

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

Mission Statement

At Farmersville Junior High, our teachers and staff will provide a learning environment that challenges each student to achieve at the highest level in all their endeavors; academics, athletics, and fine arts. We will accomplish this through clear and high expectations, a relevant curriculum, and appropriate safety nets. In doing this, our students will leave Farmersville Junior High ready for success in any course of study they choose at the high school level.

Vision

At Farmersville Junior High, our teachers and staff will provide a learning environment that challenges each student to achieve at the highest level in all their endeavors; academics, athletics, and fine arts. We will accomplish this through clear and high expectations, a relevant curriculum, and appropriate safety nets. In doing this, our students will leave Farmersville Junior High ready for success in any course of study they choose at the high school level.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Farmersville Junior High has a population of 427 students.

Student enrollment at Farmersville Junior High continues to steadily grow.

September 2017 enrollment data shows that the Hispanic student group is fastest growing population. The primary campus student groups are as follows:

- 51.9% are Low Socioeconomic
- 56.9% are White
- 37.2% are Hispanic
- 2.34% are African American
- 3.5% are other

The 11.5% student mobility rate for Farmersville ISD is below the state average of 16.2%. The district does not have any students identified as migrant. Attendance rates have steadily increased over the last few years. At 96.8%, the attendance rate is above the state average. The district attributes this achievement to a strong partnership with parents and a focus on high-quality education. About 3/4 of the students reside within the city limits and 1/4 of students live in a rural areas around the town. There are 14 bus routes serving the school district.

All teaching staff in Farmersville ISD meet the federal and state highly qualified requirements, resulting in students being surrounded by staff that hold high expectations for learning. FJH has hired three new teachers for the 2017-18 school year, who were provided one additional day of staff development during the teacher training days to specifically target the needs of teachers new to the district. In addition, the new teachers are assigned to mentor teachers at their respective campuses.

It is important at Farmersville ISD to provide ongoing professional learning. Teachers are scheduled for twelve staff development days during the course of the year - most of them organized at the campus level to provide targeted staff development.

Demographics Strengths

Farmersville Junior High has many strengths. Some of the most notable demographics strengths include: Many families move into our area just for the

schools. Because our families value education we have many supportive parents and students who are committed to success. The attendance rate at Farmersville Junior High has always been above 95%. Students at Farmersville Junior High are very accepting of new students regardless of race or ethnicity.

Data from the Fall 2017 Teacher and Staff Survey identifies the following strengths: The Farmersville ISD staff values professional development and seeks opportunities to participate in staff development outside of what the district requires. 100% of the staff are Highly Qualified. 100% of the certified staff and 95% of the paraprofessional staff have participated in multiple professional development opportunities during this past school year. Each grade level team is staffed with ESL teachers and G/T certified teachers. Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning and the pacing calendar. The technology staff development opportunities have helped the staff become more competent and effective with the use of technology in the classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The latest TAPR report shows that the junior high is above the state average in the amount of students receiving special education services. **Root Cause:** There is high population of students that are being identified with Intellectual Disability

Problem Statement 2: Enrollment data indicated that the percentage of students identified as ELL is increasing each year. **Root Cause:** We have had an increase of students that moved to the campus that are moving in from non-English speaking countries.

Problem Statement 3: Teachers feel inadequately prepared to to address the special needs of ELL students. **Root Cause:** The ethnic backgrounds and experiences of our teaching staff do not match the growing and changing diversity of our students

Student Academic Achievement

Student Academic Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2016-2017 school year, Farmersville Junior High met these targets: Index 1 - Student Achievement. FJH Score: 84(state target score = 60) Index 2 - Student Progress. FJH Score: 37(state target score = 30) Index 3 - Closing Performance Gaps. FJH Score: 52(state target score = 26) Index 4 - Post-Secondary Readiness. FJH Score 67(state target score = 13) These scores result in FJH receiving a 2017 Texas Accountability Met Standard rating.

