

**Farmersville Independent School District**  
**Farmersville High School**  
**2018-2019 Campus Improvement Plan**

# Mission Statement

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

# Vision

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Farmersville High School currently has an enrollment of 537 students, making it a small 4A district in northeast Collin County. Student demographic percentages based off the most recent TAPR report are as follows:

African American -- 3%

Hispanic -- 30.3%

White - 62.2%

American Indian - 1.4%

Asian -- 1.2%

Two Races - 2%

Economically Disadvantaged - 43.7%

LEP Students -- 2.2%

At - Risk - 8.3%

### Demographics Strengths

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

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

## **Problem Statements Identifying Demographics Needs**

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

# Student Academic Achievement

## Student Academic Achievement Summary

Farmersville High School Met Standard for the 2017-18 academic year and achieved distinctions in three areas: ELA/Reading, Science, and Social Studies. The campus earned a B rating under the new A-F proposed rating scale.

Student scores on the state EOC tests were as follows:

English I -- 78% (compared to 65% for the state)

English II -- 83% (compared to 67% for the state)

Algebra I -- 84% (compared to 83% for the state)

Biology -- 91% (compared to 87% for the state)

U.S. History -- 97% (compared to 92% for the state)

## Student Academic Achievement Strengths

FHS earned academic distinctions in ELA/Reading, Science, and Social Studies.

Average ACT score was 22.1 (compared to 20.3 for the state)

Average SAT score was 1069 (compared to 1019 for the state)

## Problem Statements Identifying Student Academic Achievement Needs

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

**Problem Statement 2:** FHS was in the fourth quartile for "Advanced/Dual-Credit Course Completion:Any Subject" indicator for Postsecondary Readiness

distinction designation **Root Cause:** Many of our students could not afford to pay to take the dual credit courses that are offered.

# School Processes & Programs

## School Processes & Programs Summary

Farmersville High School is a small 4A high school with approximately 530 students, 47 staff members, and 39 full-time teachers. FHS awards the Foundation diploma with endorsements in all five areas and distinguished performance. Students may earn over 30 dual credit hours college credit by taking dual credit courses during their junior and senior years. Career and technology courses are provided in a variety of programs with professional certifications available in cosmetology, advanced welding, Automotive Technician, HVAC, Certified Nursing Assistant, and Pharmacy Technician. Students are able to participate in 11 UIL athletic sports, UIL Band, Choir, Cheerleading, Academics, One Act Play, FFA livestock and judging competitions, FCCLA competitions, art contests, drill team, and UIL Robotics.

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

## School Processes & Programs Strengths

Over 60% of the FHS student body are involved in some form of extracurricular activity as of mid-October and have undergone mandatory drug testing. This number should increase as the year goes on and more activities (UIL Academics, OAP, FFA) require testing. Conclusion is that approximately 2/3 of the FHS students are involved in some form of school activity -- which promotes better grades and citizenship.

The FHS Administrative staff is a veteran staff with numerous years of experience at the high school level. Mr. Callaway, the principal, has been principal of FHS for 11 years and has 21 years total experience in administration. Mr. Ferrell, the assistant principal, is starting his fifth year at FHS and has several years of experience as a 504 coordinator in Allen ISD. Jill Cooper, the counselor, is starting her 15th year as the lead counselor of Farmersville High School. This is the second year for the part-time College and Career counselor, a program which acts as a liaison between Collin College and FHS, and helps increase the percentage of students enrolling in college after graduation.



# Perceptions

## Perceptions Summary

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

## Perceptions Strengths

Strong academic focus -- scored well on the 2017-2018 EOC exams and earned three distinctions on the state accountability system for 2017 - 18. EOC scores were above the state average in all areas.

