

# Farmersville Independent School District

## Farmersville Junior High

### 2020-2021 Campus Improvement Plan



**Public Presentation Date:** November 9, 2020

# Mission Statement

Live kind. Growth for all.

Farmersville Junior High School will promote a safe environment of positive support and kindness for each member of our school community. We will also provide a well-rounded, quality educational experience that promotes growth for all students and adults connected to our campus, including an emphasis upon academic, athletic, artistic and holistic growth towards excellence. We will accomplish this through clear and high expectations, a relevant curriculum, and appropriate safety supports.

## Vision

The vision of Farmersville Junior High School is to grow students who ...

... *contribute* to the community,

... are ready for the *rigors* of high school,

... and have a foundation for *college readiness*.

At Farmersville Junior High School, our teachers and staff will provide a learning environment that challenges each student to achieve at the highest level in all of their academic, athletic, and artistic endeavors. We will accomplish this through clear and high expectations, a relevant curriculum, and appropriate safety nets. Our students will leave junior high school having already contributed to the community, ready to achieve success in high school, and possessing foundational skills that will lead to college readiness with continued development. In doing this, our unique students will become lifelong learners and productive citizens in a constantly changing world.



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

As reported by the most recent TEA online data, Farmersville Junior High has a population of 429 students.

Student enrollment at Farmersville Junior High continues to steadily grow.

October 2019 enrollment data shows that the Hispanic student group is the fastest growing population. The primary campus student groups are as follows:

- 53.2% are Low Socioeconomic
- 57.0% are White
- 39.4% are Hispanic
- 2.9% are African American
- 1.2% are Asian
- 3.1% are Two or More
- Less than 1% are Indian

The 11.9% student mobility rate for Farmersville Junior High is below the state average of 16%. The district does not have any students identified as migrant. Attendance rates have steadily increased over the last six years. At 96.2%, the attendance rate is above the state average. The district attributes this achievement to a strong partnership with parents and a focus on high-quality education. About 3/4 of the students reside within the city limits and 1/4 of students live in a rural areas around the town. There are 11 bus routes serving the school district.

All teaching staff in Farmersville ISD meet the federal and state highly qualified requirements, resulting in students being surrounded by staff that holds high expectations for learning. FJH has hired an assistant principal, counselor, and eight new teachers for the 2018-2019 school year, who were provided one additional day of staff development during the teacher training days to specifically target the needs of teachers new to the district. In addition, the new teachers are assigned to mentor teachers at their respective campuses.

It is important at Farmersville ISD to provide ongoing professional learning. Teachers are scheduled for twelve staff development days during the course of the year - most of them organized at the campus level to provide targeted staff development.

### Demographics Strengths

Farmersville Junior High has many strengths. Some of the most notable demographics strengths include: Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success. The attendance rate at Farmersville Junior High has always been above 95%. Students at Farmersville Junior High are very accepting of new students regardless of race or ethnicity.

Data from the Fall 2017 Teacher and Staff Survey identifies the following strengths: The Farmersville ISD staff values professional development and seeks opportunities to participate in staff development outside of what the district requires. 100% of the staff are Highly Qualified. 100% of the certified staff and 95% of the paraprofessional staff have participated in multiple professional development opportunities during this past school year. Each grade level team is staffed with ESL teachers and G/T certified teachers. Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing calendar. The technology staff development opportunities have helped

the staff become more competent and effective with the use of technology in the classroom.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The latest TAPR report shows that the junior high is above the state average in the amount of students receiving special education services. **Root Cause:** There is high population of students that are being identified with Intellectual Disability

**Problem Statement 2:** Enrollment data indicated that the percentage of students identified as ELL is increasing each year. **Root Cause:** We have had an increase of students that moved to the campus that are moving in from non-English speaking countries.

