

**La Feria Independent School District**  
**Noemi Dominguez Elementary**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

Everyday we will all work hard, stay positive, be respectful, and strive for excellence!

## Vision

To create life long-learners.

## Motto

Committed to Excellence

# Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 5
- School Culture and Climate 11
- Staff Quality, Recruitment, and Retention 13
- Curriculum, Instruction, and Assessment 14
- Parent and Community Engagement 16
- School Context and Organization 17
- Technology 18
- Priority Problem Statements 19
- Comprehensive Needs Assessment Data Documentation 20
- Goals 22
- Goal 1: By 2024, the students at La Feria I.S.D. 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 23
- Goal 2: La Feria I.S.D. 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. 27
- Goal 3: La Feria I.S.D. 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. 32
- Goal 4: La Feria I.S.D. 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 33
- Goal 5: La Feria I. S. D. 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 36
- Campus Funding Summary 38
- Addendums 39

# Comprehensive Needs Assessment

Revised/Approved: July 24, 2023

## Demographics

### Demographics Summary

Noemi Dominguez Elementary is located in the Rio Grande Valley. It is a Title One Campus with approximately 377 students.

2022-2023 attendance percent for whole year 94.13 5th 196 Total Students in Entity 105: 6th 181.

At Risk 201 51.41% Foster Care 1 0.26% Immigrant 3 0.77 Migrant 7 1.79% Military Connected 7 1.79% Dyslexia 19 4.86% GT 31 7.93% Section 504 23 5.88% SPED 64 16.37% Bilingual 71 18.16

Hispanic Latino 379 96.33%

American Indian 1 0.26%

Gender Female 171 43.73% Male 220 56.27%

### Demographics Strengths

- Our attendance was good year round
- End of six weeks incentives for Attendance
- Jumping for George was a success

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** We need to find ways to enroll more students **Root Cause:** Enrollment decreased from the previous year

# Student Achievement

## Student Achievement Summary

### District Reading-STAAR Scores

	La Feria			
Spring 2020	2019	2021	2022	2023
5th	80% (Includes 2 testing opportunities)	68%	80%	67%
6th	65%	56%	78%	76%

### District Reading-STAAR Results-By Populations

	All Students	Hispanic	Eco-Dis	E.L.	Sped
5th	67%	67%	64%	57%	16%
6th	76%	75%	73%	54%	20%

## District Reading-STAAR Performance Levels

Reading 23 STAAR%	Masters Only Above Grade Level	Meets Only (On grade level)	Approaches only	Below/ Non-pasers
5th	6%	32%	67%	33%
6th	12%	47%	76%	24%

**Problem Statement 1: LFISD Reading Performance:** Masters performance significantly below.

Root Cause: There is a need for systemic reading instruction across grade levels. The District will work with campus principals and teachers to implement a coherent reading program at every level.

Strength: As per benchmark II results, elementary benchmark scores showed increases in various grade levels in the approaches level.

### District Math-STAAR Results

	La Feria			
	2019	2021	2022	2023
<b>5th</b>	<b>88%</b>	<b>69%</b>	<b>77%</b>	57%
<b>6th</b>	<b>82%</b>	<b>62%</b>	<b>71%</b>	75%

### District Math-STAAR Results- Special Populations

	All Students	Hispanic	Eco-Dis	E.L.	SpED
<b>5th</b>	<b>57%</b>	<b>57%</b>	<b>54%</b>	<b>53%</b>	<b>16%</b>
<b>6th</b>	<b>75%</b>	<b>74%</b>	<b>72%</b>	<b>54%</b>	<b>40%</b>

### District Math-STAAR Results-Performance Levels

STAAR	Masters Only Above Grade Level	Meets Only (On grade level)	Approaches only	Below/ Non- passers
<b>5th</b>	<b>6%</b>	<b>21%</b>	<b>57%</b>	<b>43%</b>



STAAR	Masters Only Above Grade Level	Meets Only (On grade level)	Approaches only	Below/ Non- passers
6th	10%	34%	75%	25%

**Problem Statement 2: LFISD Math Performance:** 5th grade math scores well below region and state averages.

**Root Cause:** Math concepts need to be spiraled in more frequently each six weeks so that students can master difficult concepts, problem solving strategies and unique math vocabulary. In addition, students need additional time to practice problem and self-questioning techniques to improve their skills.

