

Farmersville Independent School District
Farmersville High School
2020-2021 Campus Improvement Plan

Mission Statement

Farmersville ISD will provide a well-rounded, quality education in a safe and orderly learning environment for all students. Each student, teacher, and administrator shall be expected to strive for excellence in all aspects of the curriculum.

Vision

Realizing that each student is unique, Farmersville ISD will strive to guide and educate every student in our school system to be a lifelong learner and a productive citizen in a constantly changing world.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Achieve a campus TEA rating of an "A" rating through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)	11
Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained.	21
Goal 3: All students will be educated in learning environments that are safe and conducive to learning.	23
Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.	26
Goal 5: Farmersville ISD will increase the number of students graduating college, career, and/or military ready.	31
Goal 6: Farmersville High School will meet or exceed the recommended attendance rate of 96%.	33
Goal 7: FHS will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.	35
2020-2021 Campus Improvement Team	39
Campus Funding Summary	40

Comprehensive Needs Assessment

Demographics

Demographics Summary

Due to the Covid-19 Pandemic and the absence of a TAPR report for 2019-2020, the demographic data listed below is from the 2018-2019 school year.

Farmersville High School currently has an enrollment of 585 students, making it a small 4A district in northeast Collin County. Student demographic percentages based off the most recent TAPR report are as follows:

African American -- 2.6%

Hispanic -- 34.3%

White - 59.6%

American Indian - 1.1%

Asian -- .6%

Two Races - 1.7%

Economically Disadvantaged - 44.9%

LEP Students -- 3.4%

At - Risk - 23.4%

Demographics Strengths

Despite a high percentage of low socioeconomic students (44.9%) , Farmersville High School still scores well above the state average on all state assessments.

Covid Exception -- Due to the Covid-19 Pandemic, no EOC tests were taken in the spring of 2020. The most recent test scores are from the 2018-2019 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education student scores in Algebra I and English are still significantly below the campus average. **Root Cause:** The special education department is going through a time of transition from individualized instruction to more on-grade level instruction to more effectively prepare students for the EOC tests.

Student Learning

Student Learning Summary

Farmersville High School achieved the following scores on the 2019 EOC tests:

Algebra I scores were 78% Approaches, 50% Meets, and 10% Masters.

Biology scores were 91% Approaches, 61% Meets, 12% Masters

English I scores were 81% Approaches, 70% Meets, 15% Masters

English II scores were 77% Approaches, 63% Meets, and 9% Masters

U.S. History scores were 96% Approaches, 91% Meets, 67% Masters

Due to the Covid-19 Pandemic and state-wide shutdown, no EOC tests were administered in Spring 2020.

Student Learning Strengths

Farmersville High School achieved an accountability rating of an 89 or high B on the state accountability scale. This was a seven point improvement from the previous year's score of 82. The Index 1 score was a 90, the Index 2 score was an 84, and the Index 3 score was an 86. Since the higher of the Index 1 and 2 scores is taken as 70% of the overall rating, this combined with the Index 3 score of an 86 gave FHS an overall score of 89.

Distinctions were earned in four of the seven possible areas:

Academic Achievement in Science

Academic Achievement in ELA

Academic Achievement in Social Studies

Top 25% : Comparative Closing the Gaps

Compared to 2018-19, FHS showed improvement in all three indexes and the overall score.

Overall --2019 - 89, 2018 - 82

Index 1 -- Student Achievement -- 2019 - 90, 2018 - 85

Index 2 -- School Progress Score -- 2019 - 84, 2018 - 82

Index 3 -- Closing the Gaps Score -- 2019 - 86, 2018 - 75

There was no 2020 Accountability Ranking given due to the Covid-19 shutdown

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special education students have a 29% passing rate on the English I EOC test and 35% passing rate on the English II EOC test, and fall below the state requirements to meet system safeguards. **Root Cause:** Special education students did not perform on grade level in ELA/Reading. There is still a significant gap between student academic levels and testing levels.

Problem Statement 2: FHS was in the fourth quartile for "Advanced/Dual-Credit Course Completion:Any Subject" indicator for Postsecondary Readiness distinction designation. **Root Cause:** Many of our students could not afford to pay to take the dual credit courses that are offered.

School Processes & Programs

School Processes & Programs Summary

Farmersville High School is a small 4A high school with approximately 580 students, 47 staff members, and 39 full-time teachers. FHS awards the Foundation diploma with endorsements in all five areas and distinguished performance. Students may earn over 60 dual credit hours with the Associates Degree Program starting the 2020-2021 school year. Career and technology courses are provided in a variety of programs with professional certifications available in cosmetology, advanced welding, Automotive Technician, and HVAC. Students are able to participate in 11 UIL athletic sports, UIL Band, Choir, Cheerleading, Academics, One Act Play, FFA livestock and judging competitions, FCCLA competitions, art contests, drill team, and UIL Robotics.

Farmersville High School's administrative and counseling staff consists of a principal, assistant principal, two high school counselors, and a part-time college and career readiness counselor employed by Collin College.

School Processes & Programs Strengths

Over 60% of the FHS student body are involved in some form of extracurricular activity and will undergo mandatory drug testing. This number will increase as the year goes on and more activities (UIL Academics, OAP, FFA) require testing. Conclusion is that approximately 2/3 of the FHS students are involved in some form of school activity -- which promotes better grades and citizenship.