**Problem Statement 3:** Teachers feel inadequately prepared to to address the special needs of ELL students. **Root Cause:** The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our students

# Student Learning

## Student Learning Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2017-2018 school year, Farmersville Junior High met these targets: Index 1 - Student Achievement. FJH Score: 87(state target score = 60) Index 2 - Student Progress. FJH Score: 41(state target score = 30) Index 3 - Closing Performance Gaps. FJH Score: 48(state target score = 26) Index 4 - Post-Secondary Readiness. FJH Score 55(state target score = 13) These scores result in FJH receiving a 2016 Texas Accountability Met Standard rating.

Although we are proud of our scores, we know we can continue to move our students forward. On the 2018 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

### Reading

6th Grade: Overall: 76%, SES: 67%, HISP: 66%

7th Grade: Overall: 80%, SES: 72%. HISP: 76%

8th Grade: Overall: 94%, SES: 84%, HISP: 88%

### Math

6th Grade: Overall: 84%, SES: 84%, HISP: 79%

7th Grade: Overall: 84%, SES: 81%. HISP: 78%

8th Grade: Overall: 97%, SES: 96%, HISP: 96%

### Writing

7th Grade: Overall: 77%, SES: 67%. HISP: 73%

### History

8th Grade: Overall: 83%, SES: 74%. HISP: 70%

### Science

8th Grade: Overall: 94%, SES: 90%. HISP: 89%

A deep analysis of the above scores by grade level and by each student group reveals that some student groups have shown positive growth when comparing the 2017 and 2018 STAAR data. All of the student groups have been analyzed by individual student scores and academic standards. Intervention strategies have been implemented to accelerate learning and close this gap. Individual students will be targeted for intervention and acceleration. Teachers also study the goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

## **Student Learning Strengths**

Farmersville Junior High has a population of hard-working, high achieving students. Farmersville Junior High is maintaining many different strengths, including: Earning Distinctions in ELAR, Science, Social Studies, Top 25% of Comparative Academic Growth, Top 25% Closing Performance Gaps, and Post-Secondary Readiness. The campus is performing above state standards in overall, social economic, and Hispanic population groups in the majority of subject areas.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** STAAR data reveals that special education and Hispanic population are our highest area of need **Root Cause:** The gradual increase in student population in both the areas of special education and Hispanic students.



# School Processes & Programs

## School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Farmersville Junior High is guided by the TEKS and content scope and sequences along with the results of campus based assessments. The TEKS promote 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information/media literacy skills through unit Performance Indicators. Each grading period, each teacher, along with an administrator, map out the specific skills and standards that will be taught for the upcoming quarter. Guiding questions used during that process include: "What are the key components? What is the standard of expectation? What is the vocabulary?" Then the teachers determine HOW they will accomplish these targets.

Assessment plays a major role in decision making and take on many different forms at Farmersville Junior High. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations in regular use. By ensuring all grade level skills are taught and that students learn them, Farmersville Junior High can demonstrate how the essential 21st Century Skills are being mastered. We disaggregate data based on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations.

Campus assessments are tied to DuFour's instructional strategies where instructional goals are identified on a grid by individual students. Data is plotted vertically and horizontally to fine-tune instructional need. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?" Weekly grade level PLCs are held with the principal. These grade-level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days. Student progress is monitored either as prescribed by the intervention or at one-week intervals, depending on individual students' needs. The data from campus assessments are used to identify students that are performing below passing. Questions are asked about what is being done to address these students needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held with the coordinator for RtI and the principal.

Parents, teachers, and students at Farmersville Junior High take pride in our schools and our school's reputation of success. The perception of Farmersville Junior High among all stakeholders is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Farmersville Junior High's focus goes far beyond just STAAR Scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students struggle with learning, you will see adjustments made within the instruction, the school context, and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

