

Campus Improvement Plan  
Foster High School



2020-2021

## 2020-2021 Campus Improvement Plan Summary Sheet

<p>Goal 1: Overall, the percent of students achieving “Meets” and “Masters” on the English I, English II, Algebra, Biology and US History EOC Tests will increase 3-5% by the end of the 2020-21 School Year as evidenced by the 2021 EOC results when compared to 2019. (no 2020 data due to COVID 19)</p>	<p>Strategy 1: Ensure access to engaging, rigorous, real-world learning opportunities utilizing up-to-date technology supporting quality Tier I instruction for all students.</p>
	<p>Strategy 2: Equip all parents and guardians with the tools to support student learning and growth.</p>
<p>Goal 2: Special programs and staff will promote the success of At-Risk populations and Special Education Students through the closure of gaps in sub-populations and continued academic growth of students as evidenced by an increase of 5% in the Hispanic, Eco Dis, EL and SPED approaches level and a 3% increase at the meets and master’s level when comparing the 2021 and 2019 EOC results.</p>	<p>Strategy 1: Expand available resources to provide learning that is personalized to each student’s interests and abilities to eliminate gaps in achievement.</p>
	<p>Strategy 2: Initiate a Highly Effective MTSS Process for Tier II students who are at risk of not graduating with their cohort.</p>
<p>Goal 3: Equip students with knowledge and skills to succeed in a changing world by increasing The College Career and Military Readiness rate 3-5% when comparing the 2021 and 2019 TAPR. Long Term: The percent of CCMR students will increase from 76% to 89% by August 2024.</p>	<p>Strategy 1: Ensure the curriculum equitably prepares students to achieve their preferred career aspirations by enhancing both rigorous Career and Technical Education (CTE) and college preparatory programs.</p>
	<p>Strategy 2: Ensure the road to college is clearly communicated and understood for all students and supports their individual situations and aspirations.</p>
<p>Goal 4: FHS will promote a campus culture of learning and collaboration to provide a safe and healthy environment as evidenced by a 5% decrease in overall discipline referrals in comparison to the 2019 discipline referrals.</p>	<p>Strategy 1: FHS will continue implementation of Highly Effective PLCs to foster collaboration and learning from one another.</p>
	<p>Strategy 2: Increase physical, mental and emotional health supports and resources to improve social and emotional well-being among students and staff.</p>
	<p>Strategy 3: Ensure that disciplinary interventions consistently address the root cause of behavioral issues and staff understand how to implement disciplinary practices in a clear and equitable way for the well-being of all students.</p>
	<p>Strategy 4: Increase faculty and student engagement with the district “Be the 1” Campaign. And Character Counts.</p>

# Comprehensive Needs Assessment

## Data Sources Reviewed

2019 STAAR EOC Scores & 2019 Accountability Reports	2019 & 2020 AP Data
2020 Struggling students report	2019 PEIMS Snapshot Reports
2019 TELPAS Scores	2019 Discipline Data
2019 Climate Survey (Holdsworth)	2019 EOS Data
2019 ACT, SAT & PSAT Scores	2020 Canvas Usage Report

*Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the proposed strategies sections below.*

## Teaching and Learning

### Student Achievement

<i>Subject</i>	<i>Approaches</i>	<i>Meets</i>	<i>Masters</i>	<i>Distinctions</i>
<i>Algebra 2019</i>	88%	69%	46%	<i>Earned</i>
<i>Algebra 2018</i>	91%	68%	33%	<i>Earned</i>
<i>Biology 2019</i>	94%	81%	41%	
<i>Biology 2018</i>	93%	76%	38%	
<i>US History 2019</i>	96%	88%	68%	<i>Earned</i>
<i>US History 2018</i>	97%	85%	57%	
<i>English I 2019</i>	85%	76%	24%	
<i>English I 2018</i>	78%	63%	15%	
<i>English II 2019</i>	87%	73%	17%	
<i>English II 2018</i>	83%	69%	20%	<i>Earned</i>

### Identified Problems

### Proposed Strategies

The number of students achieving masters on the English I and English II STAAR does not meet the established 30% minimum.

