

Falls Career High School (MFISD)

Campus Improvement Plan

2016-2017

MFISD Mission

The mission of the Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

MFISD VISION

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.



**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

CAMPUS VISION

Lighting your way to a successful tomorrow!

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE

Falls Career High School (MFISD)

Comprehensive Needs Assessment Summary

Number of Students served, compared to previous year.

Classroom Organization (Alternative Campus - Credit Recovery, DAEP, 9th Grade Academy)

Our District Support for Schoolwide Title 1 programs consists of: parent and family involvement activities, intervention and enrichment, cooperative learning structures, focused professional development, Instructional Coaches, Instructional Technologists, math specialists, and reading specialists.

Our State Compensatory Education Program (SCE) provides intensive instructional support to identified at-risk students in a small group setting, as well as to build teacher capacity through job embedded professional learning in order to provide quality instruction for these students.

DEMOGRAPHICS

Strengths: Met standard for accountability rating at each campus.

Needs: MFISD STAAR data is lower than expected in most areas, see the Performance Objective Tab

FAMILY AND COMMUNITY INVOLVEMENT

Strengths: We are fortunate to have an active English Language Learner Advisory Council, several committees that involve parents, family members, and community members. Parents feel well informed, admin is accessible and they trust the classroom teachers. Major discipline referrals have continued to drop over the last three years. Parent nights coincide with activities to keep the students entertained. This allows for parents and students to both be involved and increases attendance.

Needs: MFISD will increase participation in parent surveys by opening up computer labs and providing translation when necessary during a night time event. Our goals is to design more hand on engaging parent nights and communicate this opportunity effectively to all parents.

STAFF QUALITY, RECRUITMENT AND RETENTION

Strengths: At MFISD, we are fortunate to have some of the best training and resources at hand. The MFISD Curriculum Department supports teachers in all areas of the state-required curriculum. Our Title 1 funds help to secure support staff in the area of mathematics, English Language Arts, reader's workshop, writer's workshop, and guided reading. Teachers are collaboratively planning throughout the district. The workshop approach is providing vertical and horizontal alignment within our campus. Students are exposed to the same terminology and vocabulary when moving from grade level to grade level. Students are immersed in authentic reading and writing. This will increase scores on the state mandated assessments.

Needs: Reading and writing will continue to be a major focus for our district. A concentrated effort to increase the size of the classroom libraries will be made so that students have a wealth of books to choose from in various genres. Faculty meetings are used as continuing professional development within all curriculum areas, in which teachers learn more about Kagan Cooperative Learning Structures, Guided Reading, Conceptual Approach to Mathematics, Dyslexia and BE/ESL. A mentor program for new to MFISD teachers will enable us to retain high quality instructional staff.

SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION

Strengths: The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, multicultural night, and PTA sponsored events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us. Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus. Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship with our students.

CURRICULUM, INSTRUCTION AND ASSESSMENT

Strengths: The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student. We are structured to have collaborative conversations to impact student learning. Instructional designs, such as: Kagan structures, intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement. A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

Needs: MFISD students are experiencing difficulty in the areas of reading, writing and mathematics at every grade level. The campus will improve the use of student data through the use of consistent common formative assessments, a focus on Tier I, RTI, and SMART goals. There is a continued need for curricular support for the teacher to collaborate effectively with a focus on standards. We need to continue learning walks and increase the opportunity to observe and reflect. Teachers will continue to integrate technology in all subject areas supporting students as 21st century learners. Positive behavior management will maximize student engagement.

STUDENT ACHIEVEMENT

Strengths: The DEIC and Instructional Cabinet have viewed several different and varied forms of data collection including but not limited to: previous STAAR scores, current DRA & BAS levels, iStation reports, TELPAS data, RTI and SST data, and other data. After reviewing this data, we found a few encouraging signs of growth for our students. The RTI process will be an essential component in student success, as will the increased support and communication between SPED and general education teachers and ESL/BE teachers and general education teachers. Most encouraging is that a

