

# FRANKSTON H S

## Frankston High School Improvement Plan 2024/2025



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Date Reviewed: 10/10/2023

Date Approved:

# FRANKSTON H S

## **Mission**

*Frankston Independent School District fosters a community of life-long learners by providing an environment that builds self-worth, integrity, and respect for diversity while striving for academic and social excellence.*

## **Vision**

*Frankston Independent School District will provide all students a comprehensive educational experience and a culture of excellence with world-class standards, ensuring that each child learns, grows, and achieves to their potential.*

### Nondiscrimination Notice

FRANKSTON H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# FRANKSTON H S Site Base

Name	Position
Davis, Jennifer	Parent
McCann, Jessica	Business Owner
Grinnell, Chelsey	Teacher
Webb, Kaitlin	Teacher
Mewbourn, Hunter	Teacher
Vittrup, Stephanie	Parent
Hatton, Robert	Community Member
Webb, Riley	Teacher

# Resources

Resource	Source
Local Districts	Other
Local Funds	State
State Compensatory	State

# FRANKSTON H S

**Goal 1.** (CCMR Readiness) 87% of graduates will meet CCMR criteria by end of 2024 - 2025 school year

**Objective 1.** (81% of FHS Graduates meet CCMR) 81% of FHS seniors meet CCMR by the end of the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for certifications in our CTE courses. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 3)	Counselor(s), Principal, Teacher(s)	School Year	(S)State Compensatory - \$15,000	Criteria: We will assess it's success by the number of students receiving testing and certifications after the course.  09/29/21 - Pending
2. All juniors demonstrate readiness in all 3 sections of the TSI exam -core classes align activities (ex. warm ups, exit tickets) to assessment prior to exam (Title I SW Elements: 2.2,2.3) (Target Group: 11th) (Strategic Priorities: 2,3)	Counselor(s), Principal, Teacher(s)	May 2025	(S)Local Funds - \$1,500	Criteria: 100% completion of TSI by end of May 2022.  09/29/21 - Pending
3. All juniors take the PSAT and SAT exam during the set SAT School Days. (Title I SW Elements: 2.2,2.3,2.5) (Target Group: 11th) (Strategic Priorities: 2,3)	Assistant Principal(s), Counselor(s), Principal	October 24/Spring 2025	(S)State Compensatory - \$8,000	Criteria: Students demonstrate college readiness on SAT exam.  09/29/21 - Pending
4. Plan college trips for students 9-12. Use TSI as a "ticket" to go on college trips (include 2 year and tech schools) (Title I SW Elements: 2.2,2.3) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	By May 2025	(S)Local Funds - \$2,000, (S)State Compensatory - \$2,000	Criteria: Number of students selecting to attend a 2 or 4 year college.  09/29/21 - Pending
5. Invite college, military, and career speakers for campus presentations. (Title I SW Elements: 2.2,3.2) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal	By end of May 2025		Criteria: Number of students entering a college, military, or career field after graduation.
6. All Juniors take ASVAB. (Title I SW Elements: 2.2) (Target Group: 11th) (Strategic Priorities: 3)	Counselor(s)	By May 2025		Criteria: Percent of students attaining scores for military readiness.

# FRANKSTON H S

**Goal 2.** (College Readiness) The percent of high school students that are TSIA complete will increase from 31% (EOY 2022) to 34% by August 2025.

**Objective 1.** (Frankston High School Students On Grade Level) FHS students demonstrate mastery of content by reaching Meets on EOC exams and/or college ready scores on norm reference assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. DDI- Implement data tracking strategies throughout the core subjects. (Title I SW Elements: 2.2) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2)	Assistant Principal(s), Core Subject Teachers, Principal	By end of May 2025	(S)State Compensatory - \$1,000	Criteria: Teachers implement data trackers that are visible for students. Teachers adjust instruction based on student data. Student groups vary based on assessment data.
2. Teachers implement curriculum aligned to state assessments. (Title I SW Elements: 2.2) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2)	Assistant Principal(s), Core Subject Teachers, Principal	By May 2025	(S)State Compensatory - \$15,000	Criteria: Curriculum implemented and observed during observations. Student assessments demonstrate growth and improvement throughout the year.  09/29/21 - Pending
3. Intervention/remediation classes set before, during, and after school. (Title I SW Elements: 2.2,2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 1,2)	Assistant Principal(s), Core Subject Teachers, Principal, Teacher(s)	By May 2025	(S)State Compensatory - \$2,400	Criteria: Student attendance during the scheduled interventions. Student assessment data will drive supports.
4. Implement full lesson cycles in lesson plans. (Title I SW Elements: 2.2) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 2,4)	Assistant Principal(s), Core Subject Teachers, Principal, Teacher(s)	Weekly		Criteria: Submission of lesson plans with feedback. Identifiable parts of the lesson cycle planned and observed in walkthroughs.  09/30/21 - Pending