Extracurricular success in both UIL athletics and academics

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

## Problem Statements Identifying Perceptions Needs

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

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

#### **Employee Data**

- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data










# Goals









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

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

**Evaluation Data Source(s) 1:** 2019 TEA Accountability Summary

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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 for all campuses, to be analyzed at the central level as well as the campus / department level. A combination of tools will be used. Elem - All in Learning JH - Insight 360 clickers HS - Eduphoria		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 webpage 2. IMPACT - Increased use of technology in instruction				
4) Provide support for students' keyboarding skills, digital citizenship/literacy, and access to technology by creating a web-based collection of resources for students and teachers.		Technology Director; Instructional Technology Facilitator	1. IMPLEMENTATION - Website and web traffic statistics 2. IMPACT - Utilization of resources and demonstration of digital skills by students				

<p>5) Utilize a 504 committee on each campus to evaluate testing and determine appropriate services for students with Dyslexia. Staff on each campus will utilize the Linda Mood Bell program (or other identified program) to incorporate instruction on:</p> <ul style="list-style-type: none"> <li>~ Phonological Awareness</li> <li>~ Sound-symbol Association</li> <li>~ Syllabication</li> <li>~ Orthography</li> <li>~ Morphology</li> <li>~ Syntax</li> </ul>		<p>Campus Administrators; Dyslexia Staff</p>	<p>1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students</p>				
<p>6) Differentiation of instruction will be provided by:</p> <ul style="list-style-type: none"> <li>~ Ensuring all teachers are trained for teaching Gifted / Talented</li> <li>~ Encouraging all teachers to attain ESL certification</li> <li>~ Providing elementary campuses with resources and training in "Differentiating Instruction with Menus"</li> </ul>		<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>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

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

**Evaluation Data Source(s) 2:** EOC passing rate

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> 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.		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) Applied English classes will shadow regular English I and II classes, using many of the same materials and assessments.		SPED teacher Principal	Higher expectations and standards for SPED ELA students should increase the percentage of passing scores on the ELA EOC test.				
3) Applied English teacher will use Texas Coach End of Course Jumpstart workbook as a teaching tool.		SPED teacher Principal Special Ed Director	Higher ELA scores on the EOC test.				
4) SPED and at-risk students who have failed the ELA EOC test previously will be placed in special remediation tutorials at least twice a week leading up to the re-test.		SPED Teachers Counselor Principal	Higher ELA scores on the EOC test,				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							






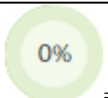

**Goal 1:** Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school in all three indexes. Farmersville High School will also strive to earn distinctions in all seven areas.

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

**Evaluation Data Source(s) 3:** EOC passing rate

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide EOC English I and II Tutorials for students who failed the previous year in a special English Boot Camp -- scheduled for November 29, 2018		Principal English Department	EOC English I and II Retest scores				
2) turnitin.com Grading Program will be used to help with essay scoring per EOC standards.		Principal Textbook Coordinator	Scores on EOC English exams				
3) Utilize the Eduphoria Aware computer program to disaggregate data to personalize instruction for at-risk students.		Curriculum Director Technology Director	EOC English/Language Arts & Reading test scores				
4) Teachers will emphasize writing skills in all subject areas.		Teachers	Daily writing assignments & tests  EOC English/Language Arts & Reading practice test scores				
5) Summer school will be offered and recommended for any at-risk students in danger of not graduating on time due to lack of credits or poor state test performance.		Administration Counselor Teachers	EOC English/Language Arts & Reading practice test scores & graduation completion rate				
6) Create ability grouped tutorial classes based on EOC Benchmarks conducted in late January-early February. Benchmarks will be released tests. Tutorials will run for several weeks leading up to the EOC tests.		Principal Counselor English teachers	Increased passing rate and commended rate on the EOC English I and II tests.				

