

Specific Results: Year 3 (August 2021- August 2022)

Campus Name: **High School**

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

Action Steps:

- 1) Provide professional learning for FHS teachers on authentic assessments and feedback
 - a) The Leading Learners will continue to work with their departments to evaluate current practices, discuss the role of traditional assessment, and the role of alternative assessment.
 - b) Tom Schimmer's book, Grading From the Inside Out: Bringing Accuracy to Student Assessment Through a Standards-Based Mindset will drive the professional learning focus for the Campus Leadership team, the Vital Visionary team, and the Team Leaders.
 - c) The Vital Visionary team will focus on the implementation of a campus coaching system which focuses on this specific result. Learning tools will include the book, The Essential Guide for Student Coaching and working with a coaching consultant.
 - i) This team will continue the learning around standards-based practices for the secondary level.
 - ii) The goal for this team is to facilitate the research and development for:
 - (1) Common Learner Profile Attributes Rubric
 - (2) Essential Standards Mastery Rubric
 - (3) Common Public Product Rubric
- 2) Establish a timeline for FHS professional learning.
 - a) Leading Learners will utilize the Innovative Collaborative Period to continue their research and work on goal 2.
 - b) Campus Leadership team will attend ICPeriods and learn alongside our Leading Learners. They will collaborate and supply feedback throughout the year on the progress of goal 2.
 - c) Professional learning days will also be built in throughout the school year for the teams to work together on student-centered coaching and to collaborate with coaching consultant, Diane Sweeny.
- 3) All teams will continue learning around Authentic Assessments.
 - a) Identify barriers
 - b) Include non-core areas. (ongoing)
 - c) Address individual department needs. (ongoing)
- 4) Teachers will showcase examples of authentic assessment and feedback by:
 - a) Posting to the online portfolio tool Bulb.
 - b) Sharing examples/highlights of authentic assessment and feedback in PLCs and/or Faculty Meetings on campus in the 21-22 school year.

Evidence: Professional Development material, Bulb portfolios, Instructional Blitzes, student work, teacher feedback, and the creation of the Common Learner Profile Attributes Rubric, Common Essential Standards Mastery Rubric, and the Common Public Product Rubric

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

Action Steps:

- 1) The Campus Leadership team will continue to build capacity within the Leading Learners and together will determine a system to evaluate the effectiveness of the work of the Leading Learners.
- 2) Provide time for Leading Learners to learn and to be engaged. The Leading Learners will design the professional development for their departments based on individual department needs and focused on Goals 2 and 6.
 - a. Learning will focus on identifying essential standards and a balanced approach to assessment focusing on both formative and summative as well as mastery vs. authentic

Evidence: The creation of professional development and post PD teacher feedback. Anecdotal evidence to support a shift in practices, and feedback from summative conferences/end of year reflections and continued goal setting in strive.

5.4 Strategically allocate resources that support targeted learning outcomes.

No action required- take care of with bond

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

Action Steps:

- 1) Identify Barriers
 - a) Facilitate Class Rank Phase 2 research and implementation to allow for removal of barriers for students and their unique pathway exploration.
- 2) Implement the tool Xello to assist students with identifying and researching their interests for their post secondary goals.
 - a) Educate the students and teachers on how to use Xello
 - b) Implement Xello tools and assessments in the classroom
 - c) Create a College and Career Exploration Framework.
 - i) Create a timeline for implementing the Framework.
 - (1) 6th-8th grade framework

- (2) 9th-12th grade framework
- 3) Create a process for helping students on a military pathway (ongoing).
 - a) Utilize Xello for students interested in the military
 - b) Survey students to identify military interests and interest in career assessments.
 - c) Offer the ASVAB twice a school year to any students who have indicated an interest in the military.
- 4) Post-Secondary Readiness
 - a) Continue to utilize the Texas College Bridge curriculum in the Advanced Algebra College Preparation class.
 - b) Provide an opportunity for students to take the Texas Success Initiative Assessment 2.
 - c) Provide the opportunity for a free, School Day SAT to all juniors in March.
 - d) Explore additional workforce dual credit opportunities with local community colleges.
 - e) Create and host a FAFSA Workshop for both parents and students.
 - f) Continue to build and incorporate community partnerships with industry professionals
 - i) Help teachers utilize community partnerships in the classroom
 - ii) Utilize data from Xello assessments to help students create connections to industry experts.

Evidence: Findings from the Class Rank committee, student surveys, Xello assessments, FAFSA Workshop, Anecdotal evidence from teachers and students, ASVAB, TSIA2, and SAT testing data.

7.5 Implement an ongoing targeted system for social-emotional Tier II and Tier III student identification and intervention strategies.

Action Steps:

- 1) Staff education/professional development- to be ongoing throughout the 21-22 school year
 - a) Mindful Mustangs - SEL or other counselor share at each faculty meeting on topics to include, but not limited to, common interventions, resources available in the counseling center, explanation of documentation (i.e. safety plans)
 - b) Vector Training schedule on SEL topics
 - c) Campus Leadership team will engage in professional learning around restorative discipline practices.
- 2) Student education - to be ongoing throughout the 21-22 school year
 - a) Tier 1 calendar to address a specified SEL topic each month
 - b) Continue and expand SEL fair
- 3) Expand identification of students who need interventions by using the baseline survey for grades 9 and 11 in both fall and spring
- 4) Expand community partnerships with the Faith Partnership and Bay Area Alliance.

Evidence: completed survey results twice a year; topics for meeting agendas; staff completed state compliance courses; MCS and Canvas and school-wide activities for student education

Friendswood High will maintain compliance with State and Federal requirements.

Action Steps	Lead? Assisting?	Evidence of Completion
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	Guzzetta Campus Leadership Teams	Identified any missed System Safeguards, needs assessment written, goals in place Review of SCE funds expended
Provide early identification, parent and teacher education, and targeted interventions for students with dyslexia	Ambeau Dannenberg Campus Dyslexia Leadership Teams	Dyslexia screeners for K and 1 completed Documented Teacher training on dyslexia identification and accommodations Parent training provided
Provide information, awareness and parent/student tools for <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 	District and Campus SEL teams	Trainings provided with documentation Processes and procedures in place for intervention and reporting
Monitor drop out data and provide preventative measures if needed	Guzzetta Campus Leadership	Response to report taken if needed Review of SCE funds expended
Implement strategies for improvement that include <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, including suicide prevention programs, conflict 		

<p>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. 		
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.	Guzzetta	SHAC meetings held with agendas available
Promote parent and family involvement through active recruitment and elimination of barriers	Ambeau Campus Leadership Teams	Record of family and community engagement opportunities, attendance noted
<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 	Roher Kreiter	
Review and look for opportunities to integrate technology in instruction and administrative programs	Meadows iCoaches MIS	Implementation of Technology Plan
Implement strategies for recruiting and retaining highly effective teachers	Human Resources	<p>Review exit interviews and stay surveys</p> <p>Strategically attend recruiting events</p> <p>Salary Comparisons</p>
Post High School Pathways:	Teaching and Learning	FISD website postings

<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>Team</p> <p>School Counselors</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