

Forney Independent School District District Improvement Plan

2022-2023



Mission Statement

In partnership with parents and community, Forney ISD will create and sustain an environment to maximize the potential of each learner.

Vision

Inspiring Students Through Innovative Education

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Forney ISD is one of the fastest growing districts in the nation, with expected enrollment of 35,000 students by 2035. As a district, our low income families make up about 35% of the district, with higher poverty rates on the north side of town. Additionally, our district is becoming more diverse, with 31% African American, 29% Hispanic/Latino, and 33% White. There are 1,148 Emerging Bilinguals (English Learners) or 8%, and 816, or almost 6% are identified as GT. The following table shows the student demographic data as of the 2021-2022 snapshot date.

| Campus | Total Student Count | Asian | Black/African American | Hispanic/Latino | Native American/Pacific Islander | White | Two or More | Eco Dis | EB | GT | | Eco Dis % | Title I |
|-----------|---------------------|-------|------------------------|-----------------|----------------------------------|--------|-------------|---------|-------|-------|--|-----------|---------|
| Blackburn | 603 | 20 | 263 | 133 | 1 | 162 | 24 | 294 | 58 | 22 | | 48.76% | Yes |
| Claybon | 515 | 4 | 96 | 137 | 1 | 255 | 22 | 132 | 27 | 22 | | 25.63% | No |
| Criswell | 754 | 4 | 109 | 451 | 4 | 173 | 13 | 298 | 25 | 38 | | 39.52% | Yes |
| Crosby | 681 | 14 | 317 | 151 | 6 | 158 | 35 | 327 | 52 | 16 | | 48.02% | Yes |
| Griffin | 830 | 21 | 368 | 203 | 6 | 186 | 46 | 293 | 91 | 9 | | 35.30% | No |
| Henderson | 762 | 13 | 171 | 179 | 0 | 371 | 28 | 177 | 48 | 31 | | 23.23% | No |
| Johnson | 611 | 9 | 150 | 140 | 2 | 285 | 25 | 182 | 45 | 28 | | 29.79% | No |
| Lewis | 749 | 25 | 319 | 178 | 6 | 169 | 52 | 291 | 115 | 24 | | 38.85% | No |
| Rhodes | 905 | 16 | 300 | 321 | 2 | 253 | 32 | 387 | 87 | 65 | | 42.76% | Yes |
| Rhea | 763 | 19 | 127 | 203 | 1 | 383 | 30 | 155 | 49 | 93 | | 20.31% | No |
| Smith | 521 | 14 | 239 | 117 | 1 | 122 | 28 | 216 | 40 | 30 | | 41.46% | Yes |
| Brown | 583 | 10 | 289 | 158 | 0 | 105 | 21 | 272 | 47 | 31 | | 46.66% | Yes |
| Jackson | 914 | 28 | 322 | 321 | 7 | 201 | 35 | 409 | 137 | 68 | | 44.75% | Yes |
| Warren | 859 | 11 | 119 | 262 | 3 | 431 | 33 | 186 | 61 | 94 | | 21.65% | No |
| FHS | 2008 | 27 | 342 | 595 | 6 | 971 | 67 | 431 | 120 | 126 | | 21.46% | No |
| NFHS | 2291 | 52 | 931 | 614 | 11 | 581 | 102 | 931 | 146 | 119 | | 40.64% | Yes |
| | | | | | | | | | | | | | |
| Totals | 14349 | 287 | 4462 | 4163 | 57 | 4806 | 593 | 4981 | 1148 | 816 | | | |
| | | 2.00% | 31.10% | 29.01% | 0.40% | 33.49% | 4.13% | 34.71% | 8.00% | 5.69% | | | |

| | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|

Demographics Strengths

- District enrollment continues to increase as more new homes and apartments are being built in the community. Given this pattern of growth, the district should continue to plan ahead in an effort to provide appropriate school facilities and programs for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We see our growing and changing demographics as an opportunity, not a problem.