We will need to continue to provide, support and monitor quality instruction in the classroom. An increase in students achieving meets and masters on all exams will continue to be a campus focus. We will also Implement the first stages of our campus wide RTI program to assist struggling students.

## At-Risk Student Services / Drop-Out Prevention

Three Year Attendance Summary Data

	1st SW	2nd SW	3rd SW	4th SW	5th SW	6th SW	Year
16/17							
9th	96.50	96.90	94.47	96.34	97.03	94.87	96.20
10th	95.64	96.56	92.43	95.84	96.23	93.76	95.29
11th	95.16	96.36	91.87	95.90	95.83	91.86	94.80
12th	93.12	95.84	89.06	94.98	94.77	87.03	93.12
ALL	95.20	96.40	91.90	95.75	95.94	91.90	94.82
17/18							
9th	97.75	97.07	94.25	96.11	96.08	93.67	95.67
10th	97.41	96.45	91.94	95.86	96.07	92.68	94.94
11th	97.43	96.15	89.84	95.51	95.76	89.26	93.79
12th	96.87	96.02	86.91	94.71	94.98	88.26	92.85
ALL	97.35	96.41	90.63	95.51	95.69	90.99	94.28
18/19							
9th	97.10	97.07	93.47	96.64	96.13	92.58	95.50
10th	97.32	96.82	91.88	96.64	95.92	92.25	95.19
11th	96.95	96.36	90.34	96.14	95.14	89.53	94.12
12th	97.29	92.63	86.70	95.22	95.02	84.08	92.15
ALL	97.16	95.83	90.74	96.19	95.57	89.97	94.32

### Identified Problems

Attendance is a concern for FHS and it seems to hit harder during the last 6-weeks of each semester.

### Proposed Strategies

Foster will monitor the process for final exams more closely to improve the attendance rate.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Economically Disadvantaged	English Language Learners (Current)	(Current & Monitored)	Special Education (Current)
<b>All Subjects</b>												

Percent of Tests

% at Approaches GL Standard or Above	90%	88%	86%	93%	100%	94%	100%	91%	82%	59%	79%	54%
% at Meets GL Standard or Above	76%	73%	68%	83%	80%	89%	100%	83%	64%	26%	56%	29%
% at Masters GL Standard	36%	31%	26%	43%	30%	59%	50%	57%	23%	6%	22%	4%

### Identified Problems

### Proposed Strategies

Foster will increase the overall percentage of Hispanic and Economically disadvantaged students achieving Meets and Masters 3%-5% to meet the 90-60-30 guideline.	Expand available resources to provide learning that is personalized to each student's interests and abilities to eliminate gaps in achievement.
Foster will increase the overall percentage of EL students achieving Meets and Masters 3%-5% to meet the 90-60-30 guideline.	Teachers will receive training in the ELPS, will include the ELPS in their lesson plans, and implement the ELPS with fidelity in classroom instruction.
Foster will increase the overall percentage of Special Education students achieving Meets and Masters 3%-5% to meet the 90-60-30 guideline.	General education teachers will partner with master list teachers to track the progress of students in the SPED program and will adjust accommodations/modifications as appropriate based on the student's ability and performance level.

## College, Career, and Military Readiness

	Annual Graduates			
	Count/Credit	Percent		
<b>Texas Success Initiative (TSI) Criteria</b>				
Met TSI criteria in both ELA/Reading and Mathematics	380	65%		
<b>ELA/Reading</b>				
Met TSI criteria for at least one indicator	462	79%		
Met TSI assessment criteria	99	17%		
Met ACT criteria	83	14%		
Met SAT criteria	393	67%		
Earned credit for a college prep course	0	0%		
<b>Mathematics</b>				
Met TSI criteria for at least one indicator	392	67%		
Met TSI assessment criteria	137	23%		
Met ACT criteria	83	14%		
Met SAT criteria	273	46%		
Earned credit for a college prep course	0	0%		
<b>AP/IB Examination</b>				
Met criterion score on an AP/IB exam in any subject	159	27%		
<b>Dual Course Credits</b>				
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	82	14%		
<b>Industry-Based Certifications</b>				
Earned an industry-based certification from approved list	27	5%		
<b>Level I or Level II Certificate</b>				
Earned a level I or level II certificate in any workforce education area	0	0%		
<b>Associate's Degree</b>				
Earned an associate's degree while in high school			0	0%
<b>OnRamps Dual Enrollment Course</b>				
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject			0	0%
<b>Graduate with Completed IEP and Workforce Readiness</b>				
Received graduation type code of 04, 05, 54, or 55			2	0%
<b>Special Ed with Advanced Degree Plan</b>				
Identified as receiving special education services and earned an advanced degree plan			12	2%
<b>U.S. Armed Forces</b>				
Enlisted in the U.S. Armed Forces			19	3%
<b>Met Non-CTE Criteria</b>				
Met at least one criteria above			423	72%

## Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	67%	65%	87%	--	93%	--	75%	49%	61%	--	45%	80%	61%
2021	70%	68%	90%	--	96%	--	78%	52%	64%	--	48%	83%	64%
2022	74%	72%	94%	--	99%	--	82%	56%	68%	--	52%	87%	68%
2023	77%	75%	97%	--	99%	--	85%	59%	71%	--	55%	90%	71%
2024	80%	78%	99%	--	99%	--	88%	62%	74%	--	58%	93%	74%

## Identified Problems

## Proposed Strategies

Foster High School has very few students who enlisted in the military.	FHS will work to increase student's exposure to the armed forces and the opportunities available.
FHS has no National Merit Scholars.	FHS will work to grow 1-3 National Merit Scholars this year.
Although the number of minority students taking an AP class has increased, we still have some gaps.	Foster must work to encourage underrepresented students to take AP classes and provide them with the support to be successful.
The number of students taking the AP test needs to increase as well as the number of students achieving a 3, 4 or 5.	Teachers of AP students will need to make personal contact with parents of the students in their AP classes and encourage them to take the AP exam. Support will need to be provided for these students in studying and preparing for the exam.



## School Culture, Climate, and Leadership Effectiveness

### Identified Problems

### Proposed Strategies

<p>Comments within the staff climate survey indicate challenges with consistency among administrators and staff in response to student discipline.</p>	<p>FHS will work to provide consistency among staff via the FHS management plan for administrators and through increased effective communication between administrators and staff. In addition, FHS will continue to be proactive in decreasing disciplinary incidents on campus by being visible in the hallways between classes, by administrators being visible in hallways and classrooms, and by working to raise the level of expectations for all students as a unified staff. Administrators will meet weekly to review discipline data and support one another.</p>
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## Teacher Quality and Retention

### Identified Problems

### Proposed Strategies

<p>FHS will continue to attract and retain highly qualified teachers. FHS will continue to increase the percentage of teachers who are ESL certified. FHS will hire as early as possible to obtain the highest qualified teachers available.</p>	<p>FHS will work to identify grade level and subject level teams where a teacher who is ESL certified is needed and will continue to promote ESL certification among staff. FHS will continue to add 3 or more ESL certifications each year. In addition, FHS will continue to hold high standards when hiring and will work to ensure teachers hired are highly qualified.</p>
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## Goal 1

<p><b>Goal Statement:</b> Overall, the percent of students achieving “Meets” and “Masters” on the English I, English II, Algebra, Biology and US History EOC Tests will increase 3-5% by the end of the 2020-21 School Year as evidenced by the 2021 EOC results when compared to 2019. (no 2020 data due to COVID 19)</p>	<p><b>CNA Focus Area(s):</b> <i>To Raise all Meets and Masters, but especially English I Masters from 24% to 30% and English II Masters from 17% to 30%.</i></p>
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**Strategy 1:** Ensure access to engaging, rigorous, real-world learning opportunities utilizing up-to-date technology supporting quality Tier I instruction for all students.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
<p>1. Professional development will be provided for departments at the beginning of the school year to review their item analysis for the 2018 and 2019 EOCs. Teachers will then be guided to determine priority standards for the current school year. (Target Group: All) (NCLB: 1)</p>		<p>Assistant Principal, Department Leader, Principal</p>	<p>August - September</p>	<p>(O) No funds needed</p>	<p>Teachers will be able to identify and verbally communicate the selected priority standards based on EOC results.</p>
<p>2. Professional development will be provided to refresh teachers on how to unwrap the TEKS in order to align lessons with the proper level of rigor. (Target Group: All)</p>		<p>Assistant Principal, Department Leader, Principal</p>	<p>August - September</p>	<p>(O) No funds needed</p>	<p>Teacher - created assessments will align to unwrapped TEKS. District assessment results will be evaluated for curriculum alignment.</p>
<p>3. Administrators and department leaders will provide professional development for their departments to ensure curriculum alignment between classroom instruction, CFA's district and state assessments</p>		<p>Assistant Principal, Department Leader, Principal</p>	<p>At the close of each 6-weeks</p>	<p>(O) No funds needed</p>	<p>Student performance on district 6 weeks' assessments will show alignment between curriculum,</p>