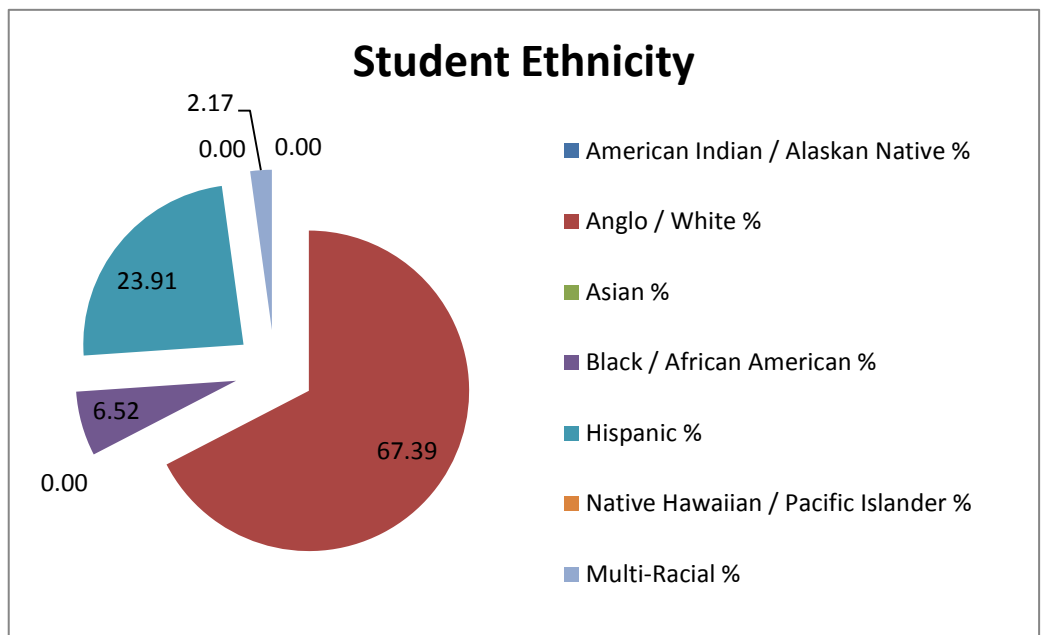
Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with implementation of RTI and a continued focus on data and researched based interventions to support academic success.

TECHNOLOGY

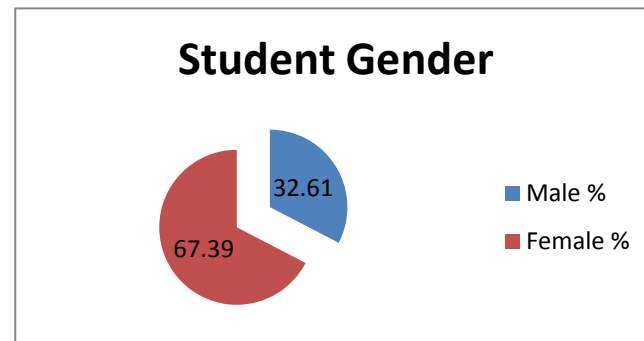
Strengths: The 2015-2016 school year will provide a wealth of technology due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation in the classroom.

Needs: A spotlight "tech challenge" of the month for iPads or Chrome notebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum. Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize parents with the technology that their students are currently using in the classroom.

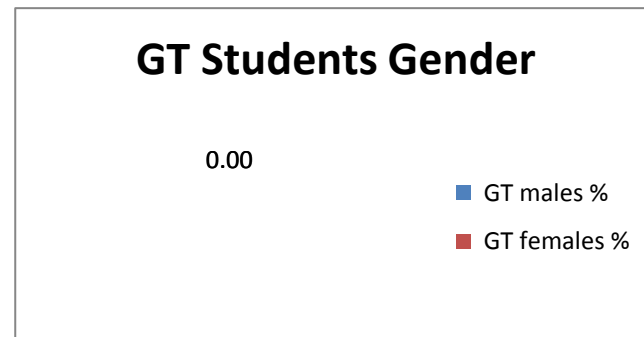
CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Falls Career High School
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	46
grade level	text	9-12
5 year prior enrollment	#	39
increase in enrollment	%	17.95



STUDENT DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.00
Anglo / White	%	67.39
Asian	%	0.00
Black / African American	%	6.52
Hispanic	%	23.91
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	2.17
Male	%	32.61
Female	%	67.39
Low SES	%	70.00

