

La Feria Independent School District
W.B. Green Middle School
2023-2024 Campus Improvement Plan



Mission Statement

This school is dedicated to the belief that all children can learn if we expect them to.

If they achieve so can they excel.

The school will work to educate every child to the fullest of his or her potential and to prepare these children for a productive place in the world they will inherit as adults.

The goal of this school is to prepare life-long learners for the world of tomorrow.

Vision

At W.B. Green Jr. High, we are dedicated to student learning.

We are enthusiastic about our curriculum, and we encourage our students to succeed to their fullest potential.

Our priority is to shape and mold our students into productive leaders.

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 4
- School Culture and Climate 9
- Staff Quality, Recruitment, and Retention 10
- Curriculum, Instruction, and Assessment 11
- Parent and Community Engagement 12
- School Context and Organization 13
- Technology 14
- Priority Problem Statements 15
- Comprehensive Needs Assessment Data Documentation 16
- Goals 18
- 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. 19
- 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. 33
- 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. 42
- 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. 45
- 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. 49
- Campus Funding Summary 53
- Addendums 54

Comprehensive Needs Assessment

Revised/Approved: July 24, 2023

Demographics

Demographics Summary

W. B. Green Jr. High School is home to 463 students. As reported on the 2020-2021 TAPR (Texas Academic Performance Report), the W. B. Green employed 39.3 teachers, 4.1 professional staff, 2 campus administrators, 2 counselors, 1 part-time librarian, and 11 educational aides. The student population includes; Hispanic 97.8%, White 1.9%, African-American 0.2%, two or more races 0.0%, Economically Disadvantaged 84.9%, English Learners / Emergent Bilinguals 10.4%, and At-Risk 42.5%.

Demographics Strengths

The demographics of students and staff are comparable.

Student Achievement

Student Achievement Summary

Student Achievement Summary

La Feria ISD utilized STAAR and EOC data for our Comprehensive Needs Assessment (CNA).

Problem Statement: Based on STAAR data, special population student groups showed growth in student achievement compared to other similar student groups.

Root Cause: There are a number of factors that attribute to limited growth on STAAR data. Some these factors include: lack of reading comprehension, fluency, oral language proficiency, etc

STAAR Reading Results - Year to Year Comparison

STAAR	W. B. Green 2023 Preliminary STAAR Results		
<u>RLA</u>	Approaches	Meets	Masters
7th Grade	82%	54%	25%
8th Grade	74%	44%	12%

STAAR	W. B. Green 2023 Preliminary STAAR Results		
<u>MATH</u>	Approaches	Meets	Masters
7th Grade	56%	32%	9%
8th Grade	55%	20%	2%

STAAR	W. B. Green 2023 Preliminary STAAR Results		
<u>Science</u>	Approaches	Meets	Masters

STAAR	W. B. Green 2023 Preliminary STAAR Results		
8th Grade	53%	22%	2%

STAAR	W. B. Green 2023 Preliminary STAAR Results		
<i>Social Studies</i>	Approaches	Meets	Masters
8th Grade	49%	24%	6%

STAAR	W. B. Green			
	2019	2020	2021	2022
7th Grade	77%	65% (BM2)	57%	77%
8th Grade	84% *	71% (BM2)	66%	81%

(* Includes 2 testing opportunities)

STAAR Reading Results - By Populations

2022	All Students	Hispanic	EB	SPED	ECD
7th Grade	77%	77%	47%	26%	75%
8th Grade	81%	81%	48%	42%	76%

STAAR Reading Performance Standards at "Meets Level"

2022	Percentage	Total Passed	Total Tested
7th Grade	45%	103	229

2022	Percentage	Total Passed	Total Tested
8th Grade	50%	109	217

STAAR Math Results - Year to Year Comparison

STAAR	W. B. Green			
	2019	2020	2021	2022
7th Grade	78%	59% (BM2)	39%	54%
8th Grade	90%*	75% (BM2)	41%	41%
Alg. 1	100%	91% (BM2)	79%	88%

(* Includes 2 testing opportunities)

STAAR Math Results - By Populations

2022	All Students	Hispanic	EB	SPED	ECD
7th Grade	54%	53%	32%	35%	50%
8th Grade	41%	41%	24%	11%	39%
Alg. 1	88%	88%	75%	100%	84%

STAAR Math Performance Standards at "Meets Level"

2022	Percentage	Total Passed	Total Tested
7th Grade	21%	48	226
8th Grade	16%	21	130
Alg. 1	49%	42	85

STAAR Science/Social Studies Results - Year to Year Comparison

Science	W.B. Green			
	2019	2020	2021	2022
8th	73%	57% (BM2)	47%	60%
Social Studies	W.B. Green			
	2019	2020	2021	2022
8th	66%	60% (BM#2)	58%	55%

STAAR Science/Social Studies Performance Standards at "Meets Level"

Science	W.B. Green		
	Percentage	Students Passed	Students Tested
8th	19%	42	217

Science	W.B. Green		
	Percentage	Students Passed	Students Tested
Social Studies	W.B. Green		
	Percentage	Student Passed	Student Tested
8th	16%	35	217

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 7th and 8th grade Math performance is significantly below the average for the Region and State. **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.

Problem Statement 2 (Prioritized): 8th grade Science performance was at 24% likely passed, well below that Region and State. **Root Cause:** Need high quality instruction across the all classes. Spiral priority TEKS throughout the year for students to learn.

Problem Statement 3 (Prioritized): 8th grade Social Studies performance was at 24% likely passed, well below that Region and State. **Root Cause:** Need high quality instruction across the all classes. Spiral priority TEKS throughout the year for students to learn.

Problem Statement 4 (Prioritized): EL Students have missed the Closing the Gaps Target for 3 years in a row. **Root Cause:** No systematic plan for EL's to hit meets level on all STAAR Exams.

Problem Statement 5: Instruction varies from class to class. **Root Cause:** PLC need to become structured as well as lesson plans across the school to ensure all teachers are delivering high quality instruction.

School Culture and Climate

School Culture and Climate Summary

W. B. Green Jr. High School campus culture is improving with the addition of the PBIS Incentive program and the positive parent contacts.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Increase the climate for teachers and staff at the campus. **Root Cause:** More involvement of staff in campus climate improvement activities.

