	**Jan**	**June**

Strategy 7 Details	**Formative Reviews**		

Strategy 7: All seniors will participate in a FAFSA orientation.
    Strategy's Expected Result/Impact: Increase student's awareness of financial opportunities
    Staff Responsible for Monitoring: Principals, Counselors
 	
    TEA Priorities:
Connect high school to career and college
    Problem Statements: Student Achievement 3
	Formative		

	Aug	**Jan**	**June**

Strategy 8 Details	Formative Reviews		
Strategy 8: All seniors will participate in completing a college application through their English IV class.	**Formative**		
Strategy's Expected Result/Impact: Increase student's awareness of financial opportunities	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Campus administration, Counselors **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Achievement 3 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1			

Strategy 9 Details	Formative Reviews		
Strategy 9: La Feria Early College High School will provide presentations for pre-registration to incoming 9th grade students. Campus orientation will be provided for incoming 9th grade students.	**Formative**		
Strategy's Expected Result/Impact: Increase students' awareness of school facilities and procedures	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Principals, Counselors **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Achievement 3			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 3: CCMR points earned by students are low. **Root Cause**: Implement a system to track and code CMMR annually. Develop a plan for earning a point for all High School & Academy students.

Staff Quality, Recruitment, and Retention
Problem Statement 1: A small amount of staff are able to teach dual enrollment courses as the district expands dual enrollment opportunities for students as an Early College High School for 23-24. **Root Cause**: Funding needs to be evaluated to determine if we are able to continue to grow and offer courses being requested by students.

Curriculum, Instruction, and Assessment
Problem Statement 1: We need more qualified instructors to offer more College and Career Readiness courses and the Instructional designs and delivery needs to be more relatable to the student . **Root Cause**: Students have gained interest in certain courses that are being filled quickly, while those not in demand are being left unfilled or removed.

Parent and Community Engagement
Problem Statement 1: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern. **Root Cause**: Many parents don't attend after-school events at the high school compared to elementary.

Goal 5: La Feria Early College High School will implement a program that will prepare students to succeed in college or other post-secondary educational opportunities as well as preparing students for career readiness through Career and Technical courses and certifications.

Performance Objective 4: La Feria Early College High School will establish staff/counselor intervention strategies to further promote student achievement by 10%.

> **Evaluation Data Sources:** Agenda, Sign-in sheets, surveys, student tracking

Strategy 1 Details	Formative Reviews		
Strategy 1: The counselors will explain graduation plans to eighth grade students at pre-registration and will be available to confer with parents as needed. An evening orientation will be held.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Introduce students to the different endorsement plans. number of required credits to graduate **Staff Responsible for Monitoring:** Principals, Counselors **TEA Priorities:** Connect high school to career and college **Problem Statements:** School Context and Organization 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: The counselors will contact parents to explain changes in graduation plans for freshmen if schedule changes are made.	**Formative**		
Strategy's Expected Result/Impact: Keep parents informed of child's graduation plan	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: Principals, Counselors **Problem Statements:** School Context and Organization 2			

Strategy 3 Details	Formative Reviews		
Strategy 3: Counselors at La Feria Early College High School will individually counsel students concerning ACT, SAT, and TSI testing and financial aid questions.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Increase number of students participating in the ACT, SAT and TSI testing and informing them of financial aid. **Staff Responsible for Monitoring:** Counselors **Problem Statements:** School Context and Organization 2			

Strategy 4 Details	Formative Reviews

Strategy 4: Counselors will hold parent conferences with parents and senior students to review senior checklists, post-secondary opportunities, and graduation requirements.	Formative		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Inform parents and senior students of post-secondary opportunities and graduation requirements. **Staff Responsible for Monitoring:** Counselors **Problem Statements:** School Context and Organization 2			

