Fredericksburg Independent School District

District Improvement Plan

2023-2024

Public Presentation Date: November 13, 2023

Mission Statement

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

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.

Vision

Fredericksburg ISD is inspiring excellence.

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

Demographics

Demographics Summary

The data below was taken from the 2021-2022 Texas Academic Performance Report.

FISD's enrollment for the 2021-2022 school year was 3,100 students.

FISD's demographics continue to mirror the changing landscape across Texas public school districts. According to TEA's 2021-2022 Texas Academic Performance Report (TAPR), the Districts student population is 50.7% Hispanic and 46.8% White. The FISD teaching staff is 13.8% Hispanic and 84.9% White, as compared to the State average of 28% Hispanic and 57% White.

Race/Ethnicity at FISD campuses reflect the following:

- SES: 20% Hispanic; 79% White
- FPS: 59% Hispanic; 39.2% White
- FES: 53.9% Hispanic; 43.6% White
- FMS: 55.1% Hispanic; 43.7% White
- FHS: 44.1% Hispanic; 52% White
- Gillespie County High School: 58.8% Hispanic; 35.3% White

FISD's overall Economically Disadvantaged population is 59.6%. At the campus levels, the Economically Disadvantaged population reflects:

- SES: 41%
- FPS: 75%
- FES: 65.3%
- FMS: 59.4%
- FHS: 49.2%
- Gillespie County High School: 82.4%

The 2021-22 Texas Academic Performance Report (TAPR) for Fredericksburg ISD reflects the following Student Information:

- At-Risk: 43.9%
- Emergent Bilingual: 16.5%
- Students with Dyslexia: 5.3%
- Section 504 Students: 6.5%
- Students with Disciplinary Placements: 1.4%
- Bilingual/ESL programs: 16.3%
- Gifted & Talented Education: 5.1%
- Special Education: 15.5%

Teachers by Years of Experience include:

- Beginning teachers: 8%
- 1-5 years: 21.6%
- 6 - 10 years: 15.1%
- 11-20 years: 29.8%
- Over 20 years: 23.4%

The average years of experience for FISD teachers is 13.2 years, as compared to 11.1 years for the State.

Demographics Strengths

FISD Graduation, and Dropout Rates:

- 4-Year Longitudinal Graduation Rates reflect 96.9%, higher than the State and Region 13 schools' averages of 90% and 91.7% respectively.
- Annual Dropout Rate (Gr 9-12) reflected .6%, lower than the State and Region 13 schools' averages of 2.4% and 1.6% respectively.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographic mismatch between students and teachers continues to grow. The percentage of Hispanic students is 51%, while the percentage of Hispanic teachers is 14%. There is a wide gap between student and teacher demographics.   **Root Cause:** There has been a lack of applicants in all areas. Surrounding school districts offer competitive salaries, stipends, and signing bonuses as incentives. Recruiting and retaining teachers continues to be a challenge due to Fredericksburg's high cost of living.

Student Learning

Student Learning Summary

Data according to the TEA 2022 Accountability Ratings:

District Overall Rating: C

Campus Ratings:

SES: B

FES/FPS: C

FMS: B

FHS: B

GCHS: B

District Results

<u>STAAR Performance:</u>

ELA/Reading - Approaches or Above 74%, Meets or Above 53%, Masters 24%

Mathematics - Approaches or Above 71%, Meets or Above 42%, Masters 19%

Science - Approaches or Above 74%, Meets or Above 46%, Masters 21%

Social Studies - Approaches or Above 78%, Meets or Above 53%, Masters 34%

<u>College, Career, and Military Ready:</u>

Raw/Component Score - 45%, Scaled Score - 74

<u>Graduation Rate:</u>

Raw/Component Score - 98.7%, Scaled Score - 95

Academic Growth:

Raw/Component Score for ELA and Mathematics - 65%, Scaled Score - 69

Relative Performance:

Raw/Component Score - 47%, Scaled Score - 79

Closing the Gaps:

Raw/Component Score - 32 points, Scaled Score - 71

TELPAS:

Progress Rate - 32%

College Ready:

21% participation rate for AP classes (Grades 11,12), 61% of AP Examinees earned AP credit

66% of annual graduated took the SAT/ACT

The average SAT score for annual graduates was 1090, the state average was 1019

Dual Credit course completion for grades 9-12 was 48%

Career Ready:

70% of annual graduates completed a CTE Coherent Sequence of courses

All CTE learners, including race, gender, migrant, and special population groups, performance on federal accountability was above the state average with the exception of students in special education.