Problem Statement 2: Parental and community engagement continues to have a low participation at parental meetings and events along with minimal surveys returned. **Root Cause:** Parents are not aware of the events, and events are not innovative to attract large attendance.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

La Feria ISD is concentrating its efforts in providing quality staff development as recommended by the District Planning Committee (DPC). The DPC has approved the campus prioritized list of in-service programs for the upcoming 2023-2024 school year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers at the campus want more consistent walkthroughs and feedback as well as team building activities **Root Cause:** Increase walkthroughs and instructional feedback for teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

La Feria ISD uses the TEKS Resource System curriculum program for grades K-12. The TEKS Resource System provides planning guides such as Instructional Focus Documents, Scope and Sequence as well as newly created TEKS Clarification Documents.

Curriculum, Instruction, and Assessment Strengths

Vertical alignment for Math and RLA led to the creation of curriculum alignment for these subjects. PLC time is embedded into the master schedule to allow teachers to collaborate.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent Community Engage Summary

All campuses host 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 band app, 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.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parental and community engagement continues to have a low participation at parental meetings and events along with minimal surveys returned. **Root Cause:** Parents are not aware of the events, and events are not innovative to attract large attendance.

School Context and Organization

School Context and Organization Summary

W.B. Green Junior High is a 7th and 8th grade campus. W. B. Green Junior High prides itself in instilling a small teacher/student ratio and positive school atmosphere. Each campus has its own site-based decision making committee to advise administration. The campus has one assistant principal, dean of instruction, two counselors, and an curriculum coach/testing coordinator.

Technology

Technology Summary

Technology Summary

It is with great pride that La Feria ISD is a 1:1 school district allowing for students to have computer devices to use at school or at home.

Priority Problem Statements

Problem Statement 1: 7th and 8th grade Math performance is significantly below the average for the Region and State.

Root Cause 1: 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.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 8th grade Science performance was at 24% likely passed, well below that Region and State.

Root Cause 2: Need high quality instruction across the all classes. Spiral priority TEKS throughout the year for students to learn.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 8th grade Social Studies performance was at 24% likely passed, well below that Region and State.

Root Cause 3: Need high quality instruction across the all classes. Spiral priority TEKS throughout the year for students to learn.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: EL Students have missed the Closing the Gaps Target for 3 years in a row.

Root Cause 4: No systematic plan for EL's to hit meets level on all STAAR Exams.

Problem Statement 4 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
- Campus goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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 End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement 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
- Tobacco, alcohol, and other drug-use data
- 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
- T-TESS 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
- Study of best practices





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, W. B. Green Jr. High School will achieve at least an 85% approaches on the RLA STAAR tests.

Evaluation Data Sources: STAAR, EOC, CBA, benchmarks





Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will incorporate daily oral language exercises to improve students' proofreading ability (for example: Spelling and Vocabulary) for the writing portion of the STAAR.	Formative		
	Aug	Jan	June
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: W. B. Green will monitor the Approaches, Meets and Masters level performance using checkpoints, CBAs, and benchmarks through data meeting and PLC's. Strategy's Expected Result/Impact: Improved STAAR Scores Staff Responsible for Monitoring: C and I Directors, Principals, Dean of Instruction, Teachers Funding Sources: - 211 - Title I, Part A	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
Strategy 3: W. B. Green Jr. High will ensure integration of Professional Learning Communities to draw upon best practices in order to make data-driven decisions. Specific data walls will be created to track the performance progress of all students. Strategy's Expected Result/Impact: Improve student achievement. Staff Responsible for Monitoring: C&I, Principals, Dean of Instruction, RtI Interventionist	Formative		
	Aug	Jan	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Students who have failed or did not take Spring 2023 STAAR will be provided accelerated instruction per HB1416. Strategy's Expected Result/Impact: Improve student achievement. Staff Responsible for Monitoring: Principals, Teachers, Dean of Instruction, Dept. Heads	Formative		
	Aug	Jan	June

Strategy 5 Details	Formative Reviews		
Strategy 5: W. B. Green Jr. High will implement content recovery for students at the end of each six weeks as needed. Strategy's Expected Result/Impact: Improve student achievement. Staff Responsible for Monitoring: Principals, Teachers, Dean of Instruction, Dept. Heads	Formative		
	Aug	Jan	June
 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, W. B. Green Jr. High School will achieve at least an 70% approaches on the Math STAAR tests.

High Priority

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: W.B. Green Jr. High will implement a revised math curriculum.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1</p>	Formative		
	Aug	Jan	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: W. B. Green will monitor the Approaches, Meets and Masters level performance using checkpoints, CBAs, and benchmarks through data meeting and PLC's.</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Aug	Jan	June
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: W. B. Green Jr. High will ensure integration of Professional Learning Communities to draw upon best practices in order to make data-driven decisions. Specific data walls will be created to track the performance progress of all students.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores</p> <p>Staff Responsible for Monitoring: C&I, Administration, Dean of Instruction</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Aug	Jan	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:





Student Achievement
<p>Problem Statement 1: 7th and 8th grade Math performance is significantly below the average for the Region and State. 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.</p>

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: W. B. Green Jr. High School will strive to achieve 75% or above on the eighth grade STAAR science/social studies scores for All, Hispanic and Econ. Disadv.

High Priority

Evaluation Data Sources: STAAR, EOC, CBA, benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Science teachers will distribute and review STAAR/TEKS science vocabulary and science STAAR/TEKS questions weekly.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Principals, Dept. Heads, Teachers</p> <p>Problem Statements: Student Achievement 2</p>	Formative		
	Aug	Jan	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 2: 8th grade Science performance was at 24% likely passed, well below that Region and State. Root Cause: Need high quality instruction across the all classes. Spiral priority TEKS throughout the year for students to learn.</p>

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 4: By Spring 2024, W. B. Green Jr. High School will implement strategies for Emergent Bilingual students to increase student performance as measured by improving 3% at the meets grade level standard.