The FHS Administrative staff is a veteran staff with numerous years of experience at the high school level. Mr. Callaway, the principal, has been principal of FHS for 13 years and has 24 years total experience in administration. Mr. Ferrell, the assistant principal, is starting his seventh year at FHS and has several years of experience as a 504 coordinator in Allen ISD. Jill Cooper is starting her 17th year as the lead counselor of Farmersville High School while Saundra Hess is in her first year as the 9-10th grade counselor, but has multiple years of counseling experience in the district. This is the fourth year for the part-time College and Career counselor, a program which acts as a liaison between Collin College and FHS, and helps increase the percentage of students enrolling in college after graduation.

Perceptions

Perceptions Summary

Farmersville High School has a strong focus on academics with a lower teacher-student ratio. Most academic courses average in the low 20's or below for the number of students in class. FHS also strives to excel in all extracurricular activities and competitions it participates in. Athletic teams in volleyball, cross country, baseball, softball, and track have had recent success with teams advancing multiple rounds into the playoffs. UIL Academic and One Act Play contestants have also advanced beyond the district round in the last three years. With all of this being said, the primary focus and goal of Farmersville High School is to build a strong academic foundation for our students so they can be well-prepared for life after high school.

Recent student, staff and parents survey results reveal the following perceptions or beliefs:

Staff surveys show the overwhelming majority of the staff feel safe at school and that administrators work well with teachers in handling student discipline. Twenty seven of the twenty nine respondents feel the staff works extremely well together and administration has created a collaborative working environment. There were three teachers who complained about the amount of oversight and micromanagement by central and campus administration in EOC subjects, but the majority look forward to coming to work each day.

Parent surveys were generally split with the majority of the parents reporting positive things about the school in the areas of safety, contacting teachers and administrators, and feeling welcome at the school. There were some parents that expressed concerns that teachers don't contact them in a timely manner when their students' grades start to drop or made comments about the lack of cleanliness of the school (noticed during extracurricular events.)

Student surveys were generally positive with a few negative comments made about specific teachers, the cafeteria food, the restrictive dress code, and the lack of kindness exhibited by students toward each other. Over 90 % of the student respondents feel participating in extracurricular activities is important and that teachers care about their students. 86% of students feel safe at school, but only 60% feel the school is preparing them for what they want to do next.

All survey results come from surveys administered during Summer 2019 and Fall 2019

Perceptions Strengths

Strong academic focus -- scored well on the 2018-2019 EOC exams.

Extracurricular success in both UIL athletics and academics

Community perception of the high school is generally high as measured on recent parent, student, and staff surveys.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Continue to work on increasing the percentage of students who are classified as either college or career ready after graduation. **Root Cause:** Campus CCMR rates have increased significantly over the last two years after accountability rules changes were implemented.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data

Student Data: Student Groups

- STEM/STEAM data

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

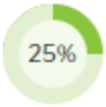

Revised/Approved: November 9, 2020


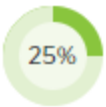





Goal 1: Achieve a campus TEA rating of an "A" rating through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 1: FHS will strive for 90% "Approaches," 60% "Meets," and 30% Masters as the average score for all combined high school End of Course tests.

Evaluation Data Sources: 2021 TEA Accountability Summary

Summative Evaluation: None

<p>Strategy 1: Implement formative assessment plan for all campuses, to be analyzed at the central level as well as the campus / department level. A combination of tools will be used. Elem - All in Learning JH - Insight 360 clickers HS - Eduphoria TEC 11.252(a)(3)(D)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Formative assessment scores</p> <p>Staff Responsible for Monitoring: Curriculum Director; Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources. TEC 11.252(a)(3)(D) TEC 11.252(3)(F)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - session sign-in sheets, handouts, Inst Tech webpage 2. IMPACT - Increased use of technology in instruction</p> <p>Staff Responsible for Monitoring: Technology Director; Instructional Technology Facilitator; Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June







<p>Strategy 3: Utilize a 504 committee on each campus to evaluate testing and determine appropriate services for students with Dyslexia. Staff on each campus will utilize the Linda Mood Bell program (or other identified program) to incorporate instruction on:</p> <ul style="list-style-type: none"> ~ Phonological Awareness ~ Sound-symbol Association ~ Syllabication ~ Orthography ~ Morphology ~ Syntax <p>TEC 11.252 (a)(3)(B)(iv)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students</p> <p>Staff Responsible for Monitoring: Campus Administrators; Dyslexia Staff</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 4: Differentiation of instruction will be provided by:</p> <ul style="list-style-type: none"> ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing professional development on using data collected from assessments to create lessons that will lead to increased academic success. <p>TEC 11.252(c)(3)(H) TEC 11.252(3)(F)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 5: Provide before school, in school, and after school tutorials and summer school for students who are failing, at risk of failing, or not meeting growth expectations on formative assessments.</p> <p>TEC 11.252(a)(3)(A)</p> <p>Strategy's Expected Result/Impact: Implementation: Attendance sheets for tutorials and summer school. Data from formative and summative assessments. Impact -- Students will receive effective and timely assistance according to individual needs, leading to increased academic success.</p> <p>Staff Responsible for Monitoring: Campus administrators Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Achieve a campus TEA rating of an "A" rating through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 2: Increase SpEd passing rate for EOC English Language Arts to 60%

