

# Fredericksburg Independent School District

## Fredericksburg Primary School

### 2023-2024 Campus Improvement Plan



Today's Scribblers...

Tomorrow's Scholars

# 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

Revised/Approved: October 13, 2023

## Demographics

### Demographics Summary

Fredericksburg Primary School is a Title I school in Fredericksburg, Texas that was established in 1975. FPS caters to students from ages 3-7 offering Pre-K 3 classes up to 1st grade, with a current enrollment of 509 students. We are the only public primary school in the town of Fredericksburg. While there are private schools and preschool in the area, FPS' partnership with Headstart helps provides low income families with educational opportunities. At FPS we offer small class sizes, special programs, and a warm and welcoming environment. We are a campus that prides ourselves in keeping and honoring tradition. The current population is 60% are Hispanic, 38% are white and 2% are Asian, American Indian and two or more races combined. At FPS, 74% of our students are economically disadvantaged which has increase dramatically from last year due to a focus on identifying families who qualifies signing up for free and reduced lunches. Offering full day Pre-Kindergarten and keeping class sizes small for early childhood education should be a priority.

FPS teachers are highly qualified and participate in worthwhile training. Most classroom generalist teachers have their ESL certification which helps meet the needs of those who require additional language support. Instructional assistants add much-needed support by assisting teachers in ensuring that students' needs are being met.

### Demographics Strengths

Fredericksburg is a growing and vibrant city with a strong foundation of community support. At FPS we are working to increase our attendance rates and provide greater opportunity for community involvement and feedback, and viewed (comparatively) with our population, discipline is equitable amongst all groups. We have a culture that fosters professional development, academic growth, and initiating new ideas. We enjoy the extra support in the classroom for our students with instructional assistants scheduled in our classrooms most days.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Expanded support for Special Education students, classrooms and staff along with training and collaboration across the district. **Root Cause:** Hiring and training staff and assistants along with providing training for all FPS; current and new i.e specials teachers, special ed teachers, assistants in all areas, administration. Providing new and updated equipment for classrooms and labs. Increasing incentives for our substitutes allowing our instructional assistants to be available to assist/teach/work with students.

**Problem Statement 2:** Expansion and support for our dual language students that are struggling with reading. **Root Cause:** Hire a Bilingual reading interventionist.

**Problem Statement 3:** Technology that is offered through FISSD needs to continue to expand. We need more training for both parents and teachers in technology offered online and in person. **Root Cause:** Provide technology and technology services that are compatible with our changing needs. Ensure that parents, students and teachers have access to technology during times of need.

**Problem Statement 4:** Continue to find solutions to help our staff to confront the growing disparity between income and cost of living. **Root Cause:** Increase pay for all staff and/or provide more incentives for employment.

# Student Learning

## Student Learning Summary

FPS utilizes an array of formal and informal screenings and assessments to monitor student progress. Scores among Economically Disadvantaged, ELL and Special Education students are lower comparatively, showing a continued need for strong Tier 1 instruction and Tier 2 Response to Intervention (RTI).

All Pre-K, Kinder and 1st Grade students are regularly assessed for reading skill development. Kinder and 1st Grade students are assessed with the MCLASS/Dibels 8th Edition reading development tool and MAP assessments.

All Pre-K, Kinder and 1st grade students are regularly assessed for math skill development. Kinder and 1st grade students are assessed with the Istation Math development tool. In Kindergarten and First Grade the Monolingual and Bilingual classes take monthly Istation Math assessments. SPED students are included in the following data.

## Student Learning Strengths

- Assessments utilized in Kindergarten and First grade are Reading Horizons Discovery, EDL for Spanish, DRA for Reading, MCLASS Reading (English/Spanish), MAP Math, Map Reading, MAP Fluency, Istation Reading (Spanish), Istation Math , and standards-based performance checklists.
- FPS utilized its full-time Reading Specialist for the 2022-2023 school year.
- Full day Pre-K is providing students with additional opportunities to develop foundational academic skills.
- We have one instructional coach that is able to work with all grade levels and content areas. We also have an additional instructional coach that is available to give support to the bilingual teachers.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Kindergarten does not have an assessment to help monitor growth, and therefore doesn't receive the resource and guidance from the data to help grow kids.

**Root Cause:** MAP growth data that is provided to the 1st grade could help provide a wider range of interventions is allowed in KG in the following years.

**Problem Statement 2:** Our teachers aides are constantly being pulled to be substitute teachers on campus. **Root Cause:** This impacts the time that our teachers could be working with our Tier 2 students in the classroom setting. More emphasis needs to be put on getting more subs in place to help the flow of the day.

