

Specific Results: Year 4 (August 2022- August 2023)

Campus Name: High School

GOAL #1- We will develop a district-wide system that establishes a culture of community service for all students.

1.1 Implement a service program that engages all students in giving back to their community.

Action Steps:

- Senior Aides/Mentors are required to complete 12 hours of community service per semester.
- Expand the number of programs/participants in the afternoon of the Day of Service.
- Community Partnership District Tool will be utilized by FHS staff to incorporate guest speakers as well as students going out into the community to shadow internships.

Evidence - As a result of actions or learning, the following changes have occurred:

- Senior Aides/Mentors will document their community service in "School Links."
- Number of programs involved in The Day of Service increases.
- Number of Community Partnerships will increase

GOAL #2 - We will redefine the measure of student success based on our beliefs and call to action.

2.1 Establish professional learning that promotes the implementation of authentic assessments, evidence, and feedback.

Action Steps:

Continue to identify teachers (LL) who will lead this charge of continuing the learning, sharing the learning with their team, and to implement and put this into practice. Continue to refine who is part of the LL team.

Utilize the redefined PLC time and the four district PLC Days to have the LL create professional learning that supports the work regarding Essential Standards, Feedback, and Formative & Summative Assessment.

- Intentional Administrative support of Team Leaders with the implementation of campus goals.

Reevaluate current grading practices to allow for more authentic feedback and assessment.

Implement the Secondary Evidence-Based Reporting Pilot and provide support to this group by providing them opportunities for learning and collaboration around standards-based mastery and success standards.

Evidence - As a result of actions or learning, the following changes have occurred:

Feedback from the teachers who are piloting the essential standards grading and/or success standards. These teachers will share/highlight how they differentiated feedback between the mastery of the content and the success standards.

Essential Standards are established within content teams and will support the creation of authentic feedback and assessments.

Success Standards- The rubric has been implemented. Teachers are utilizing this tool to provide feedback focused on the success standards of perseverance, communication, and responsibility.

Feedback opportunities will be provided at the end of the school year for students and parents involved in the Pilot Program (want for students to evaluate the impact of their learning/growth as part of the evidence-based reporting pilot). (DATA/Survey)

Teachers are giving consistent feedback using a common language.

Grading practices will demonstrate alignment between formative feedback and summative assessment within the Essential Standards.

Administrative presence at ICP and PLC Periods and reporting updates at CLT meetings.

GOAL # 3 We will provide professional learning that is aligned to our beliefs and call to action.

3.2 Engage teachers to design professional learning that promotes the district call to action.

Action Steps:

Redefine the PLC & IC Period to allow teachers the opportunity to create and engage in professional learning.

Implementation of a Student-Centered Coaching mindset for all teachers.

- Admin will give time to the Specialists and teachers working in a coaching cycle

- Admin will create awareness and expectations around the new instructional coaching model
- Admin will provide support for the continued learning for the instructional coaches

Evidence - As a result of actions or learning, the following changes have occurred:

Once a month in department PLC meetings, the LL will bring the learning from their IC period to the whole team. They will share at least one applicable piece of learning in regards to feedback, assessment, or essential standards that can be implemented by other members of the department.

Completion of coaching cycles throughout the year. Learning from the coaching cycles will also be shared with PLCs and Admin.

PLC documentation for IC Periods

Monthly meetings with Admin/CLT and Specialists to collaborate and engage in learning.

Participation of Administrators and Specialists/Instructional Coaches in the District Student-Centered Coaching Professional Learning.

All new teachers participate in a coaching cycle their first year.

GOAL #4 - We will partner with the community to actively create and foster a learning environment dedicated to real-world instruction and experiences.

4.1 Establish and organize interactive community partnerships.

Action Steps:

Enhance promotion and utilization of the Goal 4 tool with teachers.

Identify a community partnership liaison at FHS to support the use of the Goal 4 tool.

Evidence - As a result of actions or learning, the following changes have occurred:

Identification and training of the liaisons to support instruction.

Data showing increased participation by teachers with the goal 4 tool.

Increase in community partners coming onto campus to provide instructional opportunities for

students.

GOAL #6 - All students will be engaged in authentic learning experiences in and beyond the classroom.

