

Franklin Independent School District

Franklin High School

2019-2020



Mission Statement

The mission of Franklin ISD is to provide a quality education that empowers students to maximize their individual strengths to become responsible, successful students.

Vision

Franklin ISD is an organization that strives for excellence by providing a quality educational system that develops successful leaders, teachers, students, and community partnerships. We value mutual respect and trust among all stakeholders. This leads to producing life-long learners ready to become an integral part of society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Data Sources Reviewed: Texas Accountability; Texas Academic Performance Reports, School Report Card, PEIMS reports, DMAC, CTE data, TxEIS

Franklin High School Met Standard for the 2017-2018 school year. FHS Met Standard for Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Overall, Franklin High School scored an 88. Student Achievement received a score of 88, CCMR an 80. School progress was overall an 89. Closing the gaps achieved an 87.

The school earned 6 distinctions in Mathematics, ELA/Reading, Science, Social Studies, Top 25% Closing Performance Gaps, and Comparative Academic Growth.

Franklin High School has 349 students enrolled in grades 9-12. An analysis of ethnicity shows 5.4% African-American, 14.9% Hispanic, 76.2.1% White, 1.1% Asian, and 2.3% two or more races. Special Education students comprise 9.7% of the student body. There are 8 ELL learners which make up 2.3% of the student population. Grade level breakdown shows 94 ninth graders, 68 tenth graders, 96 eleventh graders, and 91 seniors. There are 78 At-Risk students which account for 22.3% of the student population. There are 96 Economically Disadvantaged students which makeup 27.5% of the population and GT has 34 students which makes 9.7% of student body. The 4-year Longitudinal Graduation rate was 98.8% in 2017 and 97.4% in 2016.

In addition to 349 students, Franklin High School houses 33 teachers, 1/2 day instructional aide, 1 librarian, 1 counselor, 2.5 secretaries, 1 part-time registrar/PEIMS Coordinator, 1/2 day trainer, and 2 administrators. One teacher is shared with the middle school for 2 periods. The student/teacher ratio is 10.4 to 1. All teachers meet the NCLB Highly Qualified teacher criteria. Franklin High School offers Pre-AP, AP, and Dual Credit class for college credit prior to graduation. The school is also registered for the Texas Virtual School Network.

Many efforts are made to involve families and community members at Franklin High School. Communication techniques like email, mailings, Remind 101, Twitter, Facebook, Parent Newsletters, on-line calendar, online athletic schedule, Meet the Teacher Night, marquee, website, teacher and staff web pages, School Messenger phone calls and emails are utilized to keep the community involved in activities.

Parent Portal is provided through the website and parents are encouraged to access and monitor their child's academic progress. Interim Progress Reports are printed and distributed by the request of a student or parent. Three-week and six-week progress reports are mailed home along with a newsletter. Phone calls to parents are made when there is an absence. Teachers are required to call about struggling students in danger of failing. Administrators call home every time a student receives a consequence when breaking the Student Code of Conduct.

Many events are held to promote positive parent and community support, as well as show appreciation for their support. Franklin High School also offers some events to bridge all three campuses together, and involve all Franklin ISD students with selected high school events. Events include: Community-wide Homecoming Pep Rally and games, community-wide Veteran's Appreciation assembly around November 11, Building Toward Our Future Scholarship Night, Senior Awards Night, Talent Show, Theater/One-Act Play public performances, Christmas Band Concert, FFA Christmas Parade float, Band's Spring Outdoor Performance, Aim for Success parent meeting, Li'Cheerleaders camp, Little Lionettes camp, Parent Informational meetings, Sports Banquet, Band Banquet, College Financial Aid Informational meeting, FFA Banquet, NHS and SNHS Induction, and others.

Career day is held every two years and involves dozens of community and business partners to present students with vocational choices available to them.

Franklin High School participates in many extracurricular programs including UIL Athletics, Cheerleading, Academics, Theater, and Band, Art. Theater, FCCLA, and FFA, school sponsored clubs and organizations. Participation in livestock shows including the Robertson County Fair and Houston Livestock Show is high, and the school schedules a holiday to support those involved in that county-wide event. Students compete in several state-wide art contests, and the student art is featured on a web page gallery.

Law enforcement are utilized for appropriate public events.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students are below grade level **Root Cause:** Too many move ins

Problem Statement 2: Attendance is poor for some low performing students. **Root Cause:** The parents do not trust or are indifferent to the school district.

