

Farmersville Independent School District
Farmersville High School
2017-2018 Campus Improvement Plan

Mission Statement

Farmersville ISD will provide a well-rounded, quality education in a safe and orderly learning environment for all students. Each student, teacher, and administrator shall be expected to strive for excellence in all aspects of the curriculum.

Vision

Realizing that each student is unique, Farmersville ISD will strive to guide and educate every student in our school system to be a lifelong learner and a productive citizen in a constantly changing world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Farmersville High School currently has 512 students enrolled with the following demographic information:

40.6% of students fall under free/reduced lunch and would qualify as low socioeconomic students.

317 students are classified as White students (61.9%)

156 students are classified as Hispanic (30.5%)

15 students are classified as African American students (2.9%)

14 students are classified as two races (2.7%)

5 students are classified as Asian and 5 students are classified as American Indian (1%) each.

Demographics Strengths

Despite a high percentage of low socioeconomic students (40.6%), Farmersville High School still scores well above the state average on all state assessments.

Hispanic passing rates in English II (70%) and Algebra I (93%) showed dramatic improvement over the year before.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education student scores in Algebra I and English are still significantly below the campus average. **Root Cause:** The special education department is going through a time of transition from individualized instruction to more on-grade level instruction to more effectively prepare students for the EOC tests.

Student Academic Achievement

Student Academic Achievement Summary

Farmersville High School is a campus with proven academic success as indicated by meeting all four indices and earning all seven distinctions on the state accountability system. FHS EOC scores averaged 10-12 % higher than the state standard in every subject area. FHS ranked among the top 10 in its cohort in every distinction area of the accountability system. Passing scores were as follows:

Algebra I -- 92% Passed State Avg - 82%

English I -- 76% Passed State Avg - 60%

English II -- 74% Passed State Avg - 62%

Biology -- 98% Passed State Avg - 85%

U.S. History -- 98% Passed State Avg -- 92%

Student Academic Achievement Strengths

FHS received Distinction Designations in Mathematics, Science, Social Studies, ELA/Reading, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness. Farmersville High School falls within the top 5% of campuses in the state in relation to reaching all distinctions on the state accountability system.

Successful strategies include having veteran teachers and department heads teach EOC preparations courses, extensive tutorials and remediation, and increased academic focus. Tutorials were based on ability grouping to create extension and remediation as needed. Fall semester tutorials were focused on credit recovery and content acquisition while spring semester tutorials were based off benchmark exam results (content knowledge and test skills.)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Special education students have a 29% passing rate on the English I EOC test and 35% passing rate on the English II EOC test. and fall below the state requirements to meet system safeguards. **Root Cause:** Special education students did not perform on grade level in ELA/Reading. There

is still a significant gap between student academic levels and testing levels.

School Processes & Programs

School Processes & Programs Summary

Farmersville High School is a large 3A high school with approximately 512 students, 45 staff members, and 37 full-time teachers. FHS awards the Foundation diploma with endorsements in all five areas and distinguished performance. Students may earn over 30 dual credit hours college credit by taking dual credit courses during their junior and senior years. Career and technology courses are provided in a variety of programs with professional certifications available in cosmetology, advanced welding, Automotive Technician, HVAC, Certified Nursing Assistant, and Pharmacy Technician. Students are able to participate in 10 UIL athletic sports, UIL Band, Choir, Cheerleading, Academics, One Act Play, FFA livestock and judging competitions, FCCLA competitions, art contests, drill team, and UIL Robotics.

Farmersville High School's administrative and counseling staff consists of a principal, assistant principal, lead counselor, and part-time college and career readiness counselor employed by Collin College.

School Processes & Programs Strengths

62.3% of the FHS student body are involved in some form of extracurricular activity as of mid-October and have undergone mandatory drug testing. This number should increase as the year goes on and more activities (UIL Academics, OAP, FFA) require testing. Conclusion is that approximately 2/3 of the FHS students are involved in some form of school activity -- which promotes better grades and citizenship.

The FHS Administrative staff is a veteran staff with numerous years of experience at the high school level. Mr. Callaway, the principal, has been principal of FHS for 10 years and has 21 years total experience in administration. Mr. Ferrell, the assistant principal, is starting his fourth year at FHS and has several years of experience as a 504 coordinator in Allen ISD. Jill Cooper, the counselor, is starting her 14th year as the lead counselor of Farmersville High School. Jessica Mitchell, the College and Career counselor, has also been added to the staff this year as a liaison between Collin College and FHS as a means of helping increase the percentage of students enrolling in college after graduation.

