Farmersville Independent School District

Farmersville Intermediate

2020-2021 Campus Improvement Plan

Mission Statement

Farmersville Intermediate is committed to creating an engaging, high quality learning environment where students, teachers, and administrators are motivated to strive for excellence in all aspects of the curriculum.

Vision

Our vision for our campus is to educate every student to set purposeful goals that challenge them to grow as lifelong learners and equip them with 21st Century skills that will ensure their ability to be productive citizens in our community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Farmersville Intermediate School consists of 529 students 2nd-5th Grade.

The staff at Farmersville Intermediate School includes 40 teachers, 9 paraprofessionals, 3 professional support members, and 2 administrators. The student population is 51.61% White, 4.16% African American, 41.4% Hispanic, .76% Asian, 1.89%, Two or more races, and .19% American Indian/ Alaskan. Additionally, the campus serves 57.65% economically disadvantaged students, 16.82% special education students, and 18.9% Limited English Proficient students. Attendance rates include 98.19% for the entire campus. Subpopulation attendance rates stand at 95.37% African American, 96.69% Hispanic, 96.06% White, and 97% Economically Disadvantaged students for the 2019-2020 school year. The most current data indicates the campus has a 11.5% Mobility rate.

Demographics Strengths

- 100% Highly Qualified Teachers
- High Attendance Rate
- Mobility rate is over 4% lower than the state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 40% of students in second grade are reading below grade level according to diagnostic testing. **Root Cause:** Enrollment data indicates that the ELL population is growing annually.

Problem Statement 2 (Prioritized): 90% of Teachers on campus are ESL certified. **Root Cause:** Teachers have not taken ESL certification tests, or have not passed their prior attempt.

Problem Statement 3: 27% Percent of Students showed growth on TELPAS testing. **Root Cause:** Time was not allocated in the day for students to practice the online portion of the TELPAS consistently.

Student Learning

Student Learning Summary

All schools in Texas must meet standards set in four state accountability areas. Due to the waiving of STAAR Testing for all Texas students in the aftermath of the COVID-19 pandemic, the latest assessment data comes from the 2018-2019 school year. For the 2018-2019 school year, Farmersville Intermediate School met these targets: Index 1 - Student Achievement. FIS Score: 85(state target score = 60) Index 2 - Student Progress. FIS Score: 85(state target score = 32) Index 3 - Closing Performance Gaps. FIS Score: (state target score = 28). These scores result in FIS receiving a 2019 Texas Accountability Met Standard rating.

Although we are proud of our scores, we know we can continue to move our students forward. On the 2019 STAAR, the following scores for all grades show the percentage at Approaches Standard or Above:

Reading

3rd Grade: Approaches Standard: 80%, Meets: 42%, Masters:, 24%

4th Grade: Approaches Standard: 83%, Meets: 59%. Masters: 26%

5th Grade: Approaches Standard: 93%, Meets: 58%, Masters: 32%.

Math

3rd Grade: Approaches Standard: 86%, Meets: 49%, Masters: 20%

4th Grade: Approaches Standard: 83%, Meets: 54%. Masters: 29%

5th Grade: Approaches Standard: 96%, Meets: 44%, Masters: 28%

Writing

4th Grade: Approaches Standard: 81%, Meets: 44%. Masters: 20%

Science

5th Grade: Approaches Standard: 90%, Meets: 60%. Masters: 31%

Analysis of the above scores by grade level and by each student group shows that almost all student groups have have shown positive growth when comparing the 2018 and 2019 STAAR data in grades 4 and 5. There was a regression in scores for 3rd grade Reading, 4th grade Reading, and 4th grade Math, particularly within the Hispanic and low socio-economic subpopulations.

All cohort groups raised their passing percentages from the previous grade level except for the Approaches domain for 4th grade Reading which maintained the same Approaches percentage from the year before.

