

Floresville Independent School District
Floresville High School
2018-2019 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

Revised/Approved: August 13, 2018

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: More remediation/intervention/support for academically struggling students during school hours **Root Cause:** Students ride bus/work/involved in extra-curricular activities

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 2018-2019 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 raised slightly. U.S. History dropped and Biology gained very little.

Student Achievement Strengths

- Algebra I EOC scores continue to improve
- Advanced/Dual-Credit Course Completion Rate: ELA/Reading
- AP/IB Examination Participation: Mathematics
- Biology and US History EOC 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 3 to Quartile 1 of our comparison group **Root Cause:** Too many students missing school

Problem Statement 2: Teachers not providing enough differentiation (teaching different TEKS to different students) in the classroom **Root Cause:** Lack of time, Not enough student stations, lack of effective planning, Don't know how to differentiate, not enough teacher content knowledge

Problem Statement 3: Increase the # of students receiving industry-based certifications in relation to high wage and in demand occupations **Root Cause:** More CTE staff and sections available within the master schedule

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. Also, many of our students work part-time. We also enjoy a tremendous amount of parental support and involvement. Athletics and band make up a large section of student participants. JROTC also makes up 10% of our student population. 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. This year we also have a major focus on the social and emotional well-being of students and staff.

School Culture and Climate Strengths

- FHS Facebook
- FHS Twitter
- FHS Website
- Thursday Shout Outs
- Well Maintained and overall clean campus
- K9 Searches
- Cross The Line
- Anonymous tip line (StayAlert)
- Positive Post Cards sent home to parents
- 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 increase parent involvement in making decisions regarding campus **Root Cause:** Parents don't show up and minimal responses on parent surveys

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 one of the FHS teachers are highly qualified. We hired 17 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. We are competitive salary wise with local schools.

Staff Quality, Recruitment, and Retention Strengths

- Professional development is more specific to content
- A lot of support from admin and central office
- Technology included in classrooms
- Decrease in initiatives and more focus on existing ones
- Fundamental five
- New teacher orientation
- Mentoring
- Balanced Literacy program district wide
- 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: Need more English teachers ESL trained **Root Cause:** money, time to study, not mandatory

Problem Statement 2: More purposeful mentoring and PD for new teachers focusing on classroom management **Root Cause:** doesn't get taught in college, all situations vary

Problem Statement 3: Had a high teacher turnover rate for the 17-18SY

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

- Essential Standards
- PLC
- SI Training ELA/R
- Utilization of TEKS Resource System
- ICEV curriculum for CTE
- Strong Dual credit program
- OnRamps
- 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: Need more 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

Parent and Community Engagement

Parent and Community Engagement 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.

Parent and Community Engagement 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 Parent and Community Engagement 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

- 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
- PLC Integration (CTE/Electives combined with core teachers)
- 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

- Technology PD
- 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 **Root Cause:** Currently under contract

Problem Statement 2: Need a plan for replacing old technology

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: January 07, 2019

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

Performance Objective 1: State assessment scores in STAAR tested areas will increase in every content area

Evaluation Data Source(s) 1: STAAR performance reports for 18-19, benchmark data, 3 week assessment data, unit assessment data, performance assessment data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Critical Success Factors CSF 1 CSF 2 1) Teachers in all four core instructional areas will participate in weekly PLC planning sessions where lessons and common assessments are developed and data is analyzed.	2.4, 2.5, 2.6	Instructional Coach Content AP Core Teachers	Valid Assessments and Essential Standards are determined				
2) Promote the routine use of WICOR (writing, inquiry, collaboration, organization, and reading) strategies by AVID students and staff as a basis for instruction and to promote critical thinking.	2.4, 2.5	AVID Campus Coordinator AVID Teachers AVID Admin.	All teachers implement an AVID strategy every Wednesday				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

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

Performance Objective 2: FISD students will meet or exceed the growth measure in reported STAAR content areas

Evaluation Data Source(s) 2: STAAR progress performance as reported in 2019 Accountability Data Tables, benchmark data, 3 week assessment data, unit assessment data, performance assessment data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teachers and administrators will participate in Learning Walks seeking evidence of proven instructional practices that are priorities on our campus, such as learning targets, checking for understanding, and established classroom routines. Results are then shared with each department after their observation and calibration via learning walks and the teacher department sets goals for improvement.</p>		Administration Teachers	Every teacher will participate in Learning Walks at least once a semester and every department will be observed at least once a semester				
<p>2) Utilize common planning periods (EOC testable subjects) or other designated staff development time to refresh staff on progress of campus goals, review student data, and allow for professional collaboration.</p>		Principal SBDM Committee	Refine, Revise as Needed				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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

Performance Objective 3: State assessment scores in STAAR tested areas will increase in Meets Grade Level Standard and Masters Grade Level Standard as shown in Addendum C.

