

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



Mission Statement

FHS is recognized as a school of integrity committed to excellence.

Vision

Empower all learners through character and performance to succeed.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Floresville high school serves approximate 1,200 students in grades 9-12. We have a 43.1% economically disadvantaged population. Additionally, we have a mobility rate of 16.2. Based on an average, FHS averages 95.8% regarding attendance.

The Ethnic distribution in Floresville High School is as follows:

- African American - **1.55%**
- Hispanic - **63.71%**
- White - **32.47%**
- American Indian - **0.49%**
- Asian - **0.49%**
- Two or more races - **1.14%**
- Migrant Students - **0.81%**

Student Enrollment by Program

- Special Education - **11.7%**
- Career and Technical Education - **91.1%**
- ESL Education - **1.3%**
- Gifted and Talented - **5.9%**
- At-Risk - **30.1%**

Demographics Strengths

- Use data cards to analyze student performance by demographic category
- Low student teacher ratio when including special education inclusion staff
- Support for at risk students including Edgenuity, remediation courses, and credit recovery courses.
- FHS is above state average for teachers with masters degrees
- 97% graduation rate

- Teachers average 11+ years of experience
- Equal male/female staff ratio
- Diversity

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance Rates need to increase from this school year.

Problem Statement 2: We need to be meeting the needs of SPED students in the area of Math & Reading as these are System Safeguards **Root Cause:** Sped Teachers need more knowledge on how to target intervention strategies and need to have more knowledge about their students disabilities

Problem Statement 3: Need to decrease number of tardies. **Root Cause:** Students taking their time getting from class to class

Problem Statement 4: Need to increase our English I & English II EOC scores **Root Cause:** Not looking at data with a laser like focus - More of a shotgun approach

Problem Statement 5: Need to ensure all students have a 4yr graduation plan that is accurate **Root Cause:** Too many changes to schedules being allowed

Student Achievement

Student Achievement Summary

As a campus, we focus on improving student learning thru PLC's, data analysis, dept. meetings, triab observations and purposeful lesson planning. FHS Met Standard for the 2016-17 school year. For the End Of Course assessments at Floresville High School, Algebra scores showed improvements in all categories. English I scores and English II scores dropped slightly. U.S. History and Biology remained the same

	Pop/Sub Pop	English 1	English II	Algebra 1	Biology	Us History
STAAR 2017	All Students	62	64	80	88	95
	At Risk					
	Hispanic	64	62	64	88	97
	White	75	81	84	98	98
	Eco Dis	60	54	61	83	97
	Not Eco Dis	77	80	80	97	98
	SpEd	20	19	16	62	86
	LEP	50	9	40	--	--

Student Achievement Strengths

- Advanced/Dual-Credit Course Completion Rate: ELA/Reading
- AP/IB Examination Participation: Mathematics
- Biology and US History EOC scores
- TELPAS Scores
- UIL Academics
- AP Exam Participation
- # of College-Ready Graduates
- CTE-Coherent Sequence Graduates

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Increase attendance rates from Quartile 2 to Quartile 1 of our comparison group

Problem Statement 2: Improve differentiation (teaching different TEKS to different students) in the classroom **Root Cause:** Lack of time, Not enough student stations, lack of effective planning

School Culture and Climate

School Culture and Climate Summary

Students at Floresville high school have diverse backgrounds. Many of our students are highly involved in school and extra-curricular activities. We also enjoy a tremendous amount of parental support and involvement. Athletics and band make up a large section of student participants. At FHS we work to create a positive school culture for not only students and parents, but for our staff as well. We focus on personal growth, character development, and student achievement to ensure that all students have the opportunity to be prepared for a prosperous life.