7) Applied English classes will closely "shadow" regular English I and II classes, using the same materials and assessments in order to push SPED students toward grade level mastery. All English I and II SPED students assigned to Applied English will be grouped in one class.		SPED Teachers Counselor Principal English Dept Chair	SPED student English I and II EOC scores will show improvement from previous years.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							



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

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

**Evaluation Data Source(s) 4:** EOC passing rate

**Summative Evaluation 4:**

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

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

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

**Evaluation Data Source(s) 5:** EOC passing rate

**Summative Evaluation 5:**

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

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

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

**Evaluation Data Source(s) 6:** EOC passing rate

**Summative Evaluation 6:**






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

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

**Performance Objective 7:** Increase number of students taking dual credit courses

**Evaluation Data Source(s) 7:** Number of students completing dual credit courses and passing with a grade of A or B

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide reimbursement for tuition for dual credit courses to students that complete the course with a passing grade of A or B		Principal Counselor	Moving from quartile 4 on number of students taking dual credit courses academic distinction to quartile 2				
<b>Funding Sources:</b> 289 Title IV - 2183.00							
 = Accomplished  = Continue/Modify  = 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	ELEMENTS	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	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	1. IMPLEMENTATION - documentation of job fair attendance and applications acquired 2. IMPACT - percent of certified teachers hired				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>3) Provide recruitment and retention stipends for high-need teachers, especially Spanish teachers.</p>		Superintendent; Director of Finance	1. IMPLEMENTATION - Stipend paid to Spanish teachers 2. IMPACT - Number of new teachers retained by district				
<b>Funding Sources:</b> 255 - Title II, Part A TPTR - 10619.00							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

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

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

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

**Summative Evaluation 2:**














Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create Technology Leadership Cadre (professional learning community) of teachers K-12, to facilitate self-selected professional goals and provide training and support to campus teachers.		Instructional Technology Facilitator	1. IMPLEMENTATION - TLC meeting agendas, training notes 2. IMPACT - improved teacher attitude scores on STaR "Instructional Support" ratings and other surveys				
2) Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level.		Curriculum Director; Campus Administrators	1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers				
3) Campus level incentive programs such as the Teacher of the Month award and Teacher of the Year award will be implemented.		Principal	Increased teacher morale and retention rate,				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Provide outside presenter for Student Engagement in-service training. Different learning styles and teaching strategies will be presented.		Principal	Train teachers in effective instructional strategies designed to increase active student engagement.				
= Accomplished                = Continue/Modify                = 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor security of doors at all campuses, with public entry granted with authorization of front office staff - and security checks for public admittance into classrooms and student-occupied areas through the "Positive Proof" management system.		Front Office Staff; Police Chief	1. IMPLEMENTATION - locks and security cameras installed, and documentation of Positive Proof system 2. IMPACT - eliminate number of strangers in hallways				
2) All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse and maltreatment of children, and bullying prevention.		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  = No Progress  = Discontinue							

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

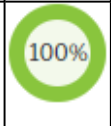

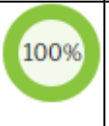




**Performance Objective 2:** Implement drug and violence prevention programs to help reduce incidences to zero.

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	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  = No Progress  = Discontinue							

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

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

**Evaluation Data Source(s) 1:** 2018 graduation rate

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize the following programs for credit recovery: ~ Odyssey online courses ~ Saturday school ~ Evening school		Campus Administrators	1. IMPLEMENTATION - student participation in programs 2. IMPACT - reduced number of students lacking the required credit hours				
2) Use technology and other resources to provide materials for absent students to make up work ("flipped classroom" materials, etc.).		Campus Administration; Technology Department; Teachers	1. IMPLEMENTATION - videos, web resources, and other materials provided for students 2. IMPACT - decrease in number of students with incomplete work				
3) Provide homebound services to ensure pregnant students maintain grades and credits for graduation.		Campus Administrators; Counselors	1. IMPLEMENTATION - Homebound Program documentation 2. IMPACT - decrease in number of students with incomplete work (or not graduating) due to pregnancy				
4) Provide summer school at FHS for credit recovery		FHS administrators; Teachers	Number of students completing courses				
5) Provide Vocational classes in Agricultural Education, Business, Family Consumer Science, Auto Tech, Cosmetology, HVAC, and Health Sciences		Principal Counselor Princeton Vocational Staff	Graduation rate Number of students earning vocational credits.				
<b>Funding Sources:</b> 199-State CTE - 429139.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