# FRANKSTON H S

**Goal 3.** (Career Readiness) The percent of high school students that have completed an industry-based certification (IBC) will increase from 52% (EOY 2023) to 54% by August 2025.

**Objective 1.** (Career Readiness) Students will have the opportunity to explore careers in local area to join the workforce after high school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Visit local businesses to assess need in workforce and establish labor pipeline. (Title I SW Elements: 2.1,2.3) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	May 2025	(O)Local Districts - \$2,000, (S)Local Funds - \$3,000	Criteria: Number of job site visits throughout the year.
2. Establish workforce partnerships to place qualified students in their respective field. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	May 2025	(O)Local Districts - \$1,000, (S)Local Funds - \$1,000	Criteria: Number of established partnerships that hire FHS students.
3. Increase number of IBC aligned with business partners. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	May 2025		Criteria: Total number of IBC earned by students in 9 - 12.



# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

- Student Attendance
- Curriculum resources
- Graduation Rate
- Low Discipline Incidents
- SAT Participation

### Student Achievement Weaknesses

- Lack of targeted intervention
- Lack of student tracking
- Low college readiness (SAT/ACT/TSI)
- On-grade-level performance (STAAR)

### Student Achievement Needs

- Targeted invention
- Tracking system to address needs
- Professional learning for data desegregation

### Student Achievement Summary

Lack of targeted intervention to track progress and improve student achievement.

## School Culture and Climate

### School Culture and Climate Strengths

# Comprehensive Needs Assessment

- Event participation (extracurricular)
- Social media platform

## School Culture and Climate Weaknesses

- Teacher morale
- Teacher attendance
- Lack of input from (students/teachers)

## School Culture and Climate Needs

- School spirit
- Teacher buy-in to improve campus culture and climate
- True individual student plans during and after high school

## School Culture and Climate Summary

Improve campus culture and climate to improve student achievement.

# Staff Quality, Recruitment and Retention

## Staff Quality, Recruitment and Retention Strengths

Teacher Retention

Four day work week (all staff)

Small/rural Community

Students leave at 4:10 (atleast 35 min for tutorials)

## Staff Quality, Recruitment and Retention Weaknesses

# Comprehensive Needs Assessment

Recruitment of staff  
Lack of team mentality  
Lack school spirit  
Morale

## Staff Quality, Recruitment and Retention Needs

Teacher availability  
Team building  
Whole campus functions (Teachers and students)

## Staff Quality, Recruitment and Retention Summary

School morale begins with buy-in from our students and staff. Overall, we have good students that will meet the expectations of the adults.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Strengths

- Curriculum is provided in every subject area (scientifically based)
- Supplemental resources available to extend student learning
- Assessment implementation/tracker (DMAC)

## Curriculum, Instruction and Assessment Weaknesses

- Use of data driven instruction to guide planning
- Integration of technology
- Lack of teaching strategies to address all learners (special populations)
- Use of quality curriculum to provide instruction

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Needs

- Implementation of quality curriculum
- Professional learning to address data driven instruction
- Targeted instruction to address learner needs

## Curriculum, Instruction and Assessment Summary

Need of targeted instruction based on data driven instruction using quality curriculum.

## Family and Community Involvement

### Family and Community Involvement Strengths

The community is always willing to support our students with experiences outside of the classroom. They just want to know about it for them to plan. The local church has come in to support our students and teachers to ensure we have a positive learning environment for all.

### Family and Community Involvement Weaknesses

Availability for community members to come and support our students/teachers.