School Culture and Climate Strengths

- Friday Shout Outs
- Well Maintained and clean campus
- K9 Searches
- Cross The Line
- Anonymous tip line
- Positive Post Cards
- Remind by teachers/administrators
- Hope Student Committee
- Continuous updates of school events and celebrations to Wilson County News and Social Media

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Need to use Student Support Team consistently to decrease number of students in ISS/OSS/DAEP

Problem Statement 2: Physical safety concerns since campus is large and so open

Problem Statement 3: Need more admin presence around campus **Root Cause:** logistics and other duties assigned

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our employees are the most important resource for providing a quality educational program for the students of this community. FHS leadership strives toward a positive school climate in which optimum staff performance and job satisfaction are achieved. All but two of FHS teachers are highly qualified.

We hired 19 new staff members this year. In order to retain teachers, we have a mentor/mentee program and administration also constantly offers support to our new staff members.

Staff Quality, Recruitment, and Retention Strengths

- Professional development is more specific to content
- Technology included in classrooms
- Decrease in initiatives and more focus on existing ones
- Fundamental five
- New teacher orientation
- Mentoring
- Website
- Instructional coach
- Years of experience
- Teachers are involved in the Master Planning for the next school year

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Mentoring for new teachers needs to focus on classroom management

Problem Statement 2: Need more English teachers ESL trained

Problem Statement 3: Had a high teacher turnover rate for the 16-17SY

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

FHS ensures high quality curriculum, instruction, and assessment through the use of a guaranteed and viable curriculum used in conjunction with high quality teachers. We utilize a variety of resources to ensure that students receive a high quality education. We ask teachers to utilize the TEKS Resource System and to utilize the Fundamental Five on a daily basis. Data Meetings are scheduled during the common planning time to review three-week assessments and plan for intervention.

Our focus is on Instructional Effectiveness and the growth of students and staff.

The purpose of the curriculum is to:

- offer continual opportunities for engaging experiences for students
- nurture an awareness and understanding of unique and diverse perspectives and practices
- enhance the creative, physical, emotional and intellectual abilities of students
- incorporate materials and resources that support student achievement
- create a framework for the implementation of a creative and innovative model of delivery
- promote student learning
- foster the development of knowledge required to make sound career choices foster collaboration

Curriculum, Instruction, and Assessment Strengths

- IPSI Training ELA/R
- Utilization of TEKS Resource System
- ICEV curriculum for CTE
- Strong Dual credit program
- Dual Credit
- UIL Academics
- 3 Week Assessments are aligned
- Fundamental Five Strategies
- Eduphoria
- Backward Design in 9 planning

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Professional Development on the Co-Teach Model **Root Cause:** Teachers not willing to turn their content over to an Inclusion teacher

Problem Statement 2: Professional Development on Content Based Sheltered Instruction Strategies

Problem Statement 3: Professional Development for instructional aides to support the teacher and students

Problem Statement 4: Need Professional Development on incorporating technology in all content areas **Root Cause:** Some teachers are more comfortable than others when it comes to utilizing technology in the classroom

Family and Community Involvement

Family and Community Involvement Summary

At FHS we encourage and appreciate parent and community involvement in our school. Our parents are involved at the campus level, site based decision making, booster clubs, and many extra-curricular activities. We work to ensure that parents, guardians and community members are welcomed on campus and encouraged to participate in their children's education.

Family and Community Involvement Strengths

- High Booster club parent participation
- Collaboration between school and families about instruction, school climate, student behavior and performance is increasing
- Marketing positive image of public school (Go Public)
- Safe environment
- FISD social worker has monthly parent advisory meetings
- We provide a monthly Title I newsletter that is sent home with strategies to help their child be successful at home and at school

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Need to improve communication with parents and find a way to provide information quickly (Remind 101) Need to have more face-to-face meetings

Problem Statement 2: Need to involve parents in improving truancy prevention measures

Problem Statement 3: Need more opportunities for parents to provide input

Problem Statement 4: Need parent liaison for freshman parents to increase transition services from middle school to high school

School Context and Organization

School Context and Organization Summary

At FHS, our goal is to prepare students for a prosperous life. Our vision is to be recognized as a school of integrity that is committed to excellence. We will empower all learners through character and performance to succeed. We have programs such as GT, 504, UIL Academics, Edgenuity to ensure student success. I provide a FHS Weekly Bulletin to keep staff involved.