6.1 Provide strategic opportunities for students to explore and create individual pathways of success.

Action Steps:

- Continue to develop and implement the College and Career Readiness Framework
- Create a culture w/Community Partnerships outside of CTE
- Our input/completion of our Bond/facilities.
- Continue to expand our internship opportunities both inside and outside of the classroom
- Identify students on a military pathway and intentionally connect them with post-secondary opportunities.
- Develop externships for teachers
- Reevaluate student participation in the College Prep English and Math to achieve CCMR readiness
- Continue to give student surveys regarding post-secondary plans
- The College & Career Specialist and the alpha counselors will conference with seniors who have not yet created a post-secondary plan. They will communicate with the Specialists to help provide resources and create a plan for the student.
- Implement the Maritime, Automotive, Process Technology dual credit workforce programs
- Continue to create new CTE and workforce pathways based on student feedback data.

Evidence - As a result of actions or learning, the following changes have occurred

- Student course selection is based on areas of interest and not course weight.
- More students would be engaged in an internship/practicum/community service/certification program, etc. (susan...what action step is this tied to?)
- More students would complete a full program of study (principles -> practicum) (susan...what action step is this tied to?)
- Increase in ASVAB participation
- Increase in the concrete number of military enlistment in addition to the Military Signing Day.
- Increase in Work Force/Dual Credit programs
- Increase in College Prep English and Math students and TSI participants
- Survey data will reflect student post-secondary plans

GOAL #7 - We will develop initiatives that promote strong character traits, emotional maturity, and social well-being for each child.

7.3 Expand consistent Tier 1 character education instruction district-wide.

Action Steps:

- SEL Teacher Leaders will engage in professional learning related to Tier 1 SEL interventions They will implement the learning/ SEL strategies in their classrooms and share that information with their teams during PLC times.
- All students would participate in a baseline survey/assessment to help counselors identify at-risk students.
- All teachers will know and use the common language regarding SEL & know what resources are available.
- Campus will dedicate time to teach the mandated trainings (ex- Sex Trafficking, Abuse, Violence, Suicide)
- Assistant Principals will continue to learn and implement restorative discipline practices in specific cases.
- FHS will lead Parent and community education regarding the need for SEL explicit instruction and interventions.

Evidence - As a result of actions or learning, the following changes have occurred

- Baseline survey data
- Completion of the mandated trainings for students and staff
- SEL Teacher Leader training completion and end of year feedback regarding implementation
- Run the PEIMS report to include the “SEL Intervention” code
- Parent Power Sessions/meeting agendas

Data Points -

1.1	2.1	3.2.
- School Links Community Service	- Number of teachers involved in the pilot	- The number of coaching cycles completed

<p>hours log</p> <ul style="list-style-type: none"> - The total number of programs and students involved in the Day of Service - The total number of community partnerships 	<p>programs for ES and Mastery</p>	<ul style="list-style-type: none"> - The number of LL, VV, I-Coaches who presented during PLC time
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4.1	6.1	7.3
	<ul style="list-style-type: none"> ● Total number of classes utilizing the “Community Partnership tool” outside of CTE ● Total number of classes utilizing the engaged in an internship/practicum/community service/certification program, etc. ● Total number of students completing a full program of study ● Total number of students who took the ASVAB ● Total number of students who participated in Work Force/Dual Credit programs ● Total number of students who participated in the College Prep English 	<ul style="list-style-type: none"> ● Number of total students who took the Baseline survey. ● Number of completed mandated trainings for students and staff. ● Number of SEL Teacher Leader trainings. ● Number of “SEL Intervention” codes ● Number of Parent Power Sessions/meeting agendas

	<p>and Math students and TSI participants.</p> <ul style="list-style-type: none">• College & Career Specialist will track CCMR-ready data via On-Point.	
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Friendswood High will maintain compliance with State and Federal requirements.