Student Learning Strengths

Student Learning Strengths are as follows:

STAAR Testing Strengths:

- Fredericksburg ISD was above the State of Texas for 3rd Grade in all categories (Approaches, Meets, Masters) and subjects (Reading and Math)
- Fredericksburg ISD was above the State of Texas for 4th Grade in all categories (Approaches, Meets, Masters) in Math
- Fredericksburg ISD was above the State of Texas for 6th Grade in all categories (Approaches, Meets, Masters) in Math
- Fredericksburg ISD was above the State of Texas for 7th Grade in all categories (Approaches, Meets, Masters) in Reading
- Fredericksburg ISD was above the State of Texas for 8th Grade in all categories (Approaches, Meets, Masters) in Science
- Fredericksburg ISD was above the State of Texas for US History in all categories (Approaches, Meets, Masters)

2022 Accountability Strengths:

Student Achievement Domain Strengths:

- Fredericksburg ISD was above the State of Texas in **STAAR Performance and Graduation Rate.**

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The 2022 TEA Accountability Ratings show a deficit in Academic Growth.   **Root Cause:** FISD was not proactively evaluating academic programs and instructional protocols to ensure all students were receiving a rigorous, viable curriculum that was vertically and horizontally aligned.

Problem Statement 2 (Prioritized): The 2022 TEA Accountability Ratings show a deficit in College, Career, and Military Readiness.   **Root Cause:** The district did not have a tracking program in place to verify whether or not all students had met CCMR requirements.

District Processes & Programs

District Processes & Programs Summary

The district relies heavily on ESCs 13 (Austin) and 20 (San Antonio) to provide quality professional development and support. Targeted professional development for core areas of instruction has been implemented for all campuses through the support of ESC 13, ELAR consultants, and instructional coaches. The Professional Learning Community (PLC) coaching model supported through instructional coaches at FPS, FES, FMS, and FHS empowers teachers to implement best practices to continue closing the achievement gap.

District Processes & Programs Strengths

Professional Development (PD) plans at the District level reflect Campus Needs Assessments and ensure compliance is met when paid with Federal Funds, while allowing for campus based decisions for PD.

We provide a robust CTE program where students have competed at the Regional, Area and State levels, allowing for numerous scholarship opportunities.

We provide well-rounded programs for our students including athletics, academics, CTE, practicum opportunities, fine arts, and JROTC. Our students are competitive in all programs at the Regional, Area and State levels.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: The district curriculum plan and provided resources were not followed with fidelity at all levels throughout the district.   **Root Cause:** FISD has experienced a high level of turnover at the campus and district leadership level, which resulted in staff/administrators not familiar with curriculum processes in place.

Perceptions

Perceptions Summary

The District and campuses strive to provide a safe, friendly, and informative environment steeped in high expectations. The District has established a Community Advisory Council to update the District Beliefs, Mission and Vision and create a new strategic plan aligned to these goals. Input from the DEIC Committee, comprised of teachers, administrators, parents, business and community members is used to guide decision making and needs within FISD. There are many parent and community volunteers, especially at the lower grade levels, which provide valuable assistance to our staff and students. Campus Parent-Teacher Organizations provide positive experiences for staff.

Perceptions Strengths

FISD's Education Foundation continues to support teachers with instruction and resources where district funding is lagging.

Having two Parent Liaisons (funded through FISD) has been instrumental in strengthening the school-family partnership throughout the community.

Campus Parent-Teacher Organizations provide positive experiences for staff which helps with retention.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The turnover of administration at the district and campus level left a feeling of uncertainty and low morale among staff. **Root Cause:** Retention of district and campus administration

Priority Problem Statements

Problem Statement 1: The 2022 TEA Accountability Ratings show a deficit in Academic Growth.

Root Cause 1: FISD was not proactively evaluating academic programs and instructional protocols to ensure all students were receiving a rigorous, viable curriculum that was vertically and horizontally aligned.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The 2022 TEA Accountability Ratings show a deficit in College, Career, and Military Readiness.

Root Cause 2: The district did not have a tracking program in place to verify whether or not all students had met CCMR requirements.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The turnover of administration at the district and campus level left a feeling of uncertainty and low morale among staff.