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

**Performance Objective 2:** Increase CTE student performance

**Evaluation Data Source(s) 2:** Perkins Accountability Report

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use ELA benchmarking data to develop lessons that build student CTE and ELA skill sets		Principal Teachers	Benchmark results				
2) Establish a schedule that provides small group tutoring and mentoring		Principal Teachers	CTE performance				
3) Provide ELA and CTE teachers with multiple opportunities throughout the school year to train and plan together		Principal	CTE performance				
<b>Funding Sources:</b> 199-State CTE - 15000.00							
4) Students will be encouraged to either pass the ELA and math portions of the TSI test or pass a state exam to earn an approved state career certificate-- all strategies designed to show college or career readiness.		Counselor	Passing rate on TSI test Numberof students passing state certificate exams, Higher score on Index 4				
<b>TEA Priorities</b> Connect high school to career and college 5) Farmersville High School will serve as a TSI testing center in order to allow students multiple opportunities to pass both the reading and writing portion of the exam. All seniors will be tested in the fall and all juniors in the spring.		Counselor Collin College counselor Principal	Increase the number of students who successfully pass the TSI test and are certified as college ready.				
= Accomplished               = Continue/Modify               = 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 3:** CTE Non-Traditional Course completion rate for females will be 40% or higher

**Evaluation Data Source(s) 3:** High School Master Schedule, Class Roster, PBMAS

**Summative Evaluation 3:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Connect high school to career and college 1) Provide students with non-traditional career information (ie. pay and opportunities) by providing counselors/CTE teachers with non-traditional recruiting information to disseminate to students</p>	2.4	CTE Coordinator, High School Principal	Increased number of female students taking non-traditional classes				
<p><b>TEA Priorities</b> Connect high school to career and college 2) Provide, on the district website, information students and parents regarding careers that fit in the high-skill, high-demand, and high-pay categories placing additional emphasis on non-traditional fields.</p>	2.4	CTE Coordinator	Increased number of female students taking non-traditional classes				
<p><b>TEA Priorities</b> Connect high school to career and college 3) Establish a counseling schedule for counselors to meet with upcoming CTE students and parents to advise on career opportunities including non-traditional careers</p>	2.4	High School Counselor & Principal	Increased number of female students taking non-traditional classes				
<p><b>TEA Priorities</b> Connect high school to career and college 4) Add more non-traditional classes (ie. Construction Technology)</p>	2.4	Principal, Counselor	Increased number of female students taking non-traditional classes				
<p><b>TEA Priorities</b> Connect high school to career and college 5) Increase number of female teachers teaching non-traditional career classes</p>	2.4	Principal	Increased number of female students taking non-traditional classes				



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

**Performance Objective 4:** 90% of second year welding students will master an AWS certification test

**Evaluation Data Source(s) 4:** List of passed AWS certification tests relative to the number of students in the class

**Summative Evaluation 4:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Connect high school to career and college 1) Purchase additional welding equipment (welders, band saws, rod oven) to increase the number of CTE students earning Industry Based certification in AWS SENSE Welding Level 1	2.4	CTE Coordinator	Increased number of CTE students earning Industry Based certification in AWS SENSE Welding Level 1				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							