School Context and Organization Strengths

- Good variety of CTE courses and pathways
- Newsletters for teachers are helpful
- Safety is valued by staff
- Instructional Days Calendar
- Common Planning for Core Teaching Staff
- Teachers provide tutoring
- New teachers feel supported
- Open door policy from administrators and counselors for students and staff

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Need systematic support for struggling learners

Problem Statement 2: Consistency with discipline

Problem Statement 3: Need more opportunities/strategies for freshman support

Technology

Technology Summary

FHS wants our students to be well-prepared, responsible digital citizens. Therefore, the technological needs of the students and the teachers continues to be a priority. Instruction should drive technology. Twenty-first century learning environments facilitate creativity and support professional learning communities that enable educators to collaborate and share best practices.

Technology Strengths

- Google Drive for Students
- Google Docs and other online resources
- Online learning opportunities
- WiFi access
- ebooks in the library
- iPad carts
- Fast Response from Technology Department

Problem Statements Identifying Technology Needs

Problem Statement 1: Reliable Copy Machines

Problem Statement 2: Need a plan for replacing old technology

Problem Statement 3: Provide PD on the technology we currently have

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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 and/or ASPIRE
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data



Goals




Goal 1: Ensure annual academic and personal growth for each student.











Performance Objective 1: State assessment scores in all STAAR tested areas will increase from the previous year.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Collaboration between social studies and English department to improve short answer writing. Collaboration between electives, CTE, and English department to improve essay writing.		Administration Instructional Coach Instructional Facilitators Teachers	Lesson Plans PLC Agendas Increase in EOC English I and II scores Student work samples Adapted writing prompts and rubrics				
	Funding Sources: State/Local - \$0.00						
2) All FHS teachers will incorporate Fundamental Five Strategies.		Administration Instructional Coach Instructional Facilitators	Lesson Plans EOC Scores Observations Assessment data				
	Funding Sources: State/Local - \$0.00						
3) Lesson plans submitted through Google Drive to improve feedback and quality in addition to backward planning design for all teachers and contents.		Administration Instructional coach Instructional Facilitators	Lesson Plans PLC agendas CWT documentation Feedback documentation				
	Funding Sources: State/Local - \$0.00						

<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Weekly PLC/department meetings to utilize TEKS resource system documents including YAG, IFD, VAD, and the TAG tool to improve planning and student performance. Inclusion teacher participation at PLC meetings. Instructional coach will provide support, professional development and resources for teachers to improve student performance.</p> <p>Utilize PLCs to assist teachers in creating assessments and determine changes to assessments and methods of improving assessments to ensure student growth and performance.</p>	2	Administration Special Education Instructional Facilitator Instructional Coach	PLC agendas Lesson plans Walkthrough/Observation data ARD documentation				
<p>Funding Sources: NCLB Title II - \$2,000.00, State/Local - \$0.00</p>							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>5) Provide all EOC tested content areas with resources and materials needed to improve student performance including support from Region 20 and certified personnel to assist with content interventions when needed.</p> <p>For English I and II students needing to retest (considered at-risk), we will provide an EOC remediation planned in conjunction with Region 20 specialist. At-Risk students who have not passed the STAAR EOC will be transported to Central office and provided lunch during the remediation session.</p> <p>Tutors will conduct pull out sessions with Algebra 1 students at risk of not passing the EOC.</p>	1, 2, 9	Administration Instructional coach Instructional Facilitators Region 20	Lesson Plans EOC Scores Observations Assessment data Professional Development attendance				
<p>Funding Sources: State/Local - \$0.00, State Compensatory Education - \$5,260.00, NCLB Title II - \$1,000.00</p>							
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>6) Support the Special Needs population in all academic areas by providing teachers with professional development, resources, and PLC participation.</p>	4	Administration Instructional coach Instructional Facilitators	PLC Agendas ARD documentation Professional Development attendance Observation/Walkthrough Data				
<p>Funding Sources: State/Local - \$0.00</p>							