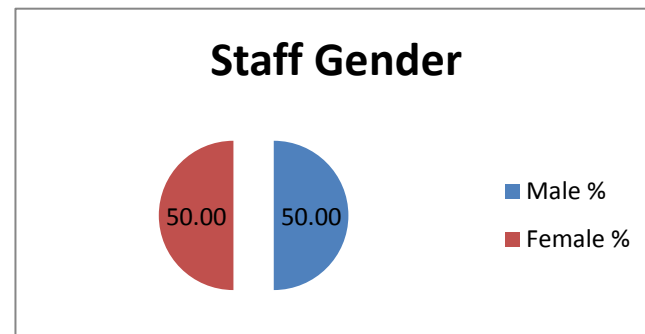
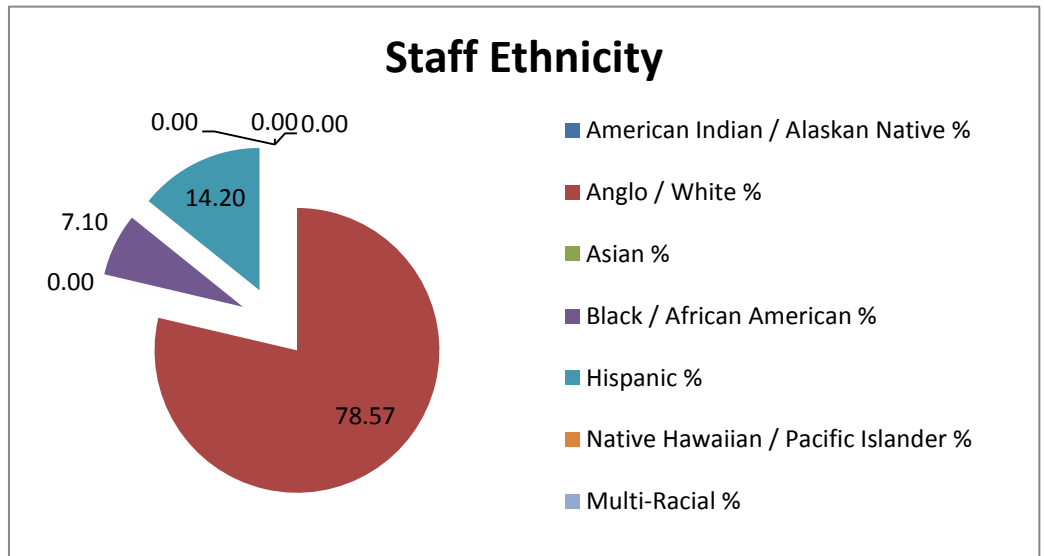


STAFF DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.00
Anglo / White	%	78.57
Asian	%	0.00
Black / African American	%	7.10
Hispanic	%	14.20
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	50.00
Female	%	50.00
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00



CAMPUS CHARACTERISTICS	2015-2016
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Average daily attendance for students	%	91.33
# of discipline referrals in 2015-2016	#	5
# of discipline referrals in 2014-2015	#	12
# English Language Learners (LEP)	#	0
# GT students	#	0
GT males	%	0.00
GT females	%	0.00
# students in 504 program	#	2
# SPED students	#	3
# students tested/not qualified for SPED	#	0
LEP students	%	0
change in discipline referrals	%	-58.33
served through SPED services	%	6.52



Campus Performance Objectives
MFISD Campus Name

Math	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	2	100.00%	50.00%	0.00%	25.00%
At Risk	1	100.00%	0.00%	0.00%	0.00%
Economic Disadvantage	1	100.00%	50.00%	0.00%	25.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	0	0.00%	100.00%	0.00%	0.00%
Hispanic	0	0.00%	0.00%	0.00%	0.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	0.00%	0.00%	0.00%
White	2	100.00%	33.33%	0.00%	33.33%
Gifted Talented	0	0.00%	0.00%	0.00%	0.00%
LEP	0	0.00%	0.00%	0.00%	0.00%
Special Ed	0	0.00%	0.00%	0.00%	0.00%