Problem Statement 3: There are low numbers of economically disadvantaged taking advantage of PAP, AP, or DC courses. **Root Cause:** The students are not pushed by the school or at home to take these courses.

Student Academic Achievement

Student Academic Achievement Summary

Data Sources Reviewed: EOC results, Texas Academic Performance Report (TAPR), PBMAS reports, School Report Card, Federal Report Cards, PEIMS reports, TELPAS, local benchmarks, DMAC data, STAAR requirements, SAT/ACT/AP results, PSAT, TSI, SSI reports

In 2016-2017, the campus Met Standard and earned two Distinction Designations in Mathematics and Top 25% Closing Performance Gaps.

Comparison of EOC Results in 2016 and 2017.

Data Sources Reviewed: EOC results, Texas Academic Performance Report (TAPR), PBMAS reports, School Report Card, Federal Report Cards, PEIMS reports, TELPAS, local benchmarks, DMAC data, STAAR requirements, SAT/ACT/AP results, PSAT, TSI, SSI reports

In 2016-2017, the campus Met Standard and earned six Distinction Designations in Mathematics, ELA/Reading, Social Studies, Science, Top 25% Closing Performance Gaps, and Top 25% Academic Growth.

Comparison of EOC Results in 2017 and 2018.

English I and II:

2017 2018

All Students 78% 87%

African American NA NA

Hispanic NA NA

White 90% 82%

SpEd 86% 73%

Econ Disadv 79% 90%

Algebra I:

2017 2018

All Students 98% 99%

African American 100 NA%

Hispanic 100% 100%

White 96% 100%

SpEd NA NA

Econ Disadv 100% 97%

Biology:

2017 2018

All Students 99% 92%

African American 100 NA

Hispanic 93% NA

White 100% 97%

SpEd 100% NA

Econ Disadv 100% 96%

US History:

2017 2018

All Students 98% 98%

African American NA NA

Hispanic 100% 100%

White 98% 97%

SpEd 100% NA

Econ Disadv 92% 96%

EOC Masters Grade Level Percentages:

State FHS

All Subjects 20% 37%

Reading 19% 17%

Mathematics 24% 57% Science 23% 39% Social Studies 31% 59%

Analysis of the data indicates a continued need to increase student achievement among subgroups. Emphasis on pushing students to achieve mastery is an identified need especially in reading where FHS falls below the state average. Our SAT/ACT/TSI/PSAT results indicate a need to continue to provide rigor for all students in order to improve their results on the higher-level testing.

Attendance rate of FHS was 96.4% in 2015-2016 and 96.6% in 2016-2017.

FHS's annual dropout rate went from .3% in 2015-2016 to 0% in 2016-2017.

The 4-year longitudinal graduation rate was 94.9% for the class of 2016 and 96.3% for the class of 2017.

RHSP/DAP graduation rates were 79.7% in 2016 and 90.9% in 2017.

Advanced course/Dual Credit course completion was 19.2% in 2016 and 27.9% in 2017.

Franklin High School students taking the SAT/ACT were at 47.5% in 2017. 26.3% were at or above the criterion score. Average SAT score was 1053 in 2017. Average ACT score was 21.2 in 2016.

Franklin High School students taking AP courses were at 18.9% in 2017. 31.3% were at or above criterion.

FHS graduates enrolled in Texas institution of higher learning was 58.9% for graduates in 2015-2016.

FHS graduates in who completed one year without remediation was 62.8% in 2015-2016.

College-Ready Graduates (Class of 2016 versus Class of 2017) TSI

2016 2017

ELA 16.4% 58.8%

Math 21.9% 42.5%

Both NA 41.3%

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Attendance rate of FHS was 95.9% in 2014-2015 to 96.4% in 2015-2016.

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The 4-year longitudinal graduation rate was 98.5% for the class of 2015 and 94.9% for the class of 2016.

RHSP/DAP graduation rates were 90.5% in 2015 and 79.5% in 2016.

Advanced course/Dual Credit course completion was 20.6% in 2015 and 19.2% in 2016.

Franklin High School students taking the SAT/ACT were at 46.6% in 2016. 41.2% were at or above the criterion score. Average SAT score was 1549 in 2016. Average ACT score was 22.4 in 2016.

Franklin High School students taking AP courses were at 17.7% in 2016. 46.4% were at or above criterion.

FHS graduates enrolled in Texas institution of higher learning was 58.9% for graduates in 2015-2016.