Perceptions

Perceptions Summary

Farmersville High School has a strong focus on academics with a lower teacher-student ratio. Most elective courses average in the low 20's or below for the number of students in class. FHS also strives to excel in all extracurricular activities and competitions it participates in. Athletic teams in football, volleyball, cross country, baseball, and track have had recent success with teams advancing multiple rounds into the playoffs. UIL Academic and One Act Play contestants have also advanced beyond the district round in each of the last two years. With all of this being said, the primary focus and goal of Farmersville High School is to build a strong academic foundation for our students so they can be well-prepared for life after high school.

Perceptions Strengths

Strong academic focus -- scored extremely well on the 2016-2017 EOC exams and earned all seven distinctions on the state accountability system for 2016-17.

Extracurricular success in both UIL athletics and academics

Community perception of the high school is generally high as measured on recent parent surveys.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Continue to work on increasing the percentage of students who are classified as either college or career ready after graduation. **Root Cause:** Changes in the state's accountability system have resulted in areas (such as career readiness) where students who were thought to meet this standard no longer fit the state's revised definitions.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals











Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school in all four indexes. Farmersville High School will also strive to earn distinctions in all seven areas.

Performance Objective 1: 80% of students (in all student groups) will show progress on the STAAR assessment.

Evaluation Data Source(s) 1: 2018 TEA Accountability Summary

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure each campus has Spanish-speaking personnel to work with students.	9	Superintendent; Campus Administrators	1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports and STAAR scores				
2) Implement formative assessment plan for all campuses, to be analyzed at the central level as well as the campus / department level. A combination of tools will be used. Elem - All in Learning JH - Insight 360 clickers HS - Eduphoria	1, 2, 8, 9	Curriculum Director; Campus Administrators	1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Formative assessment scores				
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.	2, 4	Technology Director; Instructional Technology Facilitator; Campus Administrators	1. IMPLEMENTATION - session sign-in sheets, handouts, Inst Tech webpage 2. IMPACT - Increased use of technology in instruction				
4) Provide support for students' keyboarding skills, digital citizenship/literacy, and access to technology by creating a web-based collection of resources for students and teachers.	2, 4, 6	Technology Director; Instructional Technology Facilitator	1. IMPLEMENTATION - Website and web traffic statistics 2. IMPACT - Utilization of resources and demonstration of digital skills by students				

<p>5) Utilize a 504 committee on each campus to evaluate testing and determine appropriate services for students with Dyslexia. Staff on each campus will utilize the Linda Mood Bell program (or other identified program) to incorporate instruction on:</p> <ul style="list-style-type: none"> ~ Phonological Awareness ~ Sound-symbol Association ~ Syllabication ~ Orthography ~ Morphology ~ Syntax 	9	Campus Administrators; Dyslexia Staff	<p>1. IMPLEMENTATION - 504 committee records</p> <p>2. IMPACT - Gains in reading skills for identified students</p>				
<p>6) Differentiation 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 "Differentiating Instruction with Menus" 	2, 3, 4, 9	Campus Administrators	<p>1. IMPLEMENTATION - documentation of teacher training / certification, and available resources</p> <p>2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school in all four indexes. Farmersville High School will also strive to earn distinctions in all seven areas.

Performance Objective 2: Increase SpEd passing rate for EOC English Language Arts to 60%

Evaluation Data Source(s) 2: EOC passing rate

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students. At the older grades, the students themselves will be a primary component of the process, to promote personal accountability and agency. 2) Applied English classes will shadow regular English I and II classes, using many of the same materials and assessments. 3) Applied English teacher will use Texas Coach End of Course Jumpstart workbook as a teaching tool. 4) SPED and at-risk students who have failed the ELA EOC test previously will be placed in special remediation tutorials at least twice a week leading up to the re-test.	9	Special Education Director; SpEd Case Managers; SpEd Staff	1. IMPLEMENTATION - tracking forms 2. IMPACT - timely assistance for SpEd students who are struggling; higher scores for SpEd students				
		SPED teacher Principal	Higher expectations and standards for SPED ELA students should increase the percentage of passing scores on the ELA EOC test.				
		SPED teacher Principal Special Ed Director	Higher ELA scores on the EOC test.				
		SPED Teachers Counselor Principal	Higher ELA scores on the EOC test,				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school in all four indexes. Farmersville High School will also strive to earn distinctions in all seven areas.

