



our beliefs

We believe...

1. That learning is meaningful, relevant and ever-evolving which motivates students, educators, parents, and community members to be lifelong learners.
2. Students learn best and succeed in a space where they feel heard, seen and connected.
3. Student-teacher relationships are key to student success.
4. Education has a responsibility to value and support all students' dreams and aspirations.
5. Learning is unique to an individual's passions and needs.
6. Public education provides well rounded educational opportunities for all.
7. Communication, collaboration and real-world connections lead to profound learning.
8. Interpersonal relationships and connections are vital to the learning of and the development of civility and respect.
9. Education for the future provides for the ability to learn and problem solve.
10. Every student has a right to a safe learning environment.
11. Relevant, authentic, engaged learning provides the best opportunity for true growth.
12. A well-rounded student is the product of academic, social, and emotional learning.
13. A quality education creates a bridge for all students to become independent contributing adults.



our call to action

Through authentic experiences and relationships, FISD will graduate confident learners equipped with the knowledge, skills, and character to thrive in and contribute to a global society.



our learner outcomes

1. Every student will have a positive relationship with at least one adult at school.
2. Each learner will demonstrate effective collaboration skills in both small and large team settings in every class.
3. All students will effectively communicate utilizing a variety of media on a daily basis.
4. Every student will achieve individual goals through an annual personal success plan.
5. All students will graduate ready for their college or career choice.
6. All students will demonstrate positive character daily.
7. Each learner will explore the unknown, report discovery, and celebrate learning in every class.
8. Every student will participate in a meaningful service activity each year.
9. Every learner will connect through participation in a school activity or community group annually.
10. All students will demonstrate measurable academic growth each year.

11. All students engage in meaningful authentic learning every day appropriate to their unique path.
12. Each learner will set measurable goals for his/her own learning exploration.
13. All learners will identify a problem and apply problem-solving, critical thinking and creativity in all classes.
14. All students will display a strong work ethic and be accountable for prioritizing their individual academic and social growth in every class.



our learner profile

The Learner...

1. Academic Traits
 - a. Persists
 - b. Is Flexible
 - c. Is Self-disciplined
 - d. Displays Grit
 - e. Is open minded
 - f. Is a risk taker
 - g. Is Self-directed
 - h. Is Inquisitive
 - i. Is Analytical
2. Ways of Thinking
 - a. Thinks deeply

- b. Problem solves
- c. Innovates
- d. Thinks critically
- e. Reflects
- f. Analyzes
- g. Deduces
- h. Categorizes
- i. Predicts
- j. Thinks intuitively

3. Character Traits

- a. Is Respectful
- b. Is Responsible
- c. Is Service-minded
- d. Has integrity
- e. Is Caring
- f. Is Accountable
- g. Is Ethical
- h. Is Resilient
- i. Is a Forward Thinker
- j. Is Empathetic
- k. Is a Team Player
- l. Is Courageous

- m. Is an Encourager
- n. Is Dependable
- o. Has a strong work ethic
- p. Is Optimistic
- q. Is Self Reliant
- r. Is a Good Citizen

4. Relationships

- a. Communicates effectively
- b. Collaborates
- c. Advocates for self and others
- d. Stays connected
- e. Resolves conflict
- f. Accepts others and self



our goals

We will...

1. We will develop a district-wide system that establishes a culture of community service for all students.
2. We will redefine the measure of student success based on our beliefs and call to action.
3. We will provide professional learning that is aligned to our beliefs and call to action.

4. We will partner with the community to actively create and foster a learning environment dedicated to real-world instruction and experiences.
5. We will strategically allocate resources for facilities that promote authentic learning experiences and real-world opportunities.
6. All students will be engaged in authentic learning experiences in and beyond the classroom.
7. We will develop initiatives that promote strong character traits, emotional maturity, and social well-being for each child.



specific results

Goal 1:

- 1.1 Implement a service program that engages all students in giving back to their community.
- 1.2 Create a communication system within the community that provides information and collects feedback regarding the service program.
- 1.3 Establish partnerships that sustain the community service program.

Goal 2:

- 2.1 Establish professional learning that promotes the implementation of alternative assessments.
- 2.2 Provide strategic opportunities for students to explore and create individual pathways of

success

2.3 Create a locally developed accountability system based on district beliefs.

2.4 Establish a system that eliminates class rank and cultivates each student's unique path.

Goal 3:

3.1. Implement a full-cycle learning system that will include data, research, implementation, reflection, and evaluation of the effectiveness of professional learning.