Student Learning

Student Learning Summary

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | EB/EL (Current & Monitored)+ | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Total Met | Total Evaluated |
|-------------------------------------|--------------|------------------|----------|---------|-----------------|-------|------------------|-------------------|-------------|------------------------------|----------------------|---------------------|-----------------------|---------------------------|-----------|-----------------|
| Academic Achievement Status | | | | | | | | | | | | | | | | |
| ELA/Reading Target | 44% | 32% | 37% | 60% | 43% | 74% | 45% | 56% | 33% | 29% | 19% | 36% | 46% | 42% | | |
| Target Met | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | | |
| % at Meets GL Standard or Above | 53% | 38% | 51% | 67% | 54% | 78% | 46% | 59% | 38% | 45% | 24% | 49% | 60% | 45% | | |
| # at Meets GL Standard or Above | 4,769 | 1,078 | 1,352 | 1,985 | 13 | 141 | 6 | 193 | 1,195 | 532 | 270 | 110 | 2,990 | 1,779 | | |
| Total Tests (Adjusted) | 8,975 | 2,819 | 2,643 | 2,962 | 24 | 180 | 13 | 329 | 3,115 | 1,182 | 1,143 | 225 | 5,014 | 3,961 | | |
| Mathematics Target | 46% | 31% | 40% | 59% | 45% | 82% | 50% | 54% | 36% | 40% | 23% | 44% | 47% | 45% | | |
| Target Met | No | No | No | No | | No | | No | No | No | No | No | Yes | No | | |
| % at Meets GL Standard or Above | 39% | 23% | 37% | 55% | 50% | 68% | 22% | 42% | 25% | 37% | 22% | 41% | 47% | 30% | | |
| # at Meets GL Standard or Above | 2,931 | 541 | 808 | 1,349 | 10 | 106 | 2 | 115 | 647 | 372 | 211 | 82 | 1,917 | 1,014 | | |
| Total Tests (Adjusted) | 7,439 | 2,339 | 2,178 | 2,460 | 20 | 157 | 9 | 274 | 2,579 | 1,015 | 966 | 200 | 4,078 | 3,361 | | |
| Total Indicators | | | | | | | | | | | | | | | 13 | 24 |
| Growth Status | | | | | | | | | | | | | | | | |
| ELA/Reading Target | 66% | 62% | 65% | 69% | 67% | 77% | 67% | 68% | 64% | 64% | 59% | 65% | 66% | 67% | | |
| Target Met | Yes | Yes | Yes | Yes | | Yes | | Yes | Yes | Yes | Yes | Yes | Yes | Yes | | |
| Academic Growth Score | 78% | 76% | 77% | 80% | 90% | 86% | 83% | 80% | 76% | 77% | 67% | 82% | 78% | 78% | | |
| Growth Points | 4,146.5 | 1,160.5 | 1,209.5 | 1,522.5 | 9.0 | 96.5 | 5.0 | 142.5 | 1,344.5 | 553.5 | 432.0 | 122.5 | 2,451.0 | 1,695.5 | | |
| Total Tests | 5,314 | 1,525 | 1,569 | 1,911 | 10 | 112 | 6 | 179 | 1,778 | 717 | 648 | 149 | 3,151 | 2,163 | | |
| Mathematics Target | 71% | 67% | 69% | 74% | 71% | 86% | 74% | 73% | 68% | 68% | 61% | 70% | 71% | 70% | | |
| Target Met | No | No | No | No | | No | | No | No | No | No | No | No | No | | |
| Academic Growth Score | 64% | 58% | 63% | 67% | 90% | 78% | * | 67% | 59% | 67% | 54% | 64% | 65% | 62% | | |
| Growth Points | 3,233.0 | 887.5 | 951.5 | 1,181.5 | ** | 80.5 | * | 119.0 | 1,045.5 | 476.0 | 353.0 | 96.0 | 1,898.5 | 1,334.5 | | |
| Total Tests | 5,083 | 1,520 | 1,504 | 1,765 | ** | 103 | * | 177 | 1,780 | 715 | 656 | 150 | 2,917 | 2,166 | | |
| Total Indicators | | | | | | | | | | | | | | | 12 | 24 |
| Graduation Rate Status | | | | | | | | | | | | | | | | |
| Target | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | 90% | n/a | n/a | n/a | | |
| Target Met | Yes (1) | Yes (1) | Yes (1) | Yes (1) | | | | Yes (2) | Yes (1) | Yes (1) | Yes (3) | | | | | |
| 2020 % Graduated | 96.9% | 97.2% | 95.1% | 97.7% | - | - | - | - | 95.2% | - | 84.3% | | | | | |
| 2021 % Graduated | 96.7% | 94.1% | 97.1% | 98.0% | * 100.0% | * | 92.6% | 95.0% | 95.0% | 95.0% | 88.8% | | | | | |
| 2021 # Graduated | 825 | 192 | 231 | 350 | * 23 | * | 25 | 229 | 38 | 87 | | | | | | |
| 2021 Total in Class | 853 | 204 | 238 | 357 | * 23 | * | 27 | 241 | 40 | 98 | | | | | | |
| Total Indicators | | | | | | | | | | | | | | | 8 | 8 |
| English Language Proficiency Status | | | | | | | | | | | | | | | | |

Texas Education Agency
2022 Academic Growth
FORNEY ISD (129902) - KAUFMAN COUNTY

Academic Growth Score

| | 0 Point | | 1/2 Point | | 1 Point | | Calculations | | |
|---------------|---------|--------|-----------|--------|---------|---------|--------------|--------|------|
| | Count | Earned | Count | Earned | Count | Earned | Points | Count | Rate |
| Both Subjects | 2,550 | 0.0 | 935 | 467.5 | 6,912 | 6,912.0 | 7,379.5 | 10,397 | 71 |
| Reading / ELA | 985 | 0.0 | 365 | 182.5 | 3,964 | 3,964.0 | 4,146.5 | 5,314 | 78 |
| Mathematics | 1,565 | 0.0 | 570 | 285.0 | 2,948 | 2,948.0 | 3,233.0 | 5,083 | 64 |