Strategy 5 Details	Formative Reviews

Strategy 5: All students from La Feria Early College High School will complete a Personal Graduation Plan.	Formative		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: 100% completion of Personal Graduation Plan for all students **Staff Responsible for Monitoring:** Counselors, Technology and PEIMS staff **Problem Statements:** School Context and Organization 2			

Strategy 6 Details	Formative Reviews

Strategy 6: The counselors and administrators will make presentations to senior students about post-secondary opportunities and senior year responsibilities.	Formative		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Inform parents and senior students of post-secondary opportunities and graduation requirements. **Staff Responsible for Monitoring:** Principals, Counselors **Problem Statements:** School Context and Organization 2			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 4 Problem Statements:

School Context and Organization
Problem Statement 2: Schedule for Student Support Services to include more programs needed to be accessible to students during and after school.   **Root Cause**: A Counselor needed strictly for emotional support should be readily available and their presence should be seen, so students can feel comfortable speaking to them as a result of post-covid social emotional.

Goal 5: La Feria Early College High School will implement a program that will prepare students to succeed in college or other post-secondary educational opportunities as well as preparing students for career readiness through Career and Technical courses and certifications.

Performance Objective 5: La Feria Early College High School will implement strategies to facilitate 100% effective transitions for students through coordination with institutions of higher education and other local partners.

Evaluation Data Sources: Planned coordination dates, FAFSA reports

Strategy 1 Details	Formative Reviews		
Strategy 1:	**Formative**		
La Feria Early College High School will coordinate with institutions of higher education to assist students in transitioning to post-secondary education that includes career counseling to identify student interests and skills, parent meetings, FAFSA nights, and college aid nights with college representatives to assist students with college applications.	**Aug**	**Jan**	**June**
Strategy's Expected Result/Impact: Increase community awareness and introduce students to post secondary opportunities **Staff Responsible for Monitoring:** Campus administration, Counselors **Problem Statements:** Student Achievement 3			

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 3: CCMR points earned by students are low.   **Root Cause**: Implement a system to track and code CMMR annually. Develop a plan for earning a point for all High School & Academy students.

Goal 5: La Feria Early College High School will implement a program that will prepare students to succeed in college or other post-secondary educational opportunities as well as preparing students for career readiness through Career and Technical courses and certifications.

Performance Objective 6: La Feria Early College High School will create and promote a 100% college going atmosphere from grades 9-12 to instill a college and career readiness culture for our students.

Evaluation Data Sources: student sign-in sheets, lesson plans, posters, certificates, banners,

Strategy 1 Details	Formative Reviews		
Strategy 1: La Feria Early College High School teachers will adopt various college/university and will decorate accordingly.	Formative		
Strategy's Expected Result/Impact: Introduce students to colleges and universities	Aug	Jan	June
Staff Responsible for Monitoring: Campus administration, Designated staff			
TEA Priorities: Connect high school to career and college			
Problem Statements: School Culture and Climate 2			

Strategy 2 Details	Formative Reviews		
Strategy 2: La Feria Early College High School will have a career fair that will include industry partners.	Formative		
Strategy's Expected Result/Impact: Increase students to post secondary careers	Aug	Jan	June
Staff Responsible for Monitoring: Campus administration, Designated staff			
TEA Priorities Connect high school to career and college			
Problem Statements: Student Achievement 3 - Parent and Community Engagement 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: La Feria Early College High School students will attend different career fairs such as HESTEC (UTRGV) and EXPO (Texas Southmost College), TSTC Technical Days, and other university field trips as they are available.	Formative		
Strategy's Expected Result/Impact: Increase students to post secondary careers	Aug	Jan	June
Staff Responsible for Monitoring: Campus administration, Designated staff			
TEA Priorities: Connect high school to career and college			
Problem Statements: Student Achievement 3			