<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>7) Provide all EOC Remediation teachers with common planning time, access to needed materials and resources (including Region 20 support) in order to improve EOC scores for all tested areas.</p>		<p>Administration Region 20 Instructional Coach</p>							
<p>Funding Sources: State/Local - \$0.00, State Compensatory Education - \$123,961.00</p>									
<p>System Safeguard Strategy Critical Success Factors CSF 4</p> <p>8) Provide all staff with ongoing professional development focused on addressing our system safeguards in Sped Math & Reading and ECO Dis. Reading (during PLC, Faculty Meetings, Curriculum Planning Days)</p>	1, 2, 4, 8	<p>All Staff Sped Teachers TAIS Intervention Team</p>	<p>Sign In Sheets Student Achievement Staff Survey Results TTess Goals</p>						
<p>Critical Success Factors CSF 1</p> <p>9) Utilize the District Curriculum Expectations as a foundation of our processes and procedures to increase student achievement</p>	2	<p>Principals Instructional Coaches Instructional Facilitators Teachers</p>	<p>Increase in Student Achievement</p>						
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>10) Teachers will utilize the Special Education Instructional Support Manual and the Website for additional instructional strategies as this will help with our System Safeguards in Sped Reading and Math</p>	1, 2, 8	<p>Sped Instructional Facilitator Principal Teacher</p>	<p>Improvement in Sped scores in Math and Reading</p>						
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>									








Goal 1: Ensure annual academic and personal growth for each student.

Performance Objective 2: All FHS students will meet or exceed the progress measure in all reported STAAR EOC content areas.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Weekly PLC/Department per content meetings will be held to desegregate data and improve student performance through instructional planning, collaboration, and professional development.	4, 8	Administration Instructional coach Instructional Facilitators Content Area/Teacher Leaders	PLC Agenda Data Boards Lesson Plans Intervention Plans				
Funding Sources: State/Local - \$0.00							
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 2) Regularly scheduled update days for special education teachers to focus on meeting the needs of all learners.		Principal Administrator for SPED SPED Instructional Facilitator Monitor Teachers	ARD/SPED Documentation/Binders Sign In sheets Update Day Agenda Student work samples				
Funding Sources: State/Local - \$0.00							
3) Professional development focused on a Growth mindset for teachers to improve quality.	4	Administration	T-TESS Evaluations Observations Action plans for goal completion				
Funding Sources: State/Local - \$0.00							
System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 7 4) Incorporate ongoing professional in-house development focused on differentiated instruction and meeting the needs of all learners into PLC/Department meetings (SPED, ELL, 504, Gen Ed, At-Risk)	4	Administration Instructional Coach Instructional Facilitators	Agendas Sign-In Sheets T-TESS documentaiton				
Funding Sources: State/Local - \$0.00							

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p>	9	Special Education Teacher Instructional Coach Algebra Teacher	Increase in overall Algebra I student performance and a positive increase in SPED Math scores				
5) Utilize certified substitutes to push in classroom support for small group instruction in Algebra to increase student achievement	Funding Sources: State Compensatory Education - \$4,500.00						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








Goal 1: Ensure annual academic and personal growth for each student.

Performance Objective 3: FHS will close the performance gap by improving EOC student performance at the Approaches and Masters grade level standards.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Pre-AP and AP teachers will set goals regarding advanced performance on assessments and participate in monthly advanced academic planning sessions.		Administration AP/Pre-AP teachers	Goals submitted Quarterly growth in Action Plan				
Funding Sources: State/Local - \$0.00							
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 2) Strategic use of data to monitor the growth of all students.	8	Administration Instructional Coach Instructional Facilitators	Data Board PLC Agendas Teacher Action Plans Lesson Plans Observations				
Funding Sources: State/Local - \$0.00							
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 3) Utilize Targeted interventions for improved advanced student performance. Utilize trailer courses, EOC remediation courses, extended learning time, and CHIL to close the gap.	2, 9	Administration Instructional Coach Instructional Facilitator Content Area Teacher Leaders	Improved Assessment Data Intervention lesson plans Student attendance during interventions				
Funding Sources: State/Local - \$3,000.00							
Critical Success Factors CSF 7 4) Ensure the full integration of the tools in the TEKS resource system including the YAG, VAD, IFD and the TAG tool to focus on instructional effectiveness in all core content areas. Send teachers to the TEKS Resource Conference	4	Principal Instructional Coach Teachers	Lesson Plans Grade Level Meetings PLC Agendas Observations Assessment Data				
Funding Sources: NCLB Title I - \$1,000.00							