Number of Assessments

| | | 2021-22 | | | | | | |
|---------------|--------------|--------------|------------|-------|---------|-------|-----|--------|
| 2020-21 | | Did Not Meet | Approaches | Meets | Masters | Count | | |
| Both Subjects | | | | | | | | 10,397 |
| Both Subjects | Did Not Meet | 914 | 1,101 | 92 | 888 | 258 | 59 | 3,312 |
| | Approaches | 472 | 0 | 509 | 665 | 772 | 382 | 2,800 |
| | Meets | 53 | | 473 | 334 | 596 | 763 | 2,219 |
| | Masters | 11 | | 127 | 500 | 1,428 | | 2,066 |
| Reading / ELA | | | | | | | | 5,314 |
| Reading / ELA | Did Not Meet | 347 | 574 | 0 | 497 | 153 | 39 | 1,610 |
| | Approaches | 151 | 0 | 163 | 319 | 470 | 253 | 1,356 |
| | Meets | 14 | | 164 | 202 | 386 | 441 | 1,207 |
| | Masters | 5 | | 50 | 254 | 832 | | 1,141 |
| Mathematics | | | | | | | | 5,083 |
| Mathematics | Did Not Meet | 567 | 527 | 92 | 391 | 105 | 20 | 1,702 |
| | Approaches | 321 | 0 | 346 | 346 | 302 | 129 | 1,444 |
| | Meets | 39 | | 309 | 132 | 210 | 322 | 1,012 |
| | Masters | 6 | | 77 | 246 | 596 | | 925 |

TEA | School Programs | Assessment and Reporting | Performance Reporting

Student Learning Strengths

In general, our students performed well on the ELAR assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our math scores are not as high as our ELAR scores, across grade levels. **Root Cause:** Lost learning time due to the pandemic impacted our math scores more negatively than our ELAR scores.

District Processes & Programs

District Processes & Programs Summary

FISD uses a well-developed scope & sequence and district curriculum resources (FRC). We use Canvas learning management system to share instructional materials and to house curriculum materials. The TEACH document helps teachers break down the TEKS and align ELPS and CCRS. Forney ISD has vertical guides for K-11 and horizontal guides for K-6. While applying the TEACH document, teachers research what was taught in the prior grade level and the following grade level to be sure that teaching is being introduced at the correct level and taken to mastery at an equivalent appropriate level.

Learning checks are given at the end of each unit. They are created at the district level using STAAR questions as inspiration. MAP is also used as a comprehensive assessment. Local Assessments, or LC, are designed by the Learning Specialists. Teachers have a window of opportunity to share their concerns/suggestions. These are aligned with the scope and sequences with a district wide calendar to keep pacing systemic. They include higher-order thinking and multi-step processing. Teacher teams analyze all assessment questions to evaluate them for student misconceptions, problems with the questions themselves, discover errors, etc. Teachers are in CLC teams with those who teach the same subject or grade. The teachers meet in person &/or virtually when needed. Edugence is newly implemented to assist with student data analysis.

District training has been conducted on Brain-Based learning. This is a high priority for the district. Brain-based learning is the scientifically-based research that we focus on, analyzing the verb and the noun integration for correct alignment. The expectation is that students would not just be a participant or compliant, but few teachers are experts in identifying compliant learners verses authentically engaged learners. Teachers strive for relevant teaching experiences, collaboration among colleagues and students, and complex genuine activities.

The district has also created and implemented the FACT program, which is a partnership with Indiana Wesleyan University to help paraprofessionals to become certified teachers.

We have implemented Culture of Excellence to support classroom teachers with procedural and behavioral issues with students. Each campus has a Culture of Excellence staff member that works directly with the campus teachers.

Each K-8 campus has a Learning Specialist to support teachers in curriculum, instruction, planning, and student data analysis.

Title I campuses have additional staff supports, which may include a Title I Interventionist and/or a Title I aide.

Additionally, FISD plans to administer a parent survey in the spring to gain feedback from the community. This feedback will enable us to better serve our families.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Not all of our processes and procedures have been articulated into clear and understandable procedural handbooks. **Root Cause:** The pandemic forced the district to delay some practices and to adapt others.

Perceptions

Perceptions Summary

FISD offers multiple opportunities for family engagement. The district provides Partnering with Parents curriculum that is designed to help parents know how to help their students and offers Parent Involvement Workshops that are designed to inform parents on how to help their children be successful both in and out of school. The district hosts events throughout the year (e.g. College Fair, Career Focus Night, STEAMfest, Health Fair, Kindergarten Roundup, and other parent-oriented events) designed to engage parents and offer them information on how to get involved in the schools.