Science	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	3	100.00%	100.00%	0.00%	0.00%
At Risk	2	100.00%	100.00%	0.00%	0.00%
Economic Disadvantage	2	100.00%	0.00%	0.00%	0.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	0	0.00%	100.00%	0.00%	0.00%
Hispanic	0	0.00%	0.00%	0.00%	0.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	0.00%	0.00%	0.00%
White	3	100.00%	0.00%	0.00%	0.00%
Gifted Talented	0	0.00%	0.00%	0.00%	0.00%
LEP	0	0.00%	0.00%	0.00%	0.00%
Special Ed	0	0.00%	0.00%	0.00%	0.00%

Social Studies	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	16	93.75%	72.73%	25.00%	0.00%
At Risk	11	90.91%	75.00%	9.09%	0.00%
Economic Disadvantage	11	90.91%	87.50%	18.18%	0.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	1	100.00%	100.00%	0.00%	0.00%
Hispanic	3	66.67%	100.00%	33.33%	0.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	1	100.00%	0.00%	100.00%	0.00%
White	11	100.00%	66.67%	18.18%	0.00%
Gifted Talented	1	100.00%	0.00%	0.00%	0.00%
LEP	0	0.00%	0.00%	0.00%	0.00%
Special Ed	2	100.00%	100.00%	0.00%	0.00%

Reading	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students	8	50.00%	83.33%	0.00%	8.33%
At Risk	8	50.00%	80.00%	0.00%	0.00%
Economic Disadvantage	7	42.00%	77.78%	0.00%	11.11%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	0	0.00%	0.00%	0.00%	0.00%
Black/African American	0	0.00%	100.00%	0.00%	0.00%
Hispanic	2	50.00%	50.00%	0.00%	0.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	100.00%	0.00%	0.00%
White	6	50.00%	85.71%	0.00%	14.29%
Gifted Talented	0	0.00%	100.00%	0.00%	0.00%
LEP	0	0.00%	0.00%	0.00%	0.00%
Special Ed	1	100.00%	100.00%	0.00%	0.00%

Writing	Total Students	Met / Satisfactory		Advanced	
		2016	2015	2016	2015
		Actual	Actual	Actual	Actual
All Students					
At Risk					
Economic Disadvantage					
Am Indian/Alaska Native					
Asian					
Black/African American					
Hispanic					
Hawaiian/Pacific Islander					
Multi-racial					
White					
Gifted Talented					
LEP					
Special Ed					

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

In keeping with the intent and purpose of Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Marble Falls ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at-risk of dropping out of school. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met-to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of all MFISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce and/or eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77 ® SB 702).

General Uses of Funds

Marble Falls ISD uses all SCE funds to supplement services beyond those offered through the regular education program. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Evaluation and Monitoring

Annual assessments on student progress are used to determine program needs and adjustments. Grades, local benchmarks and teacher input are considered for continuous monitoring. A comprehensive needs assessment to pinpoint areas of concern is included on the individual campus action plans.

State Compensatory Education (SCE)

Section 2: Student Eligibility

Marble Falls ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or
13. Resided in the preceding school year or reside in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

State Compensatory Education (SCE)

Section 3: Identification Procedures

Responsibilities – Campus Contact

The school counselor is designated as the At-Risk Contact for each campus. Responsibilities of each contact with the assistance from campus assistant principal(s) will include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review in order to identify eligible students
- Oversee timely monitoring of at-risk student progress
- Collaborate with campus principal and staff to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level

Procedures for Identifying Eligible Students

The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the campus administrator will establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students utilizing the State thirteen criteria, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

Upon identification of student, the campus contact, in collaboration with campus assistant principal(s), will ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

Since some criteria may only temporarily qualify student for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status), the campus contact in consultation with the assistant principal(s) will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Maintenance of passing grades with a score of 70 or greater
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact and assistant principal(s) will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

Section 6: Program Evaluation

Required Overall Program Evaluation

The district contact will conduct an annual evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

- The disparity in performance on State assessments between students at-risk of dropping out of school and all other district students
- The disparity in the rates of high school completion between students at-risk of dropping out of school and all other district students

Title I Components
(for proposed Targeted Assistance Plan)

1. Summary of the Comprehensive Needs Assessment of the entire school.

2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research.