FHS graduates in who completed one year without remediation was 78% in 2014-2015.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Low percentage of minority and economically disadvantaged students achieve mastery level on EOC testing. **Root Cause:** Students are not prepared as they enter and during their high school experience for EOC mastery levels.

Problem Statement 2: All students are not taking advantage of ACT/TSI testing given by the school. **Root Cause:** Students do not see the importance of the testing until the end of high school career.

Problem Statement 3: The mastery percentage for English I and English II is below state average. **Root Cause:** Writing and making inferences are a

problem for students as they enter and progress through high school.

School Processes & Programs

School Processes & Programs Summary

Franklin High School houses 33 teachers, 1/2 day instructional aide, 1 librarian, 1 counselor, 2.5 secretaries, 1 part-time registrar/PEIMS Coordinator, 1/2 day Registered Nurse, and 2 administrators. One teacher is shared with the middle school for 3 periods. The student/teacher ratio is 10:3 to 1.

The high school also houses two IT Technicians for the district.

There are three custodians and six cafeteria workers in FHS. Maintenance, grounds keeping, and repairs are handled by the district maintenance department.

All staff is CPR certified. All administrators, two general education teachers, and all special education staff are CPI certified.

AP teachers are trained by sanctioned College Board training.

All teachers meet the federal guidelines for Highly Qualified as was required by No Child Left Behind (NCLB).

Core teacher utilize TEKS Resource, which is used district-wide to guarantee an aligned and viable curriculum for all FUSD students. Teachers, aides, and staff attend selected workshops to promote Franklin High School goals. Outside specialist are brought to the district to train and motivate staff when there is a specific need. Professional development is encouraged, and mandated, particularly in areas of increased complexity and rigor in state assessments.

All teachers at FHS attended required training for the summer of 2018.

While using TEKS Resource, teachers are required to utilize the Year at a Glance, Instructional Focus Documents, and Vertical Alignment Documents from the online program.

DMAC continues to be used for bench marking and tracking student progress throughout the year. Past EOC performance is also tracked and diagnosed using DMAC. Teachers in English, math, science, and social studies utilize DMAC to administer EOC-style benchmark exams (each nine weeks) on a regular basis to determine student comprehension and test readiness.

The school cooperates with Educational Service Center 6 to receive training and status reports on state assessments throughout the year.

The campus continues to place an emphasis on the utilization of technology. Two technology lessons are required from each teacher. Ninety percent of the teachers have this completed by October 1.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff attrition to larger districts in the area. **Root Cause:** Larger districts have larger salary scale.

Problem Statement 2: Teachers are not teaching at a level high enough to raise mastery levels on EOC, higher AP passing standards, higher SAT/ACT score, etc. **Root Cause:** Teachers are not trained to teach at a higher level.

Perceptions

Perceptions Summary

Data Sources Reviewed: Parent Survey, teacher survey, student survey, District Improvement Plans, Campus Improvement Plans, School Calendar of Events, Discipline reports, PEIMS reports, PBMAS

Franklin High School continues to strengthen the school's climate by drug testing all students participating in extracurricular activities and parking on school property. Restorative discipline practices continued to be used to reduce student misbehavior which has resulted in fewer ISS/OSS placements.

The Campus Code of Conduct is consistently enforced which enhances a healthy school environment. Teachers are on duty before and after school to monitor student behavior. Teachers and administrators and in the hall consistently between classes. Misbehaviors are swiftly addressed and consequences are assigned according to a scale based on severity of the offense. Due process is in place.

Events are scheduled to enhance the school environment. Student activities include: pep rallies for home football and playoff games, Easter Egg Hunt, "dress up" days, Homecoming, Homecoming dance, Sadie Hawkins Dance, Prom, Art displays, FHS Sports Banquet, FHS Band Banquet, Ag Banquet, NHS Induction Ceremony, plays, video announcements, student recognition, and others. Assemblies are held to address premarital sex dangers, drunk driving awareness, self-esteem, and cyberbullying. FISD also hold a Veteran's Day Assembly at FHS for the entire district.

FHS offers some events to bridge all three campuses. These events involve FHS students with selected groups such as football, volleyball, cross country, student council, and FFA who greet the students of the middle school and elementary. These groups also periodically greet elementary students as they enter the elementary to promote awareness of these activities at a young age. Cheerleaders and dance hold camps for the elementary students. Homecoming and the Veteran's Day Assembly are district wide events. On Senior Field Day, the seniors drop by the elementary for recognition.