Strategy 4 Details	Formative Reviews		
Strategy 4: Endorsement and career posters will be placed around LFECHS for better visual explanations of career paths and choices.	Formative		
Strategy's Expected Result/Impact: Increase student's awareness to college and career opportunities **Staff Responsible for Monitoring:** Campus administration, Teachers, Director of College and Career **TEA Priorities:** Connect high school to career and college **Problem Statements:** School Culture and Climate 2	**Aug**	**Jan**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: College and career information will be disseminated on a regular basis to high school students via communication platforms, visits from college representatives and visits from La Feria alumni to share their college experiences and careers.	Formative		
Strategy's Expected Result/Impact: Increase student's awareness to college and career opportunities **Staff Responsible for Monitoring:** Campus administration, Teachers, Director of College and Career **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Achievement 3	**Aug**	**Jan**	**June**

Strategy 6 Details	Formative Reviews		
Strategy 6: Wednesday is College T-Shirt Day (as a celebration of colleges) where all campuses will be invited to participate.	Formative		
Strategy's Expected Result/Impact: Increase student's awareness to college and career opportunities **Staff Responsible for Monitoring:** Campus administration, Teachers, Director of College and Career **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Achievement 3	**Aug**	**Jan**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 3: CCMR points earned by students are low.   **Root Cause**: Implement a system to track and code CMMR annually. Develop a plan for earning a point for all High School & Academy students.

| School Culture and Climate |
|---|
| **Problem Statement 2**: Facility needs to be updated and refreshed- address leaks in rooms, a/c issues, new coat of paint, better lighting in classrooms   **Root Cause**: Continued follow up on work orders to ensure items are being addressed. |

Parent and Community Engagement

Problem Statement 1: Using parental surveys to better assess the needs of the campus and increase parental involvement by hearing their concern.   **Root Cause**: Many parents don't attend after-school events at the high school compared to elementary.

Goal 5: La Feria Early College High School will implement a program that will prepare students to succeed in college or other post-secondary educational opportunities as well as preparing students for career readiness through Career and Technical courses and certifications.

Performance Objective 7: La Feria Early College High School will have an end goal for students entering 9th and completing their 12th grade with 50% of the population obtaining an Associate Degree when graduating.

> **High Priority**

> **Evaluation Data Sources:** TEA outcome based measures, tracking.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a crosswalk that aligns high school and college courses for students 9th-12th grade.	**Formative**		
Strategy's Expected Result/Impact: Enable students to earn Associate Degree while in High School.	**Aug**	**Jan**	**June**
Staff Responsible for Monitoring: ECHS Director, Deans, Counselors, Administration **Problem Statements:** Student Achievement 3 **Funding Sources:** - 199-PIC 31 State High School Allotment			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop Master Schedule which prioritizes ECHS students in Dual Enrollment courses to allow students to complete necessary coursework for Associate Degree.	**Formative**		
	Aug	**Jan**	**June**
Strategy's Expected Result/Impact: Students will be scheduled into required dual enrollment courses on their TSC degree plan. **Staff Responsible for Monitoring:** ECHS Director, Deans, Counselors, Administration **Problem Statements:** Student Achievement 3 **Funding Sources:** - 199-PIC 31 State High School Allotment			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 3: CCMR points earned by students are low.   **Root Cause**: Implement a system to track and code CMMR annually. Develop a plan for earning a point for all High School & Academy students.

Campus Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$200.00
2	1	2			$5,250.00
2	1	3			$0.00
2	1	4			$0.00
2	4	1			$315.00
2	4	2			$30.00
2	6	6			$0.00
5	1	1			$0.00
5	1	4			$100.00
5	1	5			$200.00
5	3	2			$0.00
				Sub-Total	$6,095.00
			199-PIC 21 State Gifted and Talented (G/T)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$0.00
1	5	2			$0.00
1	5	3			$0.00
1	5	4			$0.00
1	5	5			$0.00
5	2	9			$0.00
				Sub-Total	$0.00
			199-PIC 23 State Special Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
				Sub-Total	$0.00