Evaluation Data Sources: EOC passing rate

Summative Evaluation: None

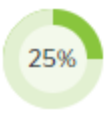
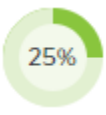
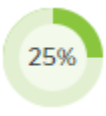
<p>Strategy 1: Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students. At the older grades, the students themselves will be a primary component of the process, to promote personal accountability and agency.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - tracking forms 2. IMPACT - timely assistance for SpEd students who are struggling; higher scores for SpEd students</p> <p>Staff Responsible for Monitoring: Special Education Director; SpEd Case Managers; SpEd Staff</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Applied English I and II classes will be taught with an inclusion model -- utilizing both a regular English teacher and a SPED teacher for support.</p> <p>Strategy's Expected Result/Impact: Higher expectations and standards for SPED ELA students should increase the percentage of passing scores on the ELA EOC test.</p> <p>Staff Responsible for Monitoring: SPED teacher Principal</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: Applied English teacher will use Texas Coach End of Course Jumpstart workbook as a teaching tool.</p> <p>Strategy's Expected Result/Impact: Higher ELA scores on the EOC test.</p> <p>Staff Responsible for Monitoring: SPED teacher Principal Special Ed Director</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: SPED and at-risk students who have failed the ELA EOC test previously will be placed in special remediation tutorials leading up to the re-test.</p> <p>Strategy's Expected Result/Impact: Higher ELA scores on the EOC test,</p> <p>Staff Responsible for Monitoring: SPED Teachers Counselor Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Achieve a campus TEA rating of an "A" rating through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 3: 85% of all students will pass the English I & English II EOC at the "Approaches" level. 70% of the students will achieve the "Meets" level and 20% will achieve the "Masters" level.

Evaluation Data Sources: EOC passing rate

Summative Evaluation: None

<p>Strategy 1: Provide EOC English I and II Tutorials for students who failed the previous year or performed poorly on the February benchmarks in a special English Boot Camp -- scheduled for March 2021</p> <p>Strategy's Expected Result/Impact: EOC English I and II Retest scores EOC English I and II scores for first-time test takers</p> <p>Staff Responsible for Monitoring: Principal English Department</p> <p>Funding Sources: Salaries and supplies for Boot Camp - 199 - General Fund: SCE - \$700</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: turnitin.com Grading Program will be used to help with essay scoring per EOC standards.</p> <p>Strategy's Expected Result/Impact: Scores on EOC English exams</p> <p>Staff Responsible for Monitoring: Principal Textbook Coordinator</p> <p>Funding Sources: Cost of essay evaluation program subscription. - 199 - General Fund: SCE - \$600</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: Utilize the Eduphoria Aware computer program to disaggregate data to personalize instruction for at-risk students.</p> <p>Strategy's Expected Result/Impact: EOC English/Language Arts & Reading test scores</p> <p>Staff Responsible for Monitoring: Curriculum Director Technology Director</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 4: Teachers will emphasize writing skills in all subject areas.</p> <p>Strategy's Expected Result/Impact: Daily writing assignments & tests</p> <p>EOC English/Language Arts & Reading practice test scores</p> <p>Staff Responsible for Monitoring: Teachers</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

<p>Strategy 5: Summer school will be offered and recommended for any at-risk students in danger of not graduating on time due to lack of credits or poor state test performance. TEC 11.252(a)(3)(A)</p> <p>Strategy's Expected Result/Impact: EOC English/Language Arts & Reading practice test scores & graduation completion rate</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: Create ability grouped tutorial classes based on EOC Benchmarks conducted in late January-early February. Benchmarks will be released tests. Tutorials will run for several weeks leading up to the EOC tests. TEC 11.252(a)(3)(A)</p> <p>Strategy's Expected Result/Impact: Increased passing rate and commended rate on the EOC English I and II tests.</p> <p>Staff Responsible for Monitoring: Principal Counselor English teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 7: All English I and II SPED students assigned to Applied English will be grouped in one class. These classes will be taught by a regular English teacher with a SPED teacher providing inclusion support.</p> <p>Strategy's Expected Result/Impact: SPED student English I and II EOC scores will show improvement from previous years.</p> <p>Staff Responsible for Monitoring: SPED Teachers Counselor Principal English Dept Chair</p> <p>Funding Sources: Supplemental lower-level reading materials designed to help bring students up to grade level. - 199 - General Fund: SCE - \$600</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				



Goal 1: Achieve a campus TEA rating of an "A" rating through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 4: 85% of all students will pass the Algebra 1 EOC at the "Approaches" level. 50% of students will achieve the "Meets" level and 15% will achieve the "Masters" level.