Intervention strategies have been implemented to accelerate learning and close this gap, including tutoring before, during, and after school. Tutorials are implemented for all

students to grow, including for those students who should master concepts, but whose grade reflect higher mastery of skills. Individual students will be targeted for intervention and acceleration based upon formative and summative data. Teachers also understand the purpose of targeted instruction and intervention is to close the performance gaps of all student groups with a special emphasis on the Hispanic and Special Education student groups.

Student Learning Strengths

Farmersville Intermediate has a population of hard working, high achieving students. The campus performs above standard state standard in most subjects in overall, socio-economic, and Hispanic population groups. Overall passing percentages for 5th grade math, reading, and 4th grade writing were near the top of their comparison groups for the 2018-2019 school year as compiled by aggregated STAAR data.

Student STAAR scores at the Masters levels raised by 7% to 27% overall from 2018 to 2019.

Overall Growth Percentage rose from 72% to 77% from 2018 to 2019.

The campus received 5 out of 6 distinctions allotted to Elementary campuses:

- Academic Achievement in ELAR
- Academic Achievement in Math
- Top 25%: Comparative Closing the Gaps
- Top 25%: Comparative Academic Growth
- Post-Secondary Readiness

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading scores in 3rd grade fell at the campus level in 2018-2019. **Root Cause:** 48% of students entered the grade level reading below a 3rd Grade level.

Problem Statement 2 (Prioritized): Approaches scores in 4th Reading fell 6 points from 2017-2018 levels. **Root Cause:** Little growth from lower-achieving students, while higher achieving students showed higher meets and masters totals for the 18-19 school year.

Problem Statement 3: TELPAS growth scores fell by 5 percentage points from 32% to 27% in 2018-2019 **Root Cause:** EL population is growing on campus

Problem Statement 4: Special Education students did not achieve Met Standard on Math and Reading STAAR in 2019. **Root Cause:** Special Education population is growing on campus.

School Processes & Programs

School Processes & Programs Summary

The Curriculum and Instructional focus at Farmersville Intermediate School is guided by the TEKS, content area 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. Each grading period, the teacher, along with an administrator analyze formative and summative assessments to map out specific skills and interventions needed for the upcoming grading period. During this time, teachers map out their plan for reaching all of their students to show growth through the disaggregation of data, and question-stem vocabulary.

All teaching staff in Farmersville ISD meet the federal and state highly qualified requirements, resulting in students being surrounded by staff that hold high expectations for learning. FIS has hired 10 new teachers for the 2020-21 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. New teachers were also provided with a campus mentor to meet with on a regular basis and give feedback to.

It is important at Farmersville ISD to provide ongoing professional learning. Teachers are scheduled for 36 teacher planning and staff development days during the course of the year - most of them organized at the campus level to provide targeted staff development over issues facing the Intermediate School at that time.

Overall the campus organization is positive. Teachers feel that they have input in decision making, and feel that administration is supportive and willing to do whatever it takes to help them accomplish their goals. Tutoring time is a focus and individual subjects are given priority throughout the week for targeting instruction.

School Processes & Programs Strengths

Subject and grade level meetings among teachers in each grade level

RTI process and RTI meetings at least once per six weeks

The ability to interpret and use summative and formative assessments to drive instructional decisions

Technology utilized in the classroom to give real time results and speed up the intervention process

100% of teachers are highly qualified

Frequent assessments to monitor student progress in the classroom

High and low level tutorials designated throughout the day to stimulate growth in all students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student growth is below 80% in 4th and 5th grade math and reading according to 2019 STAAR data. **Root Cause:** Tutorials need continuous refinement to show teachers are addressing critical student weaknesses.

Problem Statement 2 (Prioritized): The campus does not have keyless access around the building near student play areas. **Root Cause:** 2 of the 3 areas that students utilize for outdoor activities are not in close contact to a door with a keyless entry.