**District Science -STAAR Results**

	La Feria			
Science	La Feria			
	2019	2021	2022	2023
5th	65%	53%	49%	48%

**Problem Statement 3: LFISD Science Performance:** Science well below region and state averages

**Root Cause:** Science concepts will need to be spiraled and common formative assessments will be created to assess student mastery for readiness TEKS.

**Strength:** A new curriculum was purchased to assist science teachers with planning and assessments.

**District Math-STAAR Results- Special Populations**

	All Students	Hispanic	Eco-Dis	E.L.	Sped
5th	48%	48%	45%	49%	16%

**District Science Performance Levels**

STAAR	Masters Only Above Grade Level	Meets Only (On grade level)	Approaches only	Below/ Non-passers
5th	4%	15%	48%	52%

**Student Achievement Strengths**

6th grade data in Reading & Math was strong at approaches level.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** 5th grade Science has consistently been declining with the STAAR scores year after year. **Root Cause:** Content knowledge and expertise. A new team of teachers specializing in Science have been recruited for that grade level.

**Problem Statement 2 (Prioritized):** 5th Math scores significantly below region and state averages. **Root Cause:** Learning loss of Math strategies per grade level and content knowledge and expertise. Although students showed growth, more intervention is needed especially with basics.

## School Culture and Climate

### School Culture and Climate Summary

The campus has a positive school culture and climate which most refer to as welcoming, full of positivity, and like a family. Our campus has the highest return rate on the culture and climate surveys and show almost 100% satisfaction with the campus. In addition parent surveys reveal they are pleased with the campus and nearly all have positive feedback regarding the staff and campus.

Parent Survey	QUESTIONS:	YES	NO
1. I think I receive sufficient information regarding the school's instructional programs.		159	13
2. I think I receive sufficient information regarding my child's progress.		163	9
3. I think school programs such as open houses and volunteer trainings are adequate.		164	8
4. I think school personnel sufficiently handle school discipline problems.		155	17
5. I think that my child feels safe and secure at school.		160	12
6. I think my child's teacher(s) provide sufficient instructional and tutoring time.		168	4
7. I think the administrators and teachers maintain open lines of communication with parents.		166	6
8. I think the parent training and volunteer program is sufficient.		168	8

On average, administration conducts 4 walkthroughs per year on each teacher.

Inappropriate behavior toward other students and insubordination were the most frequent student discipline referral

17/67 (25%) of students with referrals were coded Special Populations

#### **School Culture and Climate Strengths**

- Teachers provide sufficient instructional and tutoring time.
- Administrators and teachers maintain open lines of communication with parents.
- Parent volunteers program is sufficient.
- Walkthroughs provide immediate feedback.
- Student bus behavior was a strength.

#### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Address faculty and staff members who are reluctant to accept help in their content areas **Root Cause:** Providing more professional development to assist teachers with modern strategies.

**Problem Statement 2:** Improve student discipline. **Root Cause:** Bullying, Consistency on dress code throughout the district.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Our campus is committed to recruiting and retaining high quality teachers and staff, therefore 100% of our teachers are highly qualified and working in areas where they are experts. The vast majority of the teachers are veterans who have worked at the campus for over seven years. In addition; professional development at the campus and district level is provided to keep our staff informed and trained in the areas of best practices and teaching strategies for our students.