**Problem Statement 3:** Outdated and broken technology hampers student learning. **Root Cause:** Spending is needed to purchase extra equipment that seems to have become outdated in our computer labs. The new wifi procedures make it difficult to connect to the internet. Teachers do not have the passwords and have to continuously put in tech requests.

# School Processes & Programs

## School Processes & Programs Summary

Our school district has proficient procedures in place to hire and grow high-quality teachers. Our district continues to align curriculum and technology programs. Our campus provides ample opportunities for parental involvement.

## School Processes & Programs Strengths

- Teachers are involved in the interview process to hire both teachers, assistants, and leaders.
- Our district provides professional development opportunities specific to our content areas, including new programs and curriculum for our classroom teachers.
- Curriculum is aligned with technology programs.
- Protocols are put in place and followed when bullying and other issues arise.
- Parent involvement is growing as we are providing many opportunities for them.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Special Education training is needed especially for the assistants paid for by the district. **Root Cause:** Our assistants have expressed concern for not having ample training for those who work with the special needs students.

**Problem Statement 2:** There is a need for a Behavior Interventionist for our general education classrooms. **Root Cause:** One is shared among campuses for our LSSP students. It would be beneficial to have a full-time person to help deal with behavior intervention.

**Problem Statement 3:** Intervention programs are needed for our bilingual classes in ELA and Math as well as our English classes in Math. **Root Cause:** There is a reading interventionist for our English classes but not for Math. Current math scores are indicating that there is a need for an interventionist in place for them at FPS. There are no interventionists for our Bilingual classes.

**Problem Statement 4:** For the safety of our students and staff an SRO would be beneficial on our campus. **Root Cause:** There were 3 SRO's in the district at the beginning of the year and now we are down to 1. They do respond in times of need but it would more efficient to have a campus officer.

# Perceptions

## Perceptions Summary

FPS strives to provide a safe, loving, and welcoming environment to both the students and parents. A majority of our teachers feel that they have a high level of support from their administrators and support team. Our school is a strong and diverse campus with many individuals and personalities.

Stakeholders are welcomed to the school throughout the year through different programs and events with the students. Some of these include the OTTER program, music performances, math and reading nights, Rodeo Day, Thanksgiving lunches and many more. We also have a generous amount of support from the community.

Our campus and district had a lot of turnover at the teacher and administration levels last year, creating some uncertainty in the community. The current culture of the district is a commitment to living out our Core Values (respect, integrity, students first and excellence).

## Perceptions Strengths

- New teachers are partnered with a tenured teacher at the beginning of the year. There are many opportunities to collaborate, plan and observe throughout the year.
- Teachers and administrators reach out to parents after several absences. If absences become excessive, we also have a truancy officer and a family liaison who will reach out and help families in need.
- As a campus, we continue to expand our understanding and practices connected to discipline and behavior issues. Some students need support beyond the standard classroom management strategies.
- Parents are actively involved and welcome to attend in class parties, field trips, event days like Rodeo Day and the Fun Run. When the families and teachers work together, it creates a positive environment and relationship at both home and school.
- Organizations like the Fredericksburg Education Foundation receive donations from individuals and businesses throughout the community that are awarded in the form of grants to teachers and our school.
- The school has a great partnership with the Hill Country Needs Council who provides school supplies to students in need and supports our struggling families by providing food for the weekend through the Food 4 Kids program.
- Teachers are trained in Dan St. Romain Behavior lessons and include lessons in their daily activities. There are checklists online and policies we have to follow when bullying does occur.
- Individual student performance is communicated through parent/teacher conferences, Skyward progress reports, report cards and emails. The administration shares standards, activities, etc. through Facebook, Instagram, Twitter, Blackboard and a weekly Billie Blurb through Smore. There are also parent representatives on the CEIC committee.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is a need for more accessible mental health support and to develop solid clear routines for extreme behavior so data can be taken more effectively.

**Root Cause:** As we continue to grow in support for the students and families, plans need to be developed to provide support for all aspects of the whole child.



