

Fredericksburg Independent School District

Fredericksburg High School

2023-2024 Campus Improvement Plan



Mission Statement

Mission: FISD will guide students to be the best version of themselves and achieve unlimited potential.

Vision

Fredericksburg ISD is Inspiring Excellence

Goals

High Performing Students: Fredericksburg ISD will provide innovative and diverse learning programs to ensure high performing students

Highly Engaged Staff: Fredericksburg ISD will provide a quality work environment so every employee is effective, highly engaged and can perform at the highest levels.

Strong Community Partnerships: Fredericksburg ISD community members will partner in the continuing improvement of the educational system.

Strategic Resource Management: Fredericksburg ISD will develop a sustainable financial model which provides the resources necessary to realize the district vision.

Core Beliefs

In Fredericksburg ISD we believe:

- Students will be challenged and engaged as creative and collaborative problem solvers with academic confidence.
- Parents and Families are engaged partners who both need and provide appropriate levels of support and good communication so that all partners can be accountable.
- Teachers build individualized relationships with students and families to strengthen academic confidence, inspire an ongoing desire to learn and to be a positive, contributing member of society.
- Campus Leaders are accountable to the community, staff, and students through active engagement, academic confidence, and team driven results.
- The Superintendent and Central Office Staff have a supportive role in the district, to facilitate, communicate, evaluate, and monitor all aspects of the district's goals.
- The School Board is the voice of the community by demonstrating accountability, instituting checks and balances, providing governance oversight, and bridging the gap between the community and the district.

Core Values

Respect

Integrity

Students First

Excellence

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Comprehensive Needs Assessment

Revised/Approved: October 13, 2023

Demographics

Demographics Summary

Fredericksburg High School has 983 students.

9th grade- 271 students

10th grade- 254

11th grade-225

12th grade-223

Graduation Rate 2022- 99.6%

Drop Out Rate- 0.9%

Student Sub-populations

Males- 510%

Females- 473%

Economically Disadvantaged-43 %

At-Risk- 51%

Hispanic-45.4%

White- 51%

Asian- 1%

Native American- 0.1 %

Emergent Bilingual- 9%

SpEd- 12%

Gifted & Talented- 8%

CTE- 936 students

Average Daily Attendance Rate: 96.36%

Teaching Staff

Total Staff- 100

Teachers- 74

Counseling Staff- 4

Registrar- 1

Campus Administration- 3

Paraprofessionals- 7

Nurse- 1

Campus Secretaries- 4

PEIMS Clerk- 1

School Resource Officer- 1

Any additional staff not accounted for?

Other-

Teachers by Years of Experience

First Year- 7.6%

1-5 years- 17.4%

6-10 years- 13.7%

11-20 years- 32.8%

More than 20 years- 27.3%

Teachers by Population Served

General Education- 32

CTE- 19

EB- 32

GT- 20

SpEd- 4

Athletics- 29

Fine Arts- 6

8.2% of teachers are ESL certified

115 students withdrew from FHS this year.

Discipline This report was not generated for the summer of 2022. This was the first year the high school used Skyward and no one ran the report. Hopefully, this report will be generated in the summer of 2023.

There were a total of 915 discipline referrals for the 22-23.

___% general education offenders

___% SpEd offenders

___% At-Risk

__% EcoDis

__% Males

__% Females

__% Hispanic

__% White

___ referrals resulted in ISS

___ referrals resulted in AEP

Include any notes/observations on how this data changed (increased/decreased) from the previous year

Enrollment in CCMR Work in progress to gain one point for every senior.

Advanced Course Enrollment

Pre-AP/AP/College Board- 395

On-Ramps- 54

Dual Credit- 147

District Information

FISD is composed of one primary school, two elementary schools, one middle school, one high school, one alternative learning high school, and one DAEP.

Community Information

Fredericksburg is a rural area. The community has a large population of retired people. A large part of the local economy depends on tourism and the service industry. There is a wide range of income levels - from very wealthy to very low-income. The population has been predominantly White and Hispanic, but in recent years, it has diversified slightly as people have moved in from out of town and out of state.

Demographics Strengths

Fredericksburg High School interacts with the major employers and universities in our community. Many of our CTE courses such as Culinary Arts, HOSA, Rocket Program, Casa Uber Alles, and our dual credit and dual enrollment courses through Angelo State University, University of Texas and Tarleton University, are proof of these strengths in our district.

Fredericksburg High School offers a large variety of extra-curricular opportunities for our students to participate in, encouraging all students to connect with our Campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The distribution and percentage of EB students in correlation to the percentage and distribution of teachers who are certified to educate the EB students. **Root Cause:** 8.2 % of FHS teachers are certified ESL. One out of every 10 students is classified as EB.

Problem Statement 2 (Prioritized): We are unable to service our EB student population appropriately. **Root Cause:** 9 of our 13 English Teachers are not ESL certified. We have not had a full Sheltered Instruction training as a staff. 15 newcomers and 141 EB students on our campus with minimal support.

Student Learning

Student Learning Summary

Growth Data (STAAR Interim)

ELA I - 45% Approaches 32% Meets 4.5 Master
ELA II - 62% Approaches 44% Meets 2% Master
Alg I - 47% Approaches 1.5% Meets 0% Master
Biology - 75% Approaches 29% Meets 1.6% Master
US History- 85% Approaches 59% Meets 23% Master

Growth Data (MAP)

	Winter 2022-2023 NWEA Growth: Reading 6+ TX 2017, Grade 9										
	Total Students	Date Taken	RIT Score	Percentile	ACT College Readiness			SAT		STAAR Projected	
					Not On Track	On Track 22	On Track 24	Not On Track	On Track	Did Not Meet	A
High School	240	01/18/23	218.74	49.67	67.92%	6.25%	25.83%	45.83%	54.17%	%	%
Economic Disadvantage	143	01/18/23	213.31	40.66	85.31%	4.20%	10.49%	60.14%	39.86%	%	%
Asian	2	01/10/23	221	52	100%	0%	0%	50%	50%	%	%
Hispanic	121	01/18/23	212.85	39.41	85.12%	4.13%	10.74%	63.64%	36.36%	%	%
Two or More Races	5	01/10/23	202.4	29.8	80%	0%	20%	80%	20%	%	%
White	112	01/10/23	225.79	61.6	48.21%	8.93%	42.86%	25%	75%	%	%
Currently Emergent Bilingual	20	01/10/23	202.5	23.8	95%	5%	0%	85%	15%	%	%
Third Year of Monitoring	10	01/10/23	215.2	40.7	90%	0%	10%	80%	20%	%	%
Special Ed Indicator	41	01/18/23	199.59	22.1	97.56%	2.44%	0%	87.80%	12.20%	%	%