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>5) Math and ELAR tutoring afterschool but contact those parents of students that need intervention</p>	9	Assistant Principals Teachers	Improve Sped scores and overall ECo Dis scores in Math and Reading				
Funding Sources: State Compensatory Education - \$1,000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Ensure annual academic and personal growth for each student.

Performance Objective 4: FISD students will demonstrate increased preparedness for post-secondary options by:
Increasing the percentage of students scoring at the Mater's level by 3%.

Increasing the percentage of students meeting college ready criteria for AP assessments to meet or exceed the state average.

Increasing ACT composite score from the previous year and increasing SAT scores from the previous year










Increasing the number of students earning credit in 2 or more dual credit courses.

Increasing the percentage of students enrolled in a coherent sequence of CTE courses as part of a 4 year plan of study.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Promote a culture of post-secondary readiness through College Thursdays, GO center, Study hall, College and Career days, and college visits. Provide students, parents, and staff with information about post-secondary options and HB5 through 8th grade parent nights, FAFSA nights, monthly senior newsletter, and faculty meetings</p>	6, 7	Administration Counselors CTE Coordinator	Sign In Sheets Agendas Number of Acceptance Letters Event Schedules				
Funding Sources: State/Local - \$1,350.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Support and expand AVID, a college readiness system designed to increase school-wide learning and performance, at secondary campuses by incorporating AVID strategies throughout the campus in all classes</p>	2	Principal AVID Administrator AVID Teacher Leaders	Increase in number of AVID students Assessment scores Lesson plans Post-Secondary Readiness Scores Scheduled AVID Events				
Funding Sources: State/Local - \$1,000.00							
<p>3) AP/Pre-AP Staff will improve post-secondary readiness through setting goals and participating in PLCs and Advanced Academic planning sessions</p>		Administration AP/Pre-AP Teachers	Planning Session Agendas Increase in AP, ACT, SAT, TSI, EOC scores				
Funding Sources: State/Local - \$0.00							














4) Increase the number of students meeting college readiness through TSI testing, SAT/ACT study sessions, ACT/SAT Bootcamp, hosting SAT/ACT testing, and targeted use of personnel to assist students in preparing for assessments.	7	Administration GO Center Counselor CTE Coordinator Teachers	Lesson plans Increase in post-secondary applications Increase in scores				
	Funding Sources: State/Local - \$0.00, High School Allotment - \$13,000.00						
5) CTE vertical alignment and FHS awareness of CTE elements and contributions	10	Administration CTE Coordinator Teacher Leaders	Lesson plans Student work samples Collaborative planning sessions				
	Funding Sources: State/Local - \$0.00						
6) Coordinate with Alamo colleges to improve College Connections and prepare students for post-secondary opportunities.	10	DC/AP Counselor					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Provide an innovative learning environment that is safe and secure.