Parents participate in a variety of district-level committees such as the District Educational Improvement Council (DEIC) and the Student Health Advisory Committee (SHAC). These parents provide stakeholder feedback in the leadership of important district-level initiatives. According to a recent FISD parent climate and culture survey over 75% of parents agree that their child's school creates an environment where all students are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically. Internal teacher and administrator surveys state that the district expects parents to work with children in academic learning at home, including homework, goal setting, and other curriculum-related activities. Teachers and administrators also expect parents to participate in 2-way communication between school and home that is reliable and effective

The FISD climate and culture survey confirmed that parents prefer important communication via email (90%) and text message (60%). Based on this information, FISD parents prefer communication that is pushed out to them, relevant, and accessible via mobile device.

Parents and other community members participate in the site-based planning committee and are given multiple opportunities to participate in the leadership and decision-making activities of the district. They also have the opportunity to respond annually to the district's Climate and Culture survey. Also, each major video message concludes with a link to an online form for public comment.

District/Community partnerships include the Forney Education Foundation (FEF), program sponsors, career practicum partners and post-secondary education partners. FISD needs are periodically assessed by district leadership teams. Needs are identified and potential partners are contacted and recruited.

Perceptions Strengths

Forney ISD strives to involve parents and community members in as many ways as possible.

Pastors

Realtors

Lions clubs, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We need more current data from our families and the community **Root Cause:** It's been approximately three years since a survey was conducted.

Priority Problem Statements

Problem Statement 1: Our math scores are not as high as our ELAR scores, across grade levels.

Root Cause 1: Lost learning time due to the pandemic impacted our math scores more negatively than our ELAR scores.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Not all of our processes and procedures have been articulated into clear and understandable procedural handbooks.

Root Cause 2: The pandemic forced the district to delay some practices and to adapt others.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: We need more current data from our families and the community

Root Cause 3: It's been approximately three years since a survey was conducted.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data

- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Support Systems and Other Data









- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: We will have a sound, safe, and efficient learning organization that supports learning, provides opportunities, and prepares for the future.

Performance Objective 1: Provide an effective process for hiring and retaining quality employees, including expanding the diversity of staff to more accurately reflect the composition of the student body.




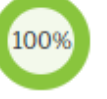
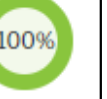
Evaluation Data Sources: Annual HQ report, walkthrough data







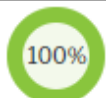
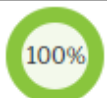
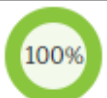



| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 1: Design a recruitment and hiring program to actively pursue highly qualified candidates., including expanding the diversity of the staff to more accurately reflect the composition of the student body. Strategy's Expected Result/Impact: Increased number of highly qualified teachers hired as shown by the annual Highly Qualified Report. Staff Responsible for Monitoring: Executive Director of Human Resources Director of Human Resources | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide a new assistant principal cohort to provide ongoing support throughout their first years as campus administrators. Strategy's Expected Result/Impact: Increased performance by new assistant principals in a shorter time period. Staff Responsible for Monitoring: Executive Director of Student Services | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| | N/A | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Annually review Forney ISD salary structure to ensure it is competitive with neighboring and similar districts. Strategy's Expected Result/Impact: Allow Forney ISD to be competitive to attract quality candidates. Staff Responsible for Monitoring: Executive Director of Human Resources Chief Financial Officer | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |








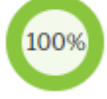




Goal 1: We will have a sound, safe, and efficient learning organization that supports learning, provides opportunities, and prepares for the future.








Performance Objective 2: Provide a safe, orderly, positive and quality learning and working environment for students and staff.

Evaluation Data Sources: District annual survey, discipline data, PEIMS data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 1: Continue the District Safety Committee consisting of teachers, parents, students, administrators and first responders to develop a comprehensive school safety plan. A copy of the Multi-Hazard Emergency Operation Plan is included in the "Policies" section of this document. Strategy's Expected Result/Impact: Completed plan that is distributed across the district. Provide related training to ensure complete understanding of each role and process to all relevant stakeholders. Staff Responsible for Monitoring: Chief of Human Services | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Collaboratively work with outside law enforcement officers, district police officers, and security personnel to improve daily operations, safety, and interactions with campus staff and students. (See the "Policies" section of this document for the full descriptions of the Forney ISD Police Department Essential Services Plan, as well as a copy of the Multi-Hazard Emergency Operation Plan.) Strategy's Expected Result/Impact: Improved relationships between district, including students, and officers. Staff Responsible for Monitoring: Police Chief and Chief of Human Services | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Provide information and training for students and teachers on drug abuse, suicide, date violence, bullying, gang activity, harassment, and increased awareness of sexual abuse of children. The entire staff of Fisd is required to participate in annual professional development that addresses these issues. Strategy's Expected Result/Impact: Reduced incidents of drug abuse, suicide, date violence, bullying, gang activity, harassment, and increased awareness of sexual abuse of children as shown in PEIMS data and counselor reports. Staff Responsible for Monitoring: Chief of Human Services Coordinator of Assessment and Guidance | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  |  | |