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

3.3. Strategically allocate resources that support targeted learning outcomes.

Goal 4:

4.1 Establish and organize interactive community partnerships

4.2 Create learning opportunities for all students to have real-world experiences in and out of the classroom.

Goal 5:

5.1 Develop a research-based needs assessment that drives district allocations.

5.2 Create comprehensive plans for resource allocations.

5.3 Expand a network of strategic external partnerships to enhance resources for district goals.

Goal 6:

6.1 Implement a collaborative learning model that integrates students, the community, and the world.

6.2 Implement student feedback tools focusing on individual interests to broaden and guide student learning.

Goal 7:

7.1 - Construct a layered research-based system to drive social-emotional well being of students and their community.

7.2 - Create comprehensive assessments to measure social and emotional learning

7.3 - Expand character programs district-wide consistent with the district character education attributes.

7.4 - Implement a comprehensive learning program that promotes student risk taking and opportunities to grow through failure.

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



year one specific results

- 2.2 Provide strategic opportunities for students to explore and create individual pathways of success.
- 2.4 Establish a system that eliminates class rank and cultivates each student's unique path.
- 3.2 Engage teachers to design professional learning that promotes the district call to action.
- 4.1 Establish and organize interactive community partnerships
- 5.1 Develop a research-based needs assessment that drives district allocations.
- 7.1 Construct a layered research-based system to drive social-emotional well being of students and their community.

Call to Action:	Through authentic experiences and relationships, FISD will graduate confident learners equipped with knowledge, skills, and character to thrive in and contribute to a global society.
Goal:	We will redefine the measure of student success based on our beliefs and call to action.

Specific Result: 2.2 Provide strategic opportunities for students to explore and create individual pathways of success (*career pathways linked to gifts, choice, talents*)

Action Steps	Lead/Assisting	Start Date	End Date	Mid-Year Status (Jan.)	End of Year Status (June 1)	Evidence of Completion
2.2.1 Assess current opportunities for student exploration of career pathways.	Dr. Stacy Guzzetta Campus Principals	August 2019	Nov. 2019			<ul style="list-style-type: none"> District report presented to DLT and Board of Trustees.
2.2.2 Create a framework for vertical alignment of career pathway exploration. (What we do at each level - focus areas, skills, expectations.)	Diane Myers Goal 2 Leadership Team	August 2019	Jan. 2020			<ul style="list-style-type: none"> Completion of rubric for framework - Stage 1 Completion of Framework and distribution to campuses / leadership teams - Stage 2 Plan for the utilization of framework in the Fall of 2020
2.2.3 Support the expectation that student interests will guide and inform authentic instruction.	District T&L Team Campus Principals	June 2019	June 2020			<ul style="list-style-type: none"> Campus Action Plans Increase options to support student interests at each campus. District Exemplar Collection from campus - Board Presentation May

						2020
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Goal:	We will redefine the measure of student success based on our beliefs and call to action.

Specific Result: 2.4 Establish a system that eliminates class rank and **cultivates each student's unique path.**

Action Steps:	Lead/ Assisting	Start Date	End Date	Mid-Y ear (Jan)	End of Year (June)	Evidence of Completion
2.4.1: Develop the process to eliminate class rank.	Diane Myers / Class Rank Committee	March 2019	June 2019			Elimination of class rank <ul style="list-style-type: none"> •Board Policy Implementation • Academic Planning Guide • Communication Plan for Fall 2019 - parents, teachers, students
2.4.2: Evaluate systems that hinder student's unique individual path.	District T&L Team Goal 2 Leadership Team	August 2019	June 2020			Written report on the evaluation of the systems that hinder unique path - <ul style="list-style-type: none"> •Community •District •Campus •Classroom / Activities
2.4.3: Develop a system that fosters and facilitates the progress of a student's unique path. (How it is accomplished at each grade level progressing up to high school where the path is helping to facilitate future	Diane Myers Campus Principals Goal 2 Leadership Team	August 2019	June 2020			<ul style="list-style-type: none"> • Written report of the district based comprehensive system to foster and facilitate progress of each student's unique path for each grade level presented to the following: <ul style="list-style-type: none"> - District Leadership Team - Board of Trustees

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choices to prepare for - college, military, career, certifications, etc.)						
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Call to Action:	Through authentic experiences and relationships, FISD will graduate confident learners equipped with the knowledge, skills, and character to thrive in and contribute to a global society.
Goal:	We will provide professional learning that is aligned to our beliefs and call to action.