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

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

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All Juniors and Seniors will receive information about the benefits of applying for Free/Reduced lunch, with a focus on opportunities for financial aid for college and entrance exams.		HS Administrators; HS Counselors	1. IMPLEMENTATION - informational flyers, class meeting documentation 2. IMPACT - increase in Free/Reduced Lunch applications				
2) HS counselors will provide SAT / ACT information to teachers and students, and encourage use of fee waivers granted to EcDis senior students.		HS Administrators; HS Counselors	1. IMPLEMENTATION - class meeting documentation / agendas 2. IMPACT - SAT / ACT registrations				
3) Students and families will receive information pertaining to college applications and financial aid - especially geared toward lower socioeconomic families - through brochures and website.		HS Counselors; Webmaster	1. IMPLEMENTATION - website created and updated 2. IMPACT - site traffic statistics, increase in number of students applying for financial aid and college, and taking SAT/ACT				
4) Students will be encouraged to take challenging curriculum to prepare for college entrance exams. Students can take AP Spanish IV and V, AP Biology, AP Physics, and Dual Credit English, Economics, Algebra, Statistics, Government , and U. S. History courses though Collin College for college credit.		Principal Counselor & teachers	ACT/SAT scores				
	<b>Funding Sources:</b> 199 - General Fund: High School Allotment - 0.00						
5) Require 11th graders to take the PSAT test with FISD picking up the cost for the exam. Sophomore students may take the PSAT at their own cost.		Counselor & teachers	PSAT scores				

6) Inform students of TEC 51.803 requiring institutions of higher education to automatically admit in the top 10% GPA.		Counselor & teachers	College entrance numbers				
7) Host sessions for parents and students, focusing on first-generation college-bound students -- teaching how to apply for college, fill out FAFSA forms, etc.		Principal Counselors	Increase the percentage of graduates who attend college.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							



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

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

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

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselor will work with Collin County Community college to ensure the availability of HS / college level dual-credit courses: AP Spanish 4/5, AP Biology, AP Physics, DC English, College Algebra, DC Statistics, DC Government and Economics, Medical Terminology and Management, and DC US History.		HS Administrators; HS Counselors; HS and CCCC Teachers; Technology Director	1. IMPLEMENTATION - number of students enrolled in concurrent courses 2. IMPACT - number of students receiving college credit; Number of students entering college				
2) Teach vocabulary, higher-level thinking skills, and awareness for preparation for SAT/ACT in ELA classes in grades 9 thru 12		English Teachers	SAT/ACT scores				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

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

**Performance Objective 3:** 90% of graduating seniors will meet the state standards for college and/or career readiness according to the Index 4 Postsecondary Component.

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

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify students not likely to meet readiness standards on ACT/SAT and ensure they take the TSI test prior to graduation.		Counselor	Successful passage of the ELA and Math portions of the TSI test.				
2) Ensure that students take courses toward a coherent CTE sequence in order to achieve the career readiness standard.		Counselor CTE coordinator	Degree Plans demonstrate a coherent CTE sequence.				
3) Additional CTE course sequences will be created and incorporated into the course catalog to ensure all students have access to a coherent sequence of CTE courses.		Counselor CTE Coordinator Principal	Degree plans demonstrate a coherent CTE sequence.				
<b>TEA Priorities</b> Build a foundation of reading and math 4) Seniors who fail to pass the TSI Math class will be moved into a College Prep Math course elective if their schedule permits. This exempts them from the TSI requirement for two years if they pass the course.		Math Department Head Counselor Principal	More students will successfully complete the TSI Math test and will qualify as college ready.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

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

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

**Evaluation Data Source(s) 1:** TAPR 2018  
PEIMS

## Summative Evaluation 1:

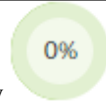
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) District Truancy Plan (attached), will be followed for any students with more than three unexcused absences in a four-week period. The plan will work with families to lessen the number of absences and to ensure students make up time/instruction missed.		Campus Administrators	1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate				
2) Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed.		Curriculum Director; Campus Administrators; Counselors	1. IMPLEMENTATION - PEIMS documentation for homeless, food service records 2. IMPACT - increased attendance rate and participation				
3) Call the parents of absentees daily.		Attendance Clerk	Attendance Rate				
4) Continue semester exam exemption plan		Principal Teachers	Attendance rate				
5) Begin legal proceedings against habitual absentees		Principal	Attendance Rate				
6) Students with attendance problems will be required to attend detentions after school and/or Saturday school		Principals Saturday school facilitator	Attendance rate				
7) Teachers will use computerized attendance system to increase accuracy of attendance reporting		Teachers Attendance clerk	Attendance Rate				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