| Strategy 4 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 4: The District implemented a suicide prevention program, including parental or guardian notification procedures, as well as required training for staff. This program is outlined in FFEB(LEGAL), DMA(LEGAL), FFB(LEGAL), FFEA(LEGAL), and FFB(LOCAL), all of which are included in the "Policies" section of this document. The entire staff of FISD is required to participate in annual professional development that addresses these issues. Strategy's Expected Result/Impact: Reduced number of students admitted to mental health facilities Suicide Lethality Assessment results Staff Responsible for Monitoring: Counselors Teachers Staff Administrators | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  |  | |
| Strategy 5 Details | Reviews | | | |
| Strategy 5: The District developed a plan to address discipline management, including unwanted physical or verbal aggression and sexual harassment. These plans are documented in FNC(LEGAL), FFH(LEGAL), and FFH(LOCAL), all of which are included in the "Policies" section of this plan. Additionally, these policies are included in the Student Handbook, which is also included in the "Policies" section of this document. The entire staff of FISD is required to participate in annual professional development that addresses these issues. Strategy's Expected Result/Impact: Reduction in discipline referrals Staff Responsible for Monitoring: Campus Administration | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  |  | |
| Strategy 6 Details | Reviews | | | |
| Strategy 6: The District developed a plan that addresses dating violence, including educational materials and resources. This is included in FFH(LOCAL), FFI(LOCAL), and FOCA(LEGAL). All are linked in the "Policies" section of this plan. The entire staff of FISD is required to participate in annual professional development that addresses these issues. Strategy's Expected Result/Impact: Increased awareness and understanding of dating violence and how to reduce the number of occurrences. Staff Responsible for Monitoring: Director of Guidance and Assessment | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  |  | |
| Strategy 7 Details | Reviews | | | |
| Strategy 7: The District developed a plan to address sexual abuse, sex trafficking and other maltreatment of children, including methods for increasing staff, student and parental awareness and staff training. These are addressed in FFG(LOCAL), FFG(LEGAL), and DMA(LEGAL), which are included in the "Policies" section of this document. The entire staff of FISD is required to participate in annual professional development that addresses these issues. Strategy's Expected Result/Impact: Reduction in campus incidents/reports to the campus. Staff Responsible for Monitoring: Counselors Campus Administration | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  |  | |

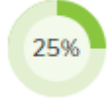







| Strategy 8 Details | | Reviews | | | |
|---|--|---|---|---|-----------|
| Strategy 8: The District adopted policies and procedures regarding bullying prevention and responses, as required by TEC 37.0832(c). The District addressed the issue in FFI(LOCAL), FFI(LEGAL), FFF(LEGAL), and DMA(LEGAL). In addition, there are articulated processes and procedures in "Bullying Investigation Steps" and "Bulling Investigation Report Form." (All of these policies and procedures are linked under "Policies" in this document.) Strategy's Expected Result/Impact: Reduction in the number of bullying reports. Staff Responsible for Monitoring: Executive Director of Student Services | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | |  |  |  | |
| Strategy 9 Details | | Reviews | | | |
| Strategy 9: The District determined the law enforcement duties of the District's police officers and security personnel. The Essential Services Plan and the School Based Law Enforcement program standards are linked under "Policies" in this document. Strategy's Expected Result/Impact: There will be a common understanding between district, campus, and police personnel as to the duties, responsibilities, and accountability of the District's police officers. Staff Responsible for Monitoring: Chief of Police | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | |  |  |  | |
| Strategy 10 Details | | Reviews | | | |
| Strategy 10: The District's trauma-informed care program provides for the integration of trauma-informed care practices in the school environment. In addition, the District requires training in trauma-informed care, included in the annual required compliance trainings for all staff. This is addressed in FFBA(LOCAL) and FFBA(LEGAL), which are included in the "Policies" section of this document. The entire staff of FISD is required to participate in annual professional development that addresses these issues. Strategy's Expected Result/Impact: Decrease in the number of mental health requests and referrals for students and staff. Staff Responsible for Monitoring: Chief of Human Services Executive Director of Leadership Development and Professional Learning | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | |  |  |  | |
| Strategy 11 Details | | Reviews | | | |
| Strategy 11: The District adopted a discipline management program that provides for prevention and education concerning unwanted physical or verbal aggression and sexual harassment in school, on school grounds, and in school vehicles. This is addressed in FNC(LEGAL), FFH(LEGAL), and FFH(LOCAL), all of which are included in the "Policies" section of this document. The entire staff of FISD is required to participate in annual professional development that addresses these issues. Strategy's Expected Result/Impact: Decrease in the number of referrals for unwanted physical or verbal aggression and sexual harassment. Staff Responsible for Monitoring: Chief of Human Services Executive Director of Student Services | | Formative | | | Summative |
| | | Oct | Jan | Apr | July |
| | |  |  |  | |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|-----------|
| <p>Strategy 12: The District developed a plan for mental health promotion and intervention, and substance abuse prevention and intervention. These plans are documented in EHAA(LEGAL), FFEB(LEGAL), FFEA(LEGAL), and the student handbook; all of which are included in the "Policies" section of this document. Included are procedures for providing notice of a recommendation for early mental health or substance abuse intervention, procedures for providing notice of a student identified at risk of attempting suicide to a parent or guardian, the development of a reporting mechanism, available counseling alternatives for a parent or guardian to consider, and supports for students returning to school following hospitalization. These practices and procedures are included in the student handbook. The entire staff of FISD is required to participate in annual professional development that addresses these issues.</p> <p>Strategy's Expected Result/Impact: Reduction in mental health support requests and referrals, as well as a decline in the number of substance abuse referrals.</p> <p>Staff Responsible for Monitoring: Director of Guidance and Assessment Executive Director of Student Services</p> | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 1: We will have a sound, safe, and efficient learning organization that supports learning, provides opportunities, and prepares for the future.