	Winter 2022-2023 NWEA Growth: Algebra 1 TX 2012, Grade 9									
	Total Students	Date Taken	RIT Score	Percentile	ACT College Readiness			SAT		STAAR Project
					Not On Track	On Track 22	On Track 24	Not On Track	On Track	Did Not Meet
High School	182	01/19/23	221.85	29.35	%	%	%	%	%	%
Economic Disadvantage	138	01/19/23	221	28.62	%	%	%	%	%	%
Asian	2	01/09/23	241.5	64.5	%	%	%	%	%	%
Hispanic	119	01/19/23	220.89	27.69	%	%	%	%	%	%
Two or More Races	4	01/10/23	217	24.25	%	%	%	%	%	%
White	57	01/23/23	223.51	31.93	%	%	%	%	%	%
Currently Emergent Bilingual	25	01/10/23	213.64	19.88	%	%	%	%	%	%
First Year of Monitoring	1	01/10/23	207	5	%	%	%	%	%	%
Third Year of Monitoring	10	01/09/23	229.3	38.5	%	%	%	%	%	%
Special Ed Indicator	41	01/19/23	210.49	14.61	%	%	%	%	%	%

	Winter 2022-2023 NWEA Growth: Science 9-12 Biology TX 2017, Grade 9												
	Total Students	Date Taken	RIT Score	Percentile	ACT College Readiness			SAT		STAAR Projected Proficiency			
					Not On Track	On Track 22	On Track 24	Not On Track	On Track	Did Not Meet	Approaches	M	
High School	229	01/10/23	219.88	0	%	%	%	%	%	%	%	%	
Economic Disadvantage	123	01/10/23	216.54	0	%	%	%	%	%	%	%	%	
Asian	2	01/10/23	219	0	%	%	%	%	%	%	%	%	
Hispanic	111	01/10/23	215.36	0	%	%	%	%	%	%	%	%	
Two or More Races	4	01/10/23	218	0	%	%	%	%	%	%	%	%	
White	112	01/10/23	224.45	0	%	%	%	%	%	%	%	%	
Currently Emergent Bilingual	15	01/10/23	203.13	0	%	%	%	%	%	%	%	%	
Third Year of Monitoring	10	01/10/23	214.1	0	%	%	%	%	%	%	%	%	
Special Ed Indicator	26	01/10/23	207.42	0	%	%	%	%	%	%	%	%	

STAAR - EOC scores

	Spring 2022 STAAR EOC, Biology							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ALTERNATIVE SCHOOL	8	23	3675	45%	75%	0%	0%	5/1/2022
Economic Disadvantage	5	26	3808	51.20%	100%	0%	0%	5/1/2022
Hispanic	3	22	3658	44.67%	66.67%	0%	0%	5/1/2022
Two or More Races	1	18	3500	36%	0%	0%	0%	5/1/2022
White	4	24	3731	47.50%	100%	0%	0%	5/1/2022
Currently Emergent Bilingual	1	28	3909	56%	100%	0%	0%	5/1/2022
Third Year of Monitoring	1	27	3867	54%	100%	0%	0%	5/1/2022
Special Ed Indicator	1	28	3909	56%	100%	0%	0%	5/1/2022
High School	224	33	4196	65.08%	88.84%	62.95%	24.11%	5/1/2022
Economic Disadvantage	103	29	3972	57.03%	78.64%	47.57%	12.62%	5/1/2022
American Indian/Alaskan Native	1	17	3442	34%	0%	0%	0%	5/1/2022
Black/African American	2	36	4266	71%	100%	100%	0%	5/1/2022
Hispanic	100	29	4013	58.18%	80%	50%	17%	5/1/2022
Two or More Races	3	38	4613	76.67%	100%	66.67%	66.67%	5/1/2022
White	118	35	4345	70.80%	96.61%	73.73%	29.66%	5/1/2022
Currently Emergent Bilingual	20	20	3575	40.40%	50%	15%	0%	5/1/2022
Third Year of Monitoring	5	33	4222	65.60%	100%	60%	20%	5/1/2022
Special Ed Indicator	17	20	3590	40.82%	52.94%	11.76%	5.88%	5/1/2022
	Fall 2022 Retest STAAR EOC, Biology							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ALTERNATIVE SCHOOL	5	19	3556	37.60%	40%	0%	0%	12/1/2022
Economic Disadvantage	2	21	3625	41%	50%	0%	0%	12/1/2022
Hispanic	3	20	3592	39.33%	33.33%	0%	0%	12/1/2022
Two or More Races	1	15	3396	30%	0%	0%	0%	12/1/2022
White	1	20	3610	40%	100%	0%	0%	12/1/2022
High School	25	18	3508	35.36%	24%	4%	4%	12/1/2022
Economic Disadvantage	19	16	3426	31.79%	21.05%	0%	0%	12/1/2022

	Spring 2022 STAAR EOC, Biology							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
American Indian/Alaskan Native	1	18	3527	36%	0%	0%	0%	12/1/2022
Hispanic	19	16	3436	32.32%	21.05%	0%	0%	12/1/2022
White	5	23	3777	46.80%	40%	20%	20%	12/1/2022
Currently Emergent Bilingual	10	16	3430	31.80%	10%	0%	0%	12/1/2022
Special Ed Indicator	4	16	3422	31%	0%	0%	0%	12/1/2022
	Summer 2022 STAAR EOC, Biology							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ALTERNATIVE SCHOOL	2	17	3471	33%	0%	0%	0%	6/1/2022
Hispanic	1	16	3441	32%	0%	0%	0%	6/1/2022
Two or More Races	1	17	3500	34%	0%	0%	0%	6/1/2022
High School	11	18	3530	36.55%	27.27%	9.09%	0%	6/1/2022
Economic Disadvantage	7	15	3411	30.57%	0%	0%	0%	6/1/2022
American Indian/Alaskan Native	1	17	3500	34%	0%	0%	0%	6/1/2022
Hispanic	6	15	3397	30%	0%	0%	0%	6/1/2022
White	4	24	3738	47%	75%	25%	0%	6/1/2022
Currently Emergent Bilingual	2	15	3395	30%	0%	0%	0%	6/1/2022
Special Ed Indicator	2	17	3480	34%	50%	0%	0%	6/1/2022

	Spring 2022 STAAR EOC, US History							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ALTERNATIVE SCHOOL	12	41	3980	60%	91.67%	41.67%	8.33%	5/1/2022
Economic Disadvantage	9	40	3957	58.78%	88.89%	33.33%	11.11%	5/1/2022
Hispanic	9	40	3961	59%	88.89%	33.33%	11.11%	5/1/2022
White	3	43	4037	63%	100%	66.67%	0%	5/1/2022
Currently Emergent Bilingual	3	28	3553	42%	66.67%	0%	0%	5/1/2022
Special Ed Indicator	3	34	3743	50.33%	66.67%	33.33%	0%	5/1/2022