### Staff Quality, Recruitment, and Retention Strengths

- Average years of teachers with the district is higher in the state
- Veterans teachers have a higher retention rate
- Support for PD when requested for all teachers including Special Pops
- TTESS observation waivers for staff with 2 or more years in district
- Teachers demonstrated Proficiency Levels or above in TTESS

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Continue increasing teacher salaries **Root Cause:** Pay for teachers is below the state, Better insurance

**Problem Statement 2:** Training for paraprofessionals for their assigned positions **Root Cause:** Training of support staff within the content of their assignment

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Noemi Dominguez Elementary uses the TEKS Resource System curriculum program for grades 5 & 6 as the primary resources for instruction. In the area of 5th grade Math, Sharon Wells Curriculum is the primary resource. The campus has adopted Pearson as the new textbook in the area of ELAR and will utilize this program as a resource. Since ELAR and Science are the areas of focus, teachers will be attending workshops and receiving professional development in those areas. Also:

- PLC- 1 per six weeks
- Administration Informal Observations
- Lesson Plans submitted on Google Drive
- Horizontal alignment between 5th and 6th grade

## Utilize Vetted Curriculum

- Sharon Wells Math -5th Grade
- De Alba Math- 6th Grade
- TEKS Resource Timeline- Reading and Science
- Stemsopes Science

## Lesson Plans for Tier One Instruction

- Each grade level and department collaboratively plan lessons as a team

- All lesson plans uploaded on School Google Drive- includes activities, assessments, and resources

#### **Curriculum, Instruction, and Assessment Strengths**

- Curriculum purchased for certain subjects
- Scope and Sequence timeline- TEKS resource
- Training every six weeks for Math Curriculum
- Lesson plans are centralized in Noemi Dominguez campus google drive folder

#### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Application of supplemental aides needs to be reviewed **Root Cause:** Ensuring that all teachers are in compliance with TEA standards



# Parent and Community Engagement

## Parent and Community Engagement Summary

Noemi Dominguez will host bimonthly Virtual 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, STAAR Prep, bullying and a variety of academic workshops. Communication to parents and the community occur through our website, social media, flyers, and text messaging. The campus will use Remind as the primary source of communication with parents, we will encourage all parents to sign up on Remind to have the latest communication with the school. In addition, the Parent Teacher Organization (PTO) is active and elects members on a yearly basis. The organization plans events and helps to fund raise for the school.

## Parent and Community Engagement Strengths

- Maintaining an open line of communication with parents.
- Parents are involved in school events and activities.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Increase involvement from our district truancy officer to target attendance. **Root Cause:** Habitual students that are absent.

**Problem Statement 2:** Need Bilingual/ESL parental classes. **Root Cause:** Educate parents and families.

**Problem Statement 3:** Bring back PTO **Root Cause:** Increasing parent involvement

# School Context and Organization

## School Context and Organization Summary

Noemi Dominguez Elementary is a fifth and sixth grade campus of about 500 students. The campus has about 60 staff members, one principal, one assistant principal, one counselor. The campus has its own site-based decision making committee to advise administration. 5th grade is taught through self contained teachers and sixth grade has 50 minute periods in which students switch at the sound of the bell, like in most secondary schools.

## School Context and Organization Strengths

- Master schedule covers all academic areas
- Counseling schedule covers specials and classes for both grade levels
- Support staff schedules cover academic needs and supervision for specials/recess/cafeteria duty
- 5th grade specials allows for all teachers to meet for their conference and new mentor/mentee teachers

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Some students need individual sessions with the counselor. **Root Cause:** Addressing students social emotional needs. Many students suffering from mental illness

# Technology

## Technology Summary

Dominguez Elementary integrates technology into instruction through the use of software programs, student laptops, Ipads, and teacher laptops. All students will be using Google Classroom. In addition teachers use technology to analyze student data through DMAC and STAAR Renaissance. The campus uses Google Drive to share lesson plans and all communication about schedules is located in the drive to increase access and keep everyone up to date with the latest information.