Performance Objective 3: Use formative and summative assessments to increase and improve student learning.











Evaluation Data Sources: Student assessment data.

| Strategy 1 Details | Reviews | | | |
|---|---|---|-----|-----------|
| Strategy 1: Ensure student achievement by collaboratively reviewing formative and summative assessment data. Strategy's Expected Result/Impact: Adjustments to instruction, targeted SE interventions, and re-evaluation of student progress Staff Responsible for Monitoring: Chief of Learner Services Executive Director of Elementary Learning Executive Director of Secondary Learning | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide additional academic support in areas identified by the MAP assessments. Strategy's Expected Result/Impact: Student growth comparable to national norms as shown by MAP Scores Staff Responsible for Monitoring: Chief of Learner Services Executive Director of Elementary Learning Executive Director of Secondary Learning | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: We will design and implement an innovative curriculum that meets the academic, social-emotional, and future ready skills for all learners.

Performance Objective 1: Develop future ready learners.

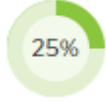









Evaluation Data Sources: Participation reports, exemplar lessons, THECB report, Perkins Effectiveness report, other student learning measures

| Strategy 1 Details | Reviews | | | |
|---|---|--|-----|-----------|
| Strategy 1: Learners will master knowledge and skills to successfully navigate complex life and work environments. Strategy's Expected Result/Impact: Increased appropriate implementation of technology and future ready skills as necessary as shown by walkthrough data, collaborative teacher planning, and learning checks. Staff Responsible for Monitoring: Chief of Learner Services Chief of Human Services | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Continue to refine the Future Ready Curriculum that embeds learning and innovative skills into curriculum. Strategy's Expected Result/Impact: Increased appropriate implementation of technology and future ready skills as shown by walkthrough data and common assessments. Staff Responsible for Monitoring: Chief of Learner Services Chief of Innovation and Information Services | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Learners will perceive, process, and apply academic content at a higher level by weaving brain-compatible process strategies into learning activities. Strategy's Expected Result/Impact: Increased appropriate implementation of technology and future ready skills as shown by walkthrough data. Staff Responsible for Monitoring: Chief of Learner Services | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Provide support and resources to increase the number of industry certification opportunities. Strategy's Expected Result/Impact: Increased number of student taking industry certification exams as shown in the Perkins Effectiveness Report. Staff Responsible for Monitoring: Coordinator of CTE | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: We will design and implement an innovative curriculum that meets the academic, social-emotional, and future ready skills for all learners.

Performance Objective 2: Provide differentiated learning to meet the needs of all students.








Evaluation Data Sources: Final GT plan, DCCCD grades, AP scores, other student learning measures

| Strategy 1 Details | Reviews | | | |
|--|---|---|-----|-----------|
| Strategy 1: Continue to implement, evaluate, and improve the District's intervention and accelerated learning processes as a means of identifying and addressing the behavioral and academic needs of students. Strategy's Expected Result/Impact: Increase the number of students that are performing at grade level. Staff Responsible for Monitoring: Chief of Learner Services Director of MTSS Coordinator of Student Services | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide teachers with the tools and resources to model, inspire and facilitate teaching and learning in ways that are grounded in brain-based learning principles. Strategy's Expected Result/Impact: Increased teachers' implementation of tools and resources provided by iSchool Initiative as shown by walkthrough data and student learning measures. Staff Responsible for Monitoring: Chief of Learner Services | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Integrate experiential assessments into the district curriculum. Strategy's Expected Result/Impact: Increased student ability to demonstrate depth of learning, including critical thinking and self-assessment, as represented by rubric-based performances. Staff Responsible for Monitoring: Chief of Learner Services Executive Director of Elementary Learning Executive Director of Secondary Learning | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 3: We will foster a culture of excellence that builds positive relationships and empowers our diverse population to achieve life-long success.

Performance Objective 1: Expand Science, Technology, Engineering, Art and Mathematics (STEAM) learning opportunities






Evaluation Data Sources: Enrollment records, master schedules, course selection

| Strategy 1 Details | Reviews | | | |
|--|--|--|--|-----------|
| Strategy 1: Continue to provide STEAM summer camps for K-8 students, an enrichment program open to all students. Strategy's Expected Result/Impact: Increased student STEAM related understanding and interest as shown by increased enrollment in summer camps. Staff Responsible for Monitoring: Executive Director of Professional Learning Executive Director of Elementary Learning Executive Director of Secondary Learning | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  100% |  100% |  100% | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: We will foster a culture of excellence that builds positive relationships and empowers our diverse population to achieve life-long success.