Perceptions

Perceptions Summary

Parents voiced the concern of wanting more opportunities to volunteer on campus during the school day. Parents expressed that they feel they can contact administration with concerns, and that parents and teachers work together to make their students successful. Students expressed concern about the lack of respect shown by each other. Students expressed that teachers treat them fairly, and that there are clear rules and consequences for behavior. Students express that other students somewhat treat each other with respect. Teachers believe that administrators back them up when they need it, and for the most part look forward to coming to work each day. School discipline procedures are clear to school staff members. Some teachers expressed that they feel somewhat satisfied with the security of the school.

Perceptions Strengths

Collaborative environment between staff and parents.

Parents comfortable contacting school staff.

Students receive additional attention when needed.

School is clean, orderly and rules are consistent for all classrooms.

Teachers have confidence in students and and care for them.

Parents wish there were more opportunities to volunteer at the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are not aware of opportunities to volunteer on campus. **Root Cause:** There are a low percentage of parents joining campus PTO.

Priority Problem Statements

Problem Statement 1: 90% of Teachers on campus are ESL certified.
Root Cause 1: Teachers have not taken ESL certification tests, or have not passed their prior attempt.
Problem Statement 1 Areas: Demographics

Problem Statement 2: 40% of students in second grade are reading below grade level according to diagnostic testing.
Root Cause 2: Enrollment data indicates that the ELL population is growing annually.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Reading scores in 3rd grade fell at the campus level in 2018-2019.
Root Cause 3: 48% of students entered the grade level reading below a 3rd Grade level.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student growth is below 80% in 4th and 5th grade math and reading according to 2019 STAAR data.
Root Cause 4: Tutorials need continuous refinement to show teachers are addressing critical student weaknesses.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Approaches scores in 4th Reading fell 6 points from 2017-2018 levels.
Root Cause 5: Little growth from lower-achieving students, while higher achieving students showed higher meets and masters totals for the 18-19 school year.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: The campus does not have keyless access around the building near student play areas.
Root Cause 6: 2 of the 3 areas that students utilize for outdoor activities are not in close contact to a door with a keyless entry.
Problem Statement 6 Areas: School Processes & Programs

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- 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: Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies)

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

   Evaluation Data Sources: 2021 TEA Accountability Summary.

   Summative Evaluation: None

	Reviews			
Strategy 1: Implement formative assessment plan for all campuses, to be analyzed at the campus and department level. A combination of tools will be used, including Google Classroom, and Eduphoria.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
TEC 39.053(c)(1-3) **Strategy's Expected Result/Impact:** 1. IMPLEMENTATION: Test Data, Scheduled Data Analysis Meetings				
2. IMPACT: Formative Assessment Scores				
Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Funding Sources: - 199 - General Fund: SCE - $3,600				
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.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Session sign-in sheets, handouts, Instructional Technology web page	**Nov**	**Jan**	**Mar**	**June**
IMPACT:				
Increased use of technology in instruction				
Staff Responsible for Monitoring: Technology Director; Instructional Technology Facilitator; Campus Administrators				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 3: Utilize a 504 committee on campus to evaluate testing and determine appropriate services for students with Dyslexia.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: 504 committee records IMPACT: Gains in reading skills for identified students **Staff Responsible for Monitoring:** Campus Administrators; Dyslexia Staff **Title I Schoolwide Elements:** 2.4, 2.6	**Nov**	**Jan**	**Mar**	**June**

Strategy 4: 5th grade teachers will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Student data sheets and course assignment sheets. IMPACT: Students will receive needed services and instruction from the first day in 6th grade. **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.6	**Nov**	**Jan**	**Mar**	**June**

Strategy 5: Differentiation and acceleration of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus" ~Providing professional development on using data collected from assessment to create lessons that will lead to increased academic success. -Utilizing Adaptive software programs such as Istation and Education Galaxy to target student needs and build academic success. TEC 11.253 and TEC 29.081	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Documentation of teacher training / certification, and available resources IMPACT: Students will receive needed services and instruction according to individual needs, leading to increased academic success **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Nov**	**Jan**	**Mar**	**June**