Farmersville ISD has made a renewed commitment to the integration of instructional technology, expanding the existing iPad check-out cart program into the elementary campuses, and hiring an Instructional Technology specialist to conduct staff development and facilitate the integration of new technology into instruction. Each year since, FISD has continued updating its technology resources and adding new interactive tools, such as Promethean Boards and student response systems. FISD teachers annually complete the Texas Education Agency's School Technology and Readiness (STaR) survey to determine progress toward the state's long-range plan for technology. Teachers and campus leaders are asked to rate 4 key areas: (1) Use of technology in teaching and learning; (2) educator preparation and development; (3) leadership, administration, and instructional support; and (4) infrastructure for technology. From 2013 to 2016, STaR ratings improved tremendously. Teachers feel much more comfortable with integrating technology into instruction, and schools scoring "Advanced Tech" in Patterns of Classroom Use went from 50% to 100% in that time, while schools rating "Advanced Tech" in implementation and mastery of Tech Apps TEKS went from 25% to 100%. Additionally, FISD teachers completed Level 1 of a Teacher Technology Proficiency assessment in spring of 2016, surveying and documenting mastery of technology skills.

## School Processes & Programs Strengths

Farmersville Junior High has identified the following strengths:

1. The proper use of RtI process
2. Subject Planning meetings at secondary level
3. Teachers ability to identify strategies for students in Tier 1 and Tier 2
4. The ability to interpret and use summative and formative assessments data to drive instructional decisions

Farmersville Junior High is proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by our community.
2. Teachers accommodate special populations with more time and individualized instructional plans
3. RTI is being utilized successfully with students being referred to the appropriate special population.
4. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
5. Interruptions to the instructional day are kept to a minimum.
6. Safety drills are performed frequently and efficiently
7. Advisory period provides students with the opportunity to receive targeted academic intervention and enrichment during the school day

As part of the Teacher Technology Proficiency assessments implemented in 2016-17, in conjunction with the STaR chart results and teacher surveys, FISD has identified these strengths:

- devices are available to all teachers (teacher computer & iPad, document camera, printer - plus technology for check-out)
- most teachers use technology daily
- teachers report general proficiency and confidence is increasing
- Learning@Lunch and other training with in-district support

During the 2015-16 school year, a large number of interactive whiteboards were purchased, and almost all of the core content teachers in grades 2-12 were trained in how to integrate this technology into their instruction. Follow-up professional development is planned for the 2016-17 school year.

Technology available to teachers and students at Farmersville Junior High:

(4) Chromebook Carts

(5) iPad Carts

Individual Teacher iPads

Documents Cameras in every classroom

(2) Computer labs

(15) Promethean Interactive boards

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** STAAR scores and the formative assessments identify some gaps in instruction and students achievement. **Root Cause:** Lack of consistently providing

instruction at the correct level of rigor

**Problem Statement 2:** Teacher need time for collaboration outside of the regular PLC meeting in order to fully implement the professional development strategies being learned.

**Root Cause:** Teachers feel some level of insecurity about implementing the professional development without follow-up discussions

# Perceptions

## Perceptions Summary

School Culture and Climate Summary One of the core beliefs at Farmersville ISD is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the entire district operates under what we call an Excellence for ALL. Students are taught that excellence is the habit to achieve. They are taught that what you do, you should do well, and the easiest way to do it well is to do it well every time. Students are taught, they practice, and then excellence with personal management and behavior is expected. Teachers and other staff receive training on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Teachers know that in top classrooms, time is allotted to learn how to do routines and rituals right. Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.

Farmersville Junior High works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. Because of the diversity of our district and high mobility, Farmersville Junior High has strengthened connections between home and school through Teacher Nights, social media (Facebook, Twitter, and Instagram), emails, and a district wide use of School Messenger and District website to help with communication and keeping parents informed.

We begin in early June updating the website for the new school year, including as many dates as possible to help parents plan ahead. The district provides translations on the website and also with printed materials in all languages spoken in school communication. We also provide interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We take pride in the fact that parents report our office staff are parent-friendly.

## Perceptions Strengths

Farmersville ISD celebrates these strengths:

The student survey reports that 88% of students feel safe at school.

The teacher survey data states that teachers feel empowered and valued by administrators. They also feel that Farmersville ISD has a supportive professional community.