Performance Objective 1: Decrease the number of incidents resulting in out of classroom disciplinary placements for students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Utilize discipline strategies that proactively support positive behaviors and reduce incidents and disruptions; such as: Restorative discipline, Character development, Anti-bullying, Positive behavior support.		Administration Teachers	Reduction in referrals and ISS placement				
	Funding Sources: State/Local - \$0.00						
2) Administrators will provide set student expectations to all students through social studies classrooms during the first week of school.		Administration	Agenda Student Assembly				
	Funding Sources: State/Local - \$0.00						
3) Provide professional development and support focusing on building relationships and rapport		Administration Counselors	Professional Development Presentations FHS Weekly Bulletins Decrease in incident reports parent phone calls Fewer students in crisis				
	Funding Sources: State/Local - \$0.00						
4) Provide students with opportunities to participate in pro-kindness activities and HOPE discussions.		Administration Counselors HOPE committee representative	Rachel's Challenge Gallup Poll Strengths				
	Funding Sources: State/Local - \$0.00						
5) Utilize CHIL and restorative discipline practices to extend learning time and improve student character.	2	CHIL Facilitator Counselor Assistant Principal	Better Decision Making by students who attended CHIL				
	Funding Sources: High School Allotment - \$2,500.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Provide an innovative learning environment that is safe and secure.

Performance Objective 2: Increase staff and student awareness regarding matters of safety, bullying, alcohol and drugs, security, and student well-being.

Evaluation Data Source(s) 2:

Summative Evaluation 2:










Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Utilize resources to provide training to staff related to Child Abuse prevention, bullying, violence prevention, conflict resolution, sexual harassment, dating violence, blood borne pathogens, and suicide prevention/intervention.	4	Administration Nurse Counselors	Certificates of completion Improvement in student safety				
	Funding Sources: State/Local - \$0.00						
2) Improve student attendance through truancy prevention measures and use of intervention strategies.	9	Administration Campus Attendance Clerk Counselors	Increase in student attendance				
	Funding Sources: State/Local - \$0.00						
3) Establish and train Crisis Team in proper procedures and protocols and ensure all FHS faculty receive training in emergency operating procedures		Administration Crisis Team Members	Quick time in responding to Crisis				
	Funding Sources: State/Local - \$0.00						
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 4) Prevent student dropouts by focusing on meeting the needs of all students and utilizing dropout prevention processes. Ensure that processes, procedures, and expectations are clear and present for students recovering credit in the Edgenuity lab.	9	Administration Counselors Teacher Leaders Edgenuity teachers Instructional Aide in Edgenuity lab	Decrease in number of dropouts Increase in credits recovered				
	Funding Sources: State/Local - \$0.00, State Compensatory Education - \$44,841.00						
5) Ensure that all visitors enter FHS through the main entrance and are required to sign in and out		Principals Secretary/Receptionist	Safe Campus				
6) Ensure all EOP drills have been conducted and reflected upon		Principals	Maximum Safety - and meeting expectations				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Provide an innovative learning environment that is safe and secure.

Performance Objective 3: Increase the use of instructional technology and research based instructional practices.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Increase technology resources available and improve process for accessing technology software		Administration Campus Technology Committee	Increase in resources available Efficient process for software installation				
	Funding Sources: State/Local - \$0.00						
2) Provide staff development for incorporating meaningful and engaging instructional technology.	4	Administration Instructional Coach Teacher Leaders	Professional Development PLC agendas Lesson plans Observations/Walkthrough evidence				
	Funding Sources: NCLB Title II - \$0.00, State/Local - \$0.00						
3) Teachers utilize Ipads and Promethean Boards to incorporate technology into TEKS based lesson.		Principal Teacher Instructional Coach	Teacher and Student Growth in learning and using technology				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Provide an innovative learning environment that is safe and secure.

Performance Objective 4: Increase parental involvement and student transition from middle school to high school and high school to college.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Link Crew, FAFSA family nights, AVID, Open house,	2, 6, 7						
<p>Critical Success Factors CSF 5</p> 2) Improve communication of school events through social media, school website, monthly parent newsletter, marquee	6	Principal	See a decrease in number of parent phone calls regarding not having/relaying information				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Attract, develop and retain highly qualified employees.

Performance Objective 1: Increase the retention rate of staff by 3%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Utilize staff surveys and input to improve campus climate		Administration	Surgery feedback				
Funding Sources: State/Local - \$0.00							
2) Monthly meetings for teachers new to FHS as well as conducting a book study for teachers with less than 3 years experience.	5	Administration	Book Study Agenda Retention rates classroom performance Teacher feedback				
Funding Sources: State/Local - \$0.00							
3) New teachers assigned mentors and attend monthly mentor/mentee meetings	1, 5	Principals Instructional Coach Mentor Teachers	Retention of Highly Qualified Staff				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Attract, develop and retain highly qualified employees.