Performance Objective 3: 80% of all students will pass the English I & English II EOC

Evaluation Data Source(s) 3: EOC passing rate

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide EOC English I and II Tutorials for students who failed the previous year in a special Saturday Boot Camp		Principal English Department	EOC English I and II Retest scores				
2) turnitin.com Grading Program will be used to help with essay scoring per EOC standards.		Principal Textbook Coordinator	Scores on EOC English exams				
3) Utilize the Eduphoria Aware computer program to disaggregate data to personalize instruction for at-risk students.		Curriculum Director Technology Director	EOC English/Language Arts & Reading test scores				
4) Teachers will emphasize writing skills in all subject areas.		Teachers	Daily writing assignments & tests EOC English/Language Arts & Reading practice test scores				
5) Summer school will be offered and recommended for any at-risk students in danger of not graduating on time due to lack of credits or poor state test performance.		Administration Counselor Teachers	EOC English/Language Arts & Reading practice test scores & graduation completion rate				
6) Create ability grouped tutorial classes based on EOC Benchmarks conducted in late January-early February. Benchmarks will be released tests. Tutorials will run for several weeks leading up to the EOC tests.		Principal Counselor English teachers	Increased passing rate and commended rate on the EOC English I and II tests.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school in all four indexes. Farmersville High School will also strive to earn distinctions in all seven areas.

Performance Objective 4: 90% of all students will pass the Algebra 1 EOC

Evaluation Data Source(s) 4: EOC passing rate

Summative Evaluation 4: Exceeded Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Benchmark math EOC tests will be administered to Algebra I students.		Math Dept.	EOC benchmark/practice test math scores				
2) Continue math lab for students in grades 9-12 to provide in-school/after school remediation/ tutorials (2 days/week)		Administration Principal	EOC practice tests/benchmarks Decline in math course failure rates				
3) Math department will have a designated chairperson to coordinate and implement End of Course Tests.		Administration	EOC practice test math scores				
4) Students who fail the 9th grade Algebra EOC test will be encouraged to attend summer school for remediation.		Principal Counselor	Algebra I EOC Retest success rate				
5) Algebra Lab classes will be offered for local credit to help remediate students who score low on the previous year's EOC scores		Principal Counselor Math Teachers	Performance on EOC retest in December				
6) Ability based tutorial groups will be developed using data from the release Algebra I EOC benchmark administered in early February. Tutorials will be conducted until the test administration in early May.		Principal Counselor Math Department Head Math Teachers	Improved passing and commended rates on the Algebra I EOC test.				
7) Applied Math classes will closely "shadow" regular Algebra classes, using the same materials and assessments in order to push SPED students toward grade level mastery. All Algebra I SPED students assigned to Applied Math will be grouped in one class.		SPED Teachers Counselor Principal Math Dept Chair	SPED student Algebra I EOC scores will show improvement from previous years.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school in all four indexes. Farmersville High School will also strive to earn distinctions in all seven areas.

Performance Objective 5: 95% of all students will pass the Biology EOC

Evaluation Data Source(s) 5: EOC passing rate

Summative Evaluation 5: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Benchmark Science EOC tests will be administered to Biology students.		Counselor Science Dept.	EOC Science benchmark scores				
2) EOC objectives will be taught in Science classes using TEKS		Teachers Principals	EOC Science benchmark tests scores				
3) Tutorial groups will be created based on the release test benchmark exam in early February. All students in danger of failing the EOC test (based off these benchmark results) will be scheduled in tutorials until the actual test in May.		Principal Counselor Biology teachers	Improved passing and commended rates on the Biology EOC test.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school in all four indexes. Farmersville High School will also strive to earn distinctions in all seven areas.

Performance Objective 6: 98% of all students will pass the US History EOC

Evaluation Data Source(s) 6: EOC passing rate

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Benchmark Social Studies tests will be administered to all Juniors		Social Studies Dept.	EOC benchmark/practice test scores				
2) EOC objectives will be taught in Social Studies classes using TEKS		Teachers Principals	EOC benchmark/practice test scores				
3) Students will be tracked into correct Social Studies classes during 9-10th grade yrs. so they will be aligned to take U.S. History the 11th grade year for EOC success.		Principals Counselor Teachers	Credits on transcripts EOC Social Studies practice test scores				
4) Tutorial groups will be created based off the release test benchmark exam in early February. All students in danger of failing the EOC test (based off these benchmark results) will be scheduled in tutorials until the actual test in May.		Principal Counselor U. S. History teacher	Improved passing and commended rates on the U.S. History EOC test.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% percentage Highly Qualified core academic subject area teachers on each campus.