Performance Objective 2: Expand the use of innovative space and innovative and non-traditional furniture.




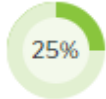







Evaluation Data Sources: Developed model, walkthrough data

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Continue to design and implement learning spaces that include flexible seating, as well as innovative furniture. Strategy's Expected Result/Impact: Expansion of innovative learning spaces across the district. Staff Responsible for Monitoring: Chief of Learning | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Goal 3: We will foster a culture of excellence that builds positive relationships and empowers our diverse population to achieve life-long success.

Performance Objective 3: Provide additional social emotional and behavioral supports to teachers and students.








Evaluation Data Sources: Discipline referrals, academic performance of students, and teacher surveys

| Strategy 1 Details | Reviews | | | |
|--|--|--|---|-----------|
| Strategy 1: Hire Culture of Excellence specialists to build capacity in campus administrators and teachers in classroom management and behavioral practices. Strategy's Expected Result/Impact: Fewer discipline referrals, and improved academic performance Staff Responsible for Monitoring: Director of Behavior and Social Supports | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide support programs for general education students with behavior struggles Strategy's Expected Result/Impact: Fewer discipline referrals and improved academic performance Staff Responsible for Monitoring: Director of Behavior and Social Supports | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Provide Social Emotional Learning training and resources for teachers. Strategy's Expected Result/Impact: Fewer discipline referrals and improved academic achievement Staff Responsible for Monitoring: Director of Behavior and Social Supports | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 4: We will develop school, family, and community partnerships that expand opportunities for all.

Performance Objective 1: Increase school, family, and community partnerships.

Evaluation Data Sources: Hiring of staff member.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 1: Hire staff (Executive Director of Strategic Partnerships and Coordinator of Business Partnerships) to grow and improve school, family, and community partnerships. Strategy's Expected Result/Impact: Increased opportunities to create stakeholder partnerships Staff Responsible for Monitoring: Susan Johnson, Executive Director of Strategic Partnerships | Formative | | | Summative |
| | Oct | Jan | Apr | July |
| |  |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,485,968.00

Total FTEs Funded by SCE: 40

Brief Description of SCE Services and/or Programs

Each campus has been allocated additional funds for after-school or Saturday tutorials. The allocations were made based on each campus' enrollment and academic performance, so lower performing campuses received more funds. Additionally, funds were allocated for tutorials for our Virtual Academy and Goals students. The campus breakdown is as follows: Blackburn 2,275.00 Claybon 2,100.00 Criswell 2,625.00 Crosby 3,500.00 Griffin 2,450.00 Henderson 2,800.00 Johnson 1,750.00 Lewis 3,850.00 Rhea 5,775.00 Rhodes 8,750.00 Smith 5,950.00 Brown 4,550.00 Jackson 8,750.00 Warren 4,900.00 FHS 9,800.00 NFHS 14,875.00 FLA 1,750.00 OJ 2,000.00 Virtual Academy 2,000.00 Total 90,450.00 The total salaries (including district payroll costs) paid out of State Compensatory funds is approximately \$975,000.

Personnel for District Improvement Plan

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|----------------------|-----------------------------------|------------|
| Bradshaw, Jessica | Teacher- MTA- Rhodes | 1 |
| Brandes, Laura | Teacher- MTA- Crosby | 1 |
| Burgan, Alexis | Teacher- MTA- Griffin | 1 |
| Cerny, Keilah | Aide- Instructional- Henderson | 1 |
| Clark, Amy | Aide- Instructional- Johnson | 1 |
| Cockrell, Jocelyn | Teacher- Secondary- NFHS | 1 |
| Covey, Jaye | Teacher- MTA- Claybon | 1 |
| Crocker, Samantha | Aide- Learning Lab- Johnson | 1 |
| Cuello, Elisabeth | Aide- Instructional- Smith | 1 |
| Destinee Chavez | Teacher- Secondary- WMS | 1 |
| Garcia-Cruz, Kheilla | Aide- Instructional- Criswell | 1 |
| Gilmore, Rhonda | Teacher-Secondary- BMS | 1 |
| Gonzalez, Sonia | Aide- Instructional- Crosby | 1 |
| Hatch, Lindsey | Aide- Instructional- Rhea | 1 |
| Hendricks, Garrett | Teacher- Secondar NFHS | 1 |
| Jones, Christi | Learning Loss Educator- Smith | 1 |
| Lee, Jacquiekya | Learning Loss Educator- Blackburn | 1 |
| Madden, Michelle | Teacher- Central Office | 1 |