	Spring 2022 STAAR EOC, US History							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
High School	216	51	4478	75.61%	96.30%	81.48%	55.56%	5/1/2022
Economic Disadvantage	79	48	4303	71.09%	92.41%	74.68%	40.51%	5/1/2022
Asian	2	57	4611	83%	100%	100%	100%	5/1/2022
Black/African American	2	53	4405	77.50%	100%	100%	50%	5/1/2022
Hispanic	92	46	4216	68.11%	93.48%	67.39%	32.61%	5/1/2022
Two or More Races	5	51	4461	75.60%	100%	80%	60%	5/1/2022
White	115	55	4687	81.45%	98.26%	92.17%	73.04%	5/1/2022
Currently Emergent Bilingual	15	37	3858	55%	86.67%	33.33%	0%	5/1/2022
Third Year of Monitoring	7	42	4033	62%	85.71%	42.86%	14.29%	5/1/2022
Special Ed Indicator	22	38	3931	56.59%	77.27%	31.82%	18.18%	5/1/2022
	Summer 2022 STAAR EOC, US History							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
High School	5	28	3486	41.20%	40%	20%	20%	6/1/2022
Economic Disadvantage	3	26	3460	38%	33.33%	0%	0%	6/1/2022
Hispanic	3	26	3460	38%	33.33%	0%	0%	6/1/2022
White	2	32	3525	46%	50%	50%	50%	6/1/2022
Currently Emergent Bilingual	1	24	3399	35%	0%	0%	0%	6/1/2022
Third Year of Monitoring	1	34	3728	50%	100%	0%	0%	6/1/2022
	Fall 2022 Retest STAAR EOC, US History							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ALTERNATIVE SCHOOL	9	34	3716	49.67%	77.78%	11.11%	0%	12/1/2022
Economic Disadvantage	3	31	3614	45%	66.67%	0%	0%	12/1/2022
Hispanic	3	30	3604	44.67%	66.67%	0%	0%	12/1/2022
White	6	36	3772	52.17%	83.33%	16.67%	0%	12/1/2022
High School	4	29	3548	42%	25%	25%	25%	12/1/2022
Economic Disadvantage	3	20	3231	29%	0%	0%	0%	12/1/2022
Hispanic	3	20	3231	29%	0%	0%	0%	12/1/2022
White	1	55	4500	81%	100%	100%	100%	12/1/2022
Currently Emergent Bilingual	1	26	3468	38%	0%	0%	0%	12/1/2022

	Spring 2022 STAAR EOC, US History							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Special Ed Indicator	1	16	3091	24%	0%	0%	0%	12/1/2022

	2022-2023 Interim Algebra 1 EOC Assessment - Window 1 (Attempt 1)							
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level
ALTERNATIVE SCHOOL	1	2926	0%	0%	0%	12/08/22	1%	
Two or More Races	1	2926	0%	0%	0%	12/08/22	1%	
High School	193	3308	46.63%	1.55%	0%	12/08/22	44.51%	
Economic Disadvantage	146	3397	50.68%	2.05%	0%	12/08/22	48.51%	
Asian	2	3796	100%	0%	0%	12/08/22	86%	
Hispanic	128	3419	50%	1.56%	0%	12/08/22	47.08%	
Two or More Races	4	3273	25%	0%	0%	12/08/22	24.75%	
White	59	3051	38.98%	1.69%	0%	12/07/22	38.86%	
Currently Emergent Bilingual	29	3309	41.38%	0%	0%	12/07/22	40.69%	
Third Year of Monitoring	11	3650	63.64%	9.09%	0%	12/08/22	64.18%	
Special Ed Indicator	42	3357	26.19%	0%	0%	12/07/22	27.81%	
Middle School	53	3864	88.68%	24.53%	7.55%	12/08/22	83.74%	
Economic Disadvantage	15	3857	86.67%	20%	13.33%	12/08/22	82.40%	
Hispanic	10	3774	90%	20%	0%	12/08/22	80.80%	
White	43	3884	88.37%	25.58%	9.30%	12/08/22	84.42%	
Third Year of Monitoring	1	3904	100%	0%	0%	12/08/22	99%	

	Spring 2022 STAAR EOC, English I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ALTERNATIVE SCHOOL	9	39	3824	57.11%	44.44%	33.33%	0%	5/1/2022
Economic Disadvantage	5	40	3854	58.60%	40%	40%	0%	5/1/2022
Hispanic	6	35	3661	50.67%	33.33%	16.67%	0%	5/1/2022
Two or More Races	1	36	3698	53%	0%	0%	0%	5/1/2022
White	2	54	4376	78.50%	100%	100%	0%	5/1/2022
Third Year of Monitoring	2	33	3606	48.50%	0%	0%	0%	5/1/2022
Special Ed Indicator	1	33	3605	49%	0%	0%	0%	5/1/2022
High School	258	46	4114	67.06%	77.13%	62.79%	10.85%	5/1/2022
Economic Disadvantage	129	41	3931	60.53%	65.12%	48.84%	5.43%	5/1/2022
American Indian/Alaskan Native	1	32	3575	47%	0%	0%	0%	5/1/2022
Black/African American	1	46	4046	68%	100%	100%	0%	5/1/2022
Hispanic	127	41	3942	60.50%	65.35%	49.61%	8.66%	5/1/2022
Two or More Races	4	50	4275	73.50%	75%	75%	0%	5/1/2022
White	125	50	4289	73.68%	89.60%	76%	13.60%	5/1/2022
Currently Emergent Bilingual	31	28	3479	41.55%	29.03%	12.90%	0%	5/1/2022
Third Year of Monitoring	8	44	3999	64.38%	75%	37.50%	12.50%	5/1/2022
Special Ed Indicator	24	32	3613	47.21%	29.17%	16.67%	0%	5/1/2022
	Summer 2022 STAAR EOC, English I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
ALTERNATIVE SCHOOL	4	23	3325	34%	0%	0%	0%	6/1/2022
Economic Disadvantage	2	16	3112	23%	0%	0%	0%	6/1/2022
Hispanic	3	20	3240	29.67%	0%	0%	0%	6/1/2022
Two or More Races	1	32	3579	47%	0%	0%	0%	6/1/2022
Third Year of Monitoring	1	15	3095	22%	0%	0%	0%	6/1/2022
Special Ed Indicator	1	16	3129	24%	0%	0%	0%	6/1/2022
High School	25	26	3416	38.44%	12%	0%	0%	6/1/2022
Economic Disadvantage	18	26	3396	37.39%	5.56%	0%	0%	6/1/2022
American Indian/Alaskan Native	1	21	3279	31%	0%	0%	0%	6/1/2022
Hispanic	19	25	3380	36.63%	5.26%	0%	0%	6/1/2022