# Priority Problem Statements





# Goals

Revised/Approved: December 1, 2023

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

**Performance Objective 1:** Fredericksburg Primary School will involve all students in a guaranteed and viable curriculum.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide teachers and/or vertical teams the opportunity to review and study TEKS through the TEKS Resource System (TRS), vertically and horizontally align the TEKS, and create pacing guides annually.</p> <p><b>Strategy's Expected Result/Impact:</b> Created Pacing Guides Lesson Plans Observations during planning sessions</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Teaching and Learning; instructional coaches; principal; teachers,</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize instructional strategies that engage students, create intrigue, and generate curiosity for learning on a daily basis in every classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Student success on assessments, grade level completion</p> <p><b>Staff Responsible for Monitoring:</b> Principal, instructional coaches, classroom teachers</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Move from "remediation" to "acceleration" Tier 1 model</p> <p><b>Strategy's Expected Result/Impact:</b> Campus DLE Model, PLC support</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Teaching and Learning; Director of Special Programs; principal; teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue to provide teachers in the core content areas time and support to work in Professional Learning Communities (PLCs). PLCs will be characterized by: teacher team collaboration, a focus on student learning and results, ongoing professional learning and inquiry into best practices in instruction, and developing TEKS-based instruction using the backward design.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase because teachers will be able to collaborate in teams during a specified Professional Learning Community (PLC) time as designated in the master schedule.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators; Instructional Coaches; Instructional Teams</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Continue to provide support and ensure teachers spend equal interaction time with students to address student behavior and support scaffolding learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase in the classroom setting and increased interaction time with peers will also increase for peer to peer learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** Fredericksburg Primary School will use data analysis to differentiate instruction for all students.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Administer reading and math inventories at the beginning, middle, and end of year and progress monitor every month depending on inventory. Teachers are provided guidance and support on how to use assessment data to inform instruction to the development and need of their students.</p> <p><b>Strategy's Expected Result/Impact:</b> monitoring progress for the programs:            1) Imagine Math            2) Mclass            3) CLI            4) Reading Horizons            5) Map Growth (Reading, Math)            6) EDL/DRA</p> <p><b>Staff Responsible for Monitoring:</b> Principal; school counselor; teachers; instructional coaches</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue Response to Intervention (RtI)/MTSS procedures and train teachers as part of the process to monitor student progress and determine scope of intervention services for students, which may include a referral for special education services as determined by the student review team.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC-Frontline data meetings and goal setting            Class data chart meetings</p> <p><b>Staff Responsible for Monitoring:</b> Principal; school counselor; teachers; instructional coaches</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Follow a Response to Intervention (RTI) process to ensure struggling students will not be left behind and implement intervention programs with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Review Team Meeting Schedules, agendas and deliberation notes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; school counselor; classroom teachers; instructional coaches</p> <p><b>Funding Sources:</b> - 199 Local Funds, - 211 Title I, Part A, - SCE</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished







Continue/Modify



Discontinue





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

**Performance Objective 3:** All Students at Fredericksburg Primary School will demonstrate success in the core content areas of reading, math, science, and social studies.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Support the use of reading specialist and classroom assistants to narrow the achievement gap among student populations taking assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of progress; results of reading inventories; map growth; istation data</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Reading assistant interventionists; kindergarten and 1st grade teachers</p> <p><b>Funding Sources:</b> - SCE</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will have access to the computer lab, classroom Chromebook sets, Interactive Boards, Reading Horizon, Imagine Math, Learning.com, and iPads to enhance student progress in computer literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Master schedule; lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Principal; teachers</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 4:** Migrant students will be developed & demonstrate success in the core content areas of reading, math, science & social studies.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Identify &amp; verify potential migrant students during the enrollment process.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of enrollment</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs; principals; PEIMS secretary; Migrant Coordinator</p> <p><b>Funding Sources:</b> - 212 Title I, Part C</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide support services for migrant students and parents as outlined in the federal application, such as school supplies, emergency medical and dental, interpreters, and assistance with completion of applications/forms.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of service provided</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs; Principal; school counselor; PEIMS secretary; migrant coordinator</p> <p><b>Funding Sources:</b> - 212 Title I, Part C</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide migrant students opportunities to attend summer school.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of student participation and student progress</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs; principal; teachers</p> <p><b>Funding Sources:</b> - 212 Title I, Part C</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 5:** Gifted and Talented students will be developed and demonstrate success in the core content areas of reading, math, science, and social studies.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Expand identification efforts of GT students to include students from all ethnic and socioeconomic backgrounds.  <b>Strategy's Expected Result/Impact:</b> GT population that is reflective of the campus and district population.  <b>Staff Responsible for Monitoring:</b> Director of Special Programs; school counselor   <b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop the GT differentiation component for the horizontally and vertically aligned curriculum.  <b>Strategy's Expected Result/Impact:</b> Documentation of differentiation  <b>Staff Responsible for Monitoring:</b> Principal; GT and classroom teachers   <b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide opportunities for GT initial training and required yearly updates to teachers who serve GT students.  <b>Strategy's Expected Result/Impact:</b> Documentation of participation  <b>Staff Responsible for Monitoring:</b> Director of Special Programs; principal; GT teachers   <b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide students with opportunities to work with other GT students and independently create projects/products as required.  <b>Strategy's Expected Result/Impact:</b> Class schedule; lesson plans  <b>Staff Responsible for Monitoring:</b> Principal; GT and classroom teachers   <b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>





No