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

Action Steps	Lead/Assisting	Start Date	End Date	Mid-Year Status (Jan)	End of Year Status	Evidence of Completion
3.2.1 Develop a framework for teachers to internalize the district's Beliefs, Call to Action and Goals.	District T&L Team Campus principals	May 2019	Sept 2019			Framework to include attributes needed to internalize the Beliefs, C2A, and Goals; areas of focus to include meetings, PLCs, teacher goals, and observation tools Implementation Fall of 2019 Campus Action Plans
3.2.2 Create a process for teachers to prioritize relevant learning needs based on the district's Beliefs, Call to Action and Goals as well as feedback from student/campus data.	District T&L Team Goal 3 Leadership Team	August 2019	June 2020			PLC action plans at District and Campus levels

3.2.3 Provide resources to support learning aligned with the district's Beliefs, Call to Action and Goals.	District T&L Team Goal 3 Leadership Team	May 2019	June 2020			<ul style="list-style-type: none"> • District Teaching and Learning Department Expenditures • Campus Budget Professional Development Expenditures • District Professional Learning Calendar
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Call to Action:	Through authentic experiences and relationships, FISD will graduate confident learners equipped with the knowledge, skills, and character to thrive in and contribute to a global society.
Goal:	We will partner with the community to actively create and foster a learning environment dedicated to real-world instruction and experiences

Specific Result: 4.1 Establish and organize interactive community partnerships.

Action Steps	Lead / Assisting	Start Date	End Date	Mid-year Status (January)	End of Year Status	Evidence of Completion
4.1.1 Evaluate and organize current/existing partnerships in FISD	Stacy Guzzetta	April 2019	June 2019			Information collected and included in district community partnership tool
4.1.2 Establish an Advisory board for the purpose of facilitating community partner relationships.	District T&L Team Dayna Owen Susan Kirkpatrick Ashley Adair	Aug. 2019	June 2020			Quarterly Meetings - minutes and updates given to DLT and Board of Education
4.1.3 Produce a framework and define the community	District T&L Team	Aug. 2019	Dec. 2019			<ul style="list-style-type: none"> • Framework completed and present on website

partnership program.	Goal 4 Leadership Team					<ul style="list-style-type: none"> • Program details communicated to all staff • Program advertised to community business and volunteer groups
4.1.4 Create a tool to collect partnership opportunities.	District T&L Team Tonia Meadows Goal 4 Leadership Team	April 2019	Oct. 2019			Tool created and functional on website or in an app
4.1.5 Communicate with campus staff the process of establishing real-world learning experiences through community partnerships.	District T&L Team Campus Community Partner Reps. iCoaches Media Integration Specialists	Dec. 2019	June 2020			<ul style="list-style-type: none"> • Communication experiences listed and collected • Increased community partnerships within instruction visible and listed • Survey and exemplars from each campus collected
4.1.6 Conduct an annual Business-FISD Summit to establish and expand community partnerships.	District T&L Team / Susan Kirkpatrick Dayna Owen Ashley Adair Connie Morgenroth	Fall 2019	May 2020			<ul style="list-style-type: none"> • Summit held (agenda) • Partnership increase as evidenced by increased numbers of partners listed on district tool • Increased community participation at each campus • End of year evaluation of increased participation reported to BOE / DLT in June.
4.1.7: Create a tool to measure progress of the 4 C's (collaborate, creativity, critical thinking, communication).	Dr. Stacy Guzzetta	August 2019	Dec 2019			<p>Creation of Tool and process to administer to students K-12.</p> <p>Administration of tool in spring of 2020 to determine baseline</p>

Call to Action:	Through authentic experiences and relationship, Fisd will graduate confident learners equipped with the knowledge, skills, and character to thrive in and contribute to a global society.
Goal:	5. We will strategically allocate resources for facilities that promote authentic learning experiences and real-world opportunities.

Specific Result: 5.1 Develop a research-based needs assessment that drives district allocations.