Action Steps	Lead? Assisting?	Evidence of Completion
<p>Disaggregate key data (state accountability domains, local assessments, attendance and discipline) to identify achievement gaps and differences in sub group populations (including ethnicity, socioeconomic status, gender, populations served by special programs, and students who attend DAEP) and provide strategic remediation and accelerated instruction</p>	<p>Guzzetta Campus Leadership Teams</p>	<p>Identified any missed System Safeguards, needs assessment written, goals in place</p> <p>Review of SCE funds expended</p>
<p>Provide early identification, parent and teacher education, and targeted interventions for students with dyslexia</p>	<p>Ambeau Dannenberg Campus Dyslexia Leadership Teams</p>	<p>Dyslexia screeners for K and 1 completed</p> <p>Documented Teacher training on dyslexia identification and accommodations</p> <p>Parent training provided</p>
<p>Provide information, awareness and parent/student tools for</p> <ul style="list-style-type: none"> ● Suicide prevention ● Conflict resolution ● Violence prevention ● Sexual harassment prevention ● Discipline Management ● Dating violence ● Sex trafficking ● Anti-bullying measures (FFI Legal and Local) ● Trauma-informed care 	<p>District and Campus SEL teams</p>	<p>Trainings provided with documentation</p> <p>Processes and procedures in place for intervention and reporting</p>
<p>Monitor drop out data and provide preventative measures if needed</p>	<p>Guzzetta Campus Leadership</p>	<p>Response to report taken if needed</p> <p>Review of SCE funds expended</p>
<p>Implement strategies for improvement that include</p> <ul style="list-style-type: none"> ● Instructional methods for addressing the needs of student groups not achieving their full potential; ● Evidence-based practices that address the needs of students for special programs, 		

<p>including suicide prevention programs, conflict resolution programs, violence prevention programs, and dyslexia treatment programs;</p> <ul style="list-style-type: none"> ● Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care; ● Professional Learning for all staff; ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; ● Implementation of a comprehensive school counseling program. 		
<p>Utilize the Student Health Advisory Committee to monitor and implement coordinated health strategies using data on student fitness, attendance rates, and other health related issues and provide guidance and procedures as needed.</p>	<p>Guzzetta</p>	<p>SHAC meetings held with agendas available</p>
<p>Promote parent and family involvement through active recruitment and elimination of barriers</p>	<p>Ambeau Campus Leadership Teams</p>	<p>Record of family and community engagement opportunities, attendance noted</p>
<p>Support Student Resource Officers (SRO) duties which include:</p> <ul style="list-style-type: none"> ● Primary responsibility is to enforce the law ● Maintain close liaison with campus personnel ● Shall not act as a school disciplinarian, as disciplining students is a school responsibility ● Shall have final authority in all criminal matters that they investigate 	<p>Roher Kreiter</p>	
<p>Review and look for opportunities to integrate technology in instruction and administrative programs</p>	<p>Meadows iCoaches MIS</p>	<p>Implementation of Technology Plan</p>
<p>Implement strategies for recruiting and retaining highly effective teachers</p>	<p>Human Resources</p>	<p>Review exit interviews and stay surveys</p> <p>Strategically attend recruiting events</p> <p>Salary Comparisons</p>

<p>Post High School Pathways:</p> <p>Provide sources of information to students and parents on higher education admissions and financial aid opportunities including the TEXAS grant program and the Teach for Texas grant program.</p> <p>Provide opportunities to for students to make informed curriculum choices to be prepared for success beyond high school</p> <p>Provide information about college and university admissions and financial aid to students and parents at all grade levels.</p>	<p>Teaching and Learning Team</p> <p>School Counselors</p>	<p>FISD website postings</p> <p>Counselor classroom visits</p> <p>8th and 10th grade planning meetings</p> <p>Naviance Access</p>
<p>Opportunities for staff to review district policy addressing sexual abuse and other maltreatment of students and the trauma-informed care policy</p>	<p>Campus Leadership Team</p>	<p>Faculty meeting presentation and district website</p>

College, Career, Military Readiness (CCMR)

The percentage of FHS graduates that MEET the criteria for CCMR will increase from **81% to 90%** by August 2024.

FHS Yearly Target Goals				
2020	2021	2022	2023	2024
86%	87%	88%	89%	90%

FISD	African American	Hisp.	White	Am. Indian	Asian	Pacific Island	Two or More Races	Sped	Eco. Dis.	English Learner
2019	70%	69%	83%	*	92%	*	80%	36%	72%	*
2020	56%	80%	88%	*	95%	*	78%	78%	85%	83%
2021	70%	82%	89%	*	95%	*	80%	79%	86%	84%
2022	73%	84%	90%	*	95%	*	81%	80%	87%	85%
2023	76%	86%	91%	*	95%	*	82%	81%	88%	86%
2024	80%	90%	92%	*	95%	*	83%	82%	89%	87%

Note: 2019 and 2020 data are actual results as reported in the 2020 TAPR Report