High Priority

Evaluation Data Sources: STAAR, EOC, CBA, benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: W B. Green will monitor to ensure opportunities are provided for oral language development for emergent bilingual students through instructional supports (read alouds, use of cognates, etc)</p> <p>Strategy's Expected Result/Impact: Improved student performance, close the achievement gap</p> <p>Staff Responsible for Monitoring: C and I department, Campus administration, ESL Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 4</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SummitK12 accounts will be accessible to Emergent Bilingual students who are learning English as a second language.</p> <p>Strategy's Expected Result/Impact: Improved student performance, close the achievement gap</p> <p>Staff Responsible for Monitoring: Campus administration, Bilingual Director, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Bilingual/ESL Program design will be distributed to all stakeholders to disaggregate data and plan for interventions in the core areas.</p> <p>Strategy's Expected Result/Impact: Improved student performance, close the achievement gap</p> <p>Staff Responsible for Monitoring: Principals, C&I Staff</p> <p>Targeted Support Strategy</p>	Formative		
	Aug	Jan	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Parents will receive information on the benefits of the ESL program and will be given time to reconsider denying their child access to the ESL program.</p> <p>Strategy's Expected Result/Impact: Improved student performance, close the achievement gap</p> <p>Staff Responsible for Monitoring: Principals, Counselors</p> <p>Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: W.B. Green Jr. High will monitor the Emergent Bilinguals level performance on STAAR Scores through DMAC, data walls and weekly challenges on taught curriculum.</p> <p>Strategy's Expected Result/Impact: Improved student performance, close the achievement gap</p> <p>Staff Responsible for Monitoring: C&I Staff, Principals, Dean of Instruction, Teachers</p> <p>Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: W. B. Green Jr. High School will hold an LPAC for any student who has been exited within the last four years and who has received a failing grade in any core subject area. The LPAC will re-evaluate the student and determine which service will provide the greatest acceleration and academic success.</p> <p>Strategy's Expected Result/Impact: Improved student performance, close the achievement gap</p> <p>Staff Responsible for Monitoring: Principals, LPAC</p> <p>Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The director and/or campus administrator will meet with teachers each six weeks during the school year to review student data, discuss student interventions and progress.</p> <p>Strategy's Expected Result/Impact: Improved student performance, close the achievement gap</p> <p>Staff Responsible for Monitoring: C&I Staff, Principal, Counselors, Teachers, Dean of Instruction</p> <p>Targeted Support Strategy</p>	Formative		
	Aug	Jan	June

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: W. B. Green Jr. High will assign an ESL Department Head for both 7th and 8th grade levels to monitor our Emergent Bilingual students' progress.</p> <p>Strategy's Expected Result/Impact: Improved student performance, close the achievement gap</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Director, Principals, Teachers</p> <p>Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: <i>W. B. Green will continue to have data talks with our Emergent Bilingual students concerning their TELPAS Scores.</i></p> <p>Strategy's Expected Result/Impact: To improve student awareness and motivation to improve proficiency level.</p> <p>Staff Responsible for Monitoring: Admin / Teachers</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: <i>Targeted Support and Improvement (TSI):</i></p> <p><i>W. B. Green Junior High will provide staff development for Summit K12 to all Reading Language Arts teachers in 7th and 8th grade.</i></p> <p>Strategy's Expected Result/Impact: To increase understanding of EB strategies / Increase TELPAS & STAAR scores</p> <p>Staff Responsible for Monitoring: Admin / Teachers</p> <p>Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: <i>Targeted Support and Improvement (TSI):</i></p> <p><i>W. B. Green Junior High will annually host Dr. ET for an EB Bootcamp including teachers, parents and students and provide Saturday Camp (s) to our Emergent Bilingual families to learn about strategies to use on STAAR / TELPAS testing. Parents will receive resources and practices to use at home with their children.</i></p> <p>Strategy's Expected Result/Impact: To increase understanding of EB learning / Build a connection with community</p> <p>Targeted Support Strategy</p>	Formative		
	Aug	Jan	June

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Targeted Support and Improvement (TSI): <i>W. B. Green Junior High will provide continuous staff development in the area of READING/LANGUAGE ARTS offered by Region One / Consultants and support from curriculum coaches.</i> Strategy's Expected Result/Impact: Increase teachers knowledge of instructional strategies / Increase student growth Staff Responsible for Monitoring: Campus Administrative Staff / C&I</p> <p>Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Targeted Support and Improvement (TSI): <i>W. B. Green Junior High will provide staff development in the area of MATH through Maneuvering the middle and receive support from Curriculum Coaches from Curriculum and Instruction Office.</i> Strategy's Expected Result/Impact: Increase teachers knowledge of instructional strategies / Increase student growth Staff Responsible for Monitoring: Campus Administrative Staff / Teachers</p> <p>Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Targeted Support and Improvement (TSI): <i>W. B. Green Junior High will provide staff development in the area of SCIENCE offered by Region One / Consultants.</i> Strategy's Expected Result/Impact: Increase teachers knowledge of instructional strategies / Increase student growth Staff Responsible for Monitoring: Campus Administrative Staff</p> <p>Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 15 Details	Formative Reviews		
<p>Strategy 15: Targeted Support and Improvement (TSI): <i>W. B. Green Junior High will provide staff development in the area of SOCIAL STUDIES offered by Region One / Consultants.</i> Strategy's Expected Result/Impact: Increase teachers knowledge of instructional strategies / Increase student growth Staff Responsible for Monitoring: Campus Administrative Staff</p> <p>Targeted Support Strategy</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>			

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 4: EL Students have missed the Closing the Gaps Target for 3 years in a row. Root Cause: No systematic plan for EL's to hit meets level on all STAAR Exams.





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 5: By Spring 2024, W. B. Green Jr. High School will implement specific SPED STAAR and EOC strategies to increase student performance as measured an increase in 3% at the meets grade level standard.