Although we are proud of our scores, we know we can continue to move our students forward. On the 2017 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

Reading

6th Grade: Overall: 79%, SES: 73%, HISP: 79%

7th Grade: Overall: 87%, SES: 83%. HISP: 87%

8th Grade: Overall: 94%, SES: 89%, HISP: 84%

Math

6th Grade: Overall: 86%, SES: 80%, HISP: 74%

7th Grade: Overall: 91%, SES: 86%. HISP: 87%

8th Grade: Overall: 94%, SES: 95%, HISP: 91%

Writing

7th Grade: Overall: 77%, SES: 67%. HISP: 73%

History

8th Grade: Overall: 83%, SES: 82%. HISP: 80%

Science

8th Grade: Overall: 92%, SES: 89%. HISP: 87%

A deep analysis of the above scores by grade level and by each student group reveals that almost all student groups have shown positive growth when comparing the 2015 and 2016 STAAR data. All of the student groups have been analyzed by individual student scores and academic standards. Intervention strategies have been implemented to accelerate learning and close this gap. Individual students will be targeted for intervention and acceleration. Teachers also study the goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

Student Academic Achievement Strengths

Farmersville Junior High has a population of hard-working, high achieving students. Farmersville Junior High is maintains many different strengths, including: Earning Distinctions in ELAR, Math, Science, Social Studies, Top 25% Student, Top 25% Closing Performance Gaps, and Post-Secondary Readiness. The campus is performing above state standards in overall, social economical, and Hispanic population groups.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: STAAR data reveals that special education and Hispanic population are our highest area of need **Root Cause:** The gradual increase in student population in both the areas of special education and Hispanic students.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Farmersville Junior High is guided by the TEKS and content scope and sequences along with the results of campus based assessments. The TEKS promote 21st Century Skills including critical thinking and problem solving; communication skills; creativity; collaboration; and information/media literacy skills through unit Performance Indicators. Each grading period, each teacher, along with an administrator, map out the specific skills and standards that will be taught for the upcoming quarter. Guiding questions used during that process include: "What are the key components? What is the standard of expectation? What is the vocabulary?" Then the teachers determine HOW they will accomplish these targets.

Assessment plays a major role in decision making and take on many different forms at Farmersville Junior High. The campus is committed to moving away from using fill-in-the-blank or multiple choice assessments as their only assessment tools. Authentic assessments that allow students to demonstrate their learning through performance, products and presentations in regular use. By ensuring all grade level skills are taught and that students learn them, Farmersville Junior High can demonstrate how the essential 21st Century Skills are being mastered. We disaggregate data based on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations.

Campus assessments are tied to DuFour's instructional strategies where instructional goals are identified on a grid by individual students. Data is plotted vertically and horizontally to fine-tune instructional need. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?" Weekly grade level PLCs are held with the principal. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days. Student progress is monitored either as prescribed by the intervention or at one week intervals, depending on individual students' needs. The data from campus assessments are used to identify students that are performing below passing. Questions are asked about what is being done to address these students needs. Are they making progress? What interventions are being used? What parent communication is being conducted? These meetings are held the coordinator for RtI and the principal.

Parents, teachers, and students at Farmersville Junior High take pride in our schools and our school's reputation of success. The perception of Farmersville Junior High among all stakeholders is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character. Farmersville Junior High's focus goes far beyond just STAAR Scores. Our commitment is to keep students at the center of all actions and decisions. As a result, learning is of paramount importance. When our students struggle with learning, you will see adjustments made within instruction, the school context and organization. We work hard to ensure that instructional time is protected. Teachers and students are not pulled out of the classroom for unnecessary reasons. Teachers value the planning time that they have to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes professionalism and unity of purpose.

In 2012-13, Farmersville ISD made a renewed commitment to the integration of instructional technology, expanding the existing iPad check-out cart program into the elementary campuses, and hiring an Instructional Technology specialist to conduct staff development and facilitate the integration of new technology into instruction. Each year since, FISD has continued updating its technology resources and adding new interactive tools, such as Promethean

Boards and student response systems. FISD teachers annually complete the Texas Education Agency's School Technology and Readiness (STaR) survey to determine progress toward the state's long-range plan for technology. Teachers and campus leadership are asked to rate 4 key areas: (1) Use of technology in teaching and learning; (2) educator preparation and development; (3) leadership, administration, and instructional support; and (4) infrastructure for technology. From 2013 to 2016, STaR ratings improved tremendously. Teachers feel much more comfortable with integrating technology into instruction, and schools scoring "Advanced Tech" in Patterns of Classroom Use went from 50% to 100% in that time, while schools rating "Advanced Tech" in implementation and mastery of Tech Apps TEKS went from 25% to 100%. Additionally, FISD teachers completed Level 1 of a Teacher Technology Proficiency assessment in spring of 2016, surveying and documenting mastery of technology skills.