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

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

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	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				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

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

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

**Evaluation Data Source(s) 2:** Documentation of communication

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Progress reports will be sent home each 3 weeks for all students		Teachers	Parent/Student/Staff surveys				
2) Teachers will be encouraged to utilize email, or call/write notes to parents to inform them about their child's progress.		Teachers	Parent surveys				
3) The school will send letters and calendars to parents regarding school events/issues to encourage parental involvement		Principal Counselor	Parent Surveys				
4) The school will develop and operate a Facebook page in order to keep parents and community members informed of upcoming events.		Principal Counselor	Number of Likes and contacts on Facebook page				
5) Parents & teachers will be included in planning each year's upcoming school calendar.		Site-based Committee	Campus Plan				
6) Sponsor an open house at the high school each year		Principal Teachers	Parent Surveys				
7) Information regarding school events, student accomplishments, etc. will be reported in the calendar, school/local newspaper, web page, and Facebook		Principal Counselor	Parent Surveys				
8) TxConnect provided for parents to have access to grades 9-12 assignments/homework, etc.		Administration Principal Teachers	Number of "hits" to Parent Portal				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

# Comprehensive Support 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.



## 2018-2019 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Wayne Callaway	High School Principal
Administrator	Cole Ferrell	Assistant Principal
Non-classroom Professional	Jill Cooper	Counselor
Classroom Teacher	Candy Delorantis	Family Consumer Science Teacher
Classroom Teacher	Sandy Jacobs	Science Department Head/Biology Teacher
Classroom Teacher	Erin Milligan	Math Teacher
Classroom Teacher	Steven Nappo	Physics Teacher
Classroom Teacher	Chonte Reeves	Math Department Head
Classroom Teacher	Julie Talley	English Department Head/English 2 Teacher
Parent	Angel Lindamood	Parent

# Campus Funding Summary

199 - General Fund: High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4		20000	\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$226,368.00
<b>+/- Difference</b>					\$226,368.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$173,118.00
<b>+/- Difference</b>					\$173,118.00
199 - General Fund: SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$208,337.00
<b>+/- Difference</b>					\$208,337.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Stipends for Spanish teachers		\$10,619.00
<b>Sub-Total</b>					\$10,619.00
<b>Budgeted Fund Source Amount</b>					\$10,619.00
<b>+/- Difference</b>					\$0
199-State CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

4	1	5	Salaries		\$429,139.00
4	2	3			\$15,000.00
<b>Sub-Total</b>					\$444,139.00
<b>Budgeted Fund Source Amount</b>					\$588,139.00
<b>+/- Difference</b>					\$144,000.00
<b>199-State ESL</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,550.00
<b>+/- Difference</b>					\$1,550.00
<b>289 Title IV</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	7	1	Dual Credit Reimbursement	289	\$2,183.00
<b>Sub-Total</b>					\$2,183.00
<b>Budgeted Fund Source Amount</b>					\$2,183.00
<b>+/- Difference</b>					\$0
<b>199- General Fund: GT</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$5,299.00
<b>+/- Difference</b>					\$5,299.00
<b>Grand Total</b>					\$456,941.00