Root Cause 3: Retention of district and campus administration

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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data
- Alternative Education Accountability (AEA) 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: High Performing Students: Fredericksburg ISD 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		
Strategy 1: Ensure fidelity of the Curriculum Management Plan processes and procedures at the campus level.	**Formative**		
Strategy's Expected Result/Impact: The Curriculum Management Plan provides the structure to ensure alignment and quality of the designed and delivered curriculum and necessary resources for curriculum implementation.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators, Instructional Coaches			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and implement accelerated instruction plans for each campus to assist in closing the achievement gap.	**Formative**		
Strategy's Expected Result/Impact: Increase in student growth on STAAR/EOC, MAP Growth, benchmarks, and unit assessments.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators, Instructional Coaches			

Strategy 3 Details	Formative Reviews		
Strategy 3: Refine and enhance professional learning communities and ensure fidelity.	**Formative**		
Strategy's Expected Result/Impact: Improve the skills and knowledge of educators through collaborative study to create rigorous and student-centered lesson plans based on data, which will lead to an increase in student academic achievement.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators, Instructional Coaches			

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement and sustain an effective instructional coaching model.	**Formative**		
Strategy's Expected Result/Impact: Analyze current student academic needs, set goals, identify and explain teaching strategies to meet the goals, and provide support until the goals are met.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum and Instruction Department, Director of School Leadership, Campus Administrators, Instructional Coaches			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: High Performing Students: Fredericksburg ISD 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		
Strategy 1: Implement and take action on student survey results.	**Formative**		
Strategy's Expected Result/Impact: A student committee (grades 5-12), will provide input and new safety protocols will be developed as needed. **Staff Responsible for Monitoring:** Superintendent, Safety Coordinator, School Resource Officers, Campus Administrators	**Jan**	**Mar**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Sustain and enhance school emergency operation procedures.	**Formative**		
Strategy's Expected Result/Impact: Safety training drills will be completed monthly and campuses will address concerns. **Staff Responsible for Monitoring:** Safety Coordinator, School Resource Officers, Campus Administrators, Director of Operations	**Jan**	**Mar**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Lay the foundation for academic achievement by fostering student well-being through comprehensive school counseling programs that include wellness initiatives, bullying prevention, conflict resolution, positive behavioral supports, dating and violence prevention, suicide prevention, sexual harassment prevention, sexual abuse and maltreatment of children identification and prevention, supporting homeless youth, homebound youth, students in foster care, grief-informed care, trauma-informed care, parental involvement activities, and similar programs.	**Formative**		
Strategy's Expected Result/Impact: Increase student safety and school performance **Staff Responsible for Monitoring:** Administrators, School Counselors, District Parent Liaison, Federal Programs Coordinator	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 1: High Performing Students: Fredericksburg ISD 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		
Strategy 1: Develop a College, Career, Military Ready (CCMR) handbook that aligns campus key work to post-secondary readiness.	**Formative**		
Strategy's Expected Result/Impact: Increase in the percentage of college, career, and military ready students.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators, High School and Middle School Counselors, Career and Technology Education Coordinator			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase student access to PSAT/SAT/ACT/TSIA preparation materials and testing.	**Formative**		
Strategy's Expected Result/Impact: Increase ACT/SAT/TSIA participation rates, college ready graduates, and scholarships awarded.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators, High School and Middle School Counselors, Secondary Teachers			

Strategy 3 Details	Formative Reviews		
Strategy 3: Plan for the Early College High School implementation (2024-25 school year).	**Formative**		
Strategy's Expected Result/Impact: Planning of the program and establishing the first cohort of students	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum and Instruction Department, Superintendent, Early College High School Counselor/lead, Secondary Counselors			

Strategy 4 Details	Formative Reviews		
Strategy 4: Assess enrollment and ensure alignment of courses for college credit (AP/Dual Credit/Tarleton Today/OnRamps).	**Formative**		
Strategy's Expected Result/Impact: Increase the number of students enrolled in AP, Dual Credit, Tarleton Today, and OnRamps courses	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum and Instruction Department, High School Administrators, High School Counselors			

Strategy 5 Details	Formative Reviews		
Strategy 5: Increase Industry-Based Certifications for all Career and Technical Education (CTE) programs relevant to the TEA College, Career, Military Ready (CCMR) and Perkins list, as well as the industry work force and community.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of TEA, Perkins, and industry work force community certifications **Staff Responsible for Monitoring:** Curriculum and Instruction Department, Campus Administrators, CTE Coordinator, CTE Teachers, High School and Middle School Counselors			