**199-PIC 31 State High School Allotment**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	7	1			$0.00
5	7	2			$0.00
				Sub-Total	$0.00

**211 - Title I, Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	3			$0.00
1	5	4			$0.00
1	5	5			$0.00
1	6	1			$0.00
				Sub-Total	$0.00

212 - Title I, Part C - Migrant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	6	4			$0.00
				Sub-Total	$0.00

224 - IDEA B Special Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
				Sub-Total	$0.00

244 - Perkins Career and Technical Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			$0.00
1	2	5			$0.00
				Sub-Total	$0.00

263 - Title III, Part A ELA/Immigrant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			$0.00
1	2	5			$0.00
1	3	2			$5,250.00
1	3	3			$0.00
1	3	4			$0.00
				Sub-Total	$5,250.00

461 - Campus Activity Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	4			$0.00
2	3	5			$0.00
				Sub-Total	$0.00

Addendums

Title One Components

Schoolwide Program Plan (Ten Schoolwide Components)

1. Comprehensive Needs Assessment

2. Schoolwide Reform Strategies

3. Instruction by highly qualified professional teachers

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

5. Strategies to attract highly qualified teachers

6. Strategies to increase parental involvement

7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individuals students and the overall instructional program

9. Activities to ensure effective timely assistance for students who experience difficult mastering the proficient or advanced levels of academic achievement standards

10. Coordination and integration of federal, state and local services and programs

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENTPLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying • Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Director of Guidance & Counseling, Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Nurse Coordinator, Physical Education Teachers, PEIMS, Health Services	The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Principal of the Academy, PEIMS	The school will follow Board policies: FOCA legal, FOC, FO, FOA, FOD, FOE

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• Recidivism rates			
4. District's Decision-Making and Planning Policies • Evaluation – every two years	TEC 11.252(d)	Executive Director of Curriculum and Instruction	The school will follow Board policies: BQA, BQB
5. Dropout Prevention	TEC 11.252	SSMT (Student Success Monitoring Team), PEIMS, Campus administration	The school will follow Board policies: EHBC, EHBL
6. Dyslexia Treatment Programs • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	SPED department	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	Migrant Director	Migrant Handbook

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
8. **Pregnancy Related Services** • District-wide procedures for campuses, as applicable		Counseling Department, Nurse Coordinator, Health Services	The school will follow Board Policy: FFAC

9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**
• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
   o Higher education admissions and financial aid, including sources of information
   o TEXAS grant program
   o Teach for Texas grant programs
   o The need to make informed curriculum choices for beyond high school
   o Sources of information on higher education admissions and financial aid
• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Campus administration, Director of College and Career Readiness, Director of Guidance and Counseling	The school will follow Board policy: GNC

10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers	ESSA	Assistant Superintendent	The school will follow Board Policies: AE, DEA
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Counseling department, Health Services, LSSPs	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

12. Student Welfare: Crisis Intervention Programs & Training
• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
   o Early mental health intervention
   o Mental health promotion and positive youth development
   o Substance abuse prevention
   o Substance abuse intervention
   o Suicide prevention and suicide prevention parent/ guardian notification procedures
• Trauma informed care policy
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
	
	Board Policy FFB(Legal)
	Board Policy DMA(Legal)
	TEC 38.036
		Counseling department, Health Services, LSSPs	The school will follow Board Policy FFB and FNF.

• Training for teachers, school counselors, principals and all other appropriate personnel.			