# Addendums



# Targeted Improvement Plan

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

Goal #1:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Expected Outcomes <i>(Goal/Target)</i>	Results <i>(Outcomes/Data)</i>	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Mirrored lesson plan and scope from Gen Ed with appropriate accommodations	Weekly	Opportunities for teachers to plan and discuss curriculum and instructional practices	Principal	EOC Math: 65%	Eduphoria - Aware	On Track to Meet Goal	
	Targeted assistance, data based, tutorials	Multiple times weekly	Tutorial period built into school day	Principal	EOC Math: 65%	Increased achievement on 6 weeks assessments	On Track to Meet Goal	
	Mirrored lesson plan and scope from Gen Ed with appropriate accommodations	Weekly	Opportunities for teachers to plan and discuss curriculum and instructional practices	Principal	EOC ELAR: 60%	Eduphoria - Aware	On Track to Meet Goal	
	Targeted assistance, data based, tutorials	Multiple times weekly	Tutorial period built into school day	Principal	EOC ELAR: 60%	Increased achievement on 6 weeks assessments		
<b>Intermediate:</b> <i>(Implementation)</i>	6 week assessments	Each grading period	Eduphoria - Aware	Teacher/Principal	EOC Math: 65%	Local Assessments @ 65%	Significant Progress	
	6 week assessments	Each grading period	Eduphoria - Aware	Teacher/Principal	EOC ELAR: 60%	Local Assessments @ 60%	Significant Progress	
<b>Long-Term:</b> <i>(Results)</i>	Algebra EOC	May-18	State Assessment	Principal	EOC Math: 65%	STAAR Report	Significant Progress	
	English EOC	May-18	State Assessment	Principal	EOC ELAR: 60%	STAAR Report	Significant Progress	
<b>Vision Status</b>				<b>Vision Metrics</b>				

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

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



# Targeted Improvement Plan

<b>District Name:</b> Farmersville ISD	<b>County District Number:</b> 43904	<b>Superintendent Name:</b> Jeff Adams
<b>Campus Name:</b> High School	<b>Campus Number:</b> 43904001	<b>District Coordinator of School Improvement:</b> Garry Jameson
<b>PSP:</b> None	<b>Educational Service Center:</b> Region 10	<b>School Principal:</b> Wayne Callaway

**Vision:** To empower all CTE students to confidently and successfully transition into post-secondary and career opportunities and become positive, contributing members of society.

<b>Problem Statement #1:</b> CTE Non-Traditional Course Completion Rate of females was 22.4% for 2016-2017	<b>Annual Goal #1:</b> CTE Non-Traditional Course completion rate for females will be 40% or higher for 2018-19
<b>Root Cause #1:</b> Insufficient female students taking non-traditional courses	<b>Strategy #1:</b> Provide additional non-traditional courses and provide more information on non-traditional courses

Goal #1:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Provide counselors/CTE teachers with non-traditional recruiting information to disseminate to students	Spring 2019	Posters & Career Cards	CTE Coordinator	Provide students with non-traditional career information (ie. pay and opportunities)		Select	
	Provide, on the district website, information regarding careers that fit in the high-skill, high-demand, and high-pay categories placing additional emphasis on non-traditional fields.	Spring 2019	FISD CTE web page	Technology Director	Provide information to parents and students		Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Establish a counseling schedule for counselors to meet with upcoming CTE students and parents to advise on career opportunities including non-traditional careers	Spring 2019	4 Year Plan	High School Counselor	Provide information to parents and students		Select	
<b>Long-Term:</b> <i>(Results)</i>	Add more non-traditional classes (ie. Food Service and/or Construction Technology)	Fall 2019	High School Master Schedule	High School Principal	Increase the number of non-traditional courses offered for females		Select	
	Increase number of female teachers teaching non-traditional career classes	Fall 2019	High School Master Schedule	High School Principal	Increase the number of females taking non-traditional career classes		Select	
<b>Vision Status</b>				<b>Vision Metrics</b>				

**End of Year Report**

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

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

**Vision:** To empower all CTE students to confidently and successfully transition into post-secondary and career opportunities and become positive, contributing members of society.

**End of Year Report**

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

**Problem Statement #3:**

**Annual Goal #3:**

**Root Cause #3:**

**Strategy #3:**

Goal #3:	Activity <i>(Actions/Processes)</i>	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>							Select	
							Select	
							Select	
							Select	
<b>Intermediate:</b> <i>(Implementation)</i>							Select	
							Select	
							Select	
<b>Long-Term:</b> <i>(Results)</i>							Select	
							Select	
<b>Vision Status</b>				<b>Vision Metrics</b>				