	Spring 2022 STAAR EOC, English I							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
White	5	32	3582	46.80%	40%	0%	0%	6/1/2022
Currently Emergent Bilingual	9	18	3176	26.33%	0%	0%	0%	6/1/2022
Third Year of Monitoring	2	39	3770	56.50%	50%	0%	0%	6/1/2022
Special Ed Indicator	2	24	3361	35%	0%	0%	0%	6/1/2022

TELPAS scores

	0322 TELPAS Grade 8									
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator				
						Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	
High School	23	18	1509	47.39%	03/01/22	68.18%	31.82%	0%	0%	
Economic Disadvantage	20	18	1512	48.25%	03/01/22	68.42%	31.58%	0%	0%	
Hispanic	23	18	1509	47.39%	03/01/22	68.18%	31.82%	0%	0%	
Currently Emergent Bilingual	23	18	1509	47.39%	03/01/22	68.18%	31.82%	0%	0%	
Special Ed Indicator	10	16	1492	42.50%	03/01/22	70%	30%	0%	0%	
	0322 TELPAS Grade 9									
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator				
						Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	
High School	25	19	1521	51.16%	03/01/22	100%	0%	0%	0%	
Economic Disadvantage	22	19	1520	50.64%	03/01/22	100%	0%	0%	0%	
Hispanic	25	19	1521	51.16%	03/01/22	100%	0%	0%	0%	
Currently Emergent Bilingual	24	19	1518	50.38%	03/01/22	100%	0%	0%	0%	
Special Ed Indicator	6	18	1515	49.17%	03/01/22	100%	0%	0%	0%	

	0322 TELPAS Grade 8									
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator				
						Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	
	0322 TELPAS Grade 10									
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator				
Lower/Same Level						1 Level Higher	2 Levels Higher	3 Levels Higher		
ALTERNATIVE SCHOOL	3	18	1480	47.67%	03/01/22	33.33%	66.67%	0%	0%	
Economic Disadvantage	3	18	1480	47.67%	03/01/22	33.33%	66.67%	0%	0%	
Hispanic	3	18	1480	47.67%	03/01/22	33.33%	66.67%	0%	0%	
Currently Emergent Bilingual	3	18	1480	47.67%	03/01/22	33.33%	66.67%	0%	0%	
Special Ed Indicator	1	21	1511	57%	03/01/22	100%	0%	0%	0%	
High School	18	22	1524	59.67%	03/01/22	93.33%	6.67%	0%	0%	
Economic Disadvantage	16	22	1525	60%	03/01/22	92.86%	7.14%	0%	0%	
Hispanic	18	22	1524	59.67%	03/01/22	93.33%	6.67%	0%	0%	
Currently Emergent Bilingual	18	22	1524	59.67%	03/01/22	93.33%	6.67%	0%	0%	
Special Ed Indicator	1	24	1537	65%	03/01/22	100%	0%	0%	0%	
	0322 TELPAS Grade 11									
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Yearly Progress Indicator				
Lower/Same Level						1 Level Higher	2 Levels Higher	3 Levels Higher		
ALTERNATIVE SCHOOL	2	18	1485	49%	03/01/22	100%	0%	0%	0%	
Economic Disadvantage	2	18	1485	49%	03/01/22	100%	0%	0%	0%	
Hispanic	2	18	1485	49%	03/01/22	100%	0%	0%	0%	
Currently Emergent Bilingual	2	18	1485	49%	03/01/22	100%	0%	0%	0%	
Special Ed Indicator	2	18	1485	49%	03/01/22	100%	0%	0%	0%	
High School	13	25	1553	67.08%	03/01/22	58.33%	41.67%	0%	0%	
Economic Disadvantage	7	27	1573	72.57%	03/01/22	50%	50%	0%	0%	
Hispanic	13	25	1553	67.08%	03/01/22	58.33%	41.67%	0%	0%	
Currently Emergent Bilingual	13	25	1553	67.08%	03/01/22	58.33%	41.67%	0%	0%	
Special Ed Indicator	3	20	1499	53%	03/01/22	33.33%	66.67%	0%	0%	

College Board Pre-AP/AP final exam scores

Subject Totals	1	2	3	4	5	Total Exams
2-D Art and Design	1	2	3			6
Biology			1			1
Calculus AB		2	5	7	4	18
Chemistry	1	1				2
Drawing		1	1			2
English Language and Composition	13	22	9	6	1	51
English Literature and Composition		11	24	8		43
Environmental Science	1	5	5	6	1	18
European History		2	3	3	1	9
Macroeconomics	8	6	4	4	1	23
Music Theory	1	4				5
Physics 1		4	1	1	1	7
Psychology	6	3	3	1	3	16
Spanish Language and Culture	1			1		2
United States Government and Politics	6	5	4		1	16
United States History	6	4	3	2	1	16
World History: Modern	7	28	19	4	1	59

9 Weeks Failure Rates

Fredericksburg High School Failure Rate Report 2022-2023		
		Cycle 1 - 1st Nine Weeks

Fredericksburg High School Failure Rate Report 2022-2023					
		By Grade Level			
	School	9th grade	10th Grade	11th Grade	12th Grade
Total Students	1054	283	271	256	244
Earned grade below 69% in at least one class	197	71	56	36	34
Percentage	18.69%	25.09%	20.66%	14%	13.93%
		Cycle 2 - 2nd Nine Weeks			
		By Grade Level			
	School	9th grade	10th Grade	11th Grade	12th Grade
Total Students	1003	283	257	227	236
Earned grade below 69% in at least one class	261	114	69	43	35
Percentage	26.02%	40.28%	26.85%	19%	14.83%
		Cycle 3 - 3rd Nine Weeks			
		By Grade Level			
	School	9th grade	10th Grade	11th Grade	12th Grade
Total Students	981	272	254	223	232

Fredericksburg High School Failure Rate Report 2022-2023					
Earned grade below 69% in at least one class	183	76	51	26	30
Percentage	18.65%	27.94%	20.08%	12%	12.93%
		Cycle 4 - 4th Nine Weeks			
		By Grade Level			
	School	9th grade	10th Grade	11th Grade	12th Grade
Total Students	971	265	251	227	228
Earned grade below 69% in at least one class	270	98	89	56	27
Percentage	27.81%	36.98%	35.46%	25%	11.84%

STAAR/EOC Data

English I- FHS 71%/59%/16% State 71/54/14

English II- FHS 79/63/10 State 74/56/9

Algebra I- FHS 70/45/10 State 78/45/24

Biology- FHS 88/56/21 State 89/57/22

Student Learning Strengths

Campus CCMR increased from the 2022-2023 school year from 51% to 81%.