13. Student Welfare: Discipline/Conflict/Violence Management (DIP)
    • Methods for addressing
        o Suicide prevention including parent/guardian notification procedure
        o Conflict resolution programs
        o Violence prevention and intervention programs
        o Unwanted physical or verbal aggression
        o Sexual harassment
        o Harassment and dating violence
	TEC 11.252(a)(3)(E)
	TEC 11.252(3)(B)
	TEC 11.252(3)(B)
	TEC 11.253(d)(8)
	
	TEC 37.001
	Family Code 71.0021
	TEC 37.0831
		Counseling department, Health Services, LSSPs	Board Policies: FFB, FOC, FOCA, DMA and FFE

14. Texas Behavior Support Initiative (TBSI) • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	SPED, Campus administrators	Board Policy DMA(Legal)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Director of Technology	Technology Plan
16. Emergency Operations Plan (EOP)	TEC 37.108	Principal of the Academy	Emergency Operation Plan on file Board Policy CKC (Legal & Local)

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 failed one or more of the state assessments (TAKS/STAAR/EOC), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; 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.

*NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator. (**Original on file at Migrant office**)*

School District: La Feria ISD	**Priority for Service (PFS) Action Plan**	Filled Out By: Jaime Rodriguez
Region: 1	**School Year: 2019 - 2020**	Date: August 15, 2019

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Pan 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):
To focus on the unmet needs of migrant students who are Priority for Services (PFS) by providing them with the supplemental instruction and support services.	All PFS students will have access to supplemental instruction and support services. All parents of PFS students will be informed of their child's academic progress and the instructional services provided.

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**.**	At the beginning of each month	NGS Specialist	Distribution Logs and monthly copies of PFS reports
▪ 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.	August 2019	Migrant Director	PFS Action Plan filed with DIP & Region 1 ESC
Additional Activities			
● **Monthly PFS reports will be given to all principals, counselors, and migrant staff for review**	**August-June**	**NG Specialist**	**Distribution Logs**

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.	August	Migrant Director	Sign-in Log
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	September	Migrant Director	Sign-in Sheets, Agenda, Handouts
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.	August-June	Recruiters and Home Educators	Home Visit Logs
Additional Activities			
During the academic calendar, counselors will communicate with PFS students and explain to them the criteria for PFS	August-June	Migrant Director, HS Migrant Counselor	PFS reports and PFS documentation logs
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.	August-June	Migrant Director, HS Migrant Counselor	PFS reports and documentation logs
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.	August-June	Federal Programs, Migrant Director, Migrant Staff	PFS reports and documentation logs
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	August-June	Counselors, Migrant Director	PFS reports and documentation logs
(**Additional Activities**) Counselors will have individual face-to-face meetings with students who appear on PFS reports in order to monitor progress.	August-June	Counselors, Migrant Director	PFS reports and documentation logs

<u>**Jaime Rodriguez**</u>   <u>**8/15/2019**</u>   <u>**Denise Ayala**</u>   <u>**8/15/2019**</u>

LEA Signature   **Date Completed**   **ESC Signature**   **Date Completed**

Title One Components

Schoolwide Program Plan (Ten Schoolwide Components)

1. Comprehensive Needs Assessment

2. Schoolwide Reform Strategies

3. Instruction by highly qualified professional teachers

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

5. Strategies to attract highly qualified teachers

6. Strategies to increase parental involvement

7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individuals students and the overall instructional program

9. Activities to ensure effective timely assistance for students who experience difficult mastering the proficient or advanced levels of academic achievement standards

10. Coordination and integration of federal, state and local services and programs

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENTPLAN (CIP)

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Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** • Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Director of Guidance & Counseling, Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. **Coordinated Health Program** • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Nurse Coordinator, Physical Education Teachers, PEIMS, Health Services	The school will follow Board Policies: FFA and EHAA.
3. **DAEP Requirements** • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Principal of the Academy, PEIMS	The school will follow Board policies: FOCA legal, FOC, FO, FOA, FOD, FOE

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• Recidivism rates			
4. District's Decision-Making and Planning Policies • Evaluation – every two years	TEC 11.252(d)	Executive Director of Curriculum and Instruction	The school will follow Board policies: BQA, BQB
5. Dropout Prevention	TEC 11.252	SSMT (Student Success Monitoring Team), PEIMS, Campus administration	The school will follow Board policies: EHBC, EHBL
6. Dyslexia Treatment Programs • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	SPED department	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data	P.L. 107-110, Section 1415(b)	Migrant Director	Migrant Handbook