Evaluation Data Sources: EOC passing rate

Summative Evaluation: None


<p>Strategy 1: Benchmark math EOC tests will be administered to Algebra I students. Strategy's Expected Result/Impact: EOC benchmark/practice test math scores Staff Responsible for Monitoring: Math Dept.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Continue math lab for students in grades 9-12 to provide in-school/after school remediation/ tutorials (1-2 days/week) TEC 11.252(a)(3)(A) Strategy's Expected Result/Impact: EOC practice tests/benchmarks Decline in math course failure rates Staff Responsible for Monitoring: Administration Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Students who fail the 9th grade Algebra EOC test will be encouraged to attend summer school for remediation. TEC 11.252(a)(3)(A) Strategy's Expected Result/Impact: Algebra I EOC Retest success rate Staff Responsible for Monitoring: Principal Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Ability based tutorial groups will be developed using data from benchmark exams (using release EOC type questions) administered at the end of each six weeks grading period. Tutorials will be conducted weekly Strategy's Expected Result/Impact: Improved passing and commended rates on the Algebra I EOC test. Staff Responsible for Monitoring: Principal Counselor Math Department Head Math Teachers Funding Sources: Remediation tutorial materials will be purchased to help remediate students at-risk of failing. - 199 - General Fund: SCE - \$600</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5: All Algebra I SPED students assigned to Applied Math will be grouped in one class. This class will be taught by both a regular Algebra I teacher and a SPED teacher providing inclusionary services.

Strategy's Expected Result/Impact: SPED student Algebra I EOC scores will show improvement from previous years.


Staff Responsible for Monitoring: SPED Teachers

Counselor
Principal
Math Dept Chair

Reviews			
Formative			Summative
Nov	Jan	Mar	June
 50%			

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 1: Achieve a campus TEA rating of an "A" rating through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 5: 93% of all students will pass the Biology EOC at the "Approaches" level. 75% of students will achieve the "Meets" level and 35% will achieve "Masters" level.

Evaluation Data Sources: EOC passing rate

Summative Evaluation: None





<p>Strategy 1: Benchmark Science EOC tests will be administered to Biology students. Strategy's Expected Result/Impact: EOC Science benchmark scores Staff Responsible for Monitoring: Counselor Science Dept.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: EOC objectives will be taught in Science classes using TEKS Strategy's Expected Result/Impact: EOC Science benchmark tests scores Staff Responsible for Monitoring: Teachers Principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Tutorial groups will be created based on six weeks assessments using release EOC test questions. All students in danger of failing the EOC test (based off these benchmark results) will be scheduled in tutorials until the actual test in May. TEC 11.252(a)(3)(A) Strategy's Expected Result/Impact: Improved passing and commended rates on the Biology EOC test. Staff Responsible for Monitoring: Principal Counselor Biology teachers Funding Sources: Science Starter online EOC tutorial materials designed to reinforce and review key Biology TEKS - 199 - General Fund: SCE - \$600</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Science Starter video lessons will be purchased for use as warmup and science reinforcement activities. Strategy's Expected Result/Impact: Help reinforce science skills and serve as a spiraling tool to help re-teach and remind students of key Biology facts. Staff Responsible for Monitoring: Science Department Head Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Achieve a campus TEA rating of an "A" rating through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 6: 98% of all students will pass the US History EOC at the "Approaches" level. In addition, 90% of students will achieve the "Meets" level and 70% will achieve the "Masters" level in History.

Evaluation Data Sources: EOC passing rate

Summative Evaluation: None







Strategy 1: Benchmark Social Studies tests will be administered to all Juniors Strategy's Expected Result/Impact: EOC benchmark/practice test scores Staff Responsible for Monitoring: Social Studies Dept.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: EOC objectives will be taught in Social Studies classes using TEKS Strategy's Expected Result/Impact: EOC benchmark/practice test scores Staff Responsible for Monitoring: Teachers Principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will be tracked into correct Social Studies classes during 9-10th grade yrs. so they will be aligned to take U.S. History the 11th grade year for EOC success. Strategy's Expected Result/Impact: Credits on transcripts EOC Social Studies practice test scores Staff Responsible for Monitoring: Principals Counselor Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Tutorial groups will be created based off six weeks tests created from release EOC style questions/objectives. All students in danger of failing the EOC test (based off these benchmark results) will be scheduled in tutorials until the actual test in May. TEC 11.252(a)(3)(A) Strategy's Expected Result/Impact: Improved passing and commended rates on the U.S. History EOC test. Staff Responsible for Monitoring: Principal Counselor U. S. History teacher	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Achieve a campus TEA rating of an "A" rating through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 7: FHS will be able to get 75% or more of graduates to identified as College, Career, or Military Ready.