Performance Objective 2: Ensure opportunities are available for ongoing professional development.

Evaluation Data Source(s) 2:

Summative Evaluation 2:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide opportunities for personal growth through incorporating strengths activities into professional development		Administration	Activity documentation Lesson plans Observations/Walkthroughs Weekly Bulletin Strength of the Week				
	Funding Sources: State/Local - \$0.00						
2) Provide relevant and meaningful professional development opportunities based on staff input and needs. Improve teacher content knowledge through staff development related to the use of TRS, backward planning, and PLCs..	4	Administration	Staff development survey results Campus needs				
	Funding Sources: State/Local - \$0.00						
3) Implementation of T-TESS including professional development to support teacher growth. Administrative growth through T-PESS.	4	Administration	T-TESS Tips in Bulletin Goal progress				
	Funding Sources: State/Local - \$0.00						
4) Ensure instruction is provided by highly qualified staff through the use of purposeful recruitment strategies, and retention strategies.	5	Principal					
5) All teachers participating in Triad Observations for reflection and best practices	4	Principals Assistant Principals Instructional Coach Teachers	Walkthroughs/Observations Assessment Data (Three Week, Benchmark STAAR)				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Through concentrated efforts we will see an increase in student attendance.

Performance Objective 1: Monitor weekly student attendance rates based on grade level and report it to the administrative team and announce to student body.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Quarterly reports on student attendance</p>		Attendance Clerk	Improve attendance weekly in all grade levels and be in Quartile I versus the other 39 comparable schools				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Through concentrated efforts we will see an increase in student attendance.

Performance Objective 2: Report students who have excessive absences to the district attendance officer for further investigation by making home visits.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Quartile Reports are viewed by admin and truancy officer and social skills worker		Principal, Attendance Clerk, Social Worker, Truancy Officer	Improve overall student attendance	✓	✓	✓	

Goal 4: Through concentrated efforts we will see an increase in student attendance.

Performance Objective 3: Schedule meetings with parents/guardians and students who are chronically absent to find necessary resources to improve attendance.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 4: Through concentrated efforts we will see an increase in student attendance.

Performance Objective 4: Offer “Saturday School” to students who need to recover attendance for credit purposes.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Goal 5: Active recruitment and retention efforts will result in an increase in the number of students at FHS who participate in extracurricular or other school related clubs and activities.

Performance Objective 1: FHS will offer a variety of extracurricular programs that appeal to the diverse interests and talents of our student body.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 5: Active recruitment and retention efforts will result in an increase in the number of students at FHS who participate in extracurricular or other school related clubs and activities.

Performance Objective 2: Teachers are presented with the professional challenge of contributing to student development and achievement by sponsoring or co-sponsoring student organizations-a step towards becoming an indispensable member of our faculty.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Goal 5: Active recruitment and retention efforts will result in an increase in the number of students at FHS who participate in extracurricular or other school

related clubs and activities.

Performance Objective 3: Increase student involvement in Academic UIL events by actively recruiting teachers to serve as coaches so that all events are represented by FHS students.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Goal 5: Active recruitment and retention efforts will result in an increase in the number of students at FHS who participate in extracurricular or other school related clubs and activities.