Strategy 6 Details	Formative Reviews		
Strategy 6: Increase student enrollment of NJROTC and enhance program performance with an emphasis on citizenship and leadership development.	**Formative**		
	Jan	**Mar**	**June**
Strategy's Expected Result/Impact: Increase NJROTC participation **Staff Responsible for Monitoring:** Campus Administrators, NJROTC Staff, High School Counselors			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: High Performing Students: Fredericksburg ISD 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		
Strategy 1: Develop a method for the tracking of students in co-curricular and extra-curricular activities.	**Formative**		
Strategy's Expected Result/Impact: Use the tracker to identify students who are not participating and also identify programs that could be added to ensure more student involvement. **Staff Responsible for Monitoring:** Superintendent, Curriculum and Instruction, Campuses, CTE Coordinator, Athletic Director, Fine Arts Director, Coaches, Sponsors	**Jan**	**Mar**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct a needs assessment for the purpose of identifying criteria and strategies to ensure a high level of achievement in the Lone Star Cup, which honors the best overall athletic, fine arts, and academic programs in Texas.	**Formative**		
Strategy's Expected Result/Impact: Develop a list of strategies to involve students in co-curricular and extra-curricular activities **Staff Responsible for Monitoring:** Superintendent, Curriculum and Instruction Department, CTE Coordinator, Campus Administrators, Sponsors, Teachers, School Counselors, Athletic Director, Fine Arts Director, Coaches	**Jan**	**Mar**	**June**

0% No Progress	100% 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		
Strategy 1: Create a professional development plan for all staff (required and desired).			**Formative**		
Strategy's Expected Result/Impact: Impactful professional development			**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Curriculum and Instruction Department, Campus Administrators					
Strategy 2 Details			**Formative Reviews**		
Strategy 2: Increase and diversify communication for staff awareness and knowledge of resources.			**Formative**		
Strategy's Expected Result/Impact: Identify appropriate resources, staff professional development of those resources			**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators					
Strategy 3 Details			**Formative Reviews**		
Strategy 3: Develop the Teacher Incentive Allotment Plan.			**Formative**		
Strategy's Expected Result/Impact: Plan approval, retention of staff			**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Curriculum and Instruction Department, Business/Finance/Human Resources Department					
0% No Progress 100% 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		
Strategy 1: Develop and provide an updated safety flip-chart resource in every classroom and office.	**Formative**		
Strategy's Expected Result/Impact: Increased awareness of safety issues, resulting in increased campus safety. **Staff Responsible for Monitoring:** Superintendent, District Safety Coordinator, School Resource Officers, Campus Administrators	**Jan**	**Mar**	**June**
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide employee assistance and wellness plans.	**Formative**		
Strategy's Expected Result/Impact: Healthy staff, retention of staff **Staff Responsible for Monitoring:** Human Resources Office	**Jan**	**Mar**	**June**

0% No Progress	100% 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		
Strategy 1: Implement yearly staff satisfaction survey and take action on survey results.			**Formative**		
Strategy's Expected Result/Impact: Gather data for employee satisfaction and take action			**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District and Campus Administrators					
0% No Progress 100% 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		
Strategy 1: Research grant opportunities for the financing of parent liaisons at selected FISD campuses.	**Formative**		
Strategy's Expected Result/Impact: Funding for positions, greater student success	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Director of Grants and Development			

Strategy 2 Details	Formative Reviews		
Strategy 2: Increase opportunities for family involvement on campuses.	**Formative**		
Strategy's Expected Result/Impact: Increase community/parental awareness and involvement, inclusion of family engagement plan in the Campus Needs Assessments	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Leadership, Campus Administrators, Community Relations Coordinator			

Strategy 3 Details	Formative Reviews		
Strategy 3: Develop and implement a community and business satisfaction survey and take action on survey results.	**Formative**		
Strategy's Expected Result/Impact: Increase in community awareness and involvement	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Leadership, Campus Administrators, Community Relations Coordinator			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide customer service training for all administrative staff to increase satisfaction in FISD.	**Formative**		
Strategy's Expected Result/Impact: Increase the quality of FISD interaction with the community and families	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Leadership, Campus Administrators, Community Relations Coordinator			