Strategy 6: 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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Scheduled campus visits and documentation. IMPACT: Students will have information and confidence needed to be successful from the first day in the new grade. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Jan**	**Mar**	**June**

Strategy 7: 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.		Reviews			
		Formative			Summative
HB5, TEC 28.0217 and TEC 29.081		Nov	Jan	Mar	June
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. **Staff Responsible for Monitoring:** Campus Administrators, Teachers					

Strategy 8: Track student reading levels throughout year to show improvement in reading fluency.		Reviews			
Strategy's Expected Result/Impact: IMPLEMENTATION: Reading passages through Reading A-Z will be utilized to track student fluency each six weeks for improvement.		Formative			Summative
		Nov	Jan	Mar	June
IMPACT: Student reading levels increase, helping to increase reading comprehension. **Staff Responsible for Monitoring:** Campus Administrators; Campus Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6					

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

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

Performance Objective 2: Farmersville Intermediate School will reach 85% "Approaches", 50% "Meets", and 25% "Masters" in Writing

    Evaluation Data Sources: 2021 TEA Accountability Summary

    Summative Evaluation: None

Strategy 1: Implement formative assessment plan for all campuses, to be analyzed at the campus and department level. A combination of tools will be used, including Google Classroom, and Eduphoria. **Strategy's Expected Result/Impact:** 1. IMPLEMENTATION: Test Data, Scheduled Data Analysis Meetings 2. IMPACT: Formative Assessment Scores **Staff Responsible for Monitoring:** Assistant Superintendent; Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6		Reviews		
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

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) **Strategy's Expected Result/Impact:** 1. IMPLEMENTATION: Session sign-in sheets, handouts, Instructional Technology web page IMPACT: Increased use of technology in instruction **Staff Responsible for Monitoring:** Technology Director; Instructional Technology Facilitator; Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6		Reviews		
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3: Utilize a 504 committee on campus to evaluate testing and determine appropriate services for students with Dyslexia. TEC 11.252(a)(3)(B)(iv) **Strategy's Expected Result/Impact:** IMPLEMENTATION: 504 committee records IMPACT: Gains in reading skills for identified students **Staff Responsible for Monitoring:** Campus Administrators; Dyslexia Staff		Reviews		
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 4: 5th grade teachers will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Student data sheets and course assignment sheets. IMPACT: Students will receive needed services and instruction from the first day in 6th grade. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Jan**	**Mar**	**June**

Strategy 5: Differentiation and acceleration of instruction will be provided by:	Reviews			
~ Ensuring all teachers are trained for teaching Gifted / Talented	**Formative**			**Summative**
~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus" ~Providing professional development on using data collected from assessment to create lessons that will lead to increased academic success TEC 11.252(c)(3)(H) TEC 11.252(3)(F)	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IMPLEMENTATION: Documentation of teacher training / certification, and available resources IMPACT: Students will receive needed services and instruction according to individual needs, leading to increased academic success **Staff Responsible for Monitoring:** Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6				

Strategy 6: 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.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Scheduled campus visits and documentation. IMPACT: Students will have information and confidence needed to be successful from the first day in the new grade. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Jan**	**Mar**	**June**

Strategy 7: 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 and summative assessments TEC 11.252(a)(3)(A)	Reviews			
	Formative			**Summative**
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. **Staff Responsible for Monitoring:** Campus Administrators, Teachers	**Nov**	**Jan**	**Mar**	**June**

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

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

Performance Objective 3: Farmersville Intermediate School will increase the English Language Proficiency Status score from 29% to 36%

    Evaluation Data Sources: TELPAS

    Summative Evaluation: None

Strategy 1: Ensure the campus has Spanish-speaking personnel to work with students.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Staffing data, schedules IMPACT: ELL student progress reports and STAAR scores	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent; Campus Administrators				