## Technology Strengths

- Purchased GoGuardian program for Classroom management
- Added more Chromebooks for students
- Provide Newline interactive TVs for instructional use

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Replace any technology that is not working correctly **Root Cause:** broken Chromebooks, missing chargers, loss of WiFi

# Priority Problem Statements

**Problem Statement 1:** 5th grade Science has consistently been declining with the STAAR scores year after year.

**Root Cause 1:** Content knowledge and expertise. A new team of teachers specializing in Science have been recruited for that grade level.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** 5th Math scores significantly below region and state averages.

**Root Cause 2:** Learning loss of Math strategies per grade level and content knowledge and expertise. Although students showed growth, more intervention is needed especially with basics.

**Problem Statement 2 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Male / Female performance, progress, 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity 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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** By 2024, the students at La Feria I.S.D. 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, Noemi Dominguez will increase Reading Language Arts STAAR performance by 3% as measured at the Meets level.





**High Priority**

**Evaluation Data Sources:** AR, CBAs, Benchmarks, STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> RTI Team will work with identified students to provide intervention within the school day.  <b>Strategy's Expected Result/Impact:</b> For students to reach growth measure on STAAR test and move to approaches level.  <b>Staff Responsible for Monitoring:</b> RTI Team, Teachers, &amp; Administration</p> <p><b>Title I:</b>                      2.6                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction                      - <b>Additional Targeted Support Strategy</b>  <b>Funding Sources:</b> Intervention Materials - 211 - Title I, Part A, Migrant Additional Support - 212 - Title I, Part C - Migrant</p>	Formative		
	Aug	Jan	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will use data spreadsheets to track students progress and growth needed to reach meets &amp; masters level.  <b>Strategy's Expected Result/Impact:</b> 60% of students reaching Meets Level &amp; 30% of students reaching Masters Level on Benchmarks &amp; STAAR  <b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>Additional Targeted Support Strategy</b>  <b>Funding Sources:</b> Differentiated Resources - 211 - Title I, Part A</p>	Formative		
	Aug	Jan	June
	N/A		

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Bi-weekly PLCs for tested area teachers will focus on learning new strategies &amp; analyzing data to ensure all students are showing growth &amp; meeting goals. Agendas will be required to include assessment of data to plan effectively.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the numbers of students reaching meets &amp; masters level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> RTI Meetings will be held every 6 weeks to ensure interventions are provided to students in the area of reading &amp; math.</p> <p><b>Strategy's Expected Result/Impact:</b> 60% of students reaching Meets Level &amp; 30% of students reaching Masters Level on Benchmarks &amp; STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$5,000</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Professional development and opportunities to attend conferences on Google Suites, Summit K12, and Amira to increase reading and language arts proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> increase reading and language arts proficiency</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p> <p><b>Title I:</b> 2.4 -</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Students who fail a Six Weeks will be invited to attend Core Content Recovery for an additional opportunity to learn essential TEKS and earn credit recovery.</p> <p><b>Strategy's Expected Result/Impact:</b> increase reading and language arts proficiency</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>







Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> HB1416- Students who did not meet passing standard on STAAR assessment will be required to complete accelerated instruction. <b>Strategy's Expected Result/Impact:</b> Completion of tutoring hours <b>Staff Responsible for Monitoring:</b> Administration, Teachers, and Instructional coach	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** By 2024, the students at La Feria I.S.D. 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 2:** By Spring 2024, Noemi Dominguez will increase Math STAAR performance by 3% as measured at the Meets level.

**High Priority**





**Evaluation Data Sources:** STAAR, CBA, benchmarks

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Noemi Dominguez teachers will be using their data tracker to track their homeroom students in Math. <b>Strategy's Expected Result/Impact:</b> An increase of 3% at Meets level. <b>Staff Responsible for Monitoring:</b> Campus admin and instructional coach	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Noemi Dominguez teachers will use their students' data to plot them according to the State standards in the data room. <b>Strategy's Expected Result/Impact:</b> An increase in approaches, meets and masters areas. <b>Staff Responsible for Monitoring:</b> Admin and instructional coach	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
	N/A		
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Noemi Dominguez teachers will assess their students in Math bi-weekly to track their progress. <b>Strategy's Expected Result/Impact:</b> Increase in the number of students passing. <b>Staff Responsible for Monitoring:</b> Admin, instructional coach and teachers.	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** By 2024, the students at La Feria I.S.D. 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, Noemi Dominguez will increase Science STAAR performance by 5% as measured at the approaches level.





