

Farmersville Independent School District

Farmersville Junior High

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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:

- 53.6% are Low Socioeconomic
- 52.4% are White
- 41.0% are Hispanic
- 2.1% are African American
- 0.5% are Asian
- 0.5% are American Indian
- 3.5% are Two or More Races

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 96%. Students at Farmersville Junior High are very accepting of new students regardless of race or ethnicity.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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.

Student Learning

Student Learning Summary

Farmersville Junior High School had a B rating (scale score of 84) for the most recently measured year:

Student achievement: 83

School Progress: 84

Closing the Gaps: 85

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 recent STAAR data for consecutive years. 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, Comparative Academic Growth, 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 (Prioritized): 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, with administrative support, maps out the specific skills and standards that will be taught for the upcoming term. 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 takes on many different forms at Farmersville Junior High. 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.

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.

We have implemented 1-to-1 Chromebook devices for all of our students, utilizing the Emergency Connectivity Fund to make these purchases. We also provide protective cases and chargers. We now use a single sign-on application called Clever to help access online resources easily. We changed to using Cloud-based systems like email (our .org account is hosted through google but our .net account was housed in our high school's server room), Google Classroom, Microsoft 365 (Word, PowerPoint, Excel online). We also purchased Hotspots for use during the pandemic to support families with little or no existing internet connectivity.

School Processes & Programs Strengths

Farmersville Junior High has identified the following strengths:

1. The ability to interpret and use summative and formative assessments data to drive instructional decisions.
2. The ability to personalize instruction through blended learning that includes live instruction and personalized software.
3. The effective use of an advisory period to target learning gaps and provide interventions.

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. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
4. Interruptions to the instructional day are kept to a minimum.
5. Safety drills are performed frequently and efficiently
6. Advisory period provides students with the opportunity to receive targeted academic intervention and enrichment during the school day

Farmersville ISD has made strides in overcoming digital inequity through strategic purchases, training, and implementation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): STAAR scores and the formative assessments identify some gaps in instruction and students achievement. **Root Cause:** Lack of consistently providing instruction at a personalized level of rigor

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 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 SchoolStatus 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 Junior High has strengthened connections between home and school through Teacher Nights, social media (Facebook, Twitter, and Instagram), emails, and the SchoolStatus Program and District website to help with communication and keeping parents informed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The implementation of Parent communication continues to be needed and is a high priority for the district **Root Cause:** There are constant changes in how we communicate with parents and meet the needs of all parents areas of communication.

Priority Problem Statements

Problem Statement 2: 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 2: There is high population of students that are being identified with Intellectual Disability

Problem Statement 2 Areas: Demographics

Problem Statement 4: STAAR data reveals that special education and Hispanic population are our highest area of need

Root Cause 4: The gradual increase in student population in both the areas of special education and Hispanic students.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: STAAR scores and the formative assessments identify some gaps in instruction and students achievement.

Root Cause 5: Lack of consistently providing instruction at a personalized level of rigor

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 1: The implementation of Parent communication continues to be needed and is a high priority for the district

Root Cause 1: There are constant changes in how we communicate with parents and meet the needs of all parents areas of communication.

Problem Statement 1 Areas: Perceptions

Problem Statement 3: Enrollment data indicated that the percentage of students identified as ELL is increasing each year.

Root Cause 3: We have had an increase of students that moved to the campus that are moving in from non-English speaking countries.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





Goal 1: Achieve a TEA Campus "A" rating through successful student performance on the state STAAR tests (Reading, 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: 2022 TEA Accountability Summary

Strategy 1 Details	Reviews			
Strategy 1: Implement formative assessment plans 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) 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - session sign-in sheets, handouts 2. IMPACT - Increased use of technology in instruction Staff Responsible for Monitoring: Technology Director; Instructional Technology Facilitator; Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 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) Strategy's Expected Result/Impact: 1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students Staff Responsible for Monitoring: Campus Administrators; Dyslexia Staff	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
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 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) Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: 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 TEC 11.252(a)(3)(A) Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Campus administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				





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

Performance Objective 2: FJHS will reach 95% "Approaches", 65% "Meets", and 35% "Masters" on Social Studies

Evaluation Data Sources: 2022 TEA Accountability Summary

Strategy 1 Details	Reviews			
Strategy 1: Implement formative assessment plans 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) 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - session sign-in sheets, handouts 2. IMPACT - Increased use of technology in instruction Staff Responsible for Monitoring: Technology Director; Instructional Technology Facilitator; Campus Administrators	Formative			Summative
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	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
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 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) Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: 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 TEC 11.252(a)(3)(A) Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Campus administrators Teachers		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

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

Performance Objective 3: FJHS will support FISD in its goal to will increase the English Language Proficiency Status score from 32% to 36%