Performance Objective 1: Maintain that all core academic subject area classes are taught by highly qualified teachers on each campus.

Evaluation Data Source(s) 1: Personnel documentation
Teacher certificates

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers in need of additional certification will receive information about TExES administration dates and registration requirements.	3	Curriculum Director	1. IMPLEMENTATION - communication and flyers regarding TExES administration dates 2. IMPACT - teachers will have certifications required for their position				
2) District administrative personnel will participate in job fairs at ESC and local universities and hire only certified teachers.	3, 4, 5	Curriculum Director	1. IMPLEMENTATION - documentation of job fair attendance and applications acquired 2. IMPACT - percent of certified teachers hired				
3) Provide recruitment and retention stipends for high-need teachers, especially Spanish teachers.	3, 5	Superintendent; Director of Finance	1. IMPLEMENTATION - Stipend paid to Spanish teachers 2. IMPACT - Number of new teachers retained by district				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% percentage Highly Qualified core academic subject area teachers on each campus.

Performance Objective 2: Increase teacher retention rate from 85% to 90%.

Evaluation Data Source(s) 2: Exit interviews
HR data

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create Technology Leadership Cadre (professional learning community) of teachers K-12, to facilitate self-selected professional goals and provide training and support to campus teachers.	4	Instructional Technology Facilitator	1. IMPLEMENTATION - TLC meeting agendas, training notes 2. IMPACT - improved teacher attitude scores on STaR "Instructional Support" ratings and other surveys				
2) Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level.	4	Curriculum Director; Campus Administrators	1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers				
3) Campus level incentive programs such as the Teacher of the Month award, Teacher of the Year award, and faculty birthday acknowledgement will be implemented		Principal	Increased teacher morale and retention rate,				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 1: Practice procedures in place for emergencies to ensure staff and student safety.

Evaluation Data Source(s) 1: Campus drill reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor security of doors at all campuses, with public entry granted with authorization of front office staff - and security checks for public admittance into classrooms and student-occupied areas through the "Positive Proof" management system.		Front Office Staff; Police Chief	1. IMPLEMENTATION - locks and security cameras installed, and documentation of Positive Proof system 2. IMPACT - eliminate number of strangers in hallways				
2) All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse and maltreatment of children, and bullying prevention.	3, 4	Campus Administrators	1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis				
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.	3, 4	Campus Administrators	1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 2: Implement drug and violence prevention programs to help reduce incidences to zero.

Evaluation Data Source(s) 2: Discipline report
School Police report

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct unscheduled drug-dog searches of campus buildings and premises.	10	Superintendent; District Police Chief	1. IMPLEMENTATION - dog search documentation 2. IMPACT - reduce incidences of drug use on campus				
2) The district's freedom from bullying policy and procedures are attached to this district improvement plan, per [TEC 11.252]. All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention.	3, 4	Campus Administrators	1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis				
3) All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention.		Campus Administrators	1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis				
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.		Campus Administrators; Counselors	1. IMPLEMENTATION - counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents				
5) 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.		Campus Administrators; Counselors	1. IMPLEMENTATION - TxEIS discipline logs 2. IMPACT - reduced number of incidents on TxEIS				
6) All campus counselors and administrators will be trained on harassment and dating violence each year.		Campus Administrators; Counselors	1. IMPLEMENTATION - Region 10 certificates or sign in logs from each campus 2. IMPACT - appropriate response to incidents; reduced number of incidents				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Increase graduation rate from 92.6% to 95%