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|---------------------|----------------------------------|------------|
| Malandruccolo, Lori | Teacher- MTA- Crosby | 1 |
| Marks, Wesley | Teacher- Secondary- WMS | 1 |
| Masengill, Katelyn | Teacher- Elementary- Crosby | 1 |
| McCoy, Candace | Learning Loss Educator- Criswell | 1 |
| Meza, Maribel | Teacher- MTA- Rhodes | 1 |
| Musser, Taylor | Learning Loss Educator- Crosby | 1 |
| Owens, Shirlee | Teacher-Secondary- WMS | 1 |
| Pardoe, Valerie | Aide- Instructional- Henderson | 1 |
| Patton, Mark | Teacher- Secondary- NFHS | 1 |
| Rigdon, Rainy | Aide- Instructional- Griffin | 1 |
| Riley, Camryn | Teacher- Secondary- WMS | 1 |
| Rodgers, Jenna | Aide- Instructional- Claybon | 1 |
| Rodriguez, Frank | Teacher-Secondary- WMS | 1 |
| Rojas, Melissa | Learning Loss Educator- Lewis | 1 |
| Sanders, Amanda | Aide- Instructional- Claybon | 1 |
| Smith, Angela | Aide- Instructional- Blackburn | 1 |
| Solomon, Tonya | Aide- Instructional- Lewis | 1 |
| Taylor, Britney | Aide- Instructional- Rhea | 1 |
| Thompson, Jamelyn | Teacher- Secondary- WMS | 1 |
| Wagner, Jennifer | Teacher- MTA- Rhea | 1 |
| Wilkerson, Whitney | Teacher- Secondary- WMS | 1 |
| Young, Lexi | Learning Loss Educator- Rhodes | 1 |

Title I

2.2: Regular monitoring and revision

The district and each campus committees review and revise the DIP and CIPs as necessary. There are three formative reviews and one summative review scheduled in Oct, Jan, April, and July.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|-------------------------|----------------------|------------|
| Celeste Aldana | Title I Interventionist | Rhodes Intermediate | 1 |
| Houston DeBerry | Title I Dean | Rhodes Intermediate | 1 |
| Justin Frazier | Title I Dean | Jackson Middle | 1 |
| Karen Lenenski | Title I Interventionist | Smith Intermediate | 1 |
| Karin Mull | Title I Interventionist | Crosby Elementary | 1 |
| Lisa Morgan | Title I Aide | Smith Intermediate | 1 |
| Mildretta Dade | Title I Aide | Blackburn Elementary | 1 |
| Sabrina Lovell | Title I Interventionist | Blackburn Elementary | 1 |
| Theresa Sinclair | Title I Interventionist | Brown Middle | 1 |

District Education Improvement Committee

| Committee Role | Name | Position |
|----------------------------|-----------------------|--------------------------------------|
| Non-classroom Professional | Megan Boyd | Counselor- NFHS |
| Classroom Teacher | Rhonda Broiles | Teacher- Griffin |
| Parent | Jessica Brown | Parent- Crosby |
| Parent | Cecil Chambers | Parent- Crosby, Brown, Jackson, NFHS |
| Parent | Traci Clarke | Parent- Warren and FHS |
| Classroom Teacher | Leah Corcoran | Teacher- Warren |
| Parent | Shereece Cordeiro | Parent- FHS |
| Classroom Teacher | Katie Cowan | Teacher- Johnson |
| Classroom Teacher | Evane Dalton | Teacher- Lewis |
| Classroom Teacher | Dr. Pat Dobbs | Teacher- NFHS |
| Community Representative | Gwen Duffie | Community Member |
| Classroom Teacher | Michelle Garcia | Teacher- Smith |
| Classroom Teacher | Lennitta Gilbert | Teacher- Crosby |
| Non-classroom Professional | Heather Hembree | Learning Specialist- Henderson |
| Community Representative | Correna Hopkins | Community Member |
| Parent | Megan Hubacheck | Parent- Griffin and Smith |
| Non-classroom Professional | Brandy Jackson | Instructional Coach |
| Classroom Teacher | Brandy Laule | Teacher- Rhea |
| Parent | Nakisha Lewis-Butler | Parent- Jackson |
| Classroom Teacher | Monique Martin | Teacher- Lewis |
| Paraprofessional | Jennifer McQueen | Instructional Aide- Criswell |
| Classroom Teacher | Aura Moreno | Teacher- Lewis |
| Classroom Teacher | Amanda Morris | Teacher- Smith |
| Classroom Teacher | Kristie Perkins | Teacher- Willett |
| Classroom Teacher | Lisa Rogers | Teacher- Smith |
| Parent | Deann Scroggins | Parent- Rhea and FHS |
| Parent | Shanada Towers-Harris | Parent- Claybon and FHS |
| Classroom Teacher | Christina Truelove | Teacher- NFHS |

| Committee Role | Name | Position |
|----------------------------|---------------------|---|
| Classroom Teacher | Cassandra Turner | Teacher- Claybon |
| Non-classroom Professional | Dr. Vashunda Warren | Assistant Principal- Warren |
| Non-classroom Professional | Floyd Webb | Assistant Principal- NFHS |
| Classroom Teacher | Lessia Williams | Teacher- NFHS |
| Administrator | Dr. Sandi Whitley | Exec Director of Budget and Fiscal Compliance |