Class officers are elected each year. Each class has a faculty committee with designated areas of responsibility, which includes fund raising to pay for desired activities and needs.

Student Council plays an active role with student affairs. Daily announcements, dances, Teacher Appreciation, Red-Ribbon Week, and the Easter Egg hunt are just a few of the activities the Student Council coordinates. Student Council meets with the Principal monthly to convey needs and wants of the students.

Announcements and videos are shown to address bullying, cyberbullying, social skills, suicide prevention, dating violence, social media safety, and other aspects of student life including the promotion and recognition of student accomplishments. The technology departments prepared a presentation to combat cyberbullying and dangers of social media.

The counselor meets with each student individually to develop their 4 year plan and schedule for the next year. Also, the counselor meets with each upperclassman and their parents to discuss post-graduation plans and how they and the school can help the child to succeed after graduation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students are not prepared for the dangers of social media. **Root Cause:** Students receive technology at a young age without any training in place.

Problem Statement 2: Students are not aware of all post-secondary opportunities available for them. **Root Cause:** Students do not see relevance until end of high school career.

Problem Statement 3: Suicide attempts have risen dramatically the past two years. **Root Cause:** Lack of training among staff and parents to spot signs of depression.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data

Goals

Goal 1: All Franklin High School students will have access to a safe, quality education that will enable them to achieve their full educational potential.

Performance Objective 1: All students will Meet Grade Level standards on the STAAR (EOC) and/or will score at acceptable levels or above state averages on all other assessments (PSAT, SAT, ACT, TSI).

Evaluation Data Source(s) 1: Student EOC scores will demonstrate 100% passing at all grade levels; scores on PSAT, SAT, ACT and TSI will reflect state averages.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize student assessment and EOC data to drive instruction	Principal Curriculum Director	Teachers will have access and know where each student is and will use this data to drive instruction.				
2) Monitor attendance and failure reports monthly and discuss results and intervention strategies.	Principals Campus RtI team	Higher attendance rates Lower failure rates				
3) Encourage all students to take the PSAT, SAT, ACT, and TSI at appropriate grade levels	Counselor Principal	Number of students taking and being successful will increase.				
4) Continue tutorials for struggling students, including identified At-Risk students before, during, & after school	Principal Teachers	Students identified as At-Risk will show growth in their STAAR assessments and non tested classes.				
5) Utilize Campus RtI Teams - continue training - establish and follow procedures - scheduled meetings	Principal	Teams in place and meetings held bi-monthly; minutes of meetings; graphs of student progress				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
6) Develop and implement RtI interventions to meet identified needs of students, including dyslexic students, in: Math - Accelerated Math class Math - EOC class Reading/Writing EOC class, Accelerated Reading class TEC 29.081 and TEC 11.252(a)(3)(B) and TEC 11.252.(3)	Principal Counselor Teachers	Record of achievement Students enrolled Improved student performance				
Funding Sources: State Compensatory Fund - 12150.00						
7) Administer and analyze three universal screenings for reading and math to identify low performing students	Principal Campus RtI Team	Students identified				
8) Maintain and support Learning Lab	Principal Counselor Learning lab teachers	Log of student participation Increased performance of learning lab students				
Funding Sources: State Compensatory Fund - 35785.00						
9) Continue to update curriculum materials, including TCMPC, to meet state assessment goals and TEKS guidelines. Strengthen curriculum and alignment utilizing TCMPC specifically regarding YAGs, updated IFDs, and assessments	Principal Curriculum Director	Materials purchased, distributed, and used consistently by all core teachers				
10) Utilize TCMPC blueprint-aligned benchmark test results to adjust classroom instruction TEC 11.252(8) and TEC 11.253((d)(7)	Principals Curriculum Director	Students will demonstrate growth on each benchmark TEC 11.252(8) Students will improve on state assessments TEC 11.253 (d)(7)				
11) Update and utilize Edgenuity software for course acceleration, drop-out recovery, ESL, additional class offerings, and school-to-work offerings TEC29.097	Principal Counselor Learning Lab teachers	Monitor lab use, course completion, and drop-out intervention and report to superintendent				
12) Review the effectiveness of all special populations and programs to address and improve student performance, including Dyslexia, At-Risk, 504, ESL, and others TEC 11.253 and TEC 29.081	Principal Campus RtI Team ESL Coordinator	Student performance data for special populations shows improvement				
13) Provide additional time for students at school by 1) running a late bus and 2) extending library hours two days per week 3) Creating individualized tutorials during the school day	Principal	Improved student performance Count of students utilizing the supports				











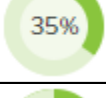
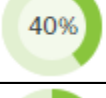




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June


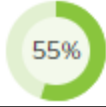




Goal 1: All Franklin High School students will have access to a safe, quality education that will enable them to achieve their full educational potential.