Evaluation Data Source(s) 1: 2018 graduation rate

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize the following programs for credit recovery: ~ Odyssey online courses ~ Saturday school ~ Evening school	9	Campus Administrators	1. IMPLEMENTATION - student participation in programs 2. IMPACT - reduced number of students lacking the required credit hours				
2) Use technology and other resources to provide materials for absent students to make up work ("flipped classroom" materials, etc.).	2, 9	Campus Administration; Technology Department; Teachers	1. IMPLEMENTATION - videos, web resources, and other materials provided for students 2. IMPACT - decrease in number of students with incomplete work				
3) Provide homebound services to ensure pregnant students maintain grades and credits for graduation.	9	Campus Administrators; Counselors	1. IMPLEMENTATION - Homebound Program documentation 2. IMPACT - decrease in number of students with incomplete work (or not graduating) due to pregnancy				
4) Provide summer school at FHS for credit recovery		FHS administrators; Teachers	Number of students completing courses				
5) Provide Vocational classes in Agricultural Education, Business, Family Consumer Science, Auto Tech, Cosmetology, HVAC, and Health Sciences		Principal Counselor Princeton Vocational Staff	Graduation rate Number of students earning vocational credits.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Increase CTE student performance

Evaluation Data Source(s) 2: Perkins Accountability Report

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use ELA benchmarking data to develop lessons that build student CTE and ELA skill sets		Principal Teachers	Benchmark results				
2) Establish a schedule that provides small group tutoring and mentoring		Principal Teachers	CTE performance				
3) Provide ELA and CTE teachers with multiple opportunities throughout the school year to train and plan together		Principal	CTE performance				
4) Students will be encouraged to either pass the ELA and math portions of the TSI test or pass a state exam to earn an approved state career certificate-- all strategies designed to show college or career readiness.		Counselor	Passing rate on TSI test Number of students passing state certificate exams, Higher score on Index 4				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							









Goal 5: Farmersville High School will increase the number of students taking the SAT/ACT to meet the state acknowledgement standard of non-special education graduates tested. FHS will increase the percent of examinees scoring at or above the criterion score to meet the state acknowledgement standard or higher.

Performance Objective 1: Increase percentage of participation from 49.5% of students taking the SAT/ACT to 70%

Evaluation Data Source(s) 1: Number of students taking tests

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	9, 10	HS Administrators; HS Counselors	1. IMPLEMENTATION - informational flyers, class meeting documentation 2. IMPACT - increase in Free/Reduced Lunch applications				
2) HS counselors will provide SAT / ACT information to teachers and students, and encourage use of fee waivers granted to EcDis senior students.	2, 9	HS Administrators; HS Counselors	1. IMPLEMENTATION - class meeting documentation / agendas 2. IMPACT - SAT / ACT registrations				
3) Students and families will receive information pertaining to college applications and financial aid - especially geared toward lower socioeconomic families - through brochures and website.	6, 10	HS Counselors; Webmaster	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				
4) Students will be encouraged to take challenging curriculum to prepare for college entrance exams. Students can take AP Spanish IV and V, AP Biology, AP Physics, and Dual Credit English, Economics, Algebra, Statistics, Government, and U. S. History courses through Collin College for college credit.		Principal Counselor & teachers	ACT/SAT scores				
5) Require 11th graders to take the PSAT test with FISD picking up the cost for the exam. Sophomore students may take the PSAT at their own cost.		Counselor & teachers	PSAT scores				
6) Inform students of TEC 51.803 requiring institutions of higher education to automatically admit in the top 10% GPA.		Counselor & teachers	College entrance numbers				





7) Host sessions for parents and students, focusing on first-generation college-bound students -- teaching how to apply for college, fill out FAFSA forms, etc.		Principal Counselors	Increase the percentage of graduates who attend college.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							







Goal 5: Farmersville High School will increase the number of students taking the SAT/ACT to meet the state acknowledgement standard of non-special education graduates tested. FHS will increase the percent of examinees scoring at or above the criterion score to meet the state acknowledgement standard or higher.

Performance Objective 2: 50% of students taking SAT / ACT will score at or above the criterion score

Evaluation Data Source(s) 2: TAPR 2017
SAT/ACT results

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselor will work with Collin County Community college to ensure the availability of HS / college level dual-credit courses: AP Spanish 4/5, AP Biology, AP Physics, DC English, College Algebra, DC Statistics, DC Government and Economics, Medical Terminology and Management, and DC US History.	2	HS Administrators; HS Counselors; HS and CCCC Teachers; Technology Director	1. IMPLEMENTATION - number of students enrolled in concurrent courses 2. IMPACT - number of students receiving college credit; Number of students entering college				
2) Teach vocabulary, higher-level thinking skills, and awareness for preparation for SAT/ACT in ELA classes in grades 9 thru 12		English Teachers	SAT/ACT scores				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 5: Farmersville High School will increase the number of students taking the SAT/ACT to meet the state acknowledgement standard of non-special education graduates tested. FHS will increase the percent of examinees scoring at or above the criterion score to meet the state acknowledgement standard or higher.