Strategy 2: Utilize EduGence 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 EduGence system.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Student data is entered into the system, and accessed / updated by teachers IMPACT: Student accommodations allow for student success in classwork and assessments	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: ESL Coordinator				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 3: Newcomer students will have Chromebook issued to them, with Google Translate and beginning English apps such as Duolingo.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Chromebooks checked out to students IMPACT: NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: ESL Teacher				
Funding Sources: Chromebooks - 199-State ESL - $880				

Strategy 4: NES students will have Duolingo accounts (at school and at home, if internet access is available) to provide English tutoring.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: IMPLEMENTATION : Accounts set up and used IMPACT: NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores. **Staff Responsible for Monitoring:** ESL Teacher	Nov	Jan	Mar	June

Strategy 5: Differentiation and acceleration of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: IMPLEMENTATION: Documentation of teacher training / certification, and available resources IMPACT: Students will receive needed services and instruction according to individual needs, leading to increased academic success **Staff Responsible for Monitoring:** Campus Administrators	Nov	Jan	Mar	June

0% No Progress	100% 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

Strategy 1: Teachers in need of additional certification will receive information about TExES administration dates and registration requirements **Strategy's Expected Result/Impact:** IMPLEMENTATION: Communication and flyers regarding TExES administration dates IMPACT: Teachers will have certifications required for their position **Staff Responsible for Monitoring:** Assistant Superintendent	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2: District administrative personnel will participate in job fairs at ESC and local universities and hire only certified teachers. **Strategy's Expected Result/Impact:** IMPLEMENTATION: Documentation of job fair attendance and applications acquired IMPACT: Percent of certified teachers hired **Staff Responsible for Monitoring:** Assistant Superintendent	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% 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

Strategy 1: Maintain Technology Leadership Cadre (professional learning community) members on campus, to facilitate self-selected professional goals and provide training and support to campus teachers.		Reviews		
		Formative		Summative
Strategy's Expected Result/Impact: IMPLEMENTATION: TLC meeting agendas, training notes		Nov	Jan	Mar	June
IMPACT: Improved teacher attitude scores on STaR "Instructional Support" ratings and other surveys				
Staff Responsible for Monitoring: Instructional Technology Facilitator				

Strategy 2: Provide staff development for new teachers at the campus level, with continuing support provided by mentor teachers at the campus level. TEC 11.252(3)(F)		Reviews		
		Formative		Summative
Strategy's Expected Result/Impact: IMPLEMENTATION: PD Sign-in sheets, training handouts IMPACT: Increased retention rate among first year teachers		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators				

0% No Progress	100% 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

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.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Locks and security cameras installed, and documentation of Positive Proof system 2. IMPACT: Eliminate number of strangers in hallways	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Front Office Staff; Police Chief				
Strategy 2: All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse, sex trafficking, and maltreatment of children, and bullying prevention. TEC 11.252(3)(B)(i)	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses IMPACT: Immediate and appropriate intervention for students in crisis.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators				
Strategy 3: Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code AaAASS89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports. TEC 11.252(3)(B)(ii)	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses IMPACT: Immediate and appropriate intervention for students in crisis.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administrators				
0% No Progress 100% 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

Strategy 1: The district's freedom from bullying policy and procedures are attached to the district improvement plan, per [TEC 11.252].
 	
All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention.
    Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses
  IMPACT: Immediate and appropriate intervention for students in crisis.
    Staff Responsible for Monitoring: Campus Administrators
	Reviews			

	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2: All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention.
TEC 11.252(3)(B)(i)
    Strategy's Expected Result/Impact: IMPLEMENTATION: Staff development certificates of completion from Region 10 online courses
  IMPACT: Immediate and appropriate intervention for students in crisis
    Staff Responsible for Monitoring: Campus Administrators
	Reviews			

	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3: 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.
 	