Performance Objective 2: Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds will decrease (close gaps).

Evaluation Data Source(s) 2: Closing the achievement gap Index 3

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Co-teachers collaborate to plan appropriate interventions, develop effective strategies, and differentiate instruction / assessments to support identified students.	Administration Teachers	Improved student performance				
2) Analyze data to identify student deficiencies. Students will receive quality instruction as well as ilearn and istation for reading and math support and monitoring.	Principal Teachers	Student learning and achievement increased. data analyzed,students working on ilearn.				
3) Data will be analyzed and reviewed to identify students meeting the STAAR-Alt requirements. Also insure that students taking STAAR-Alt meet all requirements per the Alternate Assessments Sheets	Principal Special education teachers	Documentation to support all STAAR-Alt decisions				
4) Encourage minority students to enroll in rigorous classes	Principal Counselor	Increased number of minority students enrolled in higher level classes				
5) Provide individual meetings with counselor to promote taking advanced classes	Counselor	Increase in participation in advanced classes				
6) Continue to improve Tier 1 instruction especially in student engagement and rigor	Principal	Walk-through and observations documentation will show an increase in student engagement				
7) Identify and provide effective interventions for all African American students in special education, Section 504, and/ or identified by the RtI process.	Principal	Improved student performance and participation				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
8) Assign a mentor to minority and / or economically disadvantaged students	Principal	Higher student performance and attendance for ECD and/or minority students.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						








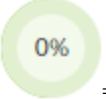

Goal 1: All Franklin High School students will have access to a safe, quality education that will enable them to achieve their full educational potential.

Performance Objective 3: The 2017 - 18 completion rate will be 95% or higher and the attendance rate will be 96.5 or higher.

Evaluation Data Source(s) 3: Review of end of year attendance will verify at least a 96.5% attendance rate and a completion rate of 95%.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review, analyze, develop, implement, and evaluate Drop Out Prevention Plan.	Principal Counselor	Increased completion rate to at least 96.5%				
2) Continue curriculum alignment to ensure career education	Principal Counselor	Lesson plans Schedule of meetings on file Increased completion rate				
3) Freshman Mentor Program assigns a senior student with a freshman student to orient and assist through the school year.	Principal FMP sponsor	Increase number of students participating in program				
4) Targeted students are assigned to a Learning Lab period in their schedule to insure they are monitored and assisted by the LL teachers.	Principal Learning Lab teachers	Students demonstrate success in 100% of their classes				
5) Explore classes that provide motivation to continue in high school, such as Welding, Sports Medicine, Advanced Arts, Musical Theater, etc.	Principal Fine Arts teacher CTE Teacher	Students enrolled in the classes complete the year successfully.				
6) Maintain consistent attendance procedures as prescribed by district	Principal Attendance Clerk	Monitor documentation each six weeks for parent notification Increased attendance rate				
7) Monitor attendance every three weeks	Principal Attendance Clerk	Attendance Records on file Increased attendance rate				
8) Implement truancy plan which include a variety of actions such as parent notification, counseling students, and working with community / judge	Principal Assistant Principal Attendance clerk	Attendance Records on file Increased attendance rate				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
9) Utilize School Messenger to notify parents of absences	Principal Tech Coordinator	Program utilized Increased attendance rate				
10) Identify students who were not granted credit due to attendance or grades. Assign these students summer school. Employ two teachers to monitor the students' progress.	Principal, counselor	More students will be on track to graduate with their freshman cohort.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

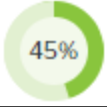






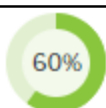

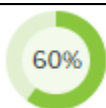
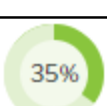
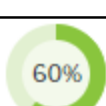




Goal 1: All Franklin High School students will have access to a safe, quality education that will enable them to achieve their full educational potential.

Performance Objective 4: All students will be exposed to college and career opportunities beyond high school.