Action Steps	Lead/ Assisting	Start Date	Due Date	Mid-year Status (January)	End of Year Status	Evidence of Completion
5.1.1: Determine areas requiring evaluation for a needs assessment.	Connie Morgenroth	Dec 2018	Dec 2018			List of identified areas: facilities, technology and staffing
5.1.2: Assemble teams to design and execute a data collection framework to determine resource needs.	Connie Morgenroth	Feb 2019	Feb 2019			Teams assembled, meeting agendas, attendance at meetings
5.1.3: Conduct a systematic review of data to determine the resources needed.	PBK & Fisd maint dept (facilities) Tonia, Mike,	Jan 2018 Mar	May 2018 Apr			Facilities: facilities assessment completed including evaluations of all buildings, systems, and equipment; meetings to review and prioritize findings (LRFMP process)

	Brian (technology)	2019	2019			Technology: survey results, evaluation of equipment, systems, software and hardware; committee meetings
	Connie, Leah, Stephani	Mar 2019				Staffing: compile current staffing ratios by campus
5.1.4: Create a needs assessment report for identified areas.	PBK (facilities)	May 2018	Jul 2018			Facilities: Long range facilities master plan document presented to board 7-17-18
	Tonia Meadows (technology)	May 2019	May 2019			Technology: Report presented to superintendent
	Leah, Connie	May 2019	May 2019			Staffing: Report presented to BOE
5.1.5: Take actions to respond to needs assessments for facilities, technology and staffing.	Supt, CAC, Asst Supt Bus & Ops, Ex Dir Operations	July 2019	Jan 2020			FACILITIES: <ul style="list-style-type: none"> • Citizens Advisory Committee • Recommendations from Committee and District • District Plan presented to BOE
	Dir Tech	June 2019	May 2020			TECHNOLOGY: <ul style="list-style-type: none"> •Technology refreshment plan • Technology strategic plan
	Dir HR, Supt, Asst. Supts	June 2019	June 2020			STAFFING <ul style="list-style-type: none"> •Staffing Analysis •Staffing Plan

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

Specific Result: 7.1 Construct a layered research-based system to drive social-emotional well being of students and their community.

Action Steps	Lead/ Assisting	Start Date	Due Date	Mid-yea r Status (Januar y)	End of Year Status	Evidence of Completion
7.1.1: Develop a research based framework that defines SEL competencies and learning standards PK-12.	District T&L Team Goal 7 Leadership Team	June 2019	Nov 2019			K - 12 Continuum of SEL competencies Framework is completed
7.1.2: Support the development of campus action plans* to address the identified SEL competencies.	District T&L Team Campus reps	Nov 2019	Apr 2020			Campus SEL Action plans coordinated to framework (7.1.1)

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<i>*Action plan will include a timeline, reporting mechanism, communication and promotion of the “why”</i>					
7.1.3: Create and conduct a grade appropriate baseline assessment of social emotional well-being of students.	District T&L Team Goal 7 Leadership Team	June 2019	Feb 2020		Grade appropriate SEL assessments created and administered to students.

Focus Areas

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Focus Area	Ongoing
Area 1	K - 5 Literacy Initiative

Specific Result: Implement year 2 K - 5 Literacy Initiative strategies

Action Steps	Lead? Assisting?	Start Date	Due Date	Mid-year Status (January)	End of Year Status	Evidence of Completion
Review Year 1 goal progress and develop Year 2 goals.	Hobratschk, Elem Prin	May 2019	Aug 2019			Report on Year 1 progress and Year 2 goals
Provide summer training for Year 2 strategies. K - 2 BAS training; 3 - 5 BAS and Guided Reading Model	Hobratschk	June 2019	Aug 2019			Summer trainings held
Provide training for new-to-district teachers in the literacy model methods	Ambeau, Lit Coaches	Aug 2019	April 2020			New to district training calendar has been fulfilled
Utilize PLC days to integrate new learning	Elem Principals and Literacy Coaches	Aug 2019	May 2020			PLC learning plan with literacy focus

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Provide and Implement coaching feedback from Ohio State Literacy Coaches for principals and literacy coaches.	Ambeau, Elem Principals	Jan 2020	May 2020			Coaching feedback provided with campus reflection and action plan
Provide one day of training by Ohio State trainer K - 2 Sept 20 Interactive Read Aloud, 3 - 5 Oct 14 Balanced Literacy Model	Ambeau	Sept 2019	Nov 2019			Sessions held; PLC follow up
Send Literacy Leaders to professional development workshops at Ohio State	Hobratschk/Ambeau	Sept 2019	Jan 2020			Plan developed, Leader Attendance at Ohio State learning events