School Processes & Programs Strengths

Farmersville Junior High has identified the following strengths:

1. The proper of RtI process
2. Subject Planning meetings at secondary level
3. Teachers ability to identify strategies for students in Tier 1 and Tier 2
4. The ability to interpret and use summative and formative assessments data to drive instructional decisions

Farmersville Junior High is proud of the following strengths:

1. Teachers are aware of a strong sense of urgency for best instructional practices as placed upon them by our community.
2. Teachers accommodate special populations with more time and individualized instructional plans
3. RTI is being utilized successfully with students being referred to the appropriate special population.
4. A master schedule and calendar maximize the amount of time spent on instruction and ensure that special program times are addressed.
5. Interruptions to the instructional day are kept to a minimum.
6. Safety drills are performed frequently and efficiently
7. Advisory period provides students with the opportunity to receive targeted academic intervention and enrichment during the school day

As part of the Teacher Technology Proficiency assessments implemented in 2016-17, in conjunction with the STaR chart results and teacher surveys, FISD has identified these strengths:

- devices are available to all teachers (teacher computer & iPad, document camera, printer - plus technology for check-out)
- most teachers use technology daily
- teachers report general proficiency and confidence is increasing
- Learning@Lunch and other training with in-district support

During the 2015-16 school year, a large number of interactive whiteboards were purchased, and almost all of the core content teachers in grades 2-12 were trained in how to integrate this technology into their instruction. Follow-up professional development is planned for the 2016-17 school year.

Technology available to teachers and students at Farmersville Junior High:

(3) Chromebook Carts

(4) iPad Carts

Individual Teacher iPads

Documents Cameras in every classroom

(2) Computer labs

(11) Promethean Interactive boards

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2: Teacher need time for collaboration outside of the regular PLC meeting in order to fully implement the professional development strategies being learned. **Root Cause:** Teachers feel some level of insecurity about implementing the professional development without follow-up discussions

Perceptions

Perceptions Summary

School Culture and Climate Summary One of the core beliefs at Farmersville ISD is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. With this in mind, the entire district operates under what we call an Excellence for ALL. Students are taught that excellence is the habit to achieve. They are taught that what you do, you should do well, and the easiest way to do it well is to do it well every time. Students are taught, they practice, and then excellence with personal management and behavior is expected. Teachers and other staff receive training on how to ensure that a healthy classroom climate is created and maintained. The training also includes instruction about the pace of the classroom and how to ensure that academics are the primary focus. It is important for teachers to use the least invasive form of intervention possible. Teachers know that in top classrooms, time is allotted to learn how to do routines and rituals right. Additionally, when teachers carefully reflect on the purpose, appropriateness, and justness of their requests and classroom procedures, students feel respected and are willing to do what teachers ask.

Farmersville Junior High works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. Because of the diversity of our district and high mobility, Farmersville Junior High has strengthened connections between home and school through Teacher Nights, social media (Facebook, Twitter, and Instagram), emails, and a district wide use of School Messenger and District website to help with communication and keeping parents informed.

We begin in early June updating the website for the new school year, including as many dates as possible to help parents plan ahead. The district provides translations on the website and also with printed materials in all languages spoken in school communication. We also provide interpreters for school events, especially for those early in the year, such as registration and Meet the Teacher Night. We take pride in the fact that parents report our office staff are parent-friendly.

Perceptions Strengths

Farmersville ISD celebrates these strengths:

The student survey reports that 83% of students feel safe at school.

The teacher survey data states that teachers feel empowered and valued by administrators. They also feel that Farmersville ISD has a supportive professional community.

% No %
Somewhat % Yes

[Discipline policies and procedures are clear to school staff members.]	0%	45%	55%
[School administrators back me up when I need it.]	5%	5%	90%
[The teachers at this school work well with one another.]	0%	20%	80%
[The administrators at this school work well with teachers and other school staff members in handling student discipline.]	0%	25%	75%

Farmersville ISD works hard to maintain these strengths:

- Strengthen communication between home and school, utilizing surveys, School Messenger, parent and student assess to TXGradebook, and utilizing Naviance for Jr. High and HS students.
- Strengthen bond with community by offering senior citizen passes for all home games, and Veterans Day celebrations honoring all military with ceremonies, community breakfast, and student performances to spotlight the contributions made by our military.
- The majority of parents surveyed (83%) expressed that they feel comfortable contacting their child's teachers and administrators.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Survey data reveals that both a small of students and staff have concerns with safety and security. **Root Cause:** There are some faculties issues that have been and are being discussed and taken care of.