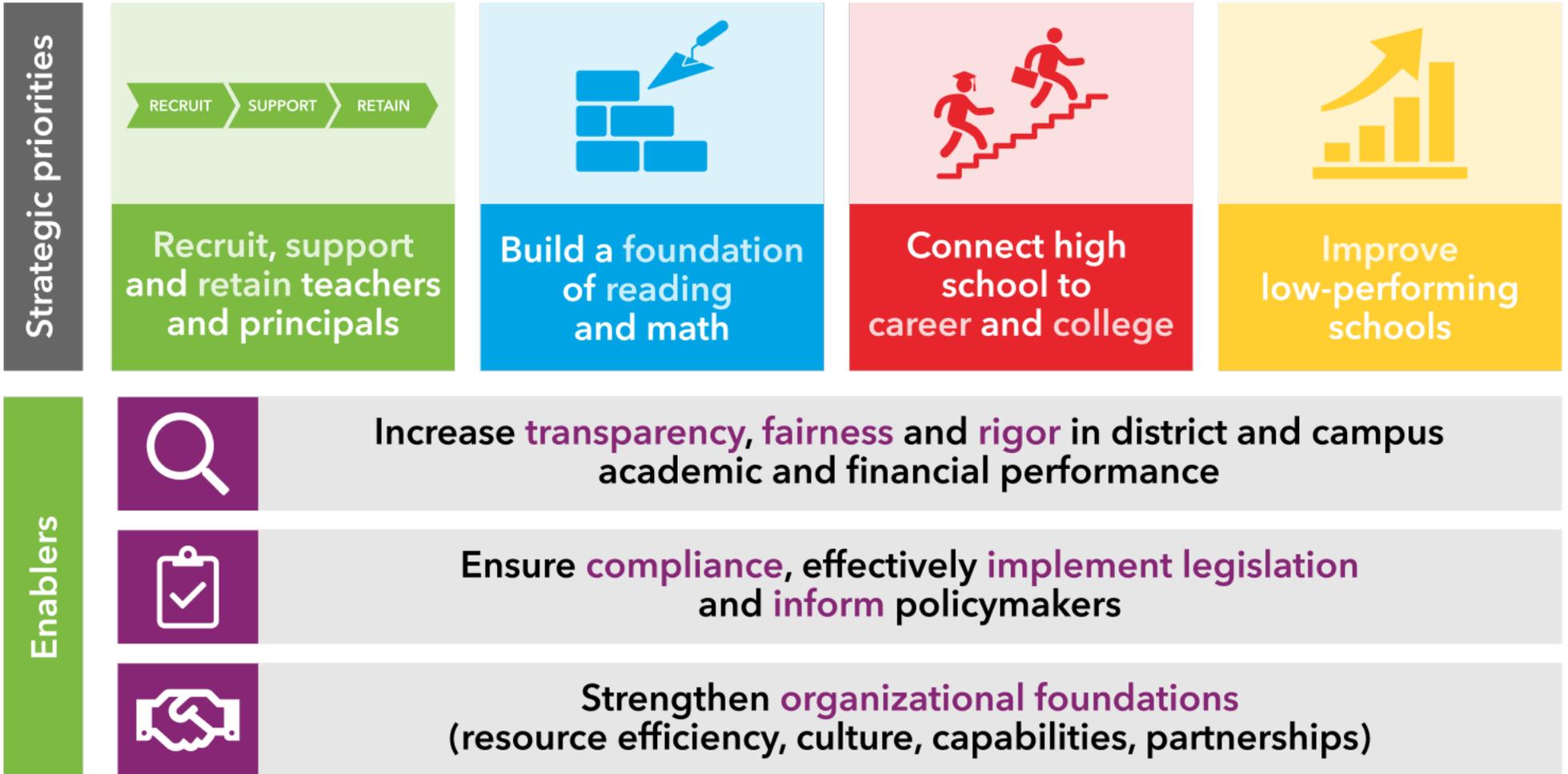
### Family and Community Involvement Needs

Opportunities to support our campus.

### Family and Community Involvement Summary

The community loves to support our students and teachers. Our campus will find and create opportunities for our community to come in and support us throughout the year.

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



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*