

Farmersville Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Steeped in tradition, pride, and unity, Farmersville ISD fights to provide every student the foundation to fulfill their potential so they will have the opportunity and confidence to dream big.

Vision

Tradition. Pride. Unity.

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Comprehensive Needs Assessment

Revised/Approved: October 21, 2021

Demographics

Demographics Summary

Farmersville ISD is a small rural district in northeast Collin County. The district has four schools: Tatum Elementary (PK-1st, Title 1 campus), Farmersville Intermediate (2nd -5th, Title 1 campus), Farmersville Junior High (6th - 8th), and Farmersville High School (9th - 12th). Although this improvement plan focuses on the 2021-2022 school year, the demographic information comes from the fall 2020-2021 Texas Academic Performance Report (TAPR).

Student enrollment at Farmersville ISD continues to steadily grow, and during the last five years it increased by over 20%, from 1630 students at the beginning of the 17-18 school year to over 2000 at the beginning of the 2021 school year. The primary District student groups are as follows:

- 50.2% White
- 42.4% Hispanic
- 3.4% African American
- 53.5% Economically Disadvantaged
- 15.3% English Learners

American Indian students make up 0.3% of the population, Asian students 0.9%, and 2.6% identify as two-or-more races.

The 14.4% student mobility rate for Farmersville ISD is slightly above the state average of 13.8%. The district does not have any students identified as migrant. Attendance rates have steadily increased over the last six years. However, due to lingering issues created by the on-going global pandemic, attendance rates for the 2021-2022 school year have been lower than average. Campus and district administrators continue to work with teachers and parents to encourage strong attendance for all students.

Demographics Strengths

Farmersville ISD has many strengths. 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. Students at Farmersville ISD are very accepting of new students regardless of race or ethnicity.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Staff diversity in Farmersville ISD does not reflect the demographics of the student body. **Root Cause:** Applicants do not mirror the diversity to meet the demands of the district's growth.

Student Learning

Student Learning Summary

Due to COVID-19, Governor Abbott and the Texas Education Agency cancelled STAAR tests for the 2019-2020 school year. For 2020-2021, STAAR testing resume; however, districts and campuses across the state of Texas were not rated on the A-F rating system and instead a blanket rating of "Not Rated: Declared State of Disaster" was applied to all districts and campuses. The ratings received in 2018-2019 are the most recent ratings available for Farmersville ISD, and for that year, the District received an "A" rating overall and Farmersville High School, Farmersville Junior High, and Farmersville intermediate received "B" ratings.

Based on the ratings from 2018-2019, in the Student Achievement Domain, which is primarily based on STAAR scores at the elementary level and STAAR, college and career readiness, and graduation rates at the secondary level, the District achieved the following:

Farmersville ISD scored an 89%, or a "B" overall.

Farmersville HS scored a 90%, or an "A" overall.

Farmersville JH scored an 83%, or a "B" overall

Farmersville Intermediate scored an 85%, or a "B" overall

In the School Progress Domain, which shows how students perform over time and how that growth compares to similar schools:

Farmersville ISD scored an 90%, or an "A" overall.

Farmersville HS scored a 84%, or a "B" overall.

Farmersville JH scored an 84%, or a "B" overall.

Farmersville Intermediate scored an 85%, or a "B" overall

In the Closing the Gaps Domain, which tells us how well different populations of students in a district are performing:

Farmersville ISD scored a 91%, or an "A" overall.

Farmersville HS scored a 86%, or a "B" overall.

Farmersville JH scored an 85%, or a "B" overall.

Farmersville Intermediate scored an 85%, or a "B" overall

The goal of Farmersville ISD is to receive an "A" rating. In order to achieve this goal, we will work to achieve the following scores:

- 90+% "Approaches", 60+% "Meets", and 30+% "Masters" in all areas

As with all aspects of our district, we strive to provide the best for our students and understand we have areas for improvement. We must continue to work on student growth and ensuring every student is moving forward from year to year.

Student Learning Strengths

Farmersville ISD has a population of hard-working, high achieving students. The 2018-2019 school year was the last year districts and campuses in Texas received Distinction Designations due to the cancellation of STAAR tests in 2019-2020 and the withholding of ratings in 2020-2021.