Performance Objective 3: 92% of graduating seniors will meet the state standards for college and/or career readiness according to the Index 4 Postsecondary Component.

Evaluation Data Source(s) 3: Index 4 Postsecondary Component Report

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify students not likely to meet readiness standards on ACT/SAT and ensure they take the TSI test prior to graduation.		Counselor	Successful passage of the ELA and Math portions of the TSI test.				
2) Ensure that students take courses toward a coherent CTE sequence in order to achieve the career readiness standard.		Counselor CTE coordinator	Degree Plans demonstrate a coherent CTE sequence.				
3) Additional CTE course sequences will be created and incorporated into the course catalog to ensure all students have access to a coherent sequence of CTE courses.		Counselor CTE Coordinator Principal	Degree plans demonstrate a coherent CTE sequence.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: Attendance rate will be increased from 96.7% to 97.5%

Evaluation Data Source(s) 1: TAPR 2018
PEIMS

Summative Evaluation 1:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) District Truancy Plan (attached), will be followed for any students with more than 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.		Campus Administrators	1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate				
2) Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed.	10	Curriculum Director; Campus Administrators; Counselors	1. IMPLEMENTATION - PEIMS documentation for homeless, food service records 2. IMPACT - increased attendance rate and participation				
3) Call the parents of absentees daily.		Attendance Clerk	Attendance Rate				
4) Continue semester exam exemption plan		Principal Teachers	Attendance rate				
5) Begin legal proceedings against habitual absentees		Principal	Attendance Rate				
6) Students with attendance problems will be required to attend detentions after school and/or Saturday school		Principals Saturday school facilitator	Attendance rate				
7) Teachers will use computerized attendance system to increase accuracy of attendance reporting		Teachers Attendance clerk	Attendance Rate				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 7: FHS 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 Source(s) 1: Documentation of home-school communication; website statistics

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide translation services on website.	6	Instructional Technology Director	1. IMPLEMENTATION - website activated; site statistics 2. IMPACT - increased parent involvement of LEP students				
2) Ensure each campus has Spanish-speaking personnel to communicate with parents.	6	Superintendent; Campus Administrators	1. IMPLEMENTATION - staffing 2. IMPACT - increased parent involvement of LEP students				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 2: Parents will receive campus communication at least once a six weeks grading period to enhance parent involvement and support

Evaluation Data Source(s) 2: Documentation of communication

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews					
				Formative			Summative		
				Nov	Jan	Mar	June		
1) Progress reports will be sent home each 3 weeks for all students		Teachers	Parent/Student/Staff surveys						
2) Teachers will be encouraged to utilize email, or call/write notes to parents to inform them about their child's progress.		Teachers	Parent surveys						
3) The school will send letters and calendars to parents regarding school events/issues to encourage parental involvement		Principal Counselor	Parent Surveys						
4) The school will develop and operate a Facebook page in order to keep parents and community members informed of upcoming events.		Principal Counselor	Number of Likes and contacts on Facebook page						
5) Parents & teachers will be included in planning each year's upcoming school calendar.		Site-based Committee	Campus Plan						
6) Sponsor an open house at the high school each year		Principal Teachers	Parent Surveys						
7) Information regarding school events, student accomplishments, etc. will be reported in the calendar, school/local newspaper, web page, and Facebook		Principal Counselor	Parent Surveys						
8) TxConnect provided for parents to have access to grades 9-12 assignments/homework, etc.		Administration Principal Teachers	Number of "hits" to Parent Portal						
				= Accomplished	= Continue/Modify	= Considerable	= Some Progress	= No Progress	= Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students. At the older grades, the students themselves will be a primary component of the process, to promote personal accountability and agency.