Evaluation Data Source(s) 3: STAAR performance reports for 18-19, benchmark data, 3 week assessment data, unit assessment data, performance assessment data

Summative Evaluation 3:

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

Performance Objective 4: Increase the number of students meeting College, Career, Military Readiness (CCMR).

Evaluation Data Source(s) 4: CTE endorsement completion, certification obtainment, ACT/SAT/TSI performance, Advance Placement/Dual Credit participation/performance, STAAR/EOC Meets Grade Level Standard performance, military enlistments

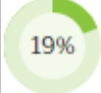

Summative Evaluation 4:

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: PEIMS discipline data

Summative Evaluation 1:

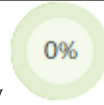
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
1) Utilize discipline strategies that proactively support positive behavior and reduce incidents and disruptions such CHIL (Character Helps Influence Learning, Restorative Discipline, Pro Kindness, Behavior Support Team, Peer Mediation	2.6						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 2: Increase Staff awareness regarding matters of safety and security on all campuses.

Evaluation Data Source(s) 2: training participation, incident reports, worker's comp claims

Summative Evaluation 2:

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

Performance Objective 3: Ensure all FISD students have opportunities to engage in activities designed to develop 21st Century Skills by increasing the use of instructional technology and research based instructional practices.

Evaluation Data Source(s) 3: evaluation and walk-through observation data, technology survey, Pinnacle survey, TTESS data, participation in digital learning professional development

Summative Evaluation 3:

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:

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:

Goal 4: To promote a college and career readiness culture for all students as evidenced by an increase in student participation and achievement in Advanced Placement, PSAT, SAT, and ACT.







Goal 5: We will close the achievement gap for students who are classified as LEP/ESL as evidenced by district and state measures.

Performance Objective 1: FHS will see an increase in the percentage that will meet growth in Reading by July 2019.
 FHS will see an increase in the percentage that will meet growth in Mathematics

Evaluation Data Source(s) 1: Benchmark
 TELPAS
 STAAR

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7 1) Purposefully schedule identified LEP students into English I & II classes where there is either an certified ESL teacher. Eng. III & IV, Alg. 1, Biology and US History with trained paraprofessional present 2 to 5 days per week depending on the level of support deemed necessary.	2.4, 2.5, 2.6, 3.2	Principal ESL Administrator ESL Counselor ESL Teachers	90% of LEP students are scheduled into the course recommended by the LPAC				
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 2) The faculty reviews TELPAS data on each LEP student enrolled in their classes and support their language growth based on this data.	2.6	ESL Administrator ESL Teaching Staff Teaching Faculty	100% of the core teachers who serve LEP students will receive and review information on TELPAS data for each of their LEP students				

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Conduct quarterly case management review sessions to assess the growth/progress of LEP students and determine needs and provide instructional support.</p>	2.4, 2.5, 2.6	ESL Staff, ESL Counselor, Assistant Principal, Teachers	100% of core teachers will have evidence through their “Blue Folder” of progress monitoring and goal creation for each student.				
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) Support teachers of LEP students by conducting professional development sessions with the focus on SIOP strategies and steps to creating a language rich interactive classroom</p>	2.5, 2.6	Assistant Principal, ESL Staff, Teachers	Demonstration by teachers of SIOP strategies in their classrooms				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 6: Improve our ELL student performance on all state and federal assessments by 10%

Performance Objective 1: Monitor the progress of Tier I and Tier II intervention weekly for our ELL subpopulation

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Feb	June
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 1) Create a newcomers class for all ELL students.	2.4, 2.5, 2.6	ESL teacher, ESL admin Principal IC					
Critical Success Factors CSF 1 CSF 3 CSF 7 2) All staff will receive sheltered instruction training for the school year.		Campus Principal	SIOP strategies being implemented in the classrooms				
3) Create a tracking document with sections and strategies to discuss with teachers and support our students	2.4, 2.5, 2.6						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
6	1	1	Create a newcomers class for all ELL students.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
5	1	1	Purposefully schedule identified LEP students into English I & II classes where there is either an certified ESL teacher. Eng. III & IV, Alg. 1, Biology and US History with trained paraprofessional present 2 to 5 days per week depending on the level of support deemed necessary.
5	1	2	The faculty reviews TELPAS data on each LEP student enrolled in their classes and support their language growth based on this data.
5	1	3	Conduct quarterly case management review sessions to assess the growth/progress of LEP students and determine needs and provide instructional support.
5	1	4	Support teachers of LEP students by conducting professional development sessions with the focus on SIOP strategies and steps to creating a language rich interactive classroom
6	1	1	Create a newcomers class for all ELL students.