TEC 11.253(3)(B)(ii)
    Strategy's Expected Result/Impact: IMPLEMENTATION: Counselor logs, training logs each year for all district staff
  IMPACT: Reduced number of incidents
    Staff Responsible for Monitoring: Campus Administrators;
Counselors
	Reviews			

	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 4: 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. TEX 11.252 (3)(E) TEC 37.083(a) 　**Strategy's Expected Result/Impact:** IMPLEMENTATION: TxEIS discipline logs 　 IMPACT: Reduced number of incidents on TxEIS **Staff Responsible for Monitoring:** Campus Administrators; Counselor	**Reviews**		
	Formative		**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 5: All campus counselors and administrators will be trained on harassment and dating violence each year. TEC 37.0831 　**Strategy's Expected Result/Impact:** IMPLEMENTATION: Region 10 certificates or sign in logs from each campus 　 IMPACT: Appropriate response to incidents; reduced number of incidents **Staff Responsible for Monitoring:** Campus Administrators; Counselors	**Reviews**		
	Formative		**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress　　　100% 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 an attendance rate over 96%.

Evaluation Data Sources: 2020-2021 Attendance Data

Summative Evaluation: None

Strategy 1: Utilize the following programs for credit recovery: ~ Saturday school ~ Evening school TEC 11.253(d)(10) **Strategy's Expected Result/Impact:** IMPLEMENTATION: Student participation in attendance recovery programs IMPACT : reduced number of students lacking the required days attended, and missing instruction. **Staff Responsible for Monitoring:** Campus Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Increase percentage of participation from 46.5% of students taking the SAT/ACT to 50%.

Evaluation Data Sources: Number of students taking tests

Summative Evaluation: None

Strategy 1: Raise awareness of potential careers, and degree plans to achieve those careers through the addition of a STEM class.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Implementation--STEM classroom teacher position; Supplies & Curriculum Impact--Greater awareness of career and degree paths, higher motivation to succeed to reach goals. **Staff Responsible for Monitoring:** Classroom Teachers; Campus Administrators **Problem Statements:** Student Learning 2	Nov	Jan	Mar	June
	0%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Approaches scores in 4th Reading fell 6 points from 2017-2018 levels. **Root Cause:** Little growth from lower-achieving students, while higher achieving students showed higher meets and masters totals for the 18-19 school year.

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

Performance Objective 2: 40% of students taking SAT/ACT will score at or above the criterion score

Evaluation Data Sources: TAPR 2020
SAT/ACT Results

Summative Evaluation: None

Strategy 1: Implementation of student tutorials with a special focus of moving students from "approaches" to "meets," and "meets" to "masters."	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 1. Implementation--Assessment Scores. Tutorial Sessions, Campus Staff, Reading and Math Interventionists 2. Impact--Increase on state assessment scores and improved growth percentages in testing subjects. **Staff Responsible for Monitoring:** Campus Administrators; Classroom Teachers	Nov	Jan	Mar	June
	0%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: The district will meet or exceed the recommended attendance rate of 96%.

Performance Objective 1: The campus will meet or exceed the recommended attendance rate of 96%.

Evaluation Data Sources: TAPR

Summative Evaluation: None

Strategy 1: District Truancy Plan (attached), 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. TEC 11.253.(d)(10)(c) **Strategy's Expected Result/Impact:** IMPLEMENTATION: Attendance records, truancy plan documentation IMPACT: Increased attendance rate **Staff Responsible for Monitoring:** Campus Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

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. **Strategy's Expected Result/Impact:** IMPLEMENTATION: PEIMS documentation for homeless, food service records 2. IMPACT: Increased attendance rate and participation **Staff Responsible for Monitoring:** Assistant Superintendent; Campus Administrators; Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3: Incentive program developed for students achieving perfect attendance, and classes with highest attendance. **Strategy's Expected Result/Impact:** Implementation--Prizes for students achieving perfect attendance, Attendance Data Impact--Higher Attendance Rates **Staff Responsible for Monitoring:** Campus Administrators	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	0%			