The following campus earned Distinction Designations in the following areas in 2018-2019:

Farmersville High School:

- Academic Achievement in Reading/English Language Arts
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25%: Comparative Closing the Gaps

Farmersville Junior High School:

- Academic Achievement in Reading/English Language Arts
- Top 25%: Comparative Academic Growth
- Top 25%: Comparative Closing the Gaps
- Post-Secondary Readines

Farmersville Intermediate School:

- Academic Achievement in Reading/English Language Arts
- Academic Achievement in Science
- Top 25%: Comparative Academic Growth

- Top 25%: Comparative Closing the Gaps

- Post-Secondary Readines

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The District's STAAR scores have remained stable for several years, with minimal signs of decline or increase. **Root Cause:** Strategic use of assessment data for improving mid-tier and upper-tier students has been limited.

District Processes & Programs

District Processes & Programs Summary

Parents, teachers, and students at Farmersville ISD take pride in our schools and our school's reputation of success. The perception of Farmersville ISD 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 ISD'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, campus and district leadership will make the necessary adjustments to improve overall instruction. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

The teaching staff in Farmersville ISD is passionate and highly qualified, resulting in students being surrounded by staff that hold high expectations for learning. It is important at Farmersville ISD to provide ongoing professional learning. Partially as a response to COVID-19, Farmersville ISD implemented a 4-day instructional calendar for the 2020-2021 school year and continued the calendar in 2021-2022 due to positive feedback received from our staff and the community.

The curriculum, instruction, and assessment focus at Farmersville ISD is guided by the standards established in the Texas Essential Knowledge and Skills, locally developed assessments, the TEKS Resource System, and the results of both State and local assessment data. FISD strives to promote 21st Century Skills including critical thinking and problem solving, communication skills, creativity, and collaboration.

Assessment plays a major role in decision making and takes on many different forms at Farmersville ISD. The campuses have been committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products, and presentations are regular practices at FISD. By ensuring all grade level skills are taught and that students learn them, Farmersville ISD can demonstrate how the essential 21st Century Skills are being mastered. Each campus disaggregates data based on essential standards on formative and summative assessments given periodically based on analysis of student need and curricular expectations. Kindergarten through second grade focus upon mClass, fluency checks, and campus benchmarks for assessment. Third through high school grade levels focus on STAAR, local formative assessment, and campus benchmarks. Special courses and programs such as physical education, music, special education, dyslexia, and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is the major assessment for ELL students.

Grade levels meet regularly with the principals to analyze data and map out strategies. Response to Intervention (RTI) committee meetings are held regularly at each campus as determined by the building principal. The data from campus assessments are used to identify students that are performing below passing so that necessary interventions can be identified and put in place. Progress is monitored for all students, and all students are provided the encouragement and support to achieve at ever-increasing levels of academic achievement as demonstrated by State and local assessments.

Farmersville ISD has demonstrated its commitment to the integration of instructional technology by continuing to support a district 1-to-1 initiative that was implemented in 2020-2021 as a response to the global pandemic. The District's technology team provides on-going technical and instructional support for the purposes of supporting student achievement.

District Processes & Programs Strengths

Farmersville ISD has identified the following strengths:

1. The ability to interpret and use common assessment data to drive instructional decisions.
2. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by our community.
3. Teachers accommodate special populations with more time and individualized educational plans.
4. 100% of the certified staff have participated in multiple professional development opportunities during this past school year.

5. The district provides staffing support for ESL and GT students.
6. RTI is being utilized successfully with students being referred to the appropriate special population.
7. A 4-day instructional calendar maximizes the amount of time available for planning for teachers.
8. Interruptions to the instructional day are kept to a minimum.
9. Safety drills are performed frequently and efficiently.
10. Devices are available to all teachers and students.
11. The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Maintaining the small-town feel while dealing with rapid growth has been difficult. **Root Cause:** Farmersville ISD is located in the rapidly growing Collin County.

Perceptions

Perceptions Summary

Farmersville ISD 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 ISD has strengthened connections between home and school through Teacher Nights, Facebook pages, emails, SchoolStatus, and the District website to help with communication and keeping parents informed.

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. 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. Teachers and 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. 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.

Perceptions Strengths

Farmersville ISD is committed to recruiting, hiring, and retaining the best teachers and staff available to provide rigorous instruction and a safe learning environment. The District prides itself on a strong support network of caring, involved campus and district administrators who maintain an "open door" policy and a passion for including teachers in instructional decisions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Continuing to support and sustain all teachers and staff as the District continues to experience rapid growth could become difficult. **Root Cause:** The District continues to experience year-to-year enrollment increases.

Priority Problem Statements

Problem Statement 1: Staff diversity in Farmersville ISD does not reflect the demographics of the student body.