and will revise lessons as necessary. They will learn how to analyze assessment data to accomplish this task. (Target Group: All)					instruction and assessments.
4. Teachers will meet during common planning periods and be provided professional development to align instruction to EOC objectives and will work together to create common assessments that contain dual-coded questions. (Target Group: All)		Assistant Principal, Department Leader, Principal	Weekly	(O) No funds needed	Summative-STAAR EOC Cumulative PASS Rate and Performance Formative-CFA student performance data and 6-week district assessment student performance data.
5. Teachers will provide daily deep practice questions for students to respond to and deconstruct through bell ringers. (Target Group: All)		Assistant Principal, Department Leader, Principal	Daily	(O) No funds needed	Summative-District and state assessment results will show an increase in students correctly answering dual-coded questions. Lesson Plans will contain the bell ringers for administrators to review.
6. Teachers will incorporate close reading strategies of text in daily Virtual and classroom instruction. (Target Group: All)		Assistant Principal, Department Leader, Principal	Weekly	(O) No funds needed	Summative-Students will show a 3-5% increase on the district six weeks' assessment compared to last year.

**Strategy 2:** Equip all parents and guardians with the tools to support student learning and growth.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
1. Ensure all teachers have a canvas homepage that is updated and published, and all Tier I and II goals met. (Target Group: All)		Admin Team, Librarian	December	(O) No funds needed	Canvas Home - Page Report
2. Inform Parents about the Canvas System through multiple forms of communication. (Target Group: All)		Admin Team, Librarian	January	(O) No funds needed	E-mail, Social Media, Web-page, Meeting Documentation
3. Develop and communicate plan to support parents struggling with Canvas and communicate the plan to all staff. (Target Group: All)		Admin Team, Librarian	November	(O) No funds needed	Written plan in One-Note
4. Develop and communicate plan to support parents struggling with Skyward and communicate the plan to all staff. (Target Group: All)		Admin Team, Librarian	November	(O) No funds needed	Written plan in One-Note
5. Inform parents of available tutorials for all classes through multiple forms of communication. (Target Group: All)		Associate Principal	January	(O) No funds needed	E-mail, Social Media, Web-page, Meeting Documentation

## Goal 2

<b>Goal Statement:</b> : Special programs and staff will promote the success of At-Risk populations and Special Education Students through the closure of gaps in sub-populations and continued academic growth of students as evidenced by an increase of 5% in the Hispanic, Eco Dis, EL and SPED approaches level and a 3% increase at the meets and master's level when comparing the 2021 and 2019 EOC results.	<b>CNA Focus Area(s):</b> All Tests 90, 60, 30.			
	Group	Approaches	Meets	Mastered
	Hispanic			26%
	Eco Dis	82%		23%
	EL	59%	26%	6%
Sped	54%	29%	4%	

**Strategy 1:** Expand available resources to provide learning that is personalized to each student's interests and abilities to eliminate gaps in achievement.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
1. Students struggling academically will be placed in a specialized support group to allow for extra attention and time. (Target Group: All, At Risk)		Associate Principal Assistant Principal,	August	<b>(S) State Compensatory \$53,609.64 (Salary)</b>	Summative-STAAR EOC Cumulative PASS Rate and Performance Formative-CFA student performance data and 6-week district assessment student performance data.
2. Outside tutors will be used to work with students in EOC subjects to address concepts not		Assistant Principal, Department Leader	January - April	<b>(S) State Compensatory \$5,264</b>	Summative-STAAR EOC Cumulative PASS Rate and Performance Formative-CFA