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Focus Area	
Area 2	504 Program

Specific Result: Create a uniform K-12 systematic process for 504

Action Steps	Lead? Assisting?	Start Date	Due Date	Mid-y ear Status (Jan)	End of Year Status	Evidence of Completion
Name district based facilitator.	Roher	April 2019	May 2019			Facilitator named
Review current practices and evaluate campus needs.	Guzzetta and Driskell	April 2019	May 2019			Report with needs assessment developed
Create new document to help explain district processes for parents.	Guzzetta and Diskell	May 2019	May 2019			Document written
Update district operating guidelines to reflect new practices.	Guzzetta and Diskell	May 2019	May 2019			Document written
Hold campus meetings to plan for adoption of updated district guidelines.	Guzzetta and Driskell	May 2019	June 2019			Campus meetings held
Evaluate new processes and procedures' impact on campus needs.	Guzzetta and Driskell	Augu st	Dec 2019			Evaluation tool used and reflection presented to Cabinet

		2019				
Build 504 leadership knowledge base of legal requirements and available technology to best support campus needs.	Guzzetta and Driskell	June 2019	Dec 2019			Trainings held with key stakeholders

Focus Area	
Area 3	Continuum of support for Special Populations

Specific Result: Increase the capacity of support for students utilizing special education services

Action Steps	Lead/Assisting	Start Date	Due Date	Mid-year Status (Jan)	End of Year Status	Evidence of Completion
Survey staff and parents about knowledge of continuum of support and implementation needs	Driskell	Aug 2019	October 2019			Survey completed and results reported
Create and conduct a Learning Plan for campus leaders (Principals, AP, Counselors)	Driskell, Sped Leadership, and District T & L	Aug 2019	May 2020			Training plan developed and implemented Standing agenda item on group meetings.
Create and conduct a Learning Plan for teachers (general and special ed)	Driskell and District T & L	Oct 2019	May 2020			Establish learning plan Documented training sessions

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Conduct Family outreach/ engagement	Driskell and Sped Leadership Team	Sept 2019	May 2020			Documented Family engagement activities listed
Align district continuum of support to best practices and TEA strategic plan	Driskell and Leadership Team	Aug 2019	May 2020			Review of alignment completed with report to Cabinet

Compliance

Ongoing Compliance	FISD will maintain compliance with State and Federal requirements.

Specific Result:

Action Steps	Lead? Assisting?	Start Date	Due Date	Mid-year Status (January)	End of Year Status	Evidence of Completion
Disaggregate key data to identify achievement gaps in sub group populations and provide strategic remediation and accelerated instruction	Guzzetta, Campus Leadership Teams	ongoing				Identified any missed System Safeguards, needs assessment written, goals in place
Provide early identification, parent and teacher education, and targeted interventions for students with dyslexia	Ambeau, Dannenberg, Campus Dyslexia Leadership Teams	ongoing				<ul style="list-style-type: none"> • 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 	SEL team at district and campus level	ongoing				<ul style="list-style-type: none"> • Trainings provided with documentation • Processes and procedures in place for intervention and reporting

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<ul style="list-style-type: none"> ● Violence prevention ● Sexual harassment prevention ● Dating violence ● Sex trafficking ● Anti-bullying measures 					
<p>Monitor drop out data and provide preventative measures if needed</p>	<p>Guzzetta, Campus Leadership</p>	<p>ongoing</p>			<p>Response to report taken if needed</p>
<p>Maintain and recruit highly effective teachers</p>	<p>Tunnell</p>	<p>ongoing</p>			
<p>Utilize the Student Health Advisory Committee to monitor district data on student fitness, attendance rates, and other health related issues and provide guidance and procedures as needed.</p>	<p>Guzzetta</p>	<p>ongoing</p>			<p>SHAC meetings held with agendas available</p>
<p>Promote parent and family involvement - active recruitment and elimination of barriers</p>	<p>Ambeau and Campus Leadership Teams</p>	<p>ongoing</p>			<p>Record of family and community engagement opportunities, attendance noted</p>