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

Goal 7: The District 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.	Reviews			
	Formative			**Summative**
TEC 11.253(d)(9)	**Nov**	**Jan**	**Mar**	**June**
ESSA Section 1112(b)(7)				
ESSA Section 1116(a)(2)(B)				
Strategy's Expected Result/Impact: IMPLEMENTATION: Website activated; site statistics IMPACT: Increased parent involvement of LEP students				
Staff Responsible for Monitoring: Instructional Technology Director				
Title I Schoolwide Elements: 3.2				
Strategy 2: Ensure each campus has Spanish-speaking personnel to communicate with parents.	Reviews			
	Formative			**Summative**
TEC 11.253(d)(9)	**Nov**	**Jan**	**Mar**	**June**
ESSA Section 1112(b)(7)				
ESSA Section 1116(a)(2)(B)				
Strategy's Expected Result/Impact: IMPLEMENTATION: Staffing IMPACT: Increased parent involvement of LEP students				
Staff Responsible for Monitoring: Superintendent; Campus Administrators				

Strategy 3: 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.	Reviews			
	Formative			Summative
TEC 11.253(d)(9)	Nov	Jan	Mar	June
ESSA Section 1112(b)(7)				
ESSA Section 1116(a)(2)(B)				
Strategy's Expected Result/Impact: IMPLEMENTATION: Meeting attendance and minutes/handouts IMPACT: Increased parent involvement of LEP students				
Staff Responsible for Monitoring: ESL Coordinators				

Strategy 4: All school to home communication translated in non-English speakers home language.	Reviews			
Strategy's Expected Result/Impact: Implementation--Staff members for translation services, e-mail and text communication in parents' home language.	Formative			Summative
Impact--Increased parental involvement in school activities.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators; Classroom Teachers; Campus Staff	0%			

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

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

Performance Objective 2: 100% of Title 1 students will have home-school compacts and family communication.

Evaluation Data Sources: Documentation of home-school communication; signed home-school compacts

Summative Evaluation: None

Strategy 1: Provide "The Parent Involvement Connection" in both English and Spanish for parents of elementary students, grades K-5.	Reviews			
	Formative			**Summative**
TEC 11.253(d)(9)	**Nov**	**Jan**	**Mar**	**June**
ESSA Section 1112(b)(7)				
ESSA Section 1116(a)(2)(B) **Strategy's Expected Result/Impact:** IMPLEMENTATION: Newsletters sent home IMPACT: Parents knowledgeable of strategies / activities to be used at home to impact academic success **Staff Responsible for Monitoring:** Principals; Title 1 Teachers **Title I Schoolwide Elements:** 3.1, 3.2				
Strategy 2: Host Title 1 Parent Night meeting at K-5 campuses.	Reviews			
	Formative			**Summative**
TEC 11.253(d)(9)	**Nov**	**Jan**	**Mar**	**June**
ESSA Section 1112(b)(7)				
ESSA Section 1116(a)(2)(B) **Strategy's Expected Result/Impact:** IMPLEMENTATION: Sign-in sheets, agendas IMPACT: Parents knowledgeable of Title 1 program and its purpose to accelerate learning **Staff Responsible for Monitoring:** Title 1 Coordinator; Title 1 Teachers; Principals				
Strategy 3: Provide professional development on positive parent communication and teacher-parent conferences	Reviews			
Strategy's Expected Result/Impact: IMPLEMENTATION: Sign-in sheets for staff development IMPACT: Teachers will feel confident in communicating with parents and in conducting one-on-one parent conferences	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus principal; Teachers	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Campus Funding Summary

199 - General Fund: SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$3,600.00
				Sub-Total	$3,600.00
				Budgeted Fund Source Amount	$280,996.00
				+/- Difference	$277,396.00

199 - General Fund: SpEd

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$294,273.00
				+/- Difference	$294,273.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$92,663.00
				+/- Difference	$92,663.00

255 - Title II, Part A TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,428.00
				+/- Difference	$5,428.00

199-State ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Chromebooks		$880.00
				Sub-Total	$880.00

199-State ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$32,077.00
				+/- Difference	$31,197.00
199- General Fund: GT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,560.00
				+/- Difference	$2,560.00
				Grand Total	$4,480.00