Performance Objective 4: Establish a Principal's Student Advisory Committee Council to work on joint campus and community projects and foster unity amongst campus organizations.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Weekly PLC/department meetings to utilize TEKS resource system documents including YAG, IFD, VAD, and the TAG tool to improve planning and student performance. Inclusion teacher participation at PLC meetings. Instructional coach will provide support, professional development and resources for teachers to improve student performance. Utilize PLCs to assist teachers in creating assessments and determine changes to assessments and methods of improving assessments to ensure student growth and performance.
1	1	5	Provide all EOC tested content areas with resources and materials needed to improve student performance including support from Region 20 and certified personnel to assist with content interventions when needed. For English I and II students needing to retest (considered at-risk), we will provide an EOC remediation planned in conjunction with Region 20 specialist. At-Risk students who have not passed the STAAR EOC will be transported to Central office and provided lunch during the remediation session. Tutors will conduct pull out sessions with Algebra 1 students at risk of not passing the EOC.
1	1	6	Support the Special Needs population in all academic areas by providing teachers with professional development, resources, and PLC participation.
1	1	7	Provide all EOC Remediation teachers with common planning time, access to needed materials and resources (including Region 20 support) in order to improve EOC scores for all tested areas.
1	1	8	8) Provide all staff with ongoing professional development focused on addressing our system safeguards in Sped Math & Reading and ECO Dis. Reading (during PLC, Faculty Meetings, Curriculum Planning Days)
1	1	10	Teachers will utilize the Special Education Instructional Support Manual and the Website for additional instructional strategies as this will help with our System Safeguards in Sped Reading and Math
1	2	2	Regularly scheduled update days for special education teachers to focus on meeting the needs of all learners.
1	2	4	Incorporate ongoing professional in-house development focused on differentiated instruction and meeting the needs of all learners into PLC/Department meetings (SPED, ELL, 504, Gen Ed, At-Risk)
1	2	5	Utilize certified substitutes to push in classroom support for small group instruction in Algebra to increase student achievement
1	3	2	Strategic use of data to monitor the growth of all students.
1	3	3	Utilize Targeted interventions for improved advanced student performance. Utilize trailer courses, EOC remediation courses, extended learning time, and CHIL to close the gap.
1	3	5	Math and ELAR tutoring afterschool but contact those parents of students that need intervention
2	2	4	Prevent student dropouts by focusing on meeting the needs of all students and utilizing dropout prevention processes. Ensure that processes, procedures, and expectations are clear and present for students recovering credit in the Edgenuity lab.

State Compensatory

Personnel for Floresville High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandon Larson	Academy Teacher		
Cassie Earl	EOC teacher		
Chelsea Lyssy	EOC Teacher		
Chelsea Marlow	EOC Teacher		
Kendra Pettitt	Academy Teacher		
Kristy Calhoun	Instructional Aide		
Norma Lagutchik	EOC Teacher		
Ray Talamantez	Academy Teacher		

Title I

Schoolwide Program Plan

FHS's primary goal is to ensure that all students, particularly those who are low-achieving, meets or master's grade level of performance on State academic achievement assessments

Ten Schoolwide Components

2: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Documentation of PLC meetings, PLC Room, Data Assessment from 3wk checkpoints, formative and summatives, Grade Level Meetings

Campus Funding Summary

State/Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$3,000.00
1	4	1			\$1,350.00
1	4	2			\$1,000.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	1			\$0.00

2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
Sub-Total					\$5,350.00
NCLB Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$1,000.00
Sub-Total					\$1,000.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	English I and II need Region 20 specialists, bus, subs for planning; Algebra tutorials need extra duty pay for teachers for EOC remediation		\$5,260.00
1	1	7	EOC Remediation teachers, Credit recovery teachers, and Instructional coach -1.78 FTE		\$123,961.00
1	2	5			\$4,500.00
1	3	5			\$1,000.00
2	2	4	1.5 FTE for At-Risk Educators		\$44,841.00
Sub-Total					\$179,562.00
High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	4	4	1 day SAT Bootcamp provided by Test Prep; ACT and SAT Tutorials, AP Tutorials		\$13,000.00
2	1	5			\$2,500.00
Sub-Total					\$15,500.00
NCLB Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Funds for Providing Professional development and providing subs for staff to attend PD		\$2,000.00
1	1	5	Subs for professional development and funds to provide staff with professional development		\$1,000.00
2	3	2	Providing staff development opportunities and covering classes so teachers can attend		\$0.00
Sub-Total					\$3,000.00
Grand Total					\$204,412.00