3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk).

4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program. (Teacher disaggregation and analysis of state data; teacher classroom assessment of students).

9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance.

10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Falls Career High School Professional Learning 2016-2017

Back to School Professional Learning - August 2016

Need	Increase focus on standards
Strategy	Provide training to all staff on expectations for common planning

Need	
Strategy	

Need	
Strategy	

Need	
Strategy	

Need	
Strategy	

Falls Career High School Professional Learning 2016-2017

Campus Professional Learning - Job Embedded

Need	Increase literacy PK-5
Strategy	Showcase readers workshop strategies during faculty meetings

Need	
Strategy	

Need	
Strategy	

Need	
Strategy	

Need	
Strategy	



District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1		Falls Career High School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
1.1	Performance Objective 1	Falls Career High School will support the academic progress of all students.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.1.1	Implement the Curriculum Alignment Project.	Curriculum & Instruction, Administration	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	10% Increase in STAAR Data	1,2,4,8
1.1.2	Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development.	Curriculum & Instruction, Administration	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Staff Survey	In Process		1,3,4,8
1.1.3	Provide time to instructional staff to increase collaboration that is student-learning focused and standards-focused	Curriculum & Instruction, Human Resources, Principals	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Master Schedule	Collaborative time provided to instructional staff district-wide, during contract-time		4,5
1.2	Performance Objective 2	Falls Career High School will support support interactive parent, community and student partnerships and involvement by providing accessible avenues of communication to improve student performance.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.2.1	FCHS will provide multiple opportunities for parent and family members .	Administration, Staff	Parent meetings, Email, Phone Calls, Credit Analyses, Goal Setting Documents, "The Beacon"	Community and Staff Feedback; Graduation Data	In Process	100 % of FCHS students graduate from MFISD	1,2,9

District Goal 1		MFISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
Campus Goal 1		Falls Career High School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards.					
1.2.2	Maintain current community partnerships and cultivate additional partnerships	Administration, Staff	Local Businesses, Master Gardners, Local Organizations (Rotary, Lions Club, Kiwanis, Masonic Lodge)	Community and Staff Feedback;	In Process		1,2,9
1.2.3							
1.3	Performance Objective 3						
	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
1.3.1							
1.3.2							
1.3.3							

District Goal 2		MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.					
Campus Goal 2		Falls Career High School will provide a high quality education focused on the post-graduation success of students.					
2.1	Performance Objective 1	Students will explore and understand career path options and formulate a post-graduation plan.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.1.1	FCHS will provide opportunities for students to explore post-graduation opportunities.	Administration, Staff	CTC, TSTC, Community Partners, Local Funds; Field Trips	Documented Post-HS Graduation Plans.	In Process	100% of Students will have an approved plan.	1,2,4,9
2.1.2	Mentor Program for Students	MFHS Administration, FCHS Administration, Staff	Mentor Guide; Documentation of Mentor Program	Documented Post-HS Graduation Plans.	In Process	100% of Students will have an approved plan.	1,2,4,9
2.1.3							
2.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.2.1							
2.2.2							
2.2.3							
2.3	Performance Objective 3						

District Goal 2

MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

Campus Goal 2

Falls Career High School will provide a high quality education focused on the post-graduation success of students.

Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
2.3.1							
2.3.2							
2.3.3							

District Goal 3	MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.
	Falls Career High School will communicate with stakeholders to ensure all students are achieving higher levels of academic performance.