Strategy 5 Details	Formative Reviews		
Strategy 5: Enhance advisory committees (student, staff, family, and community) to better serve and represent the community.	**Formative**		
Strategy's Expected Result/Impact: Increase and improve relationships with all stakeholders	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Executive Leadership, Campus Administrators			

0% No Progress	100% 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		
Strategy 1: Increase transparency of budget and overall financial information for stakeholders.	**Formative**		
Strategy's Expected Result/Impact: Budget calendar and documents updated and continually reviewed	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Assistant Superintendent for Business and Finance			

Strategy 2 Details	Formative Reviews		
Strategy 2: Develop an expenditure projection plan.	**Formative**		
Strategy's Expected Result/Impact: Increase knowledge of budgetary expectations & efficiencies at the campus and department levels while also ensuring the needs are met within the budget.	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Assistant Superintendent for Business and Finance, Campus Administrators, Department Leaders			

0% No Progress	100% 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 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		
Strategy 1: Develop and maintain technology and facility master plans.			**Formative**		
Strategy's Expected Result/Impact: Ability to cost-effectively manage district needs with rising costs of resources			**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Assistant Superintendent for Business and Finance, Director of Operations, Director of Secondary Curriculum and Instruction and Technology					
Strategy 2 Details			Formative Reviews		
Strategy 2: Develop and sustain a preventative maintenance plan for facilities.			**Formative**		
Strategy's Expected Result/Impact: Ability to cost-effectively manage district needs on a continuous basis			**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Director of Operations, Assistant Superintendent for Business/Finance					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $1,500,000.00
Total FTEs Funded by SCE: 11.7
Brief Description of SCE Services and/or Programs

Attendance Liaison and Parent Outreach Liaison ensure communication with parents and students about their needs and the importance of coming to school ready to learn. Teaching and paraprofessional staff geared toward ensuring students have the additional academic supports they need. Alternative High School program and disciplinary program. Mentoring supports to provide extra supports for students mental health. IXL & iStation for intervention instruction.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Derrick Dietrich	Teacher	0.85
Jenna Davis	Teacher	0.15
Jennifer Petsch	Teacher	1
Karen Young	Teacher	1
Kathi Cummings	Teacher	1
Kerri Reed	Teacher	1
Kim Wilson	Counselor	1
Liz Miranda Delgado	District Professional Support	1
Mark Edwards	Teacher	1
Regina Weidenfeller	Paraprofessional	1
Rose Jimenez	Paraprofessional	1
Sarah Southard	Principal	0.7
Tricia Ayala	Teacher	0.5
Wanda Detmar	District Professional Support	0.5

Title I Personnel

Name	Position	Program	FTE
Beth Iverson	Teacher	Math Intervention - FES	1
Deanne Gonzales	Instructional Coach	FPS	1
Elliot Dooley	Paraprofessional	Library Support - FMS	1
Jamie Page	Instructional Coach	FES	1
Jennifer Duncan	Instructional Coach	FES	1
Jenny Dominguez	Paraprofessional	Classroom Support	1
Joyce Priem	Paraprofessional	Classroom Support	1
Kaitlin Hoermann	Instructional Coach	FMS	1
Laisha Rivas	Paraprofessional	Library Support - FPS	1

Addendums

Title I, Part A Plan

The Title I, Part A Plan of **Fredericksburg Independent School District** was developed in accordance with Section 1112, to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards (STAAR/EOC) and those children who are not meeting such standards. This plan was developed, reviewed, and revised with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, and with parents of children in schools served under Title I, Part A. The plan was coordinated with other programs under Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, and other Acts as appropriate.

Strategy	Formative Evaluation	Monitoring Timeline
The district has developed and implemented a well-rounded program of instruction to meet the academic needs of all students.	Lesson Plans	Grade Reporting Period
The district identifies students who may be at risk for academic failure	PEIMS Data	Snapshot; Enrollment
The district provides additional educational assistance to individual students who need help meeting the challenging State academic standards.	Report Cards MTSS Lists	Grade Reporting Period
The district identifies and implements strategies to strengthen academic programs and improve school conditions for student learning.	Ongoing CNA	Quarterly
The district utilizes data to identify and address disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.	Texas Equity Plan	Annually