**Evaluation Data Sources:** STAAR, CBA, benchmarks

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> N. Dominguez supplemented the Science labs with new material and supplies to conduct hands on labs and experiments for Science. <b>Strategy's Expected Result/Impact:</b> Increase of 5% at Approaches level. <b>Staff Responsible for Monitoring:</b> Campus admin, teachers and instructional coach.	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Noemi Dominguez teachers will have a mandatory Science lab hands on activity weekly. <b>Strategy's Expected Result/Impact:</b> Increase in test scores. <b>Staff Responsible for Monitoring:</b> Admin, teachers and instructional coach	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** La Feria I.S.D. 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:** Noemi Dominguez will ensure that at least once a six weeks, events will be held to promote positive school culture for students.





**Evaluation Data Sources:** Written, verbal communication, social media, surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> <i>Texting through campus Remind App will be used to communicate with parents.</i>  <b>Strategy's Expected Result/Impact:</b> Increase the number of parents signed up to receive text messages.  <b>Staff Responsible for Monitoring:</b> Administration, PEIMS, Teachers</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> The Noemi Dominguez website will be used to communicate and post updates on events happening at the campus.  <b>Strategy's Expected Result/Impact:</b> Increased parental awareness of school events.  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Every six weeks Dominguez will recognize teachers through incentives &amp; challenges.  <b>Strategy's Expected Result/Impact:</b> Increased positive climate at school.  <b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** La Feria I.S.D. 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:** Noemi Dominguez Elementary will sustain a positive atmosphere and climate as measured by 100% teacher survey responses.

**Evaluation Data Sources:** Written, verbal communication, social media, surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Weekly attendance challenges will be implemented to reward students who have perfect attendance. An 100 day attendance challenge will be implemented to incentivize students to attend.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Overall Attendance to 97% for the year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Staff</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$1,000</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Staff will call students who are absent daily to document reason for absences and encourage attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased absences</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will be invited to a carnival or celebratory function such as gaming, recess, or electronic time for perfect attendance every six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Staff.</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students with perfect attendance will jump for George every six weeks, to increase attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers.</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 2:** La Feria I.S.D. 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:** Noemi Dominguez Elementary will sustain a positive atmosphere and climate as measured by 50% parent surveys.

**Evaluation Data Sources:** PEIMS data, student discipline reports, staff sign-in sheets

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Incentive Store will be used to reward students who follow the student code of conduct "Caught being Good"</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in the number of referrals at the campus</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 199 - General Fund - \$2,000</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Noemi Dominguez will implement the Project Wisdom Curriculum. We will monitor and evaluate the use of the character education program by reviewing teacher's lesson plans as well as monitoring the increase or decrease of student referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in social emotional lessons and activities</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Teaching staff</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Dominguez Elementary will implement the Anti-Bullying Policy district-wide to include new law updates on cyberbullying. All administration and staff will be trained on the plan. Systems and procedures will be implemented to support the needs of our students. Campus counselor will provide counseling for students on bullying, and violence prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in bullying issues</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Campus Administration, Director of Guidance &amp; Counseling, LSSPs</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Dominguez will continue to implement the "Kimochois" curriculum to grades PK-6th grades for supporting social emotional learning (SEL) and conflict resolution through monthly lessons/presentations.</p> <p><b>Strategy's Expected Result/Impact:</b> Establish a student support model to include prevention and intervention components for supporting students academic and behavioral success.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Campus Administration, Director of Guidance &amp; Counseling</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Noemi Dominguez will ensure student safety with UV air filtration as added protection for our students and staff for daily instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Prevention and intervention for all students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff.</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>





Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Noemi Dominguez will implement the 21st Century Afterschool Program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn and engage in different enrichment programs that are offered after school.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Aug	Jan	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			



**Goal 3:** La Feria I.S.D. 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:** Noemi Dominguez Elementary will hold community involvement events every six weeks.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Community Engagements nights such as Meet the Teacher, Grandparents Day, Veterans Day, Science Night, Parent Night, Parent Technology Night, Math/Literacy Nights will be held to engage families and the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of attendees at community engagement events</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, Staff</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Support staff at the campus will contact parents throughout the year regarding different activities. The use of remind will be used to communicate with parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of attendees at community engagement events</p> <p><b>Staff Responsible for Monitoring:</b> Staff, Administration</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Aug	Jan	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 4:** La Feria I.S.D. 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:** Noemi Dominguez Elementary will train 100% of staff on various technological platforms by the end of the first semester.

**Evaluation Data Sources:** Evidence of technology use by students and staff, walk through documentation, staff surveys, staff sign-in sheets

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will use technology such as laptops and chrome books during instruction.  <b>Strategy's Expected Result/Impact:</b> Increased use of technology by students.  <b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Connect high school to career and college                      - <b>ESF Levers:</b>                      Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will use their individual website &amp; keep them updated.  <b>Strategy's Expected Result/Impact:</b> Increased use of technology by teachers.  <b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Title I:</b>                      4.1</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Dominguez will utilize Storyworks, Prodigy, Accelerated Reader, Education Galaxy, Flocabulary, and other web-based grade appropriate computer applications</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student's academic skills</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Campus staff</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Noemi Dominguez will provide each 5th grade teacher a charging cart, to ensure students are provided with fully charged devices for daily instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of technology by students</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Campus staff</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Noemi Dominguez will continue to implement Newline interactive televisions for every classroom.</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>





Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Noemi Dominguez will provide students with accelerated instruction/ tutorials with technology applications to reinforce instruction. Applications include: Gimkit , Nearpod, paerdeck, blooket, Edpuzzle, Flocabulary, Generation genius, Legends of learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintaining passing grade on classroom assignments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Aug	Jan	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 5:** La Feria I. S. D. 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:** Noemi Dominguez Elementary will implement a college going culture by promoting college and university information to students, staff, and parents weekly.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All teachers will adopt a college &amp; decorate their door.  <b>Strategy's Expected Result/Impact:</b> Increased student awareness of post secondary opportunities  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Connect high school to career and college                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers &amp; Counselor will implement the college and career readiness standards in their lessons.  <b>Strategy's Expected Result/Impact:</b> Increased student awareness of post secondary opportunities  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Connect high school to career and college                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> A College &amp; Career Fair will be held in the Fall to expose students to post-secondary opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student awareness of post secondary opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Weekly College Reminders will be sent through Remind.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase college awareness</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
	N/A		
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students and staff will be encouraged to wear College Shirts on Wednesdays.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase college awareness</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p>	<b>Formative</b>		
	<b>Aug</b>	<b>Jan</b>	<b>June</b>
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$5,000.00
2	2	1			\$1,000.00
2	3	1			\$2,000.00
<b>Sub-Total</b>					<b>\$8,000.00</b>
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention Materials		\$0.00
1	1	2	Differentiated Resources		\$0.00
3	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
212 - Title I, Part C - Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Migrant Additional Support		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