Evaluation Data Source(s) 4: Evaluate and maintain student career path following graduation.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide orientation about new graduation requirements and diploma endorsements	Counselor Principal	Schedule of meetings on file				
2) Continue Pre-AP and AP courses	Counselor Principal	Courses in place				
3) Coordinate and support scheduling with FMS	Counselor Principal	Informal feedback to campus site-based committees/personnel hired				
4) Continue investigating additional course offerings FHS, especially to support HB5	Counselor Principal	Informal feedback to campus site-based committees/personnel hired				
5) Continue distance learning (dual credit college courses) and continue to look for new partnerships and opportunities for students	Principal Counselor Blinn & Region VI UTPB	Students enrolled and grades on file				
6) Celebrate Education: Go Get It Week and visit career fairs / tech schools to explore various vocations; GenTEX Day TEC 29.911	Counselor Principal	Increased number of participants				
7) Distribute package of available programs for 9-12 students and parents including graduation requirements, college credit courses, and other specified by TEC 33.007	Principal Counselor	Increased awareness of course offerings				
8) Maintain greenhouse for student use	Principal Ag teachers Home Ec teachers	Increased student participation in CTE classes, organization and contests				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
9) Increase student participation in CTE coherent sequence of courses and appropriate student organizations (FFA, FCCLA,)	Principal Ag teachers Home Ec teachers	Increased student participation in CTE classes, organization and contests				
10) Compile and distribute comprehensive Counselor Guide to provide multiple resources and information about post-high school careers / colleges. TEC11.252	Principal Counselor	Product				
11) Students will be provided the opportunity to gain experiences outside of the classroom	Principal Counselor Teachers	Record of Educational opportunities provided outside of the classroom on file				
12) Field trips will be provided to support the curriculum and to visit institutions of continuing education	Principal Counselor Teachers	Record of Educational opportunities provided outside of the classroom on file				
13) Instruction in the classrooms will reflect the diverse needs of the students through differentiation, brain-based strategies, and other research-based methods	Principals Teachers	Classroom observations Lesson Plans Student Surveys Increased student performance				
14) Training on planning and transition for students receiving special services. Update on new laws relating to transition.	Curriculum Director Principals	Transition 101 provided by ESC6 personnel.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: All Franklin High School students will have access to a safe, quality education that will enable them to achieve their full educational potential.

Performance Objective 5: Franklin High School will be considered a "safe" place.

Evaluation Data Source(s) 5: Discipline referrals will decrease by 7% from the previous year. and educational/safety programs will be provided.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Enforce Student Code of Conduct, including appropriately preventing/handling bullying and bully-like behavior, unwanted physical or verbal aggression, sexual harassment, dating violence, and establish/utilize DAEP (Disciplinary Alternative Educational Program) process to support restorative discipline TEC 11.25(a)(3)(E) and TEC 11.252	Assistant Principal / Principal Teachers & Staff DAEP Coordinator	Fewer discipline problems DAEP students receive credit in core subjects				
			Funding Sources: State Compensatory Fund - 30816.50			
2) Continue School Health Advisory Council	Principal SHAC Members	Council in place Council actions supported				
3) Invite local law enforcement officers to visit FISD campuses on a regular basis	Principal	A safer school environment Number of visits				
4) Review, update, and practice the Crisis Management Plan, including input and recommendations from local agencies	Assistant Principal Instructional Team	Plan in place				
5) Provide staff training and programs including CRASE (DPS Presentation) TBSI, conflict resolution, mental health training, drug prevention, pregnancy-related services, suicide prevention, bullying, child abuse, and violence prevention and intervention, including dating violence. TEC 11.252(3)(B)	Counselor Principal Instructional Team	Training schedule Posted emergency contacts				
6) Continue contracting with the Inter Quest Program (drug dog)	Assistant Principal/Principal Inter Quest personnel	Program in place; regular searches by drug dogs				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
7) All staff trained in CPR and first aid	Principal School Nurse	100% of all employees trained in CPR and first aid				
8) Continue student drug testing program	Principal Pinnacle Drug Co.	Drug testing in place Negative result rate increases				
9) Provide instruction and/or presentations for students: - Bullying (Aim for Success) -Anti-alcohol and drug abuse; drunk driving ---Experiencing real life situations -Dating violence - Depression/Suicide prevention	Principal Instructional Team Counselor Nurse	Events held Presentations delivered Lower rates of incidence				
10) Practice emergency fire and lock down procedures as well as address findings of safety audit	Assistant Principal	Monthly drills Review and evaluation				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: All Franklin High School students will have access to a safe, quality education that will enable them to achieve their full educational potential.