Evaluation Data Sources: STAAR, EOC, CBA, benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Improve student performance, close achievement gap</p> <p>Staff Responsible for Monitoring: SPED Director, SPED department, Campus administration, Interventionist, Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: W. B. Green will provide Resource/Inclusion teachers with access to general education grade level content lesson plans and instructional materials such as core textbooks in preparation for classroom instruction.</p> <p>Strategy's Expected Result/Impact: Improve student performance, close achievement gap</p> <p>Staff Responsible for Monitoring: SPED Director, SPED department, Campus administration, Interventionist, Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff development will be provided to staff including paraprofessionals on accommodations for Students with Special Needs in the mainstream setting.</p> <p>Strategy's Expected Result/Impact: Improve student performance, close achievement gap</p> <p>Staff Responsible for Monitoring: SSA Staff, Director of Sp. Ed.</p>	Formative		
	Aug	Jan	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special Ed. Staff will review grades and behavior every six weeks with teachers to plan for interventions in all subject areas.</p> <p>Strategy's Expected Result/Impact: Improve student performance, close achievement gap</p> <p>Staff Responsible for Monitoring: SSA Staff, Director of Sp. Ed.</p>	Formative		
	Aug	Jan	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Sped. Teachers will meet with Special Ed. Director and staff three times a year to monitor special populations.</p> <p>Strategy's Expected Result/Impact: Improve student performance, close achievement gap</p> <p>Staff Responsible for Monitoring: Principals Special Education Director, SPED Teachers</p>	Formative		
	Aug	Jan	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: W. B. Green will ensure crisis team and Special Education staff is trained on CPI (Crisis Prevention Intervention) restraint training relative to all students.</p> <p>Strategy's Expected Result/Impact: Improve student performance, close achievement gap</p> <p>Staff Responsible for Monitoring: Principals Directors of Special Ed., Curriculum coach of Sp. Ed. Principals, Inclusion Team</p>	Formative		
	Aug	Jan	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Use DMAC to assist with the data driven instructional decisions targeting Special Education students to determine appropriate IEP and placement.</p> <p>Strategy's Expected Result/Impact: Improve student performance, close achievement gap</p> <p>Staff Responsible for Monitoring: Special Education Directors, Sped. Instructional Coach, Principals</p>	Formative		
	Aug	Jan	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Through Academics committee, W.B. Green will notify parents or guardians of any recommendation to assess students for dyslexia or related disorders. The parents will be informed of their rights and parental permission will be obtained before any assessment will be administered.</p> <p>Strategy's Expected Result/Impact: Improve student performance, close achievement gap</p> <p>Staff Responsible for Monitoring: Principals, Dyslexia Teachers, Counselors, Parent Liaison</p>	Formative		
	Aug	Jan	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: W.B. Green will provide students with dyslexia, dyslexia characteristics, and reading difficulties a wide range of accommodations in all content areas of the STAAR and STAAR End-of-Course assessments.</p> <p>Strategy's Expected Result/Impact: Improve student performance, close achievement gap</p> <p>Staff Responsible for Monitoring: Principals, RTI/504/ARD Committees, Counselors</p>	Formative		
	Aug	Jan	June





Strategy 10 Details	Formative Reviews		
<p>Strategy 10: W. B. Green will implement supplemental aids in the classroom for our SPED, 504, and RTI special populations.</p> <p>Strategy's Expected Result/Impact: Students will be able to use a testing accommodation during STAAR / increased scores</p> <p>Staff Responsible for Monitoring: Teachers / Admin / Dean of Instruction / Curriculum Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Aug	Jan	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 6: By Spring 2024, W. B. Green Jr. High School will implement specific GT STAAR and EOC strategies to increase student performance as measured by an increase in 3% at the masters grade level standard.

Evaluation Data Sources: STAAR, EOC, CBA, benchmarks





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: New staff members 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.</p> <p>Strategy's Expected Result/Impact: Increase enrichment time and development of innovative projects</p> <p>Staff Responsible for Monitoring: GT Director, GT teachers, Campus administration</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: W. B. Green will monitor all identified gifted and talented students in grades 7 and 8 to determine mastery-level performance per subject tested.</p> <p>Strategy's Expected Result/Impact: Increase in Master-level performance in our GT population.</p> <p>Staff Responsible for Monitoring: GT Director, GT teachers, Campus administration</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The principal at W. B. Green Jr. High School will conduct an overview of the Gifted and Talented Program including Honors courses for each campus teacher at the beginning of the year's in-service.</p> <p>Strategy's Expected Result/Impact: Increase awareness to staff of the GT program</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Aug	Jan	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: W. B. Green Jr. High will continue Honors Social Studies, Honors Science, Honors Algebra I, Honors Reading, Honors Language Arts and Spanish in the eighth grade and implement program.</p> <p>Strategy's Expected Result/Impact: Increase student enrollment in advanced courses</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Dept. Heads</p>	Formative		
	Aug	Jan	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: W. B. Green will collect data on the effectiveness for the gifted and talented program through the GT parent surveys and GT educator surveys.</p> <p>Strategy's Expected Result/Impact: Increase enrichment time</p> <p>Staff Responsible for Monitoring: Principals, counselors, teachers</p>	Formative		
	Aug	Jan	June
 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 7: By Spring 2024, W. B. Green Jr. High School will implement specific Migrant STAAR and EOC strategies to increase student performance as measured by an increase in 3% at the meets grade level standard.

Evaluation Data Sources: STAAR, EOC, CBA, benchmarks





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The W. B. Green will track the academic progress of migrant students by collaborating with the testing director to monitor benchmarks and STAAR assessments for Migrant students. Information will be shared with principals concerning the migrant population.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Migrant Director, Migrant recruiters, Principals</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: W. B. Green will provide resources, training, and support to all stakeholders of our Migrant population.</p> <p>Strategy's Expected Result/Impact: Increased support for students and families / Increased scores</p> <p>Staff Responsible for Monitoring: Admin / Teacher / Dean of Instruction / Curriculum Coach / Parental Liasion</p>	Formative		
	Aug	Jan	June
 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: During the 2023-2024 school year, W. B. Green Jr. High School will promote programs that communicate with students, parents, staff, and community in a positive way to increase participation by 50%.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: W. B. Green will provide incentives to encourage submission of the District Parent Survey and parental surveys. Strategy's Expected Result/Impact: Increase in submission of effective schools assessment and parental surveys Staff Responsible for Monitoring: Campus administration, FACE Coordinator Title I: 4.1	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Band App will be utilized to communicate with parents. Strategy's Expected Result/Impact: increase parental involvement Staff Responsible for Monitoring: Principal	Formative		
	Aug	Jan	June
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: At least one monthly Parent Meeting will be held to increase participation and partnerships with families. Strategy's Expected Result/Impact: increase number of parents attending parent meetings Staff Responsible for Monitoring: Principal	Formative		
	Aug	Jan	June
	N/A		
Strategy 4 Details	Formative Reviews		
Strategy 4: Letters of congratulations will be sent to parents of students making the honor roll and to most improved students. Strategy's Expected Result/Impact: Increase in positive behavioral support Staff Responsible for Monitoring: Principals, Teachers, Parental Liaison	Formative		
	Aug	Jan	June





