

## specific results: **Year 4: (August 2022- August 2023)**

[Themes Slide Deck](#)

**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:

- Expand day of Community Service in April to capture additional groups of students and staff. Engage community and City in partnering to promote and participate in the day of service.
- Each extra-curricular group at JH and HS will participate in a service project.

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

- Data showing increased participation from 2022 to 2023 for the day of service for the City, community, students, and staff.
- Projects for extra-curricular groups completed and documented. Structural change to include as part of coaches and sponsor training and expectations. Internalization of service mindset for these groups.

**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:

- Engage instructional leaders in a professional learning community 1-2 times a month related to meaningful feedback. (ILT and Principals meetings)
- Engage in campus “walk and talks” at least once a month with instructional leaders to support and measure the effective implementation of learning related to increasing teacher capacity through meaningful feedback.

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

- Instructional Leaders will be present frequently in classrooms sharing meaningful feedback in classrooms (More evidence of classroom walk throughs with constructive feedback)
- Teacher morale and opportunities for growth increase

- Student Achievement increases as a result of growing teacher capacity

---

**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:

- Continue Student-Centered Coaching training for instructional coaches, Special Education Instructional Coordinator, iCoaches, and principals - Year 2
- Conditions are created on campuses for elementary and secondary teacher leadership teams to use their learning to make an impact
- Instructional Leaders will receive training on supporting lesson design which promotes authentic learning and meaningful feedback to support teacher growth.

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

- All teachers will be in a cycle of continuous improvement related to their goals
- Number of coaching cycles increases on each campus
- Teacher leaders are leading more PL at the district and campus levels
- Increased efficacy of instructional leaders in supporting lesson design which promotes authentic learning and in providing frequent and meaningful feedback to support teacher growth.

---

**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 Goal #4 tool with community groups and teachers.
- Identify a community partnership liaison at each campus to support instructional practices that support Goal #4.

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

- Increase in community partners coming onto campuses to provide and participate in instructional activities with students.

- Identification and training of liaisons supporting instruction. Data showing increased participation in Goal #4 activities at campuses.

---

**GOAL #5 - We will strategically allocate resources for facilities that promote authentic learning experiences and real-world opportunities.**

**5.4 Strategically allocate resources that support targeted learning outcomes.**

Action Steps:

- Complete construction of Cline Elementary at West Ranch, FHS Auditorium, FHS competition gym, Westwood/Bales/Windsong renovations and additions
- Prioritize funds to complete critical priority maintenance projects
- Implement Promethean boards in K-5 learning

Evidence:

- Innovative student learning and performances throughout the district
- Interactive classroom engagement

---

**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:

- Creation of authentic learning “look fors” which are used in classroom walkthroughs, teacher planning, and coaching cycles
- Continue standards based learning implementation at the elementary and secondary levels

Evidence:

- Implementation and use of authentic learning “look fors” being used in classroom walkthroughs, teacher planning, and coaching cycles
- Through standards based learning implementation, opportunities for personalized and authentic learning increase in classrooms

---

**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:

- Identify curriculum and instructional materials that will be used as Tier 1 SEL instruction district-wide
- Identify specific times within the school day or year where the Tier 1 curriculum will be implemented
- Conduct climate surveys at the district and campus level

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

- Monthly campus visit to provide district support for following:
    - K-5 students utilize the learner profile in reflection of their character
    - K-5 teachers, counselors and Assistant Principals use the learner profile in discussion with students who are struggling with their behavior
    - FJHS Impact lessons are reflective of needs identified through SEL screening instrument
    - SSSS reports and discipline incidents decrease
    - Threat assessment teams connect Tier 1 SEL lessons to current conversations and provide feedback on revisions moving forward
    - Campus newsletters keep parents informed about current SEL instruction efforts and resources
    - “Halls and Walls” reflect Tier 1 SEL instruction
  - District/campus website provides information regarding our Tier 1 SEL instruction
  - 2-4 parent power sessions are held to support parents
  - Results from the climate surveys are reviewed and SEL programming is adjusted as needed
-