mastered in the classroom. (Target Group: All, At Risk)					student performance data
3. Teachers will increase the rigor and relevance of the instructional program for all students, using the LCISD curriculum, supplies, resources, manipulatives and appropriate activities. (Target Group: All, At Risk)		Assistant Principal, Department Leader,	Weekly	<b>(S) State Compensatory \$10,440</b>	Summative-Classroom walkthroughs and lesson plans will show proof of embedding the TEKS within classroom instruction. District assessment results will show an increase in student performance at the meets level.
4. Teachers will receive training in the ELPS, will include the ELPS in their lesson plans and implement the ELPS with fidelity in classroom instruction to meet individual student needs and eliminate the achievement gap. (Target Group: ESL, LEP)		Assistant Principal(s), ESL Lead, Principal	Weekly	(O) No funds needed	Lesson plans will include ELPS and classroom walkthroughs will show proof of ELPS implementation.
5. ELL students identified by low performance on the EOC English 1 test as well as low reading scores on TELPAS will attend tutorials in the ESL classroom to receive additional support. (Target Group: ESL, LEP)		Assistant Principal(s), Principals	Weekly	(O) No funds needed	Tutorial Logs. District assessment results will show an increase on writing objectives.
6. Each 6-weeks the English Language Learner's grades will be reviewed, and parents will be called to discuss concerns and get parent feedback to meet individual student needs and		Assistant Principal(s), ESL Lead, Counselor(s)	Each 6-Weeks	(O) No funds needed	Phone log and Data Sheets

help eliminate the achievement gap. (Target Group: ESL, LEP)					
7. English Language Learners and their Parents will be invited to attend a special guidance session on the college application process and important information regarding how to best prepare their child for college. (Target Group: ESL, LEP)		Assistant Principal(s), ESL Lead, Counselor(s)	January	(O) No funds needed	Sign in sheet
8. Inclusion Teachers will meet with classroom teachers to analyze classroom and district assessment results to determine error patterns for students serviced through the SPED program to eliminate the achievement gap. (Target Group: SPED)		Assistant Principal(s), Department Leader, Inclusion Teacher	Weekly	(O) No funds needed	Summative-District assessment results will show improvement in closing the gaps for students in the SPED program.
9. General education teachers will partner with master list teachers to track the progress of students in the SPED program and will adjust accommodations/modifications as appropriate based on the student's performance to help eliminate the achievement gap. (Target Group: SPED)		Assistant Principal(s), Department Leader, Inclusion Teacher	Each 6-Weeks	(O) No funds needed	Summative-Six week's student grades will be analyzed for progress.
10. Using collaboration as a resource, every Special education teacher will have the students from their Master List once a week for Falcon Time in order to assist the students with missing assignments or assignments they need		Master List Teacher	Weekly	(O) No funds needed	Schedules

additional help with. (Target Group: All, At Risk)					
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**Strategy 2:** Initiate a Highly Effective MTSS Process for Tier II students who are at risk of not graduating with their cohort.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
1. Teachers will identify students needing remediation by analyzing district assessment results and Benchmarks. Tutorials will be provided before school, after school, on Saturdays or during Monday Night Library. (Target Group: All, At Risk)		Assistant Principal, Department Leader, Principal	Weekly	<b>(S) State Compensatory \$4,264</b>	Summative-Tutorial logs will provide evidence of student attendance to tutorials and district 6 weeks' assessment data will show evidence of whether tutorials increased student performance and mastery of objectives. Principals will utilize walkthroughs to evaluate instructional strategies used for tutorials.
2. Regrouping students will occur following classroom assessments among the teachers in that same subject to remediate students not meeting standard. (Target Group: All, At Risk)		Assistant Principal, Department Leader,	Weekly	(O) No funds needed	Summative-STAAR EOC Cumulative PASS Rate and Performance Formative-CFA student performance data