	<b>% No</b>	<b>% Somewhat</b>	<b>% Yes</b>
[Discipline policies and procedures are clear to school staff members.]	1%	17%	76%
[School administrators back me up when I need it.]	6%	8%	85%
[The teachers at this school work well with one another.]	2%	19%	77%
[This school is a collaborative environment for teachers and other staff members.]	2%	20%	74%

Farmersville ISD celebrates these strengths:

The student survey reports that 83% of students feel safe at school.

Farmersville ISD works hard to maintain these strengths:

- Strengthen communication between home and school, utilizing surveys, and parent and student assess to TXGradebook
- Strengthen bond with the community by offering senior citizen passes for all home games, and Veterans Day celebrations honoring all military with ceremonies, community breakfast, and student performances to spotlight the contributions made by our military.
- The majority of parents surveyed (89%) expressed that they feel comfortable contacting their child's teachers and administrators.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Survey data reveals that both a small of students and staff have concerns with safety and security. **Root Cause:** There are some faculties issues that have been and are being discussed and taken care of.

**Problem Statement 2:** The implementation of Parent communication continue to be needed and is a high priority for the district **Root Cause:** There are constant changes in how we communicate with parent and meeting the needs of all the parents areas of communication.

# 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
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

## Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

## Employee 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

# Goals

**Goal 1:** Achieve a TEA Campus "A" rating through successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies)





**Performance Objective 1:** FJHS will reach 90% "Approaches", 60% "Meets", and 30% "Masters" in Math, ELAR, and Science

**Evaluation Data Sources:** 2021 TEA Accountability Summary

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement formative assessment plan for to be analyzed at the central level as well as the campus / department level. The Junior High School will use the Eduphoria, STAAR Maker, as well as investigate additional assessment resources. TEC 11.252(a)(3)(D)</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Formative assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent; Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - session sign-in sheets, handouts, Inst Tech web page 2. IMPACT - Increased use of technology in instruction</p> <p><b>Staff Responsible for Monitoring:</b> Technology Director; Instructional Technology Facilitator; Campus Administrators</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Utilize a 504 committee on each campus to evaluate testing and determine appropriate services for students with Dyslexia. TEC 11.252(a)(3)(B)(iv)</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Dyslexia Staff</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Teachers of "transition grade" students will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement. FJHS 6th grade teachers will receive information about their incoming students from FIS, and 8th grade teachers will provide information about the students going to FHS.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Student data sheets and course assignment sheets. 2. IMPACT - Students will receive needed services and instruction from the first day in the new grade.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
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<p><b>Strategy 5:</b> Differentiation and acceleration of instruction will be provided by:</p> <ul style="list-style-type: none"> <li>~ Ensuring all teachers are trained for teaching Gifted / Talented</li> <li>~ Encouraging all teachers to attain ESL certification</li> <li>~ Providing professional development on using data collected from assessment to create lessons that will lead to increased academic success</li> </ul> <p>TEC 11.252(c)(3)(H) TEC 11.252(3)(F)</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
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<p><b>Strategy 7:</b> Provide before school, in school, and after school tutorials, and also 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><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Attendance sheets for tutorials and summer school. Data from formative and summative assessments 2. IMPACT - Students will receive effective and timely assistance according to individual needs, leading to increased academic success</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators Teachers</p>	<b>Reviews</b>			
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 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 1:** Achieve a TEA Campus "A" rating through successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies)

**Performance Objective 2:** FJHS will reach 85% "Approaches", 50% "Meets", and 25% "Masters" in Writing

**Evaluation Data Sources:** 2021 TEA Accountability Summary

**Summative Evaluation:** None

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**Goal 1:** Achieve a TEA Campus "A" rating through successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies)