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: W.B. Green Jr. High will submit articles that recognize students and maintain a positive outlook for each edition of the Lions Roar. Campuses will ensure that, at minimum, one article is translated into Spanish for our Spanish speaking constituents. The Lions Roar will include a W. B. Green Junior High School Principal's Corner column.</p> <p>Strategy's Expected Result/Impact: Increase in positive behavioral support</p> <p>Staff Responsible for Monitoring: Principals, Lions' Roar Liaisons, C&I Staff</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 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: The percentage of attendance for each six weeks at W. B. Green Jr. High School will be at least 96% or above and the dropout rate will be less than 1%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: W. B. Green will compile an attendance report and will provide information to the Superintendent for the purpose of discussing strategies to improve or maintain the attendance.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Superintendent, Campus administration, PEIMS</p> <p>Title I: 2.5</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: W.B. Green SSMT/SBDM committees will analyze and review the evaluation results of an evaluation of each school-based dropout prevention program.</p> <p>Strategy's Expected Result/Impact: Decrease in number of students dropping out of school</p> <p>Staff Responsible for Monitoring: Campus Principals, SSMT/SBDM committees, PEIMS</p>	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: W. B. Green will provide attendance incentives to students every six weeks for the 2023-2024 school year. Students will receive a ribbon and pencil at the end of the six weeks. Students names will also be placed in a raffle.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Campus administration, Teaching staff</p>	Formative		
	Aug	Jan	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Saturday classes will be implemented for those students that are not above the 90% attendance requirement.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Principals, Attendance Clerk, Teachers, Truancy Officer</p>	Formative		
	Aug	Jan	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Home visits and/or contact will be made on students showing tendencies for dropping out (i.e. absences, discipline problems, etc.). Strategy's Expected Result/Impact: Increase in student attendance Staff Responsible for Monitoring: Principals, Parent Liason (PIP)	Formative		
	Aug	Jan	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: During the 2023-2024 school year, 2024, W. B. Green Jr. High School will promote a safe and disciplined environment as measured by a 50% decrease in student discipline referrals.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: W. B. Green will update the character education program and post online while each campus 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>Strategy's Expected Result/Impact: Increase in social emotional lessons and activities</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Teaching staff</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will acquire and apply basic life skills through classroom presentations or assemblies by counselors using the guidance curriculum.</p> <p>Strategy's Expected Result/Impact: Increase in positive behavioral interventions and supports</p> <p>Staff Responsible for Monitoring: Principals, Counselors</p>	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: In order to meet the social emotional needs of our students and staff, W. B. Green Jr. High will implement Project Wisdom during morning announcements.</p> <p>Strategy's Expected Result/Impact: decrease in referrals</p> <p>Staff Responsible for Monitoring: Campus Admin</p>	Formative		
	Aug	Jan	June
	N/A		
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: W. B. Green will implement the Anti-Bullying Policy district-wide. Systems and procedures will be implemented to support the needs of our students. Campus counselors will provide counseling for students on bullying, and violence prevention.</p> <p>Strategy's Expected Result/Impact: Decrease in bullying issues</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors</p>	Formative		
	Aug	Jan	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: W. B. Green will develop strategies that support compensatory skills in students to address unwanted verbal aggression, drug and violence prevention, sexual abuse, sexual harassment, suicide prevention, pregnancy related services, dating violence and other forms of bullying including social media.</p> <p>Strategy's Expected Result/Impact: Increase in social emotional lessons and activities</p> <p>Staff Responsible for Monitoring: Campus administration, Counselors</p>	Formative		
	Aug	Jan	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: W. B. Green Jr. High School will distribute to parents the Student Code of Conduct, Parent Compacts, and other school rules and procedures during registration in the dominant language of the parent.</p> <p>Strategy's Expected Result/Impact: Increase in positive behavioral interventions and supports</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p>	Formative		
	Aug	Jan	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: W. B. Green Jr. High School will ensure that every parent signs a student/parent compact and a discipline management receipt statement. The student/parent compact was developed by a committee including parents.</p> <p>Strategy's Expected Result/Impact: Increase in positive behavioral interventions and supports</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p>	Formative		
	Aug	Jan	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: W.B. Green Jr. High School will establish a discipline committee which consists of various teachers and an administrator.</p> <p>Strategy's Expected Result/Impact: Increase in positive behavioral interventions and supports</p> <p>Staff Responsible for Monitoring: Principals, Teachers, Para-professionals</p>	Formative		
	Aug	Jan	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: W. B. Green will provide staff development to assist with developing a unified behavior management approach towards discipline to reduce the overuse of discipline practices that remove students from the classroom.</p> <p>Strategy's Expected Result/Impact: Increase in positive behavioral interventions and supports</p> <p>Staff Responsible for Monitoring: C and I department, Campus administration</p>	Formative		
	Aug	Jan	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Video surveillance cameras will continue to be used in various locations on the campus to help maintain a safe school environment conducive to learning. Cameras will be updated.</p> <p>Strategy's Expected Result/Impact: increase of monitoring</p> <p>Staff Responsible for Monitoring: Camps Admin</p>	Formative		
	Aug	Jan	June
	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 4: 100% of students will receive a comprehensive health education.

Evaluation Data Sources: Fitnessgram records, SHAC agenda and sign-in sheets, food nutrition meetings





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: W. B. Green will provide information to students so that they possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime. During each school day, we will provide breakfast and lunch for all students.</p> <p>Strategy's Expected Result/Impact: Increase in positive eating habits</p> <p>Staff Responsible for Monitoring: Food and Nutrition Department, Campus Administration and Teachers</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: W. B. Green shall assess the physical fitness of students enrolled and report summary results to TEA.</p> <p>Strategy's Expected Result/Impact: Increase in student physical activity</p> <p>Staff Responsible for Monitoring: Athletic Director, Campus Administration, Physical education teachers</p>	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: W. B. Green Jr. High School will not serve or provide access to Foods of Minimal Nutritional Value (FMNV) during meal service periods in the area(s) where program meals are served and/or eaten.</p> <p>Strategy's Expected Result/Impact: Increase in positive eating habits</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative		
	Aug	Jan	June
 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 5: W. B. Green Jr. High School will utilize strategies to attract and retain highly qualified professional staff with a 90% retention rate.