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Ensure each campus has Spanish-speaking personnel to work with students. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports and STAAR scores Staff Responsible for Monitoring: Superintendent; Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: ESL Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Newcomer students will have personal Chromebook issued and will have access to Google Translate and beginning English apps. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Chromebooks checked out to students 2. IMPACT - NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores. Staff Responsible for Monitoring: Campus ESL teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Secondary NES students will have Rosetta Stone accounts (at school and at home, if internet access is available) to provide English tutoring. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - accounts set up and used 2. IMPACT - NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores. Staff Responsible for Monitoring: Campus ESL Teacher	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Differentiation 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" Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success Staff Responsible for Monitoring: Campus Administrators; FISD GT Coordinator and FJHS Campus GT Teacher; FISD ESL Coordinator and FJHS Campus ESL Teacher	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers in need of additional certification will receive information about TExES administration dates and registration requirements. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - communication and flyers regarding TExES administration dates 2. IMPACT - teachers will have certifications required for their position Staff Responsible for Monitoring: Curriculum Director Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Actively seek and review applicants that reflect student population demographics. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Intentional inclusion of demographically representative applicants in the interview pool. 2. IMPACT - Number of new teachers retained by district Staff Responsible for Monitoring: Superintendent; Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Strategy 1 Details	Reviews			
Strategy 1: Support technology integration and implementation through meaningful and practical training. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Documentation of technology training on relevant technology topics 2. IMPACT - improved teacher efficacy and confidence Staff Responsible for Monitoring: Instructional Technology Facilitator, Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level. TEC 11.252(3)(F) Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Strategy 1 Details	Reviews			
Strategy 1: 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 Strategy's Expected Result/Impact: 1. IMPLEMENTATION - locks and security cameras installed 2. IMPACT - eliminate number of strangers in hallways Staff Responsible for Monitoring: Front Office Staff; Police Chief	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse and maltreatment of children, and bullying prevention. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code 89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct unscheduled drug-dog searches of campus buildings and premises. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - dog search documentation 2. IMPACT - reduce incidences of drug use on campus Staff Responsible for Monitoring: Superintendent; District Police Chief	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district's freedom from bullying policy and procedures are attached to this 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: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents Staff Responsible for Monitoring: Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: District-wide discipline management system will be utilized, where administrators will log all discipline into Ascender 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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Ascender discipline logs 2. IMPACT - reduced number of incidents in Ascender Staff Responsible for Monitoring: Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: All campus counselors and administrators will be trained on harassment and dating violence each year. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Region 10 certificates or sign in logs from each campus 2. IMPACT - appropriate response to incidents; reduced number of incidents Staff Responsible for Monitoring: Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Strategy 1 Details	Reviews			
Strategy 1: 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 Strategy's Expected Result/Impact: 1. IMPLEMENTATION - scheduled students meetings with school counselor; Effective Advising Framework pilot district 2. IMPACT - reduced number of students not being successful in classes Staff Responsible for Monitoring: Campus Administrators Campus School Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide incentive program that rewards students for achieving the honor roll each six weeks Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Academic Records 2. IMPACT - increase the number of students students achieving the honor rolls Staff Responsible for Monitoring: Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Strategy 1 Details	Reviews			
Strategy 1: Every student will have an academic plan and will meet with a counselor annually to review progress toward the completion of the plan. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - academic plans on file, notes when applicable; Effective Advising Framework pilot district 2. IMPACT - increase in graduation focus, planning Staff Responsible for Monitoring: Secondary Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Assess student readiness for college-level courses in the dual-credit program by using the Texas Success Initiative exam (TSI) in 8th grade. Strategy's Expected Result/Impact: Increased freshmen enrollment in FISD dual-credit courses in the upcoming school year. Staff Responsible for Monitoring: Principal, counselor, select teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Strategy 1 Details	Reviews			
Strategy 1: Offer rigorous Advanced courses in Math and ELAR Strategy's Expected Result/Impact: 1. IMPLEMENTATION - informational flyers, class meeting documentation 2. IMPACT - increased enrollment in advanced classes; demographic representation Staff Responsible for Monitoring: JH Administrators; JH Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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: Support course offerings for high school credit

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

Strategy 1 Details	Reviews			
Strategy 1: Provide junior high courses that provide high school credit: Spanish, Algebra 1, Business Information Management Strategy's Expected Result/Impact: Increase the number of students who will take courses for high school credit at FJHS. Staff Responsible for Monitoring: Principal, counselor, select teachers	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 3: Support classes and programs that emphasize CTE and STEM priorities: STEM Elective, Robotics and Engineering, Professional Communications





Evaluation Data Sources: Course selection guide and master scheduling

Strategy 1 Details	Reviews			
Strategy 1: Develop and support CTE courses in the context of other courses or programs Strategy's Expected Result/Impact: Future success of fully developed district-wide Engineering program Staff Responsible for Monitoring: Superintendents, Robotics and Engineering Director, Principal, select teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide translation services on website. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - website activated; site statistics 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: Instructional Technology Support Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure each campus has Spanish-speaking personnel to communicate with parents. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: Superintendent; Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - meeting attendance and minutes/handouts 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: ESL Coordinators	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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.

Strategy 1 Details	Reviews			
Strategy 1: Provide messages with parent involvement tips in both English and Spanish. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - communication sent home 2. IMPACT - parents knowledgeable of strategies / activities to be used at home to impact academic success Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff development on positive teacher-parent interaction and on conducting effective parent conferences Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Campus principal Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

State Compensatory

Budget for Farmersville Junior High

Total SCE Funds:

Total FTEs Funded by SCE: 0.351

Brief Description of SCE Services and/or Programs

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Personnel for Farmersville Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
6th Grade Math Teacher	Teacher	0.039
6th Grade Reading Teacher	Teacher	0.04
6th Grade Science Teacher	Teacher	0.041
6th Grade Social Studies Teacher	Teacher	0.039
7th Grade Social Studies Teacher	Teacher	0.04
7th Grade Writing Teacher	Teacher	0.04
8th Grade Math Teacher	Teacher	0.04
8th Grade Science Teacher	Teacher	0.04
Technology Teacher	Teacher	0.032