## Data Points

1.1	2.1	3.2	4.1
	<ul style="list-style-type: none"> <li>- Classroom Walk-Through Feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Results Based Coaching Tool</li> <li>- Number of Coaching Cycles</li> <li>- Number of Teachers Leading Campus and District PL</li> <li>- Culture and Climate Surveys</li> </ul>	

5.4	6.1	7.3
	<ul style="list-style-type: none"> <li>- Number of Walk-Throughs and Classroom Visits by instructional leaders</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Office Referrals</li> <li>- Classroom walkthrough during SEL time</li> </ul>

**FISD 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"> <li>● Suicide prevention</li> <li>● Conflict resolution</li> <li>● Violence prevention</li> <li>● Sexual harassment prevention</li> <li>● Discipline Management</li> <li>● Dating violence</li> <li>● Sex trafficking</li> <li>● Anti-bullying measures (FFI Legal and Local)</li> <li>● Trauma-informed care</li> </ul>	<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"> <li>● Instructional methods for addressing the needs of student groups not achieving their full potential;</li> <li>● Evidence-based practices that address the needs of students for special programs,</li> </ul>		

<p>including suicide prevention programs, conflict resolution programs, violence prevention programs, and dyslexia treatment programs;</p> <ul style="list-style-type: none"> <li>• Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care;</li> <li>• Professional Learning for all staff;</li> <li>• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities;</li> <li>• Implementation of a comprehensive school counseling program.</li> </ul>		
<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"> <li>• Primary responsibility is to enforce the law</li> <li>• Maintain close liaison with campus personnel</li> <li>• Shall not act as a school disciplinarian, as disciplining students is a school responsibility</li> <li>• Shall have final authority in all criminal matters that they investigate</li> </ul>	<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>Naviance access</p> <p>FISD website postings</p> <p>Counselor classroom visits</p> <p>8th and 10th grade planning meetings</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>



# Early Childhood Literacy

The percent of FISD 3<sup>rd</sup> grade students that score MEET grade level or above on STAAR Reading will increase from **63% to 70%** by June 2024.

FISD Yearly Target Goals				
2020	2021	2022	2023	2024
NA	64%	66%	68%	70%

FISD	AA	Hisp	White	Am. Indian	Asian	Pacific Island	Two or More Races	Sped	Sped Former	Cont. Enroll	Non Cont. Enroll	Eco. Dis.	EL
2019	*	43%	70%	*	*	*	33%	47%	33%	65%	48%	35%	42%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	*	44%	72%	*	*	*	35%	48%	35%	66%	50%	37%	44%
2022	*	46%	73%	*	*	*	37%	49%	37%	68%	51%	40%	46%
2023	*	48%	74%	*	*	*	39%	50%	39%	70%	52%	43%	48%
2024	*	52%	75%	*	*	*	40%	52%	40%	72%	54%	45%	50%

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

# Early Childhood Mathematics

The percent of FISD 3rd grade students that score MEET grade level or above on STAAR Math will increase from **55% to 65%** by June 2024.

FISD Yearly Target Goals				
2020	2021	2022	2023	2024
NA	58%	61%	63%	65%

FISD	AA	Hisp	White	Am. Indian	Asian	Pacific Island	Two or More Races	Sped	Sped Former	Cont. Enroll	Non Cont. Enroll	Eco. Dis.	EL
2019	*	43%	59%	*	*	*	33%	41%	67%	56%	48%	32%	33%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	*	45%	60%	*	*	*	35%	42%	68%	58%	49%	33%	34%
2022	*	47%	62%	*	*	*	37%	43%	69%	61%	51%	35%	35%
2023	*	49%	64%	*	*	*	39%	44%	70%	63%	53%	37%	37%
2024	*	50%	65%	*	*	*	40%	45%	71%	65%	55%	40%	40%

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

# College, Career, Military Readiness (CCMR)

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

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*