Evaluation Data Sources: Health insurance roster, teacher schedules, list of stipends and recipients

Strategy 1 Details	Formative Reviews		
Strategy 1: W. B. Green will award teachers a stipend of \$250 per semester for perfect attendance. Strategy's Expected Result/Impact: Increase positive climate Staff Responsible for Monitoring: Superintendent, CFO, Campus administration	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
Strategy 2: W. B. Green will have quarterly birthday celebrations for staff to maintain retention of staff and promote positive climate. Strategy's Expected Result/Impact: Increase positive climate Staff Responsible for Monitoring: Principal	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
Strategy 3: W. B. Green will implement a Employee of the Six Weeks Recognition Program to promote positive climate. Strategy's Expected Result/Impact: Increase positive climate Staff Responsible for Monitoring: Principal	Formative		
	Aug	Jan	June
Strategy 4 Details	Formative Reviews		
Strategy 4: W. B. Green Jr. High School will provide opportunities for professional staff members to provide input on SBDM committees concerning staffing, budgeting, curriculum, staff development, school organization, and planning. Strategy's Expected Result/Impact: Increase in staff development opportunities Staff Responsible for Monitoring: Supt., Asst. Supt.	Formative		
	Aug	Jan	June
Strategy 5 Details	Formative Reviews		
Strategy 5: The principal will assign veteran teachers as mentors for new incoming teachers. Strategy's Expected Result/Impact: Highly qualified educators in all content areas Staff Responsible for Monitoring: C & I Staff, Principals	Formative		
	Aug	Jan	June

Strategy 6 Details	Formative Reviews		
Strategy 6: W. B. Green will award department heads a stipend. Strategy's Expected Result/Impact: Highly qualified educators in all content areas Staff Responsible for Monitoring: Supt., Principals	Formative		
	Aug	Jan	June
Strategy 7 Details	Formative Reviews		
Strategy 7: W. B. Green Jr. High staff will be awarded a retention stipend of \$1500.00. Strategy's Expected Result/Impact: Highly qualified educators in all content areas Staff Responsible for Monitoring: Superintendent, Board TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Aug	Jan	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





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: W. B. Green Jr. High School will continue to expand and support parental involvement at the campus with an increase of 30% in participation.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Family and Community Engagement will implement a district website to keep parents informed on district events. Strategy's Expected Result/Impact: Increase in parental/community event advertisement and attendance Staff Responsible for Monitoring: FACE Coordinator, Parent Liason (PIP), Campus Administration</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: W. B. Green will host parent/community 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 * Technology * STAAR * Character Education * 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: Parent Liason (PIP), Campus administration</p>	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: W. B. Green will actively recruit members throughout the school year (i.e. DPC, PTO, and Volunteers). Strategy's Expected Result/Impact: Increase parental participation Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Aug	Jan	June
	N/A		

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: W. B. Green J. High's parent liaison to conduct parent meetings, keep parents informed and make parent contacts. A parental room will be utilized on campus for parents.</p> <p>Strategy's Expected Result/Impact: Increase in parental support</p> <p>Staff Responsible for Monitoring: PIP, Campus Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Aug	Jan	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All teachers will set up a communication outlet for each of their classes in order to be able to communicate with students and parents.</p> <p>Strategy's Expected Result/Impact: Increase parent support and communication.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p>	Formative		
	Aug	Jan	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: W. B. Green Jr. High School will host a 7th grade and new to district orientation, meet the teacher and open house nights .</p> <p>Strategy's Expected Result/Impact: Increase in community awareness of District events</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p>	Formative		
	Aug	Jan	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: All teachers will hold parent/teacher conferences throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase in parental support</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p>	Formative		
	Aug	Jan	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: W. B. Green Junior High School will continue to implement an automated dial up system and text messenger system to increase parental contacts.</p> <p>Strategy's Expected Result/Impact: Increase in the number of parents receiving District communication on school information/topics</p> <p>Staff Responsible for Monitoring: Principal, Technology Director</p>	Formative		
	Aug	Jan	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: W. B. Green shall review and update the parent compact with the participation of parents to focus on needs of campus.</p> <p>Strategy's Expected Result/Impact: Increase in the number of parents receiving District communication on school information/topics</p> <p>Staff Responsible for Monitoring: FACE Coordinator, SBDM</p>	Formative		
	Aug	Jan	June





Strategy 10 Details	Formative Reviews		
<p>Strategy 10: W. B. Green shall review and update a written parent involvement policy utilizing parental input to determine and focus on the needs of campus.</p> <p>Strategy's Expected Result/Impact: Increase in the number of parents receiving District communication on school information/topics</p> <p>Staff Responsible for Monitoring: FACE Coordinator, SBDM</p>	Formative		
	Aug	Jan	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: W. B. Green shall have a Title I meeting to explain Title I programs.</p> <p>Strategy's Expected Result/Impact: Increase in parental support</p> <p>Staff Responsible for Monitoring: FACE Coordinator, Director of Federal Programs, Principal</p>	Formative		
	Aug	Jan	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: W. B. Green Jr. High School will identify and apply strategies for supporting the use and integration of technology in 100% of classrooms.

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>Strategy 1: Students at W. B. Green Jr. High School will be provided with either a chromebook or laptop. Strategy's Expected Result/Impact: Increased engagement for students. Staff Responsible for Monitoring: Campus administration, Technology Director and support</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: W. B. Green will continue to utilize and integrate current technology such as Newline interactive televisions, chrome books, desktops to enhance instructional practices. 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</p>	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: W. B. Green will utilize Clever as the single sign on platform to log in to web based applications. Strategy's Expected Result/Impact: Increase in student's academic skills Staff Responsible for Monitoring: Campus administration, Campus staff</p> <p>Title I: 2.4</p>	Formative		
	Aug	Jan	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Emergent bilinguals in grades K-12 will utilize SummitK12 to improve English language acquisition. Strategy's Expected Result/Impact: Increase in student's academic skills Staff Responsible for Monitoring: Campus administration, Campus staff</p> <p>Title I: 2.4</p> <p>Funding Sources: - 263 - Title III, Part A ELA/Immigrant</p>	Formative		
	Aug	Jan	June

Strategy 5 Details	Formative Reviews		
Strategy 5: 100% of classrooms will have a Google Classroom. Strategy's Expected Result/Impact: 100% students experience with online learning system Staff Responsible for Monitoring: Campus Admin, Teachers	Formative		
	Aug	Jan	June
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 2: W. B. Green Jr. High School will provide at least two training for teachers, staff, and parents in educational technology.