Performance Objective 6: Franklin High School will have zero accidents due to unsafe or outdated facilities or equipment.

Evaluation Data Source(s) 6: Accident report will indicate no accidents occurred due to unsafe facilities or equipment for the 2017-18 school year.

Summative Evaluation 6:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The campus will conduct building and equipment safety reviews annually.	Assistant Principal	Repairs and regular maintenance prevents accidents				
2) The campus will notify maintenance department of needed repairs	Assistant Principal	Maintenance requests Condition of facilities				
3) The campus will support cleaning crews with keeping the campus clean	Assistant Principal	Clean campus				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Franklin High School will implement and use current technology.

Performance Objective 1: Franklin High School will increase the usage of Google classroom among teachers and students by 10% each school year.

Evaluation Data Source(s) 1: Report on Google administration will show an increase in usage trends among teachers and students.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The campus staff will integrate appropriate technology into their instructional and administrative program	Principal Tech Department	Increased integration of technology in classroom instruction Technology will be integrated in administrative duties				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: Franklin High School will implement and use current technology.

Performance Objective 2: Franklin High School will implement employee technology standards.

Evaluation Data Source(s) 2: 100% of FISD employees will meet appropriate standards.

Summative Evaluation 2:












Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Required technology lesson provided by teacher at least twice a semester	Principal Tech.Coordinator	Teacher demonstrate lessons to tech dept and integrate into instruction routinely.				
2) All faculty and staff will be able to access and use district programs	Tech. Coordinator	Technology classes held and teachers and staff actively using district resources				
3) Teacher training will be held to build and maintain online support for students and/or parents	Principal Tech. Coordinator	Remind 101 training Posting grades online				
4) Explore and provide on-line resource sites such as Edgenuity, ilearn, Google classroom	Tech. Coordinator	Number of resource sites				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Franklin High School will continue building a mutually supportive partnership among school, home, and community to improve student achievement.

Performance Objective 1: The campus will provide activities and strategies to increase parental communication.

Evaluation Data Source(s) 1: There will be a 10% increase in the number of parents contacts.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Establish registration day and orientation day before start of school	Principal	Records on file				
2) Utilize School Messenger, campus web page, marquee, and mass emails to notify parents of changes in times or events.	Principal	Report of usage				
3) Provide opportunities for parents to interact with school personnel through online grades, emails, parent conferences, website, Meet the Teacher Night parent orientation, parent group emails	Principal Faculty	Reports of parent attendance Evaluation of sessions				
4) Encourage parental participation in LPAC meetings	Principal ESL Coordinator	Committee reports				





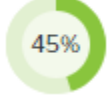









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Provide recognition programs to promote student achievement such as: -Scholarship Night -Senior Awards Night -Sports Banquet -National Honor Society induction -FFA Banquet -Band Banquet -Recognitions during PA Announcements -Web page postings TEC 11.253(d)(9)	Principal Counselor Advisors Coaches	Record of events				
6) Continue parent email groups via School Messenger to increase communication and involvement. Utilization of Remind 101	Principal Tech coordinator	Email groups used along with Remind 101				
7) Provide online athletic schedules with capability of parents being able to subscribe to the electronic schedule to receive any changes or notifications.	Principal Coaches	Parents subscribed to online schedules and increased communications				
= Accomplished = Continue/Modify = No Progress = Discontinue						





Goal 3: Franklin High School will continue building a mutually supportive partnership among school, home, and community to improve student achievement.

Performance Objective 2: The campus will enhance parent's knowledge in the areas of educational opportunities and parenting.

Evaluation Data Source(s) 2: The number of parents contacted will increase by 10%.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Parents will be consulted for student schedules	Counselor	Schedules				
2) Parents will be provided informational meetings regarding: -EOC and Graduation Requirements --Financial Aid for post graduation	Principal Counselor	Attendance at meetings				
3) Offer GT Parent meetings	GT Coordinator	Record of meetings				
4) Update campus web page and marquee	Principal	Report of changes				
5) Campus will send home a parent newsletter both by mail, email, and website posting	Principal	Newsletters on file				
6) Celebrate Freedom Week	Principals Teachers	Lesson plans				
7) Changes in diploma and graduation requirements will be posted online, mailed to parents, and discussed in parent meeting	Principal Counselor	Record of mail outs and web pages				

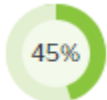





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						


Goal 4: Franklin High School administrators will develop and implement a financial plan that would allow the school to maximize federal, state, and local funding.