**Performance Objective 3:** FJHS will reach 95% "Approaches", 65% "Meets", and 35% "Masters" on Social Studies

**Evaluation Data Sources:** 2021 TEA Accountability Summary

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement formative assessment plan for to be analyzed at the central level as well as the campus / department level. The Junior High School will use the Eduphoria, STAAR Maker, as well as investigate additional assessment resources. TEC 11.252(a)(3)(D)</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Formative assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent; Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - session sign-in sheets, handouts, Inst Tech web page 2. IMPACT - Increased use of technology in instruction</p> <p><b>Staff Responsible for Monitoring:</b> Technology Director; Instructional Technology Facilitator; Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Utilize a 504 committee on each campus to evaluate testing and determine appropriate services for students with Dyslexia. TEC 11.252(a)(3)(B)(iv)</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Dyslexia Staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Teachers of "transition grade" students will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement. FJHS 6th grade teachers will receive information about their incoming students from FIS, and 8th grade teachers will provide information about the students going to FHS.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Student data sheets and course assignment sheets. 2. IMPACT - Students will receive needed services and instruction from the first day in the new grade.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 5:</b> Differentiation and acceleration of instruction will be provided by:</p> <ul style="list-style-type: none"> <li>~ Ensuring all teachers are trained for teaching Gifted / Talented</li> <li>~ Encouraging all teachers to attain ESL certification</li> <li>~ Providing professional development on using data collected from assessment to create lessons that will lead to increased academic success</li> </ul> <p>TEC 11.252(c)(3)(H) TEC 11.252(3)(F)</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Students in "transition grades" will participate in campus visits and orientation for the new grade, to become familiar with the teachers and logistics of the new school and schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Scheduled campus visits and "Fish Camp" documentation. 2. IMPACT - Students will have information and confidence needed to be successful from the first day in the new grade.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 7:</b> Provide before school, in school, and after school tutorials, and also 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><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Attendance sheets for tutorials and summer school. Data from formative and summative assessments 2. IMPACT - Students will receive effective and timely assistance according to individual needs, leading to increased academic success</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Achieve a TEA Campus "A" rating through successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies)

**Performance Objective 4:** FJHS will support FISSD in its goal to will increase the English Language Proficiency Status score from 29% to 36%

**Evaluation Data Sources:** TELPAS

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Ensure each campus has Spanish-speaking personnel to work with students.  <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staffing data, schedules                      2. IMPACT - ELL student progress reports and STAAR scores  <b>Staff Responsible for Monitoring:</b> Superintendent;                      Campus Administrators  <b>Funding Sources:</b> ESL Aide - 263 - Title III, LEP - \$13,968</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Utilize online software system to house and track students' test scores (TELPAS, STAAR, etc.) and accommodations data, and to ensure teachers' access to it. Teachers update accommodations usage within the online software system.  <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - student data is entered into the system, and accessed / updated by teachers                      2. IMPACT - Student accommodations allow for student success in classwork and assessments  <b>Staff Responsible for Monitoring:</b> ESL Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Newcomer students will have personal Chromebook issued and will have access to Google Translate and beginning English apps.  <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Chromebooks checked out to students                      2. IMPACT - NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores.  <b>Staff Responsible for Monitoring:</b> Campus ESL teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Secondary NES students will have Rosetta Stone accounts (at school and at home, if internet access is available) to provide English tutoring.  <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - accounts set up and used                      2. IMPACT - NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores.  <b>Staff Responsible for Monitoring:</b> Campus ESL Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 5:</b> Differentiation of instruction will be provided by:</p> <ul style="list-style-type: none"> <li>~ Ensuring all teachers are trained for teaching Gifted / Talented</li> <li>~ Encouraging all teachers to attain ESL certification</li> <li>~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus"</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Administrators; FISD GT Coordinator and FJHS Campus GT Teacher; FISD ESL Coordinator and FJHS Campus ESL Teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