US History STAAR scores was significantly above the state average.

AP Calculus scores are significantly higher than state and national averages with majority of students scoring a 3-5.

Drop out rates are below state averages.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student growth and student achievement in Algebra I is not meeting and below the state average. **Root Cause:** Lack of effective planning and instruction in the content area classes.

School Processes & Programs

School Processes & Programs Summary

Fredericksburg High School is on an 8-period day (47-minute class period) schedule for the 2023-2024 school year.

Fredericksburg High School continues to utilize the district-approved TEKS Resource System curriculum for all core area courses. This has allowed both the high school and other campuses to be aligned both vertically and horizontally. Every core teacher, CTE area teacher, and foreign language teacher is expected to design and implement the curriculum with fidelity throughout the year.

Fredericksburg High School is a one-to-one device campus, utilizing many online platforms for assessing students, such as Eduphoria, iXL, Google, College Board, On-Ramps/Canvas, Edgenuity, ICV, and Clever.

All first-year teachers in FISD are part of a New Teacher Academy, with an assigned on-campus mentor who assists and observes their mentee several times a year (with submitted documentation).** Program in place, not utilized.

FHS teachers and staff completed the Comprehensive Needs Assessments (CNA) in conjunction with the administration and other stakeholders.

Incoming 9th graders are supported in their transition from middle school to high school by the FHS counselors. Counselors meet with every student and their family to select courses for high school, explain the pathways that are available to them, and answer any questions they may have. Prior to course selections, incoming 9th graders visit the high school campus in the spring to become familiar with the campus, get an opportunity to see the electives and courses that are available in high school, speak with current high school students, and get a feel for the overall climate of the campus. They are also offered an opportunity at the end of the summer to participate in Fish Camp: In-coming Freshmen have the opportunity to tour the campus and talk with club representatives.

The process of recruiting and hiring high-quality educators is getting harder throughout the state. The biggest issue is that we need to streamline the HR department (communication) so that we don't miss out on some high-quality educators (time is of the essence) when hiring high-quality educators.

Teachers' roles and responsibilities have not been clear, and there have been many gaps in communication for teachers at all levels as we have changed our process throughout the school year. Teachers' strengths also don't match their strengths or student needs necessarily. We would like to see our better teachers teach those students who need the most support. A more streamlined hiring process and communication may help this situation.

There are numerous professional development opportunities, pull-outs on professional development days as well as opportunities to learn at workshops via the Region Center. Here campus department meetings and the Campus Leadership Team meetings allow teachers opportunities to learn more about our profession. We do have a teacher mentor system for new teachers though this program needs to be more intensive to help the new teachers. We are also not aware of any programs in place to help struggling teachers other than helpful department chairs.

We do not believe teacher evaluations correlate to summative and formative student data. We agree with your teacher evaluation shouldn't be completely linked to your student's performance. Your process should be able to show individual growth in students and if student growth occurs so should growth in your teaching which should lead to a positive evaluation. The staff's understanding of this and continuous development seems to be pretty good. We realize that the

addition of Mrs. Aldrich and Ms. Taylor as instructional coaches assigned to our campus is to help teachers become stronger in evaluating student data and then being able to shape our lessons based on data that we have taken in.

The process of developing a focused improvement plan to address low performance has been an ongoing conversation this year. Due to not having a process in place in the past, we feel as if our plan hasn't been easy to grasp this year at times, but as testing gets closer the plan has gotten into place. Stakeholders are involved in this process (department chairs, are kept in good communication with the plans being put in place) we would like to see more of our tested subject teachers though be involved in this process. The campus uses many systems to track the progress of our improvement plans, for example, Eduphoria, TIDE, and TEKS resource systems to help shape scope and sequence based on data that is tracked as needed.

All students especially those that are at risk are given the opportunity to meet the challenging academic state standards through STAAR tutorials and Edgenuity. We fill as though these programs that are in place don't fill in all of the gaps in education. Most of our at-risk students need more one on one attention that could possibly be given to them by inclusion specialists in their classroom which would allow them to show more growth and progress throughout the school year.

When it comes to integrating academic content and CTE along with career and college readiness and guidance, we believe the campus does a good job. When looking at our CCMR data for the campus we believe this is actually a strength. Though as state guidelines change, and advance we will need to stay diligent in streamlining our process to help our students succeed.

In our departments, we do not believe lesson planning is data-driven or included in our formative assessments and interventions. We believe that this has happened due to the lack of time to plan and the fact that our overall process for collecting data has been an ever-changing process throughout this school year as we continue to adapt to new state requirements. We believe most teachers do a good job of maximizing instructional time though that time needs to be more based on data that has been collected instead of teachers just doing what they normally do. We do believe there is equity for all students, though we would like to see inclusion specialists used in our tested subjects for our lower students.

We believe our campus has good processes in place for transitions from one grade to the next or one campus to the next. We do a good job with our JH students with fish camp and campus walk-around of the HS for the incoming Freshmen, and there are many college and career opportunities given here on our campus as well as the "work program" for some students in which they can go off campus early and go to work. As always this is an attribute as time goes on will have to continue to improve and evolve.

When it comes to discipline on our campus/ classroom management our group feels like things are in a fairly good place. Vaping and restroom graffiti continues to be an issue, but this is probably an issue on every high school campus. When it comes to classroom management a major piece that would help would be a computer monitoring system which can be run by the classroom teacher to monitor computer usage in their class period.

Our programs and processes do align with our mission statement, goals, and values. Programs and processes are rapidly changing so we need to re-evaluate our goals and mission statements to make sure they are still in line with state and district goals.

When it comes to school safety our campus has done a good job this year with the new requirements. Though this is an ongoing process and we need more help and guidance to make our campus safer. For example, our students and teachers have more pride when closing doors and gates behind them. A streamlined way in which every classroom can be protected other than just locked doors. Then the biggest piece in our opinion is all students going off campus needing to go through the office/ front of the school needs to somehow be enforced instead of students just going to their vehicle in the easiest way for them.

School Processes & Programs Strengths

Our campus has shown the ability to be flexible and change our processes as needed to help our students become as successful as possible. Our programs are backed by tradition and data. In our programs we always have students and staff that go beyond the call of duty for the overall success of our campus and community.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There are areas in which we resist change on campus (curriculum, data, programs, processes etc.) **Root Cause:** The root cause of our problem statement we believe is due to comfort level and not wanting to think outside the realm of what has been done in the past/ possible fear of failure when trying a new approach.