Performance Objective 1: Financial plan will provide a road map to achieve "Superior" ratings on the District School First Accountability System.


Evaluation Data Source(s) 1: Franklin High School will carry out financial plan to support the district plan.


Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Franklin High School administrators will review financial plans and provide data to district	Principal	Monthly budgets documented				
2) Administrators develop a financial plan	Principal	Recommendations in place				
3) Administrators implement financial plan	Principal	Plan in place and followed				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 4: Franklin High School administrators will develop and implement a financial plan that would allow the school to maximize federal, state, and local funding.

Performance Objective 2: Franklin High School will continue to maintain high quality facilities.

Evaluation Data Source(s) 2: An annual assessment of all grounds and facilities will be done.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The campus will promote student pride and ownership of school	Principal Student Council Advisor	Students are participating in school improvement				
2) The campus will notify maintenance department of needed repairs	Assistant Principal	Maintenance requests Condition of facilities				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 5: Franklin High School will attract, retain, and maintain highly qualified professional staff in order to provide the best possible education for high school students.

Performance Objective 1: FHS will maintain a staff of 100% qualified to teach in their perspective areas.

Evaluation Data Source(s) 1: Record of all teachers schedules and certifications will indicate 100% qualified to teach the class.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide professional development opportunities through district in service, ESC workshops in core academic areas and effective teaching strategies.	Principal Curriculum Director	Certificates of Attendance Sign-in sheets				
2) Recruit qualified teachers by human resource personnel attending university job fairs and posting positions on appropriate websites. Offer signing bonus to teachers certified in the TEA designated high needs areas.	Principal Curriculum Director	Calendar dates set Job fair registration				
3) Post personnel vacancies with professional organization web sites for possible recruitment of teachers	Principal Curriculum Director	Vacancies posted on campuses, FISD website and Region VI website				
4) Provide reimbursement to staff members for taking other professional certification exams to become highly qualified in other areas.	Principal	Receipt of test expense Confirmation of test passing score				
5) Assign mentors to new teachers	Principal	Assignment of mentors Mentoring reports				
6) Provide two days of new teacher orientation and extra support in August	Principal	New teachers have a smooth start and success in higher student performance				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 5: Franklin High School will attract, retain, and maintain highly qualified professional staff in order to provide the best possible education for high school students.

Performance Objective 2: Franklin High School will provide a comprehensive professional development program based on identified needs to all teachers.

Evaluation Data Source(s) 2: Professional development program will be reviewed annually.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide teachers and staff with quality staff development, developed and approved using the Campus Advisory Team and teacher survey, to meet the needs of the teachers.	Principal Curriculum Director	Record of staff development held and attendance				
2) Provide opportunities for teachers to attend workshops on strategies concerning students from at-risk situations and other special populations.	Principal	Certificates of completion				
3) Provide training in the integration of technology in teaching content areas, differentiation, and student success.	Principal Tech. Coordinator	Principal Tech. Coordinator				
4) Provide opportunities for teachers to visit other teachers' classrooms	Principal	Record of teacher visits				
5) Provide release time for teachers to plan/construct assessments	Principal	Improved assessments				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 5: Franklin High School will attract, retain, and maintain highly qualified professional staff in order to provide the best possible education for high school students.

Performance Objective 3: Franklin High School will provide teacher training to all teachers to foster a culture of learner-centered instruction.

Evaluation Data Source(s) 3: Each teachers needs will be reviewed annually.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement and maintain appropriate interventions for all students with campus RtI team	Principal Campus RtI team	Campus RtI team Intervention programs in place and student success evident				
2) Plan and implement valid student assessment utilizing content blueprints that drive classroom instruction	Principal Lead teachers	Student assessments prove student learning and success				
3) Provide teachers and staff with quality staff development on differentiation, formative assessment, and student success	Principal Curriculum Director	Record of staff development held and attendance				
4) Teachers and staff will evaluate data on all student groups using DMAC in addition to others sources.	Principal	Student data will be assessed and analyzed				
5) RtI training will be provided: Returning teachers- RtI Refresher New teachers- Intro to RtI New RtI members Intro to RtI Team and RtI Process	Principal	RtI Process implemented Improved student performance				
= Accomplished = Continue/Modify = No Progress = Discontinue						