3. Credit Recovery will be available to at risk students before and after school, during the school day and on Saturdays to support the successful graduation of at-risk students with their cohort. (Target Group: At Risk)		Counselor, Credit Recovery Teacher	August - June	<b>(S) State Compensatory \$35,739.76 (Salary)</b>	Credits Earned
4. Falcon Time will be included in every student's schedule to allow for remediation for students who are struggling with concepts in the classroom and student's struggling with virtual learning. (Target Group: All, At Risk)		Assistant Principal, Department Leader,	Every 3 weeks	(O) No funds needed	Roll sheets and sign in sheets
5. The MTSS process will include counselors meeting with students who fail 2 or more classes in a 6 weeks or fail the same class 2 consecutive 6 weeks. (Target Group: All, At Risk)		Counselor, Assistant Principal.	August - June	(O) No funds needed	Conference log
6. The MTSS process will include administrators meeting with teachers who have a failure rate greater than 15% and working with those teachers to develop strategies to support students. (Target Group: All, At Risk)		Admin Team	Every 6 Weeks	(O) No funds needed	Failure rate by Teacher
7. The MTSS process will include counselors and administrators meeting with students and parents prior to any student graduating on the minimum plan. (Target Group: All, At Risk)		Counselor, Assistant Principal.	August - June	(O) No funds needed	Conference log

### Goal 3

<p><b>Goal Statement:</b> Equip students with knowledge and skills to succeed in a changing world by increasing The College Career and Military Readiness rate 3-5% when comparing the 2021 and 2019 TAPR. Long Term: The percent of CCMR students will increase from 76% to 89% by August 2024.</p>	<p><b>CNA Focus Area(s):</b> Increase the number of students taking and passing AP tests, Increase the number of students exposed to military options and graduate one to three National Merit Scholars.</p>
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**Strategy 1:** Ensure the curriculum equitably prepares students to achieve their preferred career aspirations by enhancing both rigorous Career and Technical Education (CTE) and college preparatory programs.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
1.Math Teachers will conduct an open lab for SAT math tutorials after school. (Target Group: At Risk)		Department Lead	twice a month	<b>(S) State Compensatory \$1000.00</b>	Tutorial sign In
2. Falcon Time will be used for enrichment of GT and advanced students by providing time for students to collaborate on assignments with their peers and study strategies promoted by the teacher.		Principal, Assistant Principal Department Lead	October-April	(O) No funds needed	Roster for the Advisory group
3. Teachers will make predictions on the success of their AP students on the AP Exam and work to target instruction to improve their achievement prediction. (Target Group: All)		AP Teacher	October	(O) No funds needed	Teacher lists

4. Math and English teachers will utilize SAT questions for deep practice to improve SAT scores. (Target Group: All)		Math and English Teachers, Department Lead	Weekly	(O) No funds needed	Lesson plans and classroom walk-throughs
5. CTE Teachers will support Industry Certification and endorsements by providing rigorous instruction through hands on labs conducted for face to face learners as well as virtual learners.		CTE Teachers	Weekly	<b>(S) State Compensatory \$2000.00</b>	Sign in sheets for virtual learners and classroom walkthroughs

**Strategy 2:** Ensure the road to college is clearly communicated and understood for all students and supports their individual situations and aspirations.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
1. Identify and bring together potential National Merit Scholars to talk with them about what it means to achieve that honor and provide encouragement. (Target Group: All)		Counselors Associate Principal	September	(O) No funds needed	List of students who were invited
2. All AP students' parents will receive personal correspondence from their AP teacher encouraging them to sign up for the AP Test to give them an opportunity to earn college credit. (Target Group: All)		AP Teacher	October	(O) No funds needed	Parent Contact Log
3. All students will be shown how to link their PSAT or SAT scores to Kahn Academy for skills practice to improve their		Classroom Teacher College Career Facilitator	September	(O) No funds needed	Lesson Plans

SAT scores if needed. (Target Group: All)					
4. The College and Career Facilitator will meet with every Junior and Senior to assist with college applications and scholarships. She will also be available to assist all students individually as needed with questions about endorsements, college/careers. (Target Group: All, At Risk)		College and Career Facilitator	August - June	<b>(S) State Compensatory \$30,634.08 (Salary)</b>	Conference log
5. Notifications will be sent to parents about their personal School Links account and what is available for students and what should be accomplished per grade level. (Target Group: All)		College and Career Facilitator	Monthly	(O) No funds needed	Notification Log
6. A comprehensive list will be provided to the leadership team identifying the students who have met the CCMR requirement. This list will be reviewed monthly to continue to identify students who can be added. (Target Group: All)		College Career Facilitator	Monthly	(O) No funds needed	Current list available on Share Drive