# 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	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.
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>	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.
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> </ul>	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)
<ul style="list-style-type: none"> <li>Recidivism rates</li> </ul>			
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>Evaluation – every two years</li> </ul>	TEC 11.252(d)	Executive Director of Curriculum and Instruction	The school will follow Board policies: BQA, BQB
<b>5. Dropout Prevention</b>	TEC 11.252	SSMT (Student Success Monitoring Team), PEIMS, Campus administration	The school will follow Board policies: EHBC, EHBL
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	SPED department	The school will follow Board Policy EHB, F, EHBC, and EKB.
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>An identification and recruitment plan</li> <li>New Generation System (NGS)</li> <li>Early Childhood Education</li> <li>Parental Involvement</li> <li>Graduation Enhancement</li> <li>Secondary Credit Exchange and Accrual</li> <li>Migrant Services Coordination</li> <li>A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>	P.L. 107-110, Section 1415(b)	Migrant Director	Migrant Handbook

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p><b>8. Pregnancy Related Services</b></p> <ul style="list-style-type: none"> <li>• District-wide procedures for campuses, as applicable</li> </ul>		Counseling Department, Nurse Coordinator, Health Services	The school will follow Board Policy: FFAC
<p><b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b></p> <ul style="list-style-type: none"> <li>• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	Campus administration, Director of College and Career Readiness, Director of Guidance and Counseling	The school will follow Board policy: GNC

<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>• Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>• Ensuring that teachers are receiving high-quality professional development</li> <li>• Attracting and retaining certified, highly effective teachers</li> </ul>	<p>ESSA</p>	<p>Assistant Superintendent</p>	<p>The school will follow Board Policies: AE, DEA</p>
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	<p>TEC 38.0041(c) TEC 11.252(9)</p>	<p>Counseling department, Health Services, LSSPs</p>	<p>The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.</p>
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/ guardian notification procedures</li> </ul> </li> <li>• Trauma informed care policy</li> </ul>	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p> <p>TEC 38.036</p>	<p>Counseling department, Health Services, LSSPs</p>	<p>The school will follow Board Policy FFB and FNF.</p>

<ul style="list-style-type: none"> <li>• Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>			
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>• Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	<p>TEC 11.252(a)(3)(E)  TEC 11.252(3)(B)  TEC 11.252(3)(B)  TEC 11.253(d)(8)</p> <p>TEC 37.001  Family Code 71.0021  TEC 37.0831</p>	<p>Counseling department, Health Services, LSSPs</p>	<p>Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	<p>TEC 21.451(d)(2)  Board Policy DMA(Legal)</p>	<p>SPED, Campus administrators</p>	<p>Board Policy DMA(Legal)</p>
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D)  TEC 28.001</p>	<p>Director of Technology</p>	<p>Technology Plan</p>
<p><b>16. Emergency Operations Plan (EOP)</b></p>	<p>TEC 37.108</p>	<p>Principal of the Academy</p>	<p>Emergency Operation Plan on file  Board Policy CKC (Legal &amp; Local)</p>

## 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:

<b>Priority for Service Criteria</b>	
Grades 3-12,  Ungraded (UG) or  Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

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
Region: 1

## Priority for Service (PFS) Action Plan

School Year: 2019 - 2020

Filled Out By: Jaime Rodriguez
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).

<p><u>Goal(s):</u></p> <p>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.</p>	<p><u>Objective(s):</u></p> <p>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.</p>		
<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	At the beginning of each month	NGS Specialist	Distribution Logs and monthly copies of PFS reports
<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	August 2019	Migrant Director	PFS Action Plan filed with DIP & Region 1 ESC
Additional Activities			
<ul style="list-style-type: none"> <li>• <b>Monthly PFS reports will be given to all principals, counselors, and migrant staff for review</b></li> </ul>	<b>August-June</b>	<b>NG Specialist</b>	<b>Distribution Logs</b>



Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> 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			
<b>During the academic calendar, counselors will communicate with PFS students and explain to them the criteria for PFS</b>	August-June	Migrant Director, HS Migrant Counselor	PFS reports and PFS documentation logs
<b>Provide</b> 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
<b>(Additional Activities)</b> 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

Jaime Rodriguez

8/15/2019

Denise Ayala

8/15/2019

LEA Signature

Date Completed

ESC Signature

Date Completed