Evaluation Data Sources: 2021 TEA Accountability Summary

Summative Evaluation: None

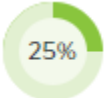





<p>Strategy 1: FISD will pay for the tuition, fees, and books of all students taking dual credit courses toward an Associates degree as long as they successfully complete the classes.</p> <p>Strategy's Expected Result/Impact: Moving from quartile 4 on number of students taking dual credit courses academic distinction to quartile 2</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Funding Sources: Dual Credit Reimbursement - 289 Title IV - 289 - \$2,183</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Students can get credit for CCMR the following ways:</p> <ol style="list-style-type: none"> Dual Credit (9 hours of any subject or 3 hours of English or Math) AP (passing any Collegeboard AP exam with a 3 or higher) ACT/SAT (scoring at the "college readiness" level on English and Math) Military (enlisting in the armed forces) Career (earning an industry certification -- FHS offers certifications thru the following courses: Ag Mechanics, Auto Tech, CNA, Cosmetology, HVAC, Advanced Floral Design, Business Info Mgmt, Culinary, Commercial Photography, and AV Production.) TSI (passing both the Math and Reading portion.) Any student not qualifying in one of these areas is placed in a TSI course to provide remediation to help pass the TSI test. <p>TEC 11.255 TEC 11.252(3)(G)</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students that are identified as College, Career, or Military Ready (CCMR)</p> <p>Staff Responsible for Monitoring: Principal Counselor CTE Director</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: Seniors will be given the TSI test in Reading and Math to determine College Readiness. Students who fail will be given the TSI a second time after undergoing remediation classes.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: - 199 - General Fund: SCE - \$780</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Achieve a campus TEA rating of an "A" rating through successful student performance on the state STAAR tests (English I and II, Biology, Algebra, and U.S. History.)

Performance Objective 8: FISD will increase the English Language Proficiency Status score from 29% to 36%

Evaluation Data Sources: TELPAS

Summative Evaluation: None

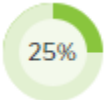








<p>Strategy 1: Ensure each campus has Spanish-speaking personnel to work with students. Add a Spanish speaking paraprofessional to serve as an ESL aide at the high school.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports and STAAR scores</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Secondary NES students will have Rosetta Stone accounts (at school and at home if Internet access available) to provide English tutoring</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: accounts set up and used. IMPACT: NES students transitioning to English, progress reports, TELPAS and STAAR scores.</p> <p>Staff Responsible for Monitoring: ESL Coordinator</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Differentiation and acceleration of instruction will be provided by: - Ensuring all teachers are trained in Gifted/Talented strategies. - Encouraging all teachers to attain ESL certification or be trained in SIOP (Sheltered Instruction Observation Protocol)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION - teacher training/certification IMPACT- Students will receive needed services and instruction according to individual needs, leading to increased academic success.</p> <p>Staff Responsible for Monitoring: ESL Coordinator Principal</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained.

Performance Objective 1: Maintain that all core academic subject area classes are taught by highly qualified teachers on each campus.

Evaluation Data Sources: Personnel documentation
Teacher certificates

Summative Evaluation: None







<p>Strategy 1: Teachers in need of additional certification will receive information about TExES administration dates and registration requirements.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - communication and flyers regarding TExES administration dates 2. IMPACT - teachers will have certifications required for their position</p> <p>Staff Responsible for Monitoring: Curriculum Director</p>	Reviews			
	Formative			Summative
	<p>Nov</p> 	<p>Jan</p>	<p>Mar</p>	<p>June</p>
<p>Strategy 2: District administrative personnel will participate in job fairs at ESC and local universities and hire only certified teachers.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of job fair attendance and applications acquired 2. IMPACT - percent of certified teachers hired</p> <p>Staff Responsible for Monitoring: Curriculum Director</p>	Reviews			
	Formative			Summative
	<p>Nov</p>	<p>Jan</p>	<p>Mar</p>	<p>June</p>
<p>Strategy 3: Provide recruitment and retention stipends for high-need teachers, especially Spanish teachers.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Stipend paid to Spanish teachers 2. IMPACT - Number of new teachers retained by district</p> <p>Staff Responsible for Monitoring: Superintendent; Director of Finance</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Stipends for Spanish teachers - 255 - Title II, Part A TPTR - \$10,619</p>	Reviews			
	Formative			Summative
	<p>Nov</p> 	<p>Jan</p> 	<p>Mar</p> 	<p>June</p>
<p>Strategy 4: High School teachers will be encouraged to stay up-to-date in G/T training and strategies. G/T students will be primarily served via the dual credit/honors program.</p> <p>Strategy's Expected Result/Impact: G/T students will have higher-level learning opportunities through dual credit/honors classes.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	<p>Nov</p> 	<p>Jan</p>	<p>Mar</p>	<p>June</p>
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained.

Performance Objective 2: Continue to work on initiatives to increase teacher retention.

Evaluation Data Sources: Exit interviews
HR data

Summative Evaluation: None












<p>Strategy 1: Create Technology Leadership Cadre (professional learning community) of teachers K-12, to facilitate self-selected professional goals and provide training and support to campus teachers.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - TLC meeting agendas, training notes 2. IMPACT - improved teacher attitude scores on STaR "Instructional Support" ratings and other surveys</p> <p>Staff Responsible for Monitoring: Instructional Technology Facilitator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level. TEC 11.252(3)(F)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers</p> <p>Staff Responsible for Monitoring: Curriculum Director; Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: Campus level incentive programs such as the Teacher of the Month award and Teacher of the Year award will be implemented.</p> <p>Strategy's Expected Result/Impact: Increased teacher morale and retention rate,</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Practice procedures in place for emergencies to ensure staff and student safety.