## Goal 4

<p><b>Goal Statement:</b> FHS will promote a culture of learning and collaboration to provide a safe and healthy environment as evidenced by a 5% decrease in overall discipline referrals in comparison to the 2019 discipline referrals.</p>	<p><b>CNA Focus Area(s):</b> Learning Climate and Culture. Reduce the number of discipline referrals for Skipping and Vaping specifically.  <b>180</b> Referrals for Skipping  <b>28</b> Referrals for Vaping</p>
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**Strategy 1:** FHS will continue implementation of Highly Effective PLCs to foster collaboration and learning from one another.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
1. The entire staff will be trained on Quality PLCs and MTSS. (Target Group: All, At Risk)		Intervention Team	August and January	(O) No funds needed	Sign in Sheet
2. All teachers will meet once a week with their like subject area teachers and review the 4 key questions. (Target Group: All, At Risk)		Principal, Assistant Principal Department Lead	Weekly	(O) No funds needed	PLC Documentation
3. All teachers will meet once a week with their like subject area teachers to compare the progress of F2F and Virtual students to ensure equity and support. (Target Group: All, At Risk)		Principal, Assistant Principal Department Lead	Weekly	(O) No funds needed	PLC Documentation
4. Foster High School will continue to bring in highly qualified individuals to support and enhance our professional learning communities, (Target Group: All, At Risk)		Principal, Associate Principal, Assistant Principals	Every 6 Weeks	(O) No funds needed	Teacher certification credentials

**Strategy 2:** Increase physical, mental and emotional health supports and resources to improve social and emotional well-being among students, staff and facilities.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
1. Review all teachers on Character Counts and No Place for Hate. (Target Group: All, At Risk)		Principal, Associate Principal	August	(O) No funds needed	Sign in sheet
2. Train all teachers in COVID 19 safety procedures for Foster High School for F2F instruction. (Target Group: All, At Risk)		Principal, Assistant Principal	August	(O) No funds needed	Sign in sheet
3. Provide and advertise a framework of student incident/safety reporting through "Crime stoppers" hotline. (Target Group: All, At Risk)		Assistant Principal(s), Principal Counselors	August - June	(O) No funds needed	Discipline records, Crime stoppers statistics
4. Group counseling will be scheduled during Falcon Time to support the social, emotional needs of identified students. (Target Group: All, At Risk)		Counselors,	September-May	(O) No funds needed	Roll Sheet and sign in sheet
5. Struggling students both academically and behaviorally will be identified and tracked starting at the end of the first 6-weeks. These students will be the most "in need" as identified by grades, attendance and discipline. A personal plan will be developed for each student. The parent will be included in developing the plan. (Tier III students) (Target Group: All, At Risk)		Counselors, Assistant Principals	End of the first 6 Weeks	(O) No funds needed	Meeting Minutes

6. Tier III Students will have follow- up meetings every six weeks to refine personal plans for their success both academically and behaviorally. (Target Group: All, At Risk)		Counselors, Assistant Principals	Every three weeks starting with Second 6 Weeks progress reports.	(O) No funds needed	Meeting Minutes
7. The entire staff will be trained in Emergency procedures and Emergency drills will be conducted at least once a month. (Target Group: All)		Assistant Principal	August-June	(O) No funds needed	Sign in sheet and monthly drill log
8. Provide fun activities for the staff to support their social and emotional well-being such as Turkey Bowling, Christmas Bingo and Spring Break Luau. (Target Group: All)		Principal	August-June	(O) No funds needed	List kept with Principal Secretary
9. Random Acts of Kindness will be collected from staff members and Posted on the wall to help support the staff's social and emotional well-being. (Target Group: All, At Risk)		Principal, Librarian	Every 6 Weeks	(O) No funds needed	Posters
10. A fourth lunch will be added into the bell schedule this year to allow for better social distancing.		Associate Principal	August	(O) No funds needed	Bell schedule