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><b>Strategy 1:</b> Teachers in need of additional certification will receive information about TExES administration dates and registration requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - communication and flyers regarding TExES administration dates 2. IMPACT - teachers will have certifications required for their position</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> District administrative personnel will participate in job fairs at ESC and local universities and hire only certified teachers. Campus administrators will assist in seeking and identifying qualified , certified personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - documentation of job fair attendance and applications acquired; employees referred, recommended, hired as a result of campus administration efforts 2. IMPACT - percent of certified teachers hired</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director Campus Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide recruitment and retention stipends for high-need teachers, especially Spanish teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Stipend paid to Spanish teachers 2. IMPACT - Number of new teachers retained by district</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; Director of Finance Campus Administration</p> <p><b>Funding Sources:</b> Spanish Teacher Stipend - 255 - Title II, Part A TPTR - \$2,365</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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><b>Strategy 1:</b> Support technology integration and implementation through meaningful and practical training.  <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Documentation of technology training on relevant technology topics                  2. IMPACT - improved teacher attitude scores on STaR "Instructional Support" ratings and other surveys  <b>Staff Responsible for Monitoring:</b> Instructional Technology Facilitator, Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> 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)  <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - PD sign-in sheets, training handouts                  2. IMPACT - increased retention rate among first year teachers  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent;                  Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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><b>Strategy 1:</b> Monitor security of doors 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><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - locks and security cameras installed, and documentation of Positive Proof system 2. IMPACT - eliminate number of strangers in hallways</p> <p><b>Staff Responsible for Monitoring:</b> Front Office Staff; Police Chief</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse and maltreatment of children, and bullying prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code Â§89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 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

**Evaluation Data Sources:** Discipline report  
School Police report

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Conduct unscheduled drug-dog searches of campus buildings and premises.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - dog search documentation 2. IMPACT - reduce incidences of drug use on campus</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent; District Police Chief</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





<p><b>Strategy 5:</b> 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 ISS/AEP to help them stop the problematic behavior without missing class time.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - TxEIS discipline logs 2. IMPACT - reduced number of incidents on TxEIS</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> All campus counselors and administrators will be trained on harassment and dating violence each year.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Region 10 certificates or sign in logs from each campus 2. IMPACT - appropriate response to incidents; reduced number of incidents</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Through school engagement and academic planning efforts, Farmersville Junior High School will support the district goal of students remaining in school to obtain a high school diploma.

**Performance Objective 1:** Decrease the number of students failing one or more classes

**Evaluation Data Sources:** Grading period progress reports and report cards

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Intervention with counselor to discuss study skill and academic improvement strategies for students not passing with at least 70% in all classes at progress reports or report cards</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - scheduled students meetings with school counselor 2. IMPACT - reduced number of students not being successful in classes</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus School Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide incentive program that rewards students for achieving the honor roll each six weeks</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - Academic Records 2. IMPACT - increase the number of students students achieving the honor rolls</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Through school engagement and academic planning efforts, Farmersville Junior High School will support the district goal of students remaining in school to obtain a high school diploma.

**Performance Objective 2:** Increase efforts at long-term visioning for academic success

**Evaluation Data Sources:** Student academic planning guides

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Every student will have an academic plan and will meet with a counselor annually to review progress toward the completion of the plan.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - academic plans on file, notes when applicable 2. IMPACT - increase in graduation focus, planning</p> <p><b>Staff Responsible for Monitoring:</b> Secondary Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Determine junior high school student career interest to assist students planning for future careers and FISD planning for CTE pathway offerings and endorsements.</p> <p><b>Strategy's Expected Result/Impact:</b> During the current school year, 8th grade students will take a career interest/aptitude test.</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> Purchase Career Cruising subscription to administer career interest/aptitude test to junior high school students. - 199 - General Fund: SCE - \$875</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Farmersville Junior High School will support the district goal of increasing the number of students graduating - and also demonstrating college, career, and/or military readiness - by implementing school engagement and academic planning efforts

**Performance Objective 1:** Emphasize college options and planning

**Evaluation Data Sources:** Programs and opportunities for hearing, discussing college considerations

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1. Offer rigorous Advanced courses in Math and ELAR 2. Offer Algebra 1 high school credit</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - informational flyers, class meeting documentation 2. IMPACT - increase in Free/Reduced Lunch applications</p> <p><b>Staff Responsible for Monitoring:</b> JH Administrators; JH Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Students and families will receive information pertaining to college applications and financial aid - especially geared toward lower socioeconomic families - through brochures and website.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - website created and updated 2. IMPACT - site traffic statistics, increase in number of students applying for financial aid and college, and taking SAT/ACT</p> <p><b>Staff Responsible for Monitoring:</b> JH Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Farmersville Junior High School will support the district goal of increasing the number of students graduating - and also demonstrating college, career, and/or military readiness - by implementing school engagement and academic planning efforts