Evaluation Data Sources: Staff sign-in sheets, professional development opportunities

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: W. B. Green will provide training to utilize basic technology applications and Acceptable Use Policy and digital citizenship. Strategy's Expected Result/Impact: Campus staff members will have the opportunity to be proficient in basic technology applications Staff Responsible for Monitoring: Technology Department, Campus administration, Campus staff</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: W. B. Green 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) Strategy's Expected Result/Impact: Campus staff will receive training on relevant topics based on survey results Staff Responsible for Monitoring: Technology Department, Campus administration, Campus staff</p>	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: W. B. Green will continue to allow staff, where applicable, to attend staff development workshops/conferences offered through the district, Region One ESC, or other statewide conferences for the purpose of improving technology use in the schools. (as per the Technology Plan) Strategy's Expected Result/Impact: Campus staff members will have the opportunity to attend and stay current on latest technological trends, applications, etc. Staff Responsible for Monitoring: Technology Department, Campus administration, Campus staff</p>	Formative		
	Aug	Jan	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 3: W. B. Green Jr. High School will discuss with 100% of the teachers on the campus the annual campus budget.

Evaluation Data Sources: Campus budgets, requisitions





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The administrative staff, teachers and resource personnel will be trained in order to prepare and implement campus budget on an annual basis. (as per the Strategic Plan)</p> <p>Strategy's Expected Result/Impact: Training will provide support to personnel on budget requirements</p> <p>Staff Responsible for Monitoring: Business Office</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus administrator will provide budget reviews on quarterly basis on campus spending to all campus stakeholders. (as per the Strategic Plan)</p> <p>Strategy's Expected Result/Impact: Budget reviews will allow for transparency of campus spending to all stakeholders</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campuses will continue to utilize a committee for evaluation and ranking purposes of large purchase requisitions stating justification of purchases. (as per the Strategic Plan)</p> <p>Strategy's Expected Result/Impact: Financial committee will allow for transparency of campus budgets and requisitions</p> <p>Staff Responsible for Monitoring: Principals, Campus Financial Committee</p>	Formative		
	Aug	Jan	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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: During the 2023-2024 school year, W. B. Green Jr. High School will ensure that four specific events are scheduled that promote awareness for post-secondary opportunities for students.

High Priority

Evaluation Data Sources: College information day/night sign-in sheets/student rosters

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: W. B. Green Jr. High School will invite individual speakers to share information to students concerning post-secondary Education opportunities.</p> <p>Strategy's Expected Result/Impact: Increase students' awareness of post secondary opportunities</p> <p>Staff Responsible for Monitoring: Principal, Counselors</p> <p>TEA Priorities: Connect high school to career and college</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 2: During the 2023-2024 school year, W. B. Green Jr. High School will create a year long college going atmosphere to instill a college and career readiness culture for our students.

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: W. B. Green will highlight colleges/university and will decorate accordingly. Strategy's Expected Result/Impact: Introduce students to colleges and universities Staff Responsible for Monitoring: Campus administration, Designated staff	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Endorsement and career posters will be placed around W. B. Green campus for better visual explanations of career paths and choices. 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	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Wednesday will be designated as College T-Shirt Day . Strategy's Expected Result/Impact: Increase students' 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	Formative		
	Aug	Jan	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Early College High School Meetings will take place to inform and recruit 8th grade students. Strategy's Expected Result/Impact: Recruit ECHS target population Staff Responsible for Monitoring: 8th Counselor, Campus administrators	Formative		
	Aug	Jan	June
	N/A		





Strategy 5 Details	Formative Reviews		
Strategy 5: CTE courses????	Formative		
	Aug	Jan	June
	N/A		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 3: During the 2023-2024 school year, W. B. Green Jr. High School will implement strategies to facilitate effective transitions for 100% of Dominguez Elementary students and for students entering high school.

High Priority

Evaluation Data Sources: Sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Dominguez Elementary will coordinate with William B. Green Jr. High administration to provide parents of sixth-grade students going to seventh grade with information for transitioning from elementary to junior high that includes a tour of the junior high facilities for students.</p> <p>Strategy's Expected Result/Impact: Increase student's awareness of jr. high opportunities</p> <p>Staff Responsible for Monitoring: Campus administration, Teachers</p>	Formative		
	Aug	Jan	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
263 - Title III, Part A ELA/Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4			\$0.00
Sub-Total					\$0.00

Addendums

ADDENDUM

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 to 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)
<p>1. Bullying</p> <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	<p>TEC 11.252(a)(3)(E)</p>	<p>Director of Guidance & Counseling, Counselors</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>
<p>2. Coordinated Health Program</p> <ul style="list-style-type: none"> • 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 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Nurse Coordinator, Physical Education Teachers, PEIMS, Health Services</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>
<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<p>TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)</p>	<p>Principal of the Academy, PEIMS</p>	<p>The school will follow Board policies: FOCA legal, FOC, FO, FOA, FOD, FOE</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • 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, EHL
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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
8. Pregnancy Related Services		Counseling Department, Nurse	The school will follow Board Policy: FFAC

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Coordinator, Health Services	
<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school 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 	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Campus administration, Director of College and Career Readiness, Director of Guidance and Counseling</p>	<p>The school will follow Board policy: GNC</p>
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> 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 	<p>ESSA</p>	<p>Assistant Superintendent</p>	<p>The school will follow Board Policies: AE, DEA</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>classes taught by state certified, highly effective teachers</p> <ul style="list-style-type: none"> • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 			
<p>11. Sexual abuse, trafficking and other maltreatment of Children</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>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • 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"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures • Trauma informed care policy • Training for teachers, school counselors, principals and all other appropriate personnel. 	<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>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ 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 	<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>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	<p>SPED, Campus administrators</p>	<p>Board Policy DMA(Legal)</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D)</p> <p>TEC 28.001</p>	<p>Director of Technology</p>	<p>Technology Plan</p>
<p>16. Emergency Operations Plan (EOP)</p>	<p>TEC 37.108</p>	<p>Principal of the Academy</p>	<p>Emergency Operation Plan on file</p> <p>Board Policy CKC (Legal & 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:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • 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.