Evaluation Data Sources: Campus drill reports

Summative Evaluation: None

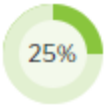









<p>Strategy 1: Monitor security of doors at all campuses, with public entry granted with authorization of front office staff - and security checks for public admittance into classrooms and student-occupied areas through the "Positive Proof" management system.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - locks and security cameras installed, and documentation of Positive Proof system 2. IMPACT - eliminate number of strangers in hallways</p> <p>Staff Responsible for Monitoring: Front Office Staff; Police Chief</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse and maltreatment of children, and bullying prevention. TEC 11.252(3)(B)(i) TEC 38.0041(a) TEC 11.252 (c)(9)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code 89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports. TEC 11.252 (3)(B)(ii)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 3: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: Implement drug and violence prevention programs to help reduce incidences to zero.

Evaluation Data Sources: Discipline report
School Police report

Summative Evaluation: None

<p>Strategy 1: Conduct unscheduled drug-dog searches of campus buildings and premises.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - dog search documentation 2. IMPACT - reduce incidences of drug use on campus</p> <p>Staff Responsible for Monitoring: Superintendent; District Police Chief</p>	Reviews			
	Formative			Summative
	<p>Nov</p> 	<p>Jan</p>	<p>Mar</p>	<p>June</p>
<p>Strategy 2: The district's freedom from bullying policy and procedures are attached to this district improvement plan, per [TEC 11.252].</p> <p>All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	<p>Nov</p> 	<p>Jan</p> 	<p>Mar</p> 	<p>June</p>
<p>Strategy 3: All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention.</p> <p>TEC 11.252(3)(B)(i)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	<p>Nov</p> 	<p>Jan</p> 	<p>Mar</p> 	<p>June</p>
<p>Strategy 4: Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner.</p> <p>TEC 11.252(3)(B)(ii)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p>	Reviews			
	Formative			Summative
	<p>Nov</p> 	<p>Jan</p> 	<p>Mar</p> 	<p>June</p>



<p>Strategy 5: District-wide discipline management system will be utilized, where administrators will log all discipline into TxEIS system. Staff will implement the defined hierarchy of consequences for students. Counselors will meet with all students assigned to AEP to help them stop the problematic behavior without missing class time.</p> <p>TEC 11.252(3)(E) TEC 37.083(a)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - TxEIS discipline logs 2. IMPACT - reduced number of incidents on TxEIS</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 6: All campus counselors and administrators will be trained on harassment and dating violence each year.</p> <p>TEC 37.0831</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Region 10 certificates or sign in logs from each campus 2. IMPACT - appropriate response to incidents; reduced number of incidents</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				











Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Maintain a graduation rate above 95%

Evaluation Data Sources: 2021 graduation rate

Summative Evaluation: None

<p>Strategy 1: Utilize the following programs for credit recovery: ~ Odyssey online courses ~ Saturday school ~ Evening school</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - student participation in programs 2. IMPACT - reduced number of students lacking the required credit hours</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Use technology and other resources to provide materials for online and absent students to make up work ("flipped classroom" materials, etc.).</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - videos, web resources, and other materials provided for students 2. IMPACT - decrease in number of students with incomplete work</p> <p>Staff Responsible for Monitoring: Campus Administration; Technology Department; Teachers</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: Provide homebound services to ensure pregnant students maintain grades and credits for graduation.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Homebound Program documentation 2. IMPACT - decrease in number of students with incomplete work (or not graduating) due to pregnancy</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Provide summer school at FHS for credit recovery TEC 11.252(a)(3)(A)</p> <p>Strategy's Expected Result/Impact: Number of students completing courses</p> <p>Staff Responsible for Monitoring: FHS administrators; Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





<p>Strategy 5: Provide Vocational classes in Agricultural Education, Business, Family Consumer Science, Auto Tech, Cosmetology, and HVAC.</p> <p>Strategy's Expected Result/Impact: Graduation rate Number of students earning vocational credits.</p> <p>Staff Responsible for Monitoring: Principal Counselor Princeton Vocational Staff</p> <p>Funding Sources: Salaries - 199-State CTE - \$429,139</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 6: All students will be provided with a Chromebook for school and home use. Instruction will be provided using Google Classroom in case students move to remote learning.</p> <p>Strategy's Expected Result/Impact: Instruction and student learning will continue even with a school-wide shutdown due to Covid-19.</p> <p>Staff Responsible for Monitoring: Technology Director Librarian Principal</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Increase CTE student performance

Evaluation Data Sources: Perkins Accountability Report

Summative Evaluation: None







Strategy 1: Use ELA benchmarking data to develop lessons that build student CTE and ELA skill sets Strategy's Expected Result/Impact: Benchmark results Staff Responsible for Monitoring: Principal Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide ELA and CTE teachers with multiple opportunities throughout the school year to train and plan together Strategy's Expected Result/Impact: CTE performance Staff Responsible for Monitoring: Principal Funding Sources: - 199-State CTE - \$15,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will be encouraged to either pass the ELA and math portions of the TSI test or pass a state exam to earn an approved state career certificate-- all strategies designed to show college or career readiness. TEC 11.255 TEC 11.252(3)(G) Strategy's Expected Result/Impact: Passing rate on TSI test Number of students passing state certificate exams, Higher score on Index 4 Staff Responsible for Monitoring: Counselor	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Farmersville High School will serve as a TSI testing center in order to allow students multiple opportunities to pass both the reading and writing portion of the exam. All seniors will be tested in the fall and all juniors in the spring. TEC 11.255 TEC 11.252(3)(G) Strategy's Expected Result/Impact: Increase the number of students who successfully pass the TSI test and are certified as college ready. Staff Responsible for Monitoring: Counselor Collin College counselor Principal TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 3: CTE Non-Traditional Course completion rate for females will be 40% or higher