Problem Statement 2: The implementation of Parent communication continue to be needed and is a high priority for the district **Root Cause:** There are constant changes in how we communicate with parent and meeting the needs of all the parents areas of communication.

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
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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 Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Observation Survey results

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
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant 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
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- Professional development needs assessment 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
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

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:

Strategy Description	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.	Superintendent; Campus Administrators	1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports and STAAR scores				
2) Implement formative assessment plan, to be analyzed at the central level as well as the campus / department level. A combination of tools will be used. JH - All In Learning clickers, STAAR Maker, Eduphoria	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.	Technology Director; Instructional Technology Facilitator; Campus Administrators	1. IMPLEMENTATION - session sign-in sheets, handouts, Inst Tech web page 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.	1. Technology Applications class required for all students 2. Multiple modes of technology available for teachers to use for instructional purposes	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 	<p>Campus Administrators; Dyslexia Staff</p>	<p>1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students</p>				
<p>6) Teachers of "transition grade" students (Headstart, Kindergarten, 1st, 5th, & 8th) will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement.</p>	<p>Campus Administrators</p>	<p>1. IMPLEMENTATION - Student data sheets and course assignment sheets. 2. IMPACT - Students will receive needed services and instruction from the first day in the new grade.</p>				
<p>7) 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" 	<p>Campus Administrators</p>	<p>1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success</p>				

 = 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 district with all campuses Meeting Standards on all four Indices.

Performance Objective 2: Increase SpEd passing rate for STAAR 6-8 Mathematics, Reading, and Writing to 70%

Evaluation Data Source(s) 2: STAAR 6-8 passing rate

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>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.</p>	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				
2) Campus and District level administrators will monitor formative assessments daily to ensure student success.	Teachers; Campus Administrators; Assistant Superintendent	1. IMPLEMENTATION - List of students pulled for targeted tutoring 2. IMPACT - Increased academic performance				
3) Create / administer a rigorous STAAR level test for each 6 weeks for grade 6-8 STAAR tested subjects. Students not meeting standards will be pulled for targeted tutorials.	Teachers; Campus Administrators; Assistant Superintendent	1. IMPLEMENTATION - List of students pulled for targeted tutoring 2. IMPACT - Increased percentage passing on benchmark and STAAR 2017				
<p>  = 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 district with all campuses Meeting Standards on all four Indices.

Performance Objective 3: Increase SpEd passing rate for STAAR 8 Science to 65%

Evaluation Data Source(s) 3: STAAR 8 passing rate

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>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.</p>	<p>Special Education Director; SpEd Case Managers; SpEd Staff</p>	<p>1. IMPLEMENTATION - tracking forms 2. IMPACT - timely assistance for SpEd students who are struggling; higher scores for SpEd students</p>				
<p>  = 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 district with all campuses Meeting Standards on all four Indices.

Performance Objective 4: Increase ESL passing rate for STAAR 6-8 Mathematics, Reading, and Writing to 70%

Evaluation Data Source(s) 4: STAAR 6-8 passing rate

Summative Evaluation 4:

Strategy Description	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.	Superintendent; Campus Administrators	1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports and STAAR scores				
2) Utilize EduGence system to house and track students' test scores (TELPAS, STAAR, etc.) and accommodations data, and to ensure teachers' access to it. Teachers update accommodations usage within the EduGence system.	ESL Coordinator	1. IMPLEMENTATION - student data is entered into the system, and accessed / updated by teachers 2. IMPACT - Student accommodations allow for student success in classwork and assessments				
3) Newcomer students will have iPad issued to them, with Google Translate and beginning English apps.	Campus ESL teacher	1. IMPLEMENTATION - iPads checked out to students 2. IMPACT - NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores.				
4) Secondary NES students will have Rosetta Stone accounts (at school and at home, if internet access is available) to provide English tutoring.	Campus ESL Teacher	1. IMPLEMENTATION - accounts set up and used 2. IMPACT - NES students transitioning to English. NES student progress reports, TELPAS and STAAR scores.				
5) Differentiation of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted / Talented ~ Encouraging all teachers to attain ESL certification ~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus"	Campus Administrators	1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success				
= 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	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.	Curriculum Director Campus Administration	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.	Curriculum Director Campus Administration	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.	Superintendent; Director of Finance Campus Administration	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 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monitor security of doors with public entry granted with authorization of front office staff - and security checks for public admittance into classrooms and student-occupied areas 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.	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.	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: Continue Guidance Lessons provided by counselor throughout the school year addressing topics such as drugs, bullying, etc