School District: La Feria ISD
Region: 1

Priority for Service (PFS) Action Plan

Filled Out By: Jaime Rodriguez
Date: August 01, 2020

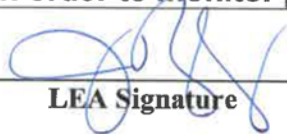
School Year: 2020 - 2021

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

<p>Goal(s):</p> <p>To focus on the unmet needs of migrant students who are Priority for Services (PFS) by providing them with supplemental instruction and support services.</p>	<p>Objective(s):</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>
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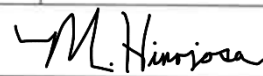
Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly	NGS Specialist MEP Staff	Distribution Logs and monthly copies of PFS reports
<ul style="list-style-type: none"> 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 2020	Migrant Director Educational Specialists	PFS Action Plan filed with DIP and Region 1 ESC
Additional Activities			
<ul style="list-style-type: none"> Monthly PFS reports will be given to all principals, counselors, and migrant staff for review. 	August – July	NGS Specialist MEP Staff	Distribution Logs

Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> 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. 	Monthly	Migrant Director MEP Staff	Sign-in Log
<ul style="list-style-type: none"> 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. 	August - July	Migrant Director MEP Staff Ed. Specialists	Sign-in Sheets, Agenda, Handouts
<ul style="list-style-type: none"> 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 – July	Recruiters and Home Educators	Home Visit Logs
Additional Activities			
<ul style="list-style-type: none"> During the academic calendar, counselors will communicate with PFS students and explain to them the criteria for PFS. 	August – July	Counselors MEP Staff	PFS Documentation
g			
<ul style="list-style-type: none"> 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 – July	Migrant Director HS Migrant Counselor	PFS reports and PFS documentation logs
<ul style="list-style-type: none"> 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 – July	Migrant Director HS Migrant Counselor	PFS reports and PFS documentation logs
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	August – July	Federal Programs Migrant Director Migrant Staff	PFS reports and PFS documentation logs
Additional Activities			
<ul style="list-style-type: none"> Counselors will have individual face-to-face meetings with students who appear on PFS reports in order to monitor progress. 	August – July	Counselors Migrant Director	PFS Reports PFS Documentation



LEA Signature

Date Completed



ESC Signature

Date Received

ADDENDUM

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 to 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)
<p>1. Bullying</p> <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	<p>TEC 11.252(a)(3)(E)</p>	<p>Director of Guidance & Counseling, Counselors</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>
<p>2. Coordinated Health Program</p> <ul style="list-style-type: none"> • 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 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Nurse Coordinator, Physical Education Teachers, PEIMS, Health Services</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>
<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<p>TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)</p>	<p>Principal of the Academy, PEIMS</p>	<p>The school will follow Board policies: FOCA legal, FOC, FO, FOA, FOD, FOE</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> • 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, EHL
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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
8. Pregnancy Related Services		Counseling Department, Nurse	The school will follow Board Policy: FFAC

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Coordinator, Health Services	
<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school 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 	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Campus administration, Director of College and Career Readiness, Director of Guidance and Counseling</p>	<p>The school will follow Board policy: GNC</p>
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> 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 	<p>ESSA</p>	<p>Assistant Superintendent</p>	<p>The school will follow Board Policies: AE, DEA</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>classes taught by state certified, highly effective teachers</p> <ul style="list-style-type: none"> • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 			
<p>11. Sexual abuse, trafficking and other maltreatment of Children</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>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • 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"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures • Trauma informed care policy • Training for teachers, school counselors, principals and all other appropriate personnel. 	<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>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ 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 	<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>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	<p>SPED, Campus administrators</p>	<p>Board Policy DMA(Legal)</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D)</p> <p>TEC 28.001</p>	<p>Director of Technology</p>	<p>Technology Plan</p>
<p>16. Emergency Operations Plan (EOP)</p>	<p>TEC 37.108</p>	<p>Principal of the Academy</p>	<p>Emergency Operation Plan on file</p> <p>Board Policy CKC (Legal & 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:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • 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.

School District: La Feria ISD
Region: 1

Priority for Service (PFS) Action Plan

Filled Out By: Jaime Rodriguez
Date: August 01, 2020

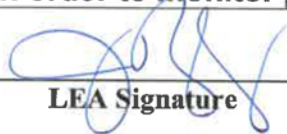
School Year: 2020 - 2021

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

<p>Goal(s):</p> <p>To focus on the unmet needs of migrant students who are Priority for Services (PFS) by providing them with supplemental instruction and support services.</p>	<p>Objective(s):</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>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly	NGS Specialist MEP Staff	Distribution Logs and monthly copies of PFS reports
<ul style="list-style-type: none"> 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 2020	Migrant Director Educational Specialists	PFS Action Plan filed with DIP and Region 1 ESC
Additional Activities			
<ul style="list-style-type: none"> Monthly PFS reports will be given to all principals, counselors, and migrant staff for review. 	August – July	NGS Specialist MEP Staff	Distribution Logs

Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> 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. 	Monthly	Migrant Director MEP Staff	Sign-in Log
<ul style="list-style-type: none"> 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. 	August - July	Migrant Director MEP Staff Ed. Specialists	Sign-in Sheets, Agenda, Handouts
<ul style="list-style-type: none"> 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 – July	Recruiters and Home Educators	Home Visit Logs
Additional Activities			
<ul style="list-style-type: none"> During the academic calendar, counselors will communicate with PFS students and explain to them the criteria for PFS. 	August – July	Counselors MEP Staff	PFS Documentation
g			
<ul style="list-style-type: none"> 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 – July	Migrant Director HS Migrant Counselor	PFS reports and PFS documentation logs
<ul style="list-style-type: none"> 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 – July	Migrant Director HS Migrant Counselor	PFS reports and PFS documentation logs
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	August – July	Federal Programs Migrant Director Migrant Staff	PFS reports and PFS documentation logs
Additional Activities			
<ul style="list-style-type: none"> Counselors will have individual face-to-face meetings with students who appear on PFS reports in order to monitor progress. 	August – July	Counselors Migrant Director	PFS Reports PFS Documentation


LEA Signature

Date Completed


ESC Signature

Date Received