Evaluation Data Sources: High School Master Schedule, Class Roster, PBMAS

Summative Evaluation: None





<p>Strategy 1: Provide students with non-traditional career information (ie. pay and opportunities) by providing counselors/CTE teachers with non-traditional recruiting information to disseminate to students</p> <p>Strategy's Expected Result/Impact: Increased number of female students taking non-traditional classes</p> <p>Staff Responsible for Monitoring: CTE Coordinator, Counselors</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Provide, on the district website, information students and parents regarding careers that fit in the high-skill, high-demand, and high-pay categories placing additional emphasis on non-traditional fields.</p> <p>Strategy's Expected Result/Impact: Increased number of female students taking non-traditional classes</p> <p>Staff Responsible for Monitoring: CTE Coordinator</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Establish a counseling schedule for counselors to meet with upcoming CTE students and parents to advise on career opportunities including non-traditional careers</p> <p>Strategy's Expected Result/Impact: Increased number of female students taking non-traditional classes</p> <p>Staff Responsible for Monitoring: High School Counselor & Principal</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 4: 90% of second year welding students will master an AWS certification test

Evaluation Data Sources: List of passed AWS certification tests relative to the number of students in the class

Summative Evaluation: None





<p>Strategy 1: Purchase additional welding equipment (welders, band saws, rod oven) to increase the number of CTE students earning Industry Based certification in AWS SENSE Welding Level 1</p> <p>Strategy's Expected Result/Impact: Increased number of CTE students earning Industry Based certification in AWS SENSE Welding Level 1</p> <p>Staff Responsible for Monitoring: CTE Coordinator</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Farmersville ISD will increase the number of students graduating college, career, and/or military ready.

Performance Objective 1: 75% of graduating seniors will meet the state standards for college and/or career readiness according to the Index 4 Postsecondary Component.

Evaluation Data Sources: Index 3 Postsecondary Component Report

Summative Evaluation: None









<p>Strategy 1: Identify students not likely to meet readiness standards on ACT/SAT and ensure they take the TSI test prior to graduation.</p> <p>Strategy's Expected Result/Impact: Successful passage of the ELA and Math portions of the TSI test.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Ensure that students take courses toward a coherent CTE sequence in order to achieve the career readiness standard.</p> <p>Strategy's Expected Result/Impact: Degree Plans demonstrate a coherent CTE sequence.</p> <p>Staff Responsible for Monitoring: Counselor CTE coordinator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Additional CTE course sequences will be created and incorporated into the course catalog to ensure all students have access to a coherent sequence of CTE courses.</p> <p>Strategy's Expected Result/Impact: Degree plans demonstrate a coherent CTE sequence.</p> <p>Staff Responsible for Monitoring: Counselor CTE Coordinator Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Seniors who fail to pass the TSI Math class will be moved into a College Prep Math course elective if their schedule permits. This exempts them from the TSI requirement for two years if they pass the course.</p> <p>TEC 11.255 TEC 11.252(3)(G)</p> <p>Strategy's Expected Result/Impact: More students will successfully complete the TSI Math test and will qualify as college ready.</p> <p>Staff Responsible for Monitoring: Math Department Head Counselor Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Farmersville ISD will increase the number of students graduating college, career, and/or military ready.

Performance Objective 2: Students will begin taking dual credit courses as freshmen with FISD paying for all tuition, fees, and books as long as students successfully pass the courses. Students that stay in the program will be able to earn an Associates degree by the time they graduate from high school.

Evaluation Data Sources: Semester report cards

Summative Evaluation: None

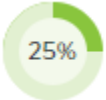
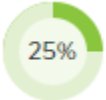
<p>Strategy 1: Incoming freshmen students and their parents will be informed of the new Associates degree program offered by Farmersville High School.</p> <p>Strategy's Expected Result/Impact: 30-40% of incoming freshmen will take dual credit courses -- Learning Pathways, BCIS, and Speech.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Counselors Principal Dual credit teachers/proctors</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Additional dual credit classes will be offered to students (BCIS, Learning Pathways, Speech, College English for juniors, etc.)</p> <p>Strategy's Expected Result/Impact: More students will take dual credit classes, thus increasing CCMR scores and preparing students for college.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Counselors Principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

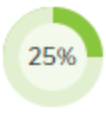
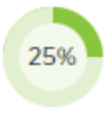







Goal 6: Farmersville High School will meet or exceed the recommended attendance rate of 96%.