**Strategy 3:** Ensure that disciplinary interventions consistently address the root cause of behavioral issues and staff understand how to implement disciplinary practices in a clear and equitable way for the well-being of all students.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
1. The admin team will review the number of violations of the code of conduct/discipline referrals every six weeks (especially those resulting in ISS and OSS) and communicate patterns and trends back to their departments. (Target Group: All, At Risk)		Assistant Principal(s), Instructional Leaders, Principals	Every 6-weeks	(O) No funds needed	Discipline records
2. Tier III students will have follow- up meetings held every six weeks to review and refine their academic and/or behavioral plans to provide individualized support. (Target Group: All, At Risk)		Counselors, Assistant Principal(s)	Every six weeks starting with Second 6 Weeks progress reports.	(O) No funds needed	Meeting Minutes
3. Vaping and Skipping were identified as high priority targets for FHS and will receive a standard consequence that will be communicated to all stakeholders. (Target Group: All, At Risk)		Assistant Principal(s), Principals	August-May	(O) No funds needed	Discipline Records



**Strategy 4:** Increase faculty and student engagement with the district “Be the 1” Campaign and Character Counts.

Action	Title I Element	Staff Responsible	Timeline	Resources	Evaluation
1. Each week a student will be recognized for displaying the Character Counts traits. Students will have their picture taken and displayed on social media. Each student’s parent will be notified and congratulated. (Target Group: All, At Risk)		Assistant Principal(s), Principals	Weekly	(O) No funds needed	Weekly Twitter and Facebook posts
2. Leadership Definition Ambassadors will present at faculty meetings three times this year. (Target Group: All, At Risk)		Principal, Leadership Ambassadors	November, January, March	(O) No funds needed	Faculty Sign-in Sheet
3. Leadership Definition Ambassadors recognize faculty and staff for outstanding representation of Be the 1 characteristic. (Target Group: All, At Risk)		Principal	November, January, March	(O) No funds needed	Faculty Sign-in Sheet
4. The Foster Intervention Team will work with the 6 Pillar Task Force to embed character counts into our MTSS system Falcon Time and PLCs. (Target Group: All, At Risk)		Intervention Team	Every 6 Weeks	(O) No funds needed	Meeting Notes

## State Compensatory Education

Position	FTEs Funded by Compensatory Education
English Teacher HS	0.28
Math Teacher HS	0.14
Credit Restoration Teacher	0.14
Facilitator College Career	0.24
<b>Total</b>	<b>0.80</b>

## Financial Summary

Funding Source	Total Amount
SCE Salary plus Benefits	\$ 127,642
Extra Duty Pay F.T. Employee	\$ 6498
Extra Duty Pay P.T. Employee	\$ 6498
Miscellaneous Supplies	\$ 10,830

## **SBDMC Members**

<b>Name</b>	<b>Position</b>
<b>Lana Grammer</b>	<b>Sped</b>
<b>Brittany Gamel</b>	<b>ELA</b>
<b>Matt Jackson</b>	<b>Social Studies</b>
<b>Allison Leslie</b>	<b>Math</b>
<b>Adam Frenzel</b>	<b>CTE</b>
<b>Lynsie Fyke</b>	<b>Science</b>
<b>Tiffany Davis</b>	<b>LOTE</b>
<b>Randy Morse, Cheryl Morse</b>	<b>Community Member</b>
<b>Matt Techmanski</b>	<b>Parent</b>
<b>Gloria Couch</b>	<b>Business Members</b>
<b>Elisabeth Howell</b>	<b>District Level Personnel</b>

## School Improvement Under the Every Student Succeeds Act

1. Evidence for School Improvement
2. School Leadership
3. Early Interventions for School Improvement
4. Recruiting, Equitably Assigning, and Retaining Strong Teachers for School Improvement
5. Ensuring a Positive School Climate and Culture
6. Resource Allocation Reviews: A Critical Step to School Improvement
7. Rigorous Learning for All Students
8. Expanding Access to Early Childhood Programs
9. Escalated Interventions

# The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support, and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers



Increase transparency, fairness and rigor in district and campus academic and financial performance



Ensure compliance, effectively implement legislation and inform policymakers



Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)