3.1	Performance Objective 1	Students will complete coursework in a timely manner and be successful on standardized testing					
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Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.1.1	Coordinated, aligned curriculum in all core academic areas.	Administration, Curriculum & Instruction	Curriculum Documents;	STAAR Assessment; Graduation Data	In Process		1,2,3,4
3.1.2	Assembly to address social, emotional skill development & healthy lifestyle strategies	Administration, Staff	Campus Facility; Website	Student Data Files	In Process	Weekly Assemblies	1,2,4,5,9
3.1.3	FCHS will provide multiple opportunities for parent and family members .	Administration, Staff	Parent meetings, Email, Phone Calls, Credit Analyses, Goal Setting Documents, "The Beacon"	Community and Staff Feedback; Graduation Data	In Process	100 % of FCFS students graduate from MFISD	1,2,9

3.2	Performance Objective 2						
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Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.2.1							
3.2.2							
3.2.3							

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District Goal 3		MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools.					
		Falls Career High School will communicate with stakeholders to ensure all students are achieving higher levels of academic performance.					
3.3	Performance Objective 3						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
3.3.1							
3.3.2							
3.3.3							

District Goal 4		MFISD will provide a safe and healthy environment conducive to student learning.					
Campus Goal 4		Falls Career High School will provide a safe and healthy environment conducive to student learning.					
4.1	Performance Objective 1	Students, Staff, Stakeholders, and Parent & Family Members will feel emotional, socially, and physically safe at Falls Career High School.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.1.1	Student/Mentor Meetings	Administration, Staff	Mentor Meeting Agendas	Meeting Reflections; Survey Results	In Process	10 % in Survey Data; Weekly Meetings	6,7,8
4.1.2	Surveillance Cameras will be utilized to ensure a safe environment	Administration	Technology Department; Director of Security	Plan presented to Central Office	In Process		5,10
4.1.3	Staff will be trained on all safety and security procedures, Code of Conduct, and in Campus Crisis Plan	Administration; Director of Security	Safety Logs; Drill Logs; Faculty Meetings; Handbooks & Student Code of Conduct	Safety Audits; V-Soft Rosters; Sign-In Documentation	In Process	100% of Staff Trained	1, 10
4.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.2.1							
4.2.2							
4.2.3							

District Goal 4

MFISD will provide a safe and healthy environment conducive to student learning.

Campus Goal 4

Falls Career High School will provide a safe and healthy environment conducive to student learning.

4.3 Performance Objective 3

Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
4.3.1							
4.3.2							
4.3.3							

District Goal 5		MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.					
Campus Goal 5		Falls Career High School will recruit and retain effective personnel to meet the unique needs of our students.					
5.1	Performance Objective 1	Falls Career High School will retain 100% of new staff.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.1.1	Develop a framework of values & beliefs to be used in the hiring process.	Administration; Central Office	Rubric used in hiring decisions; Aligned interview questions	Retention Rate	In Process	100% Retention Rate of new staff	3,5,7
5.1.2	FCHS will offer job-embedded, student-centered and technology based professional development to focus on improving teacher effectiveness to meet the needs of an alternative campus.	Administration; Curriculum & Instruction; Human Resources	Curriculum Documents, Director of Secondary Instruction	Staff Survey	In Process	10% on Staff Survey	3,5,7
5.1.3							
5.2	Performance Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.2.1							
5.2.2							
5.2.3							
5.3	Performance Objective 3						

District Goal 5

MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.

Campus Goal 5

Falls Career High School will recruit and retain effective personnel to meet the unique needs of our students.

5.3 Performance Objective 3

	Strategy / Activity	Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
5.3.1							
5.3.2							
5.3.3							

District Goal 6		MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.					
Campus Goal 6		Falls Career High School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.					
6.1	Performance Objective 1	Falls Career High School will provide students and staff with necessary resources.					
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.1.1	Increase the amount of feedback gathered to develop a budget with input from stakeholders.	Administration	Budget Guidelines from MFISD; CEIC; PLC's	Adopted Budget	Planning		9,1
6.1.2	The budget process will be developed and managed to reflect the objectives of the CIP and follow Title I Compliance Regulations	Administration	Budget Guidelines from MFISD; CIP; DIP; Title I	Adopted Budget	Planning	100% Alignment with CIP and DIP	9,1
6.1.3							
6.2	Objective 2						
Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.2.1							
6.2.2							
6.2.3							
6.3	Objective 3						

District Goal 6

MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.

Campus Goal 6

Falls Career High School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

Strategy / Activity		Staff Responsible	Resources / Implementation Evidence	Formative and/or Summative Evaluation	Beginning of Year Status	Target Goal (If Applicable)	Title 1 Component
6.3.1							
6.3.2							
6.3.3							