Performance Objective 1: Attendance rate will meet or exceed the recommended attendance rate of 96.5%

Evaluation Data Sources: TAPR
PEIMS

Summative Evaluation: None

<p>Strategy 1: District Truancy Plan (attached), will be followed for any students with more than three unexcused absences in a four-week period. The plan will work with families to lessen the number of absences and to ensure students make up time/instruction missed.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records 2. IMPACT - increased attendance rate and participation</p> <p>Staff Responsible for Monitoring: Curriculum Director; Campus Administrators; Counselors</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Call the parents of absentees daily.</p> <p>Strategy's Expected Result/Impact: Attendance Rate</p> <p>Staff Responsible for Monitoring: Attendance Clerk</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Continue semester exam exemption plan</p> <p>Strategy's Expected Result/Impact: Attendance rate</p> <p>Staff Responsible for Monitoring: Principal Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June






Strategy 5: Begin legal proceedings against habitual absentees Strategy's Expected Result/Impact: Attendance Rate Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 6: Students with attendance problems will be required to attend detentions after school and/or Saturday school Strategy's Expected Result/Impact: Attendance rate Staff Responsible for Monitoring: Principals Saturday school facilitator	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 7: Teachers will use computerized attendance system to increase accuracy of attendance reporting Strategy's Expected Result/Impact: Attendance Rate Staff Responsible for Monitoring: Teachers Attendance clerk	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: FHS will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

Performance Objective 1: 100% of families of LEP students will have communication provided in the home language.

Evaluation Data Sources: Documentation of home-school communication; website statistics

Summative Evaluation: None


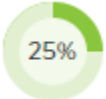


Strategy 1: Provide translation services on website. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - website activated; site statistics 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: Instructional Technology Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure each campus has Spanish-speaking personnel to communicate with parents. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: Superintendent; Campus Administrators	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	











Goal 7: FHS will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

Performance Objective 2: Parents will receive campus communication at least once a six weeks grading period to enhance parent involvement and support

Evaluation Data Sources: Documentation of communication

Summative Evaluation: None

<p>Strategy 1: Progress reports will be sent home each 3 weeks for all students Strategy's Expected Result/Impact: Parent/Student/Staff surveys Staff Responsible for Monitoring: Teachers</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 2: Teachers will be encouraged to utilize email, or call/write notes to parents to inform them about their child's progress. The SchoolStatus program will be used to help document parent contacts. Strategy's Expected Result/Impact: Parent surveys Staff Responsible for Monitoring: Teachers</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 3: The school will send letters and calendars to parents regarding school events/issues to encourage parental involvement Strategy's Expected Result/Impact: Parent Surveys Staff Responsible for Monitoring: Principal Counselor</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
<p>Strategy 4: The school will develop and operate a Facebook page in order to keep parents and community members informed of upcoming events. Strategy's Expected Result/Impact: Number of Likes and contacts on Facebook page Staff Responsible for Monitoring: Principal Counselor</p>	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 5: Parents & teachers will be included in planning each year's upcoming school calendar. Strategy's Expected Result/Impact: Campus Plan Staff Responsible for Monitoring: Site-based Committee	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Sponsor an open house at the high school each year Strategy's Expected Result/Impact: Parent Surveys Staff Responsible for Monitoring: Principal Teachers	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June 
Strategy 7: Information regarding school events, student accomplishments, etc. will be reported in the calendar, school/local newspaper, web page, and Facebook Strategy's Expected Result/Impact: Parent Surveys Staff Responsible for Monitoring: Principal Counselor	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 8: TxConnect provided for parents to have access to grades 9-12 assignments/homework, etc. Strategy's Expected Result/Impact: Number of "hits" to Parent Portal Staff Responsible for Monitoring: Administration Principal Teachers	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

2020-2021 Campus Improvement Team

Committee Role	Name	Position
Administrator	Wayne Callaway	
Administrator	Cole Ferrell	
Non-classroom Professional	Jill Cooper	
Classroom Teacher	Julie Talley	
Classroom Teacher	Judy Serrano	
Classroom Teacher	Steven Nappo	
Classroom Teacher	Candy Delorantis	
Classroom Teacher	Sandy Jacobs	
Classroom Teacher	Brock Stull	
Parent	Phyllis Tanner	
Business Representative	Angel Lindamood	
Parent	Melissa Grabowski	Parent

Campus Funding Summary

199 - General Fund: High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$230,511.00
+/- Difference					\$230,511.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Salaries and supplies for Boot Camp		\$700.00
1	3	2	Cost of essay evaluation program subscription.		\$600.00
1	3	7	Supplemental lower-level reading materials designed to help bring students up to grade level.		\$600.00
1	4	4	Remediation tutorial materials will be purchased to help remediate students at-risk of failing.		\$600.00
1	5	3	Science Starter online EOC tutorial materials designed to reinforce and review key Biology TEKS		\$600.00
1	7	3			\$780.00
Sub-Total					\$3,880.00
Budgeted Fund Source Amount					\$317,409.00
+/- Difference					\$313,529.00
199 - General Fund: SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$374,417.00
+/- Difference					\$374,417.00
199-State CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	Salaries		\$429,139.00

199-State CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2			\$15,000.00
Sub-Total					\$444,139.00
Budgeted Fund Source Amount					\$754,827.00
+/- Difference					\$310,688.00
199-State ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,050.00
+/- Difference					\$2,050.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Dual Credit Reimbursement	289	\$2,183.00
Sub-Total					\$2,183.00
Budgeted Fund Source Amount					\$11,246.00
+/- Difference					\$9,063.00
199- General Fund: GT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$500.00
199-State College, Career, and Military Readiness					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$28,000.00
+/- Difference					\$28,000.00
Grand Total					\$450,202.00