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct unscheduled drug-dog searches of campus buildings and premises.	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.	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: Decrease the number of students failing one or more classes

Evaluation Data Source(s) 1: Grading periods

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Intervention with counselor to discuss study skill and academic improvement strategies for students not passing with at least 70% in all classes at progress reports or report cards	Campus Administrators Campus School Counselors	1. IMPLEMENTATION - scheduled students meetings with school counselor 2. IMPACT - reduced number of students not being successful in classes				
2) Provide incentive program that rewards students for perfect attendance and achieving the honor roll each six weeks	Campus Administrators; Counselors Attendance Clerk	1. IMPLEMENTATION - Academic and Attendance Records 2. IMPACT -increase the number of students students achieving the honor rolls and decrease the number of student absences				
= 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 longitudinal RHSP/DAP/FHSP-E/FHSP-DLA graduates from 84% to 95%.

Evaluation Data Source(s) 2: 2018 graduation rate

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1. Every student will have a graduation plan and will meet with a counselor annually to review progress toward the completion of the plan. 2. Every student will participate in Go-Get-It Week to provide information regarding post-high school options	Secondary Counselors	1. IMPLEMENTATION - degree plans on file, meeting minutes and notes 2. IMPACT - increase in graduation rate				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: The district will increase the number of students taking the SAT/ACT to meet the state acknowledgement standard of non-special education graduates tested. The district will increase the percent of district 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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1. Offer rigorous Advanced courses in Math and ELAR 2. Offer Algebra 1 high school credit	JH Administrators; JH Counselors	1. IMPLEMENTATION - informational flyers, class meeting documentation 2. IMPACT - increase in Free/Reduced Lunch applications				
2) Students and families will receive information pertaining to college applications and financial aid - especially geared toward lower socioeconomic families - through brochures and website.	JH Counselors	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				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: 26% of students taking SAT / ACT will score at or above the criterion score

Evaluation Data Source(s) 2: TAPR 2018
SAT/ACT results

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The campus provides an incentive program that rewards students for grades, attendance, no referrals, and other behaviors that will enable students to be successful in the classroom.	JH Administrators; JH Counselors; JH Teachers and support staff	1. Increased academic achievement on STAAR 2. Higher percentage of student passing rates				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: Attendance rate will be increased from 97% to 98%

Evaluation Data Source(s) 1: TAPR 2018
PEIMS

Summative Evaluation 1:

Strategy Description	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 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.	Curriculum Director; Campus Administrators; Counselors	1. IMPLEMENTATION - PEIMS documentation for homeless, food service records 2. IMPACT - increased attendance rate and participation				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: 100% of families of LEP students will have communication provided in the home language.

Evaluation Data Source(s) 1: Documentation of home-school communication; website statistics

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide translation services on website.	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.	Superintendent; Campus Administrators	1. IMPLEMENTATION - staffing 2. IMPACT - increased parent involvement of LEP students				
3) Conduct a meeting for parents of elementary ESL students, with native language support, to share information about the program and ways to promote English development at home.	ESL Coordinators	1. IMPLEMENTATION - meeting attendance and minutes/handouts 2. IMPACT - increased parent involvement of LEP students				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: 100% of Title 1 students will have home-school contracts and family communication.

Evaluation Data Source(s) 2: Documentation of home-school communication; signed home-school contracts

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide "The Parent Involvement Connection" in both English and Spanish for parents of elementary students, grades K-5.	Principals; Title 1 Teachers	1. IMPLEMENTATION - newsletters sent home 2. IMPACT - parents knowledgeable of strategies / activities to be used at home to impact academic success				
Funding Sources: 199 - General Fund - \$0.00						
						

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.
1	3	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.

2017-2018 Campus Improvement Team

Committee Role	Name	Position
Administrator	Cory Malcolm	Principal
Administrator	Tonya Fleming	Asst. Principal
Counselor	Christyna Skidmore	Counselor
Parent	Teresa Strange	Parent
Parent/PTO	Erin Lisman	Parent
Business Representative	Jima Rudicile	Parent/Business
Classroom Teacher	Marcy Whited	Teacher