Root Cause 1: Applicants do not mirror the diversity to meet the demands of the district's growth.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The District's STAAR scores have remained stable for several years, with minimal signs of decline or increase.

Root Cause 2: Strategic use of assessment data for improving mid-tier and upper-tier students has been limited.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Maintaining the small-town feel while dealing with rapid growth has been difficult.

Root Cause 3: Farmersville ISD is located in the rapidly growing Collin County.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Continuing to support and sustain all teachers and staff as the District continues to experience rapid growth could become difficult.

Root Cause 4: The District continues to experience year-to-year enrollment increases.

Problem Statement 4 Areas: Perceptions

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data

Employee Data

- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

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: FISD will reach 90% Approaches, 60% Meets, and 30% Masters in all STAAR areas.

Evaluation Data Sources: 2022 TEA Accountability Summary

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize current and future staff to provide small-group accelerated instruction.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - Student progress reports and STAAR scores</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement summative and formative assessment plan for all campuses to be analyzed at the central level as well as the campus / department level.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Formative assessment scores</p> <p>Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, Chromebooks, and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources.</p> <p>TEC 11.252(a)(3)(D) TEC 11.252(3)(F)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - session sign-in sheets, handouts 2. IMPACT - Increased use of technology in instruction</p> <p>Staff Responsible for Monitoring: Technology Director; Instructional Technology Facilitator; Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize a 504 committee on each campus to evaluate testing and determine appropriate services for students with Dyslexia. TEC 11.252(a)(3)(B)(iv)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students</p> <p>Staff Responsible for Monitoring: Campus Administrators; Dyslexia Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers of "transition grade" students (Headstart, Kindergarten, 1st, 5th, & 8th) will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 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 differentiated instruction ~ Providing professional development on using data collected from assessments to create lessons that will lead to increased academic success TEC 11.252(c)(3)(H) TEC 11.252(3)(F)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Students in "transition grades" will participate in campus visits and orientation for the new grade to become familiar with the teachers and logistics of the new school and schedule.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Scheduled campus visits and "Fish Camp" documentation. 2. IMPACT - Students will have the information and confidence needed to be successful from the first day in the new grade.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: 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 TEC 11.252(a)(3)(A)</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: Fisd will be able to achieve 70% or more of graduates identified as College, Career, or Military Ready





Evaluation Data Sources: 2022 TEA Accountability Summary

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide full funding (i.e. tuition, fees, and books) for students enrolled in dual-credit courses.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who complete dual credit courses that are offered</p> <p>Staff Responsible for Monitoring: Counselor Campus principal Finance Director</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students can get credit for CCMR the following ways:</p> <ol style="list-style-type: none"> Dual Credit (9 hours of any subject or 3 hours of English or Math) AP (passing any Collegeboard AP Exam with a 3 or higher) ACT/SAT (scoring at the "college readiness" level on both English & Math) Military (enlisting in the armed services) Career (earning an industry certification-we offer certifications through the following courses: Engineering, Advanced Floral Design, Business Info Mgmt, Culinary, Commercial Photography, AV Production, Advanced Floral Design) TSI (passing both the Math & Reading portion) <p>Any student not qualifying in one of these areas is placed in the TSI course to give them remediation to pass the TSI test. TEC 11.255 TEC 11.252(3)(G)</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students that are identified as College, Career, or Military Ready (CCMR)</p> <p>Staff Responsible for Monitoring: Principals, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 3: Fisd will increase the English Language Proficiency Status score from 32% to 36%





Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure each campus has Spanish-speaking personnel to work with students.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports and STAAR scores</p> <p>Staff Responsible for Monitoring: Superintendent; Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Eduphoria and Frontline systems 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 Eduphoria and Frontline systems.</p> <p>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</p> <p>Staff Responsible for Monitoring: ESL Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Differentiation and acceleration of instruction will be provided by:</p> <ul style="list-style-type: none"> ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in differentiated instruction <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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			
<p>Strategy 1: Teachers in need of additional certification will receive information about TExES administration dates and registration requirements.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - communication and flyers regarding TExES administration dates 2. IMPACT - teachers will have certifications required for their position</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District administrative personnel will participate in job fairs at ESC and local universities and hire certified teachers.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - documentation of job fair attendance and applications acquired 2. IMPACT - percent of certified teachers hired</p> <p>Staff Responsible for Monitoring: Assistant Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide recruitment and retention stipends for high-need teachers, especially Spanish teachers.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Stipend paid to Spanish teachers 2. IMPACT - Number of new teachers retained by district</p> <p>Staff Responsible for Monitoring: Superintendent; Business Manager</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: As part of the District's annual budget process, the LEA will conduct a review of staffing, curriculum and instructional supplies to ensure equitable appropriations for Title One campuses.</p> <p>Strategy's Expected Result/Impact: 1 - Improved recruitment and retention performance.</p> <p>Staff Responsible for Monitoring: Business Office</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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			
<p>Strategy 1: Provide teachers with instructional technology support, including training and support to campus teachers, administrators, and support staff.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Meeting agendas, training notes 2. IMPACT - improved teacher attitude surveys</p> <p>Staff Responsible for Monitoring: Instructional Technology Facilitator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level. TEC 11.252(3)(F)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers</p> <p>Staff Responsible for Monitoring: Assistant Superintendent; Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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			
<p>Strategy 1: Monitor security of doors at all campuses, with public entry granted with authorization of front office staff - and security checks for public admittance into classrooms and student-occupied areas through online management system.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - locks and security cameras installed, and documentation of online system 2. IMPACT - eliminate number of strangers in hallways</p> <p>Staff Responsible for Monitoring: Front Office Staff; Police Chief</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse, sex trafficking, maltreatment of children, and bullying prevention.</p> <p>TEC 11.252(3)(B)(i) TEC 38.0041(a) TEC 11.252(c)(9)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code 89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports.</p> <p>TEC 11.252(3)(B)(ii)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </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			
<p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district is committed to freedom from bullying for all students. Processes and procedures are continually reviewed and updated, per [TEC 11.252]. 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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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: 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</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner. TEC 11.252(3)(B)(ii)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: District-wide discipline management system will be utilized, where administrators will log all discipline into the 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. TEC 11.252(3)(E) TEC 37.083(a)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Ascender discipline logs 2. IMPACT - reduced number of incidents in Ascender</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: All campus teachers, counselors, and administrators will be trained on maltreatment, child abuse, harassment, and dating violence each year. TEC 37.0831</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Region 10 certificates or sign in logs from each campus 2. IMPACT - appropriate response to incidents; reduced number of incidents</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> 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 a graduation rate above 95%





Evaluation Data Sources: 2021 graduation rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the following programs for credit recovery: ~ Odyssey online courses ~ Saturday school ~ Evening school</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - student participation in programs 2. IMPACT - reduced number of students lacking the required credit hours</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use technology and other resources to provide materials for absent students to make up work ("flipped classroom" materials, etc.).</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - videos, web resources, and other materials provided for students 2. IMPACT - decrease in number of students with incomplete work</p> <p>Staff Responsible for Monitoring: Campus Administration; Technology Department; Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide homebound services to ensure pregnant students maintain grades and credits for graduation.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - Homebound Program documentation 2. IMPACT - decrease in number of students with incomplete work (or not graduating) due to pregnancy</p> <p>Staff Responsible for Monitoring: Campus Administrators; Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Increase percentage of students meeting CCMR criteria from 62% in 2020-2021 to 75% in 2021-2022.





Evaluation Data Sources: Number of students meeting CCMR criteria

Strategy 1 Details	Reviews			
<p>Strategy 1: All Juniors and Seniors will receive information about the benefits of applying for Free/Reduced lunch, with a focus on opportunities for financial aid for college and entrance exams. TEC 11.252(c)(4)(A-D)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - informational flyers, class meeting documentation 2. IMPACT - increase in Free/Reduced Lunch applications</p> <p>Staff Responsible for Monitoring: HS Administrators; HS Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: HS counselors will provide SAT / ACT information to teachers and students, and encourage use of fee waivers granted to EcoDis senior students. TEC 11.252(c)(4)(A-D)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - class meeting documentation / agendas 2. IMPACT - SAT / ACT registrations</p> <p>Staff Responsible for Monitoring: HS Administrators; HS Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students and families will receive information pertaining to college applications and financial aid (including TEXAS Grant and Teach for Texas Grant) - especially geared toward lower socioeconomic families - through brochures and district website. TEC 11.252(3)(G) TEC 11.252(c)(4)(A-D)</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - website created and updated 2. IMPACT - site traffic statistics, increase in number of students applying for financial aid and college, and taking SAT/ACT</p> <p>Staff Responsible for Monitoring: HS Counselors; Webmaster</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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





Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate</p> <p>Staff Responsible for Monitoring: Campus Administration</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: 1. IMPLEMENTATION - PEIMS documentation for homeless, food service records 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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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. Strategy's Expected Result/Impact: 1. IMPLEMENTATION - website activated; site statistics 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: Instructional Technology Director	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 and handouts 2. IMPACT - increased parent involvement of LEP students Staff Responsible for Monitoring: ESL Coordinator	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  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			
<p>Strategy 1: Provide parent communications in both English and Spanish for parents of elementary students, grades K-5.</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION - newsletters sent home 2. IMPACT - parents knowledgeable of strategies / activities to be used at home to impact academic success</p> <p>Staff Responsible for Monitoring: Principals; Title 1 Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development on positive parent communication and teacher-parent conferences</p> <p>Strategy's Expected Result/Impact: 1. IMPLEMENTATION: Sign-in sheets for staff development 2. IMPACT - Teachers will feel confident in communicating with parents and in conducting one-on-one parent conferences</p> <p>Staff Responsible for Monitoring: Campus principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$607,034.00

Total FTEs Funded by SCE: 9.78

Brief Description of SCE Services and/or Programs

61XX: Salary with Benefits - \$531,034 6112: Substitute Teachers-CompEd - \$10,550 611X: Salary-Extra Duty - \$19,000 62XX: Contracted Services - \$23,700 63XX: Supplies - \$19,000 64XX: Misc Operations - \$3,750

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
2nd Grade Teacher	Teacher	0.069
2nd Grade Teacher	Teacher	0.059
2nd Grade Teacher	Teacher	0.06
2nd 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	0.069
4th Grade Teacher	Teacher	0.059
4th Grade Teacher	Teacher	0.06
4th Grade Teacher	Teacher	0.06
4th Grade Teacher	Teacher	0.06
4th Grade Teacher	Teacher	0.059
5th Grade Teacher	Teacher	0.07
5th Grade Teacher	Teacher	0.069
5th Grade Teacher	Teacher	0.07
5th Grade Teacher	Teacher	0.07
5th Grade Teacher	Teacher	0.07
6th Grade Math Teacher	Teacher	0.039

<u>Name</u>	<u>Position</u>	<u>FTE</u>
6th Grade Reading Teacher	Teacher	0.04
6th Grade Science Teacher	Teacher	0.041
6th Grade Social Studies Teacher	Teacher	0.04
6th Grade Teacher	Teacher	0.04
7th Grade Math Teacher	Teacher	0.04
7th Grade Reading Teacher	Teacher	0.039
7th Grade Science Teacher	Teacher	0.04
7th Grade Social Studies Teacher	Teacher	0.04
7th Grade Teacher	Teacher	0.04
8th Grade Math Teacher	Teacher	0.039
8th Grade Reading Teacher	Teacher	0.04
8th Grade Science Teacher	Teacher	0.04
8th Grade Social Studies Teacher	Teacher	0.04
ESL Specialist	Teacher	0.07
HS Counselor	Secondary Counselor	0.011
HS English Teacher	Teacher	0.052
HS English Teacher	Teacher	0.05
HS English Teacher	Teacher	0.05
HS Math Teacher	Teacher	0.043
HS Math Teacher	Teacher	0.05
HS Math Teacher	Teacher	0.05
HS Math Teacher	Teacher	0.048
HS Math Teacher	Teacher	0.05
HS Science Teacher	Teacher	0.05
HS Science Teacher	Teacher	0.05
HS Science Teacher	Teacher	0.05
HS Science/Math Teacher	Teacher	0.05
HS Social Studies Teacher	Teacher	0.05
HS Social Studies Teacher	Teacher	0.044
HS Social Studies Teacher	Teacher	0.042
HS Social Studies Teacher	Teacher	0.04

<u>Name</u>	<u>Position</u>	<u>FTE</u>
JH STEM Teacher	Teacher	0.036
Library Aide	School Aide	1
Math Interventionist	Teacher	1
PK-1 Computer Teacher	Computer Aide	1
Pre-K Aide	Teacher's Aide	1
Reading Aide	School Aide	0.051
Reading Interventionist	Teacher	1
RTI Aide	School Aide	0.949
Spanish Teacher	Teacher	0.038
Spanish Teacher	Teacher	0.047
Spanish Teacher	Teacher	0.044
SPED Teacher	Teacher	1
Technology Teacher	Teacher	0.033

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Pre-K Aide	Teacher's Aide	24	1
Reading Interventionist	Teacher	24	1
Reading Interventionist	Teacher	24	1