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
8. **Pregnancy Related Services** • District-wide procedures for campuses, as applicable		Counseling Department, Nurse Coordinator, Health Services	The school will follow Board Policy: FFAC

9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**
• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
   o Higher education admissions and financial aid, including sources of information
   o TEXAS grant program
   o Teach for Texas grant programs
   o The need to make informed curriculum choices for beyond high school
   o Sources of information on higher education admissions and financial aid
• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Campus administration, Director of College and Career Readiness, Director of Guidance and Counseling	The school will follow Board policy: GNC

10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers	ESSA	Assistant Superintendent	The school will follow Board Policies: AE, DEA
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• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
    o Early mental health intervention
    o Mental health promotion and positive youth development
    o Substance abuse prevention
    o Substance abuse intervention
    o Suicide prevention and suicide prevention parent/ guardian notification procedures
• Trauma informed care policy
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
	
	Board Policy FFB(Legal)
	Board Policy DMA(Legal)
	TEC 38.036
		Counseling department, Health Services, LSSPs	The school will follow Board Policy FFB and FNF.

• Training for teachers, school counselors, principals and all other appropriate personnel.			

13. Student Welfare: Discipline/Conflict/Violence Management (DIP)
• Methods for addressing
    ○ Suicide prevention including parent/guardian notification procedure
    ○ Conflict resolution programs
    ○ Violence prevention and intervention programs
    ○ Unwanted physical or verbal aggression
    ○ Sexual harassment
    ○ Harassment and dating violence
	TEC 11.252(a)(3)(E)
	TEC 11.252(3)(B)
	TEC 11.252(3)(B)
	TEC 11.253(d)(8)
	
	TEC 37.001
	Family Code 71.0021
	TEC 37.0831
		Counseling department, Health Services, LSSPs	Board Policies: FFB, FOC, FOCA, DMA and FFE

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15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Director of Technology	Technology Plan
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Priority for Service (PFS) Action Plan

for Migrant Students

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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	
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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.

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Goal(s):	Objective(s):
To focus on the unmet needs of migrant students who are Priority for Services (PFS) by providing them with the supplemental instruction and support services.	All PFS students will have access to supplemental instruction and support services. All parents of PFS students will be informed of their child's academic progress and the instructional services provided.

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**.**	At the beginning of each month	NGS Specialist	Distribution Logs and monthly copies of PFS reports
▪ 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.	August 2019	Migrant Director	PFS Action Plan filed with DIP & Region 1 ESC
Additional Activities			
● **Monthly PFS reports will be given to all principals, counselors, and migrant staff for review**	**August-June**	**NG Specialist**	**Distribution Logs**

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.	August	Migrant Director	Sign-in Log
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	September	Migrant Director	Sign-in Sheets, Agenda, Handouts
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.	August-June	Recruiters and Home Educators	Home Visit Logs
Additional Activities			
During the academic calendar, counselors will communicate with PFS students and explain to them the criteria for PFS	August-June	Migrant Director, HS Migrant Counselor	PFS reports and PFS documentation logs
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.	August-June	Migrant Director, HS Migrant Counselor	PFS reports and documentation logs
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.	August-June	Federal Programs, Migrant Director, Migrant Staff	PFS reports and documentation logs
The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	August-June	Counselors, Migrant Director	PFS reports and documentation logs
(**Additional Activities**) Counselors will have individual face-to-face meetings with students who appear on PFS reports in order to monitor progress.	August-June	Counselors, Migrant Director	PFS reports and documentation logs

<u>**Jaime Rodriguez**</u>   <u>**8/15/2019**</u>   <u>**Denise Ayala**</u>   <u>**8/15/2019**</u>

LEA Signature   **Date Completed**   **ESC Signature**   **Date Completed**