Perceptions

Perceptions Summary

Staff Perception Survey Results:

60 FHS Staff member responded to the survey. 68% felt safe and a sense of belonging on campus. 40% of staff felt supported by student discipline, 31% listed they "maybe" felt supported. 70% of staff responded they wanted to teach at FHS.

Student Perception Survey Results:

621 FHS students responded to the survey, 61% of students felt that the High School was not clean or attractive. 55% of students agreed that the High School was challenging and a majority of students voted they felt FHS prepared them for either a career, college, military or trade school. Over 60% of students felt that FHS prepares them for College entrance exams but approximately 60% of students felt the High School could better prepare them for filling out job applications and interviews.

Community Perception Survey Results:

7 Fredericksburg Community Members filled out the community Perception Survey. 57% of those community members felt that FHS communicates effectively to the community and stakeholders. 70% responded they are highly engaged with student involvement on our campus.

Parent Perception Survey Results:

94 Parents responded to the Parent Perception Survey. 72% responded that their students feel supported at school and safe at school. 29% of parents felt that their students were not engaged at school. 83% of parents responded they feel welcome at FHS.

Perceptions Strengths

Parent perceived Strengths:

The perceived strengths as determined from the scale (1-5) response questions are that students feel safe and parents feel welcomed, both receiving a score of 3.9 out of 5. Some parents feel the environment is positive and supportive for students. Parents perceive administration as caring and positive. Parents perceive there is a lack of rigor and challenge with the root cause being a lack of interest from teachers in their students or subject area. An associated root cause is teacher turn over. Parents perceive that behavior and standards are a weakness with the root cause being a lack of follow through or enforcement of rules.

Staff Perceived Strengths:

70% of staff want to teach here, and 68% of staff feel safe and a sense of belonging at FHS.

Community Perceived Strengths:

According to survey statements, the community is highly supportive of having involvement with our high school students. 71% felt highly engaged and 14% more acknowledged having opportunities but had not yet made the connection and appear to feel that trade and non-college bound graduates needs to continue to be a focus.

Student Perceived Strengths:

According to the data, FHS students feel that our school properly prepares them for the next step in life and adequately provides them with the tools to tackle the task.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Less than 40% of staff feel supported by administration and by their colleagues. **Root Cause:** Understaffed, some teachers feel isolated, teachers nationally have been under intense criticism.

Problem Statement 2 (Prioritized): Parents perceive there is a lack of rigor and challenge **Root Cause:** Parents perceive there is a lack of rigor and challenge

Problem Statement 3: Our Students feel FHS is outdated and crowded. **Root Cause:** The root cause is that our physical school buildings have not been modernized and our district has put much more emphasis on updating the exterior of our school instead of the interior.

Problem Statement 4: Only 8% of staff felt that our mentoring program was working on our campus. **Root Cause:** Inconsistency over the years, late hires, lack of follow up, large amount of turn-over each year, and lack of advertisement of what our mentoring program can offer.

Priority Problem Statements

Problem Statement 1: We are unable to service our EB student population appropriately.

Root Cause 1: 9 of our 13 English Teachers are not ESL certified. We have not had a full Sheltered Instruction training as a staff. 15 newcomers and 141 EB students on our campus with minimal support.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The distribution and percentage of EB students in correlation to the percentage and distribution of teachers who are certified to educate the EB students.

Root Cause 2: 8.2 % of FHS teachers are certified ESL. One out of every 10 students is classified as EB.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student growth and student achievement in Algebra I is not meeting and below the state average.

Root Cause 3: Lack of effective planning and instruction in the content area classes.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There are areas in which we resist change on campus (curriculum, data, programs. processes etc.)

Root Cause 4: The root cause of our problem statement we believe is due to comfort level and not wanting to think outside the realm of what has been done in the past/ possible fear of failure when trying a new approach.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parents perceive there is a lack of rigor and challenge

Root Cause 5: Parents perceive there is a lack of rigor and challenge

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Less than 40% of staff feel supported by administration and by their colleagues.

Root Cause 6: Understaffed, some teachers feel isolated, teachers nationally have been under intense criticism.

Problem Statement 6 Areas: Perceptions

Goals

Revised/Approved: December 1, 2023

Goal 1: High Performing Students: Fredericksburg High School will provide innovative and diverse learning programs to ensure high performing students.

Performance Objective 1: All student populations, including Hispanic, Economically Disadvantaged, Emergent Bilingual, Special Education, Section 504, At-Risk, Migrant, and Gifted and Talented, will show annual growth in core areas (Reading Language Arts, Mathematics, Science, Social Studies).





High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC, Texas Academic Performance Report, A-F Accountability Report, MAP Growth Assessments (Beginning of Year, Middle of Year, End of Year), mClass Amplify Texas, MAP Reading Fluency, Istation, Imagine Math, DRA/EDL, BAS, Reading Horizons, Heggerty, Estrellita, Reading by Design

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Incorporate the District Curriculum Management Plan processes and procedures in the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: To provide alignment to our courses as well as to increase the quality of the design and delivery of the curriculum.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators and Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop and implement an accelerated instruction plan in the fall and in the spring semester to assist in closing the achievement gap and enrich student learning.</p> <p>Strategy's Expected Result/Impact: An increase in growth on the EOC STAAR exam, AP exam, TSI pass rates, increase in SAT scores.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators, Instructional Coaches, and campus leadership team.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Shmoop, IXL, Edgenuity, SchoolLinks, Lowmans, Texasassessment.gov, STAAR Countdown (Gretchen Bernabei) - 199 Local Funds</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate and enhance the professional learning communities (PLC) for the tested subject areas (Biology, Algebra I, English I, English II, US History) to create rigorous and student-centered lesson plans based on data, to analyze and align instruction.</p> <p>Strategy's Expected Result/Impact: Collaborative alignment to create rigorous and student-centered lesson plans, analyzing of student data and growth to support strategies and interventions that will all lead to increase in student academic achievement and growth.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators, Instructional Coach, and Core Department PLC Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: IXL, Map Testing, Lowman - 199 Local Funds</p>	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Review, revise, and administer MAP growth and interim based assessments (BOY, MOY, EOY) in core subject areas to monitor student progress relative to STAAR/EOC performance.</p> <p>Strategy's Expected Result/Impact: An increase in student growth on the EOC STAAR test, MAP Growth, and other unit assessments</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administration, Instructional Coach, Core Department PLC Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: iXL, MAP, - 199 Local Funds</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 1: High Performing Students: Fredericksburg High School will provide innovative and diverse learning programs to ensure high performing students.