State Compensatory

Budget for Farmersville High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
19911611200001724	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$525.00
19911611900001724	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$34,350.00
19911612900001724	6129 Salaries or Wages for Support Personnel	\$19,000.00
6100 Subtotal:		\$53,875.00
6300 Supplies and Services		
19911639589001724911	6398 Computer Supplies/Software - Locally Defined	\$13,500.00
19911639900001724FHS	6399 General Supplies	\$2,500.00
6300 Subtotal:		\$16,000.00

Personnel for Farmersville High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chonte Reeves	EOC Instructor	End of Course	.14
Delores Davis	Instructional Aide	End of Course/Remediation	1.0
Nancy Page	Teacher	End of Course	.14

Plan Notes

The Farmersville High School Campus Improvement Committee met on November 2, 2017 to make modifications to the 2017-18 CIP and approve the CIP for this year. Several modifications and corrections were made in the plan at that time. Members in attendance were

Wayne Callaway -- Principal

Cole Ferrell -- Assistant Principal

Jill Cooper -- Counselor

Sandy Jacobs -- Science Department Head and Teacher

Kathleen Burnett -- 9th Grade English Teacher

Juan de la Cruz -- Spanish Department Head and Teacher

Chonte Reeves -- Math Department Head and Teacher

Angel Lindamood -- Parent

Candy Delorantis -- absent

Steven Nappo - absent

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Wayne Callaway	Principal
Non-classroom Professional	Jill Cooper	Counselor
Administrator	Cole Ferrell	Assistant Principal
Parent	Angel Lindamood	Parent
Classroom Teacher	Juan DelaCruz	Spanish Department Chair
Classroom Teacher	Chonte Reeves	Math Department Head
Classroom Teacher	Kathleen Burnett	9th English
Classroom Teacher	Sandy Jacobs	Science Dept Head
Classroom Teacher	Candy Delorantis	Home Ec Teacher
Classroom Teacher	Steven Nappo	Physics Teacher

Addendums



Targeted Improvement Plan

District Name: Farmersville ISD	County District Number: 043 904	Superintendent Name: Jeff Adams
Campus Name: Farmersville High School	Campus Number: 01	District Coordinator of School Improvement: Josh Martin
PSP: Not assigned	Educational Service Center: Region 10	School Principal: Wayne Callaway

Vision:								
Problem Statement #1: Special Education students are not performing at minimum achievement on grade level exam, but are functioning on a g				Annual Goal #1: Special Education students will score 65% on EOC Math, and 60% on EOC English				
Root Cause #1: Students are being assessed on grade level exam, but are functioning on a g				Strategy #1: Provide targeted instruction tutorials to address specific areas of need for each student.				
Goal #1:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>	Mirrored lesson plan and scope from Gen Ed with appropriate accommodations	Weekly	Opportunities for teachers to plan and discuss curriculum and instructional practices	Principal	EOC Math: 65%	Eduphoria - Aware	On Track to Meet Goal	
	Targeted assistance, data based, tutorials	Multiple times weekly	Tutorial period built into school day	Principal	EOC Math: 65%	Increased achievement on 6 weeks assessments	On Track to Meet Goal	
	Mirrored lesson plan and scope from Gen Ed with appropriate accommodations	Weekly	Opportunities for teachers to plan and discuss curriculum and instructional practices	Principal	EOC ELAR: 60%	Eduphoria - Aware	On Track to Meet Goal	
	Targeted assistance, data based, tutorials	Multiple times weekly	Tutorial period built into school day	Principal	EOC ELAR: 60%	Increased achievement on 6 weeks assessments		
Intermediate: <i>(Implementation)</i>	6 week assessments	Each grading period	Eduphoria - Aware	Teacher/Principal	EOC Math: 65%	Local Assessments @ 65%	Significant Progress	
	6 week assessments	Each grading period	Eduphoria - Aware	Teacher/Principal	EOC ELAR: 60%	Local Assessments @ 60%	Significant Progress	
Long-Term: <i>(Results)</i>	Algebra EOC	May-18	State Assessment	Principal	EOC Math: 65%	STAAR Report	Significant Progress	
	English EOC	May-18	State Assessment	Principal	EOC ELAR: 60%	STAAR Report	Significant Progress	
Vision Status				Vision Metrics				

Problem Statement #2:		Annual Goal #2:						
Root Cause #2:		Strategy #2:						
Goal #2:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>							Select	
							Select	
							Select	
							Select	
Intermediate: <i>(Implementation)</i>							Select	
							Select	
Long-Term: <i>(Results)</i>							Select	
							Select	
Vision Status				Vision Metrics				

Problem Statement #3:		Annual Goal #3:						
Root Cause #3:		Strategy #3:						
Goal #3:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
Short-Term: <i>(training, acquisition of new skills)</i>							Select	
							Select	
							Select	
							Select	
Intermediate: <i>(Implementation)</i>							Select	
							Select	
Long-Term: <i>(Results)</i>							Select	
							Select	
Vision Status				Vision Metrics				