The district provides services for children living in local institutions for neglected or delinquent children (if applicable).	Program Plan	Annually
The district provides services to homeless children and youths, to support their enrollment, attendance and success.	Homeless Liaison	Upon Enrollment, Needs Based
The district implements effective parent and family engagement.	Calendar of Events	Quarterly
The district supports, coordinates, and integrates services with early childhood education programs for the transition of participants in such programs to local elementary school programs.	Kindergarten Enrollment and Registration Event	Annually
The district facilitates effective transitions for students from middle grades to high school and high school to postsecondary education.	Secondary Enrollment and Registration Events; CCMR	Annually
The district utilizes data to reduce the overuse of discipline practices that remove students from the classroom.	PEIMS 425	Grade Report Period
(If determined appropriate by the district) The district supports the coordination and integration of academic and career and technical education through instructional strategies.	Master Schedule	Annually
Other:		

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12,	• Who have made a qualifying move within the previous 1-year period;
Ungraded (UG) or	AND
Out of School (OS)	• Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period;
	AND
	• Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; or
	• For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Shared Service Arrangement Districts	Priority for Service (PFS) Action Plan	Completed By: Marlen Gonzalez - ESC 13 Natalie Weber - Elgin ISD Sibyl Lee - Round Rock ISD Rachelle Finck - Taylor ISD
Region: ESC Region 13	REGION 13 MIGRANT EDUCATION School Year: 2023 - 2024	Date: 10/20/2023

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).

Goal(s):	Objective(s):
To ensure that identified Priority for Service (PFS) migratory students in Region 13 Migrant Shared Service Arrangement districts receive supplemental educational support in order to succeed in school.	Region 13 MEP and the Shared Service Arrangement (SSA) contact will utilize a system such as MTSS: Multi - Tiered System of Support to assess the specific academic needs of Priority for Service (PFS) migratory students and address each need with targeted instructional and support services.

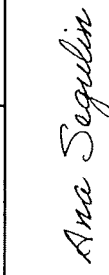| Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
• Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	Monthly	NGS Specialist	Priority for Service (PFS) Reports
• Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for	Fall & Spring	PFS Committee	Priority for Service (PFS) Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
defining student success, including timelines for achieving stated goals and objectives.			
Additional Activities			
• Perform monthly progress monitoring checks for Priority for Service Migratory students.	Monthly	LEA Migrant Contact Region 13 MEP Staff	To be retained locally at the LEA and available upon request. PFS Spreadsheet, email communication

Required Strategies

Communicate the progress and determine needs of PFS migrant students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
• **During the academic calendar,** the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Fall & Spring	Region 13 MEP Program Manager	PFS Action Plan email communications, PPT, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets/logs
• **During the academic calendar,** the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Ongoing throughout the 23-24 school year.	Region 13 MEP Staff	TX-NGS PFS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
• **During the academic calendar,** the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Ongoing throughout the 23-24 school year.	Region 13 MEP Staff	TX-NGS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
Additional Activities			
• During the academic year, the district's LEA Migrant contact will share progress reports, identifying information, and PFS information to campus staff, as needed.	Ongoing throughout the 23-24 school year.	LEA Migrant Contact	TX-NGS PFS reports, Progress Review Forms, email communications

Provide services to PFS Migrant students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
• **The district's Title I, Part C Migrant Coordinator or MEP staff will** use the PFS reports to give priority placement to these students in migrant education program activities.	Ongoing throughout the 23-24 school year.	Region 13 MEP staff	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communications

Activity	Timeline	Responsible	Documentation
• The district's **Title I, Part C Migrant Coordinator or MEP staff will** ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Ongoing throughout the 23-24 school year.	Region 13 MEP staff LEA Migrant Contact	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communication
• The district's **Title I, Part C Migrant Coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	Ongoing throughout the 23-24 school year.	Region 13 MEP staff LEA Migrant Contact	ESSA Supplement vs Supplant criteria, PFS Criteria, email communications
Additional Activities			
• During the academic year, the district's LEA Migrant contact will share any additional services provided at the district level to the PFS students.	Ongoing throughout the 23-24 school year.	LEA Migrant Contact	PFS Progress Review Forms, email communications
• Perform an individualized case action plan for all PFS students.	Fall Semester & Spring Semester	Region 13 MEP team PFS Committee	Progress Review Forms Attendance records, STAAR Data, email communication, student action plan, supplemental instructional support spreadsheet

_____   11/2/23
LEA Signature   Date Completed

_____   _____
Ana Seguin
ESC Signature   Date Received   11/3/2023