Performance Objective 2: Increase student safety and well-being.

High Priority

Evaluation Data Sources: Student survey, Emergency Operations Plan, Crisis Plan

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor and conduct all ongoing training and safety drills related to staff/student safety are practiced throughout the year (safety drills, require visitor sign in and badges, ensure perimeter doors and gates are closed/locked, classroom doors remained locked and closed).</p> <p>Strategy's Expected Result/Impact: Safety training will be conducted at the beginning of the year and will follow with monthly training drills. Needs and concerns that come up will be addressed.</p> <p>Staff Responsible for Monitoring: Director of Operations, SRO, Campus Administration, Counselors, Teachers, Students, and local First Responders</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Sustain and enhance the Safe and Supportive School Team (SSST)/Crisis Intervention Team to ensure wellness, learning, and physical and psychological safety across the learning community of the school.</p> <p>Strategy's Expected Result/Impact: The team will review threat reports, conduct threat assessments, and develop interventions to support individuals from those reports. Team will also provide input and safety protocols will be developed as needed.</p> <p>Staff Responsible for Monitoring: District Safety Coordinator, Director of Operations, SRO, Campus Administration, Counselors, Social Worker</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Navigate 360 - 199 Local Funds</p>	Formative		
	Jan	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Incorporate and utilize Raptor Alert as well as utilize other communication channels and radios with area emergency operations departments to increase security coverage as well as response time to emergencies.</p> <p>Strategy's Expected Result/Impact: Increased time to notify and respond to emergency situations.</p> <p>Staff Responsible for Monitoring: District Safety Coordinator, Campus Administration, Counselors</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Raptor, Raptor Alert/Emergency - 199 Local Funds</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: High Performing Students: Fredericksburg High School will provide innovative and diverse learning programs to ensure high performing students.





Performance Objective 3: Prepare all students to be college, career, and/or military ready.

High Priority

HB3 Goal

Evaluation Data Sources: Texas Success Initiative (TSIA, SAT, ACT), AP, OnRamps, Tarleton Today, Level 1&2 Certifications, Dual Credit, Military Enlistment, Workforce Ready

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop a College, Career, Military Ready (CCMR) guide that aligns the high school classes and pathways to post-secondary readiness.</p> <p>Strategy's Expected Result/Impact: Increase in the campus percentage of college, career, and military ready students. Give a clear landmark of when and how a student can receive their CCMR post secondary readiness.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administration, Counselors, Teachers</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase student access to PSAT/SAT/ACT/TSIA testing opportunities. All juniors will be given the opportunity to sign-up for the PSAT-NMSQT in the fall and the SAT School Day for the spring. Additionally, all juniors will take the TSI (ELA and Math).</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Evaluate, assess, and identify student enrollments in courses for college credit (AP/Dual Credit/Tarleton Today/OnRamps).</p> <p>Strategy's Expected Result/Impact: Increase the number of students enrolled in dual credit courses as well as increase the number of students taking the AP exam.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administration, Counselors, Instructional Coach</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: UOnRamps, Tarleton Today, Angelo State, AP - 199 Local Funds</p>	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Evaluate current, and invest in new, resources and partnerships to increase the number of Industry-Based Certifications for all Career and Technical Education (CTE) Programs relevant to the CCMR and Perkins lists as well as the industry work force and community for opportunities to earn certifications and licensures.</p> <p>Strategy's Expected Result/Impact: Increase of earned scholarships, advanced licenses and certifications as well as an increase in employment opportunities and enrollment into higher education programs.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators, CTE Coordinator, CTE Teachers, Counselors, Instructional Coach.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: IBC Exams - CTE</p>	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Increase student enrollment of the NJROTC program and enhance the programs performance with emphasis on citizenship and leadership development.</p> <p>Strategy's Expected Result/Impact: Increase NJROTC participation. Increase in student leadership.</p> <p>Staff Responsible for Monitoring: Campus Administrators, NJROTC Staff, Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: High Performing Students: Fredericksburg High School will provide innovative and diverse learning programs to ensure high performing students.

Performance Objective 4: Promote engaged, well-rounded students.

High Priority

Evaluation Data Sources: Extracurricular participation, attendance, academics, involvement with community partnerships

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identify students who are not participating in co-curricular or extra-curricular activities and evaluate programs to ensure student involvement.</p> <p>Strategy's Expected Result/Impact: Increase in student involvement in co-curricular and extra-curricular activities.</p> <p>Staff Responsible for Monitoring: Campus Administration, Athletic Director, Fine Arts Director, Counselors, Teachers, Coaches, Sponsors, CTE Coordinator</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Meet with student leadership group officers to address issues regarding school culture/climate and safety.</p> <p>Strategy's Expected Result/Impact: Student voice and an increase in student involvement as well as an increase in school culture/ climate and safety.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Leadership Group Sponsors, Student Leaders</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Identify criteria and strategies for high level of achievement in the Lone Star Cup.</p> <p>Strategy's Expected Result/Impact: Identifying of needs and areas of improvement to involve students to compete at a high level of the Lone Star Cup in areas of Fine Arts, Athletics, and Academic UIL.</p> <p>Staff Responsible for Monitoring: Campus Administration, Athletic Director, Fine Arts Director, Counselors, Teachers, Coaches, Sponsors, CTE Coordinator</p>	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Proactively coordinate and communicate plan of action with students who are persistently, or chronically, in violation of compulsory attendance laws and determine needs and assistance based on learning.</p> <p>Strategy's Expected Result/Impact: Improved student attendance rates and improved learning</p> <p>Staff Responsible for Monitoring: Campus Administration, District Attendance Officer, District Parent Liaison, Parent/Community Organizations</p>	Formative		
	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: Highly Engaged Staff: Fredericksburg ISD will provide a quality work environment so every employee is effective, highly engaged and can perform at the highest levels.

Performance Objective 1: Create a district-wide system that provides meaningful and on-going professional development support to allow teachers and staff to grow and meet district goals.

Evaluation Data Sources: Curriculum Management Plan





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create a professional development plan for all staff throughout the school year that utilizes teacher strengths and teacher input. Strategy's Expected Result/Impact: Professional Development that will be impactful Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators, Instructional Coach, Teachers</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increase staff participation and awareness of resources and professional development opportunities to attend and receive. Strategy's Expected Result/Impact: Better instruction, delivery and student engagement as specific and appropriate resources are identified and individuals have opportunities to attend. Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators, Instructional Coach</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Highly Engaged Staff: Fredericksburg ISD will provide a quality work environment so every employee is effective, highly engaged and can perform at the highest levels.

Performance Objective 2: Provide work environments and structures designed to promote a physical, mental, emotional, and cultural focus on safety and wellness.

High Priority

Evaluation Data Sources: Safety Coordinator, Campus Administrators, Counselors





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and provide updated diagrams and emergency/safety information to be posted in every classroom.</p> <p>Strategy's Expected Result/Impact: Increase awareness of safety/emergency information resulting in increased campus safety.</p> <p>Staff Responsible for Monitoring: District Safety Coordinator, SRO, Campus Administration</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop and provide a cohesive professional development program that addresses the professional and social needs of the faculty/staff (To include safety, security, technology, ethics/morals, morale, and gratitude).</p> <p>Strategy's Expected Result/Impact: Healthy staff members, comradery, and support for the retention of staff members.</p> <p>Staff Responsible for Monitoring: Human Recourse Department, Campus Administrators, Campus Leadership Team, Counselors, Social Worker</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Highly Engaged Staff: Fredericksburg ISD will provide a quality work environment so every employee is effective, highly engaged and can perform at the highest levels.

Performance Objective 3: Increase staff satisfaction and engagement.

High Priority





Evaluation Data Sources: Surveys, exit interviews, verbal interactions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create and Implement a staff Stay Interview and take action on results received.</p> <p>Strategy's Expected Result/Impact: Better understanding of what keeps teachers at FHS and act on the results to continue and improve upon throughout the campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create a strategic plan with the Human Resource Department and Campus Leadership that outline profiles and procedures essential in the recruitment and selection process of prospective faculty/staff.</p> <p>Strategy's Expected Result/Impact: Better interview questioning and recruitment for a highly qualified/professional and student-centered faculty</p> <p>Staff Responsible for Monitoring: Human Resource Department, Campus Administrators, Campus Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Strong Community Partnerships: Fredericksburg ISD community members will partner in the continuing improvement of the educational system.

Performance Objective 1: Expand partnerships with families, business leaders, and community members to increase satisfaction and engagement.





Evaluation Data Sources: Meeting agendas, surveys, parent/family sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Evolve campus organizations so that parent/community engagement and volunteerism is openly fostered (ie. starting a FHS PTO)</p> <p>Strategy's Expected Result/Impact: Increase community/parental involvement and participation on campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure that compliance is met with regard to required meetings and that parents are provided opportunities to advocate alongside campus staff for the success of all students (CEIC, ARD, LPAC, 504, GT, related services).</p> <p>Strategy's Expected Result/Impact: Increase parent and community awareness and involvement in advocating for success of students</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Communicate to our community with weekly newsletters and ensure that all communication is effectively translated into the languages of the community we serve.</p> <p>Strategy's Expected Result/Impact: Community and parents with better understanding of the happenings and events on campus.</p>	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase opportunities and partnerships for community involvement in CTE courses.</p> <p>Strategy's Expected Result/Impact: Increase in community awareness and involvement that will also give some of our CTE classes more opportunities to enhance their skills.</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Strategic Resource Management: Fredericksburg ISD will develop a sustainable financial model which provides the resources necessary to realize the district vision.

Performance Objective 1: Ensure operational efficiency and effectiveness and strong financial stewardship.





Evaluation Data Sources: Quarterly financial reviews, internal audits, external audits

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Analyze past and current budget trends while performing a campus needs assessment to make future budgetary decisions. Strategy's Expected Result/Impact: Efficient campus budget development and implementation. Staff Responsible for Monitoring: Finance Department, Curriculum and Instruction Department, Campus Administrators, Campus Leadership Team</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to utilize the Fredericksburg Educational Foundation (FEF) as a means of financial opportunities to submit proposals from faculty and staff in order to increase and support academic, safety and other endeavors of the campus. Strategy's Expected Result/Impact: Greater instructional and learning outcomes. Lesson financial burden on district and community. Staff Responsible for Monitoring: Education Foundation, Finance Department, Campus Administrators, Teachers and Staff</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide training specific to faculty and staff with regards to budgetary duties and compliance. Strategy's Expected Result/Impact: Complete Department budget and requirements (data entry, deadline). Proper use of budgeted funds Staff Responsible for Monitoring: Finance Department, Campus Administrators, Campus Budget Managers</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Strategic Resource Management: Fredericksburg ISD will develop a sustainable financial model which provides the resources necessary to realize the district vision.

Performance Objective 2: Develop and implement a systematic facility and technology management plan

Evaluation Data Sources: Documentation of plans in each area

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop and maintain a technology plan and distribution of technology resources to students and staff. Strategy's Expected Result/Impact: Ability to cost-effectively manage campus needs on a continuous basis and maintain technology on campus. Staff Responsible for Monitoring: Technology Department, Librarian, Campus Administrators, Finance Department</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide ongoing professional development as it pertains to instructional technology (Skyward, Clever, Google Classroom, Online Textbooks, etc). Strategy's Expected Result/Impact: Increased efficient utilization in delivery and communication of the instructional plan. Staff Responsible for Monitoring: Technology Department, Campus Administrators, District Instructional Coach</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Leadership Team

Committee Role	Name	Position
Administrator	Chris Weirich	Principal
Administrator	Kade Eckert	AP
District-level Professional	Katie Taylor	IC
Administrator	Marti Spruiell	AP
School Counselor	Jenny Immel	Counselor
School Counselor	Joel Bush	Counselor
School Counselor	Kathie Hardison	Counselor
School Counselor	Summer Van	Counselor
Classroom Teacher	Kristy Danz	English Department Head
Classroom Teacher	Connie Radle	Math Department Head
Classroom Teacher	Jamie Kneese	Science Department Head
Classroom Teacher	Sydney Scheidemantel	Social Studies Department Head
Classroom Teacher	Andrew Matthes	CTE Department Head
Classroom Teacher	Michelle Aguirre	LOTE Department Head
Fine Arts Director	Brian Hecimovich	Fine Arts Director
Administrator	Wendy Dietrich	Athletic Director
Classroom Teacher	John Hext	CTE Director
District-level Professional	Shayna Aldrich	IC

Campus Funding Summary

CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	IBC Exams		\$0.00
Sub-Total					\$0.00
199 Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Shmoop, IXL, Edgenuity, SchoolLinks, Lowmans, Texasassessment.gov, STAAR Countdown (Gretchen Bernabei)		\$0.00
1	1	3	IXL, Map Testing, Lowman		\$0.00
1	1	4	iXL, MAP,		\$0.00
1	2	2	Navigate 360		\$0.00
1	2	3	Raptor, Raptor Alert/Emergency		\$0.00
1	3	3	UTOnRamps, Tarleton Today, Angelo State, AP		\$0.00
Sub-Total					\$0.00