**Performance Objective 2:** Increase course offerings

**Evaluation Data Sources:** Numbers and types of courses offered, especially those for high school credit at FJHS.

**Summative Evaluation:** None








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

**Performance Objective 1:** Campus attendance rate will be monitored for attainment of 96% or greater

**Evaluation Data Sources:** TExEIS reports

**Summative Evaluation:** None





<p><b>Strategy 1:</b> District Truancy Plan, will be followed for any students with 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><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records 2. IMPACT - increased attendance rate and participation</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Director; Campus Administrators; Counselors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Attendance Committee Meetings will take place each term to develop interventions for at risk, truant students</p> <p><b>Strategy's Expected Result/Impact:</b> At-risk, truant behaviors will decrease</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselor, Attendance Clerk, grade level teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** FJHS will support the district's efforts to 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





<b>Strategy 1:</b> Provide translation services on website. <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - website activated; site statistics 2. IMPACT - increased parent involvement of LEP students <b>Staff Responsible for Monitoring:</b> Instructional Technology Director	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Ensure each campus has Spanish-speaking personnel to communicate with parents. <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - staffing 2. IMPACT - increased parent involvement of LEP students <b>Staff Responsible for Monitoring:</b> Superintendent; Campus Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Conduct a meeting for parents of elementary ESL students, with native language support, to share information about the program and ways to promote English development at home. <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - meeting attendance and minutes/handouts 2. IMPACT - increased parent involvement of LEP students <b>Staff Responsible for Monitoring:</b> ESL Coordinators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** FJHS will support the district's efforts to emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

**Performance Objective 2:** Update website and expand communication outlets for families, and establish ongoing collaboration between campus and district communications positions.

**Evaluation Data Sources:** Documentation of website updates and additional communication outlets, along with collaboration between campus and district communication positions.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide newsletters with parent involvement tips in both English and Spanish.  <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION - newsletters sent home                  2. IMPACT - parents knowledgeable of strategies / activities to be used at home to impact academic success  <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Funding Sources:</b> Newsletter provided by Region 16 and copied in-house - 199 - General Fund</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide staff development on positive teacher-parent interaction and on conducting effective parent conferences  <b>Strategy's Expected Result/Impact:</b> 1. IMPLEMENTATION- Professional development on positive parent communication and conferences                  2. IMPACT - Teachers knowledgeable of what positive parent conferencing looks like and confident in use of strategies resulting in effective parent communication and conferencing  <b>Staff Responsible for Monitoring:</b> Campus principal                  Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Campus Funding Summary

199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	Purchase Career Cruising subscription to administer career interest/aptitude test to junior high school students.		\$875.00
<b>Sub-Total</b>					\$875.00
<b>Budgeted Fund Source Amount</b>					\$226,992.00
<b>+/- Difference</b>					\$226,117.00
199 - General Fund: SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$276,040.00
<b>+/- Difference</b>					\$276,040.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Spanish Teacher Stipend		\$2,365.00
<b>Sub-Total</b>					\$2,365.00
<b>Budgeted Fund Source Amount</b>					\$2,402.00
<b>+/- Difference</b>					\$37.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	ESL Aide		\$13,968.00
<b>Sub-Total</b>					\$13,968.00
<b>Budgeted Fund Source Amount</b>					\$16,031.00
<b>+/- Difference</b>					\$2,063.00
289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$11,246.00
<b>+/- Difference</b>					\$11,246.00
199- General Fund: GT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,460.00
<b>+/- Difference</b>					\$2,460.00
199-State Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$47,000.00
<b>+/- Difference</b>					\$47,000.00
<b>Grand Total</b>					\$17,208.00