

Farmersville Independent School District

Farmersville Intermediate

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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 555 students 2nd-5th Grade.

The staff at Farmersville Intermediate School includes 40 teachers, 7 paraprofessionals, 5 professional support members, and 2 administrators. The student population as of Fall 2021 consisted of 46.38% White, 5.43% African American, 43.66% Hispanic, .72% Asian, 3.80%, Two or more races. Additionally, the campus serves 53.62% economically disadvantaged students, 19.38% special education students, 9.6% Dyslexia students and 21.01% 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 2020-2021 school year. The most current data indicates the campus has a 11.5% Mobility rate.

Demographics Strengths

- 98% 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): 60% of students in second grade are reading below grade level according to diagnostic testing. **Root Cause:** Enrollment data indicates that the LEP and Dyslexia population are growing rapidly.

Problem Statement 2 (Prioritized): 95% 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 (Prioritized): 26% Percent of Students showed growth on TELPAS testing. **Root Cause:** ESL Pullouts not happening consistently on campus.

Student Learning

Student Learning Summary

All schools in Texas must meet standards set in four state accountability areas. Due to the waiving of accountability ratings in the aftermath of the COVID-19 pandemic, the latest assessment data taken in 2021 was specifically utilized for data purposes to determine gaps in learning brought about by the pandemic.

We know we can continue to move our students forward. On the 2020 STAAR, the following scores for all grades show the percentage at Approaches Standard or Above:

Reading

3rd Grade: Approaches Standard: 75%, Meets: 45%, Masters: 22%

4th Grade: Approaches Standard: 80%, Meets: 46%, Masters: 20%

5th Grade: Approaches Standard: 74%, Meets: 32%, Masters: 30%.

Math

3rd Grade: Approaches Standard: 79%, Meets: 37%, Masters: 18%

4th Grade: Approaches Standard: 62%, Meets: 35%, Masters: 13%

5th Grade: Approaches Standard: 71%, Meets: 38%, Masters: 13%

Writing

4th Grade: Approaches Standard: 54%, Meets: 21%, Masters: 9%

Science

5th Grade: Approaches Standard: 70%, Meets: 32%, Masters: 11%

Analysis of the above scores by grade level and by each student group shows that almost all student groups have large gaps rooted in the pandemic. Scores regressed in nearly every category from when last measured on the 2019 STAAR test. 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 found their passing percentages lower from their previous tested grade level.

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 4th grade reading approaches and 5th grade reading masters scores were high water marks in comparison with region and state passing rates.

In addition to traditionally displaying excellence, the campus utilizes a system of interventions to help target student areas of weakness, and build success within the classroom.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Scores in all grade levels and testing subjects fell in comparison to 2019 passing rates. **Root Cause:** The COVID-19 pandemic erased learning gains and created learning gaps in all subject areas.

Problem Statement 2 (Prioritized): Masters scores fell behind Region 10 and State levels in 5 of the 8 tested subjects in 2020-2021. **Root Cause:** Tutorial sessions were less effective as in year's past, as the campus tried to not mix student groups for a large portion of the school year.

Problem Statement 3 (Prioritized): TELPAS growth scores are at 26% on campus. **Root Cause:** EL population is growing on campus

Problem Statement 4 (Prioritized): Special Education students did not achieve Met Standard on Math and Reading STAAR in 2021. **Root Cause:** The Special Education population is growing on campus comprising 18% of the total student population in 2021.

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 4 new teachers for the 2021-22 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

95% 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): 5 out of 8 tested subjects were below Region 10 average at masters level on STAAR. **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. Teachers have expressed the need to add in time for social-emotional learning within the classroom. 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 care for them.

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

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2: Students struggle with peer interaction coming back from the pandemic. **Root Cause:** There was little time dedicated to social-emotional learning in 2020-2021.

Problem Statement 3: Students struggle with peer interaction coming back from the pandemic. **Root Cause:** There was little time dedicated to social-emotional learning in 2020-2021.

Priority Problem Statements

Problem Statement 2: 60% of students in second grade are reading below grade level according to diagnostic testing.

Root Cause 2: Enrollment data indicates that the LEP and Dyslexia population are growing rapidly.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Scores in all grade levels and testing subjects fell in comparison to 2019 passing rates.

Root Cause 3: The COVID-19 pandemic erased learning gains and created learning gaps in all subject areas.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 5 out of 8 tested subjects were below Region 10 average at masters level on STAAR.

Root Cause 4: Tutorials need continuous refinement to show teachers are addressing critical student weaknesses.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 10: Parents are not aware of opportunities to volunteer on campus.

Root Cause 10: There are a low percentage of parents joining campus PTO.

Problem Statement 10 Areas: Perceptions

Problem Statement 1: 95% 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 5: Masters scores fell behind Region 10 and State levels in 5 of the 8 tested subjects in 2020-2021.

Root Cause 5: Tutorial sessions were less effective as in year's past, as the campus tried to not mix student groups for a large portion of the 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

Problem Statement 7: 26% Percent of Students showed growth on TELPAS testing.

Root Cause 7: ESL Pullouts not happening consistently on campus.

Problem Statement 7 Areas: Demographics

Problem Statement 8: TELPAS growth scores are at 26% on campus.

Root Cause 8: EL population is growing on campus

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Special Education students did not achieve Met Standard on Math and Reading STAAR in 2021.

Root Cause 9: The Special Education population is growing on campus comprising 18% of the total student population in 2021.

Problem Statement 9 Areas: Student Learning

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
- (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

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: Maintain a TEA District "A" rating through successful student performance on the state STAAR tests (Reading/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: 2022 TEA Accountability Summary.

Strategy 1 Details	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. 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 Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1	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, 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	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize a 504 committee, as well as Special Education staff on campus to evaluate testing and determine appropriate services for students with Dyslexia. 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 Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 5th grade teachers will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement. 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	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 ~ Ensure all teachers in 2nd and 3rd Grade teachers complete the Reading Academy by the end of the 2021-2022 school year. ~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, IXL and Education Galaxy to target student needs and build academic success. TEC 11.253 and TEC 29.081 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 Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1		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: 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		Formative			Summative
		Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
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. HB5, TEC 28.0217 and TEC 29.081 Strategy's Expected Result/Impact: IMPLEMENTATION: Attendance sheets for tutorials and summer school. Data from formative and summative assessments. Data from IXL adaptive software program. IMPACT: Students will receive effective and timely assistance according to individual needs, leading to increased academic success. Staff Responsible for Monitoring: Campus Administrators, Teachers Problem Statements: Demographics 3 - Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Track student reading levels throughout year to show improvement in reading fluency. Strategy's Expected Result/Impact: IMPLEMENTATION: Reading passages through Reading A-Z will be utilized to track student fluency each six weeks for improvement. 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 Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Saxon Phonics program implemented in 2nd grade in all classrooms Strategy's Expected Result/Impact: IMPLEMENTATION: Saxon phonics instruction will be provided to all students in 2nd grade every day. IMPACT: Student reading levels increase, helping to increase reading comprehension. Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 60% of students in second grade are reading below grade level according to diagnostic testing. Root Cause: Enrollment data indicates that the LEP and Dyslexia population are growing rapidly.
Problem Statement 2: 95% of Teachers on campus are ESL certified. Root Cause: Teachers have not taken ESL certification tests, or have not passed their prior attempt.

Demographics
Problem Statement 3: 26% Percent of Students showed growth on TELPAS testing. Root Cause: ESL Pullouts not happening consistently on campus.
Student Learning
Problem Statement 1: Scores in all grade levels and testing subjects fell in comparison to 2019 passing rates. Root Cause: The COVID-19 pandemic erased learning gains and created learning gaps in all subject areas.
Problem Statement 2: Masters scores fell behind Region 10 and State levels in 5 of the 8 tested subjects in 2020-2021. Root Cause: Tutorial sessions were less effective as in year's past, as the campus tried to not mix student groups for a large portion of the school year.
Problem Statement 3: TELPAS growth scores are at 26% on campus. 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 2021. Root Cause: The Special Education population is growing on campus comprising 18% of the total student population in 2021.
School Processes & Programs
Problem Statement 1: 5 out of 8 tested subjects were below Region 10 average at masters level on STAAR. Root Cause: Tutorials need continuous refinement to show teachers are addressing critical student weaknesses.





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

Performance Objective 2: Farmersville Intermediate School will increase the English Language Proficiency Status score from 29% to 36%

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Ensure the campus has Spanish-speaking personnel to work with students. Strategy's Expected Result/Impact: IMPLEMENTATION: Staffing data, schedules 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 Frontline 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 Frontline system. 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 Staff Responsible for Monitoring: ESL Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Newcomer students will have Chromebook issued to them, with Google Translate and beginning English apps such as Duolingo. 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. Staff Responsible for Monitoring: ESL Teacher Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: NES students will have Duolingo accounts (at school and at home, if internet access is available) to provide English tutoring. 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 Problem Statements: Demographics 1, 3 - Student Learning 1, 3	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 elementary campuses with resources and training in "Differentiating Instruction with Menus" 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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 60% of students in second grade are reading below grade level according to diagnostic testing. Root Cause: Enrollment data indicates that the LEP and Dyslexia population are growing rapidly.
Problem Statement 3: 26% Percent of Students showed growth on TELPAS testing. Root Cause: ESL Pullouts not happening consistently on campus.
Student Learning
Problem Statement 1: Scores in all grade levels and testing subjects fell in comparison to 2019 passing rates. Root Cause: The COVID-19 pandemic erased learning gains and created learning gaps in all subject areas.
Problem Statement 3: TELPAS growth scores are at 26% on campus. Root Cause: EL population is growing on campus

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: IMPLEMENTATION: Communication and flyers regarding TExES administration dates IMPACT: Teachers will have certifications required for their position Staff Responsible for Monitoring: Assistant Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> 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: Maintain Technology Leadership Cadre (professional learning community) members on campus, to facilitate self-selected professional goals and provide training and support to campus teachers. Strategy's Expected Result/Impact: IMPLEMENTATION: TLC meeting agendas, training notes IMPACT: Improved teacher attitude scores on STaR "Instructional Support" ratings and other surveys Staff Responsible for Monitoring: Instructional Technology Facilitator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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) Strategy's Expected Result/Impact: IMPLEMENTATION: PD Sign-in sheets, training handouts IMPACT: Increased retention rate among first year teachers Staff Responsible for Monitoring: 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 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 online management system. Strategy's Expected Result/Impact: IMPLEMENTATION: Locks and security cameras installed, and documentation through online management system. 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, sex trafficking, and maltreatment of children, and bullying prevention. TEC 11.252(3)(B)(i) TEC 38.0041(a) TEC 11.252(c)(9) 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	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 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) 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	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Integrate Social-Emotional Learning within the school day to aid students in developing social skills, mutual respect, and kindness to all. Strategy's Expected Result/Impact: IMPLEMENTATION: Teachers will work with students daily to help build a culture of respect and improve social skills. IMPACT: Reduction of bullying behavior between students.	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: 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
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	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 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: 2021-2022 Attendance Data

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 includes working 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 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: Assistant Superintendent; Campus Administrators; Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy 1 Details	Reviews			
Strategy 1: Raise awareness of potential careers, and degree plans to achieve those careers through the addition of a STEM class. 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	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: 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

Strategy 1 Details	Reviews			
Strategy 1: Implementation of student tutorials with a special focus of moving students from "approaches" to "meets," and "meets" to "masters." 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase Gifted/Talented minutes throughout the day. Strategy's Expected Result/Impact: IMPLEMENTATION: GT Minutes increased from 30 to 50 minutes per day. IMPACT: More time for students to be challenged with specially designed instruction to meet their needs. Staff Responsible for Monitoring: Campus Administrators; GT Coordinator Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 1: Scores in all grade levels and testing subjects fell in comparison to 2019 passing rates. Root Cause: The COVID-19 pandemic erased learning gains and created learning gaps in all subject areas.
Problem Statement 2: Masters scores fell behind Region 10 and State levels in 5 of the 8 tested subjects in 2020-2021. Root Cause: Tutorial sessions were less effective as in year's past, as the campus tried to not mix student groups for a large portion of the school year.

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>TEC 11.253.(d)(10)(c)</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: Attendance records, truancy plan documentation</p> <p>IMPACT: Increased attendance rate</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school related fees, as needed.</p> <p>Strategy's Expected Result/Impact: IMPLEMENTATION: PEIMS documentation for homeless, food service records</p> <p>2. IMPACT: Increased attendance rate and participation</p> <p>Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators; Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Strategy 1 Details	Reviews			
Strategy 1: Provide translation services on website. TEC 11.253(d)(9) 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure each campus has Spanish-speaking personnel to communicate with parents. TEC 11.253(d)(9) 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	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. TEC 11.253(d)(9) 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: All school to home communication translated in non-English speakers home language. Strategy's Expected Result/Impact: Implementation--Staff members for translation services, e-mail and text communication in parents' home language. Impact--Increased parental involvement in school activities. Staff Responsible for Monitoring: Campus Administrators; Classroom Teachers; Campus Staff	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy 1 Details		Reviews			
Strategy 1: Provide "The Parent Involvement Connection" in both English and Spanish for parents of elementary students, grades K-5. TEC 11.253(d)(9) 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		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Host Title 1 Parent Night meeting at K-5 campuses. TEC 11.253(d)(9) 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		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development on positive parent communication and teacher-parent conferences 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 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 Intermediate

Total SCE Funds:

Total FTEs Funded by SCE: 3.239

Brief Description of SCE Services and/or Programs

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Personnel for Farmersville Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
2nd Grade Teacher	Teacher	0.06
2nd Grade Teacher	Teacher	0.06
2nd Grade Teacher	Teacher	0.06
2nd Grade Teacher	Teacher	0.059
3rd Grade Teacher	Teacher	0.06
3rd Grade Teacher	Teacher	0.07
3rd Grade Teacher	Teacher	0.07
3rd Grade Teacher	Teacher	0.07
3rd Grade Teacher	Teacher	0.068
4th Grade Teacher	Teacher	0.069
4th Grade Teacher	Teacher	0.058
4th Grade Teacher	Teacher	0.06
4th Grade Teacher	Teacher	0.06
5th Grade Teacher	Teacher	0.07
5th Grade Teacher	Teacher	0.068
5th Grade Teacher	Teacher	0.07
5th Grade Teacher	Teacher	0.069
5th Grade Teacher	Teacher	0.069
ESL Specialist	Teacher	0.069

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Math Interventionist	Teacher	1
Reading Interventionist	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Reading Interventionist	Teacher	24	1

2021-2022 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Ashley Holland	Special Education Teacher
Administrator	Tad Myers	Principal
Administrator	Jamie Virgel	Assistant Principal
Non-classroom Professional	Laura Roberts	Counselor
Classroom Teacher	Ashley Phillips	Special Education Teacher
Classroom Teacher	Karen Lombard	ESL Teacher
Classroom Teacher	Britt Pollard	Science Teacher
Classroom Teacher	Lacy Phillips	4th Math Teacher
Classroom Teacher	Stephanie Scherer	3rd Reading Teacher
Classroom Teacher	Trista Williams	3rd Reading Teacher
Classroom Teacher	Kelsie Winniford	5th Science Teacher
Classroom Teacher	Jon Marie Russmann	Math Specialist
Classroom Teacher	Reagan VanAlstine	3rd Math Teacher
Classroom Teacher	Sarah Odom	ESL Coordinator
Classroom Teacher	Ashleigh Hoelscher	2nd Grade Teacher
Parent	Shannon Spaulding	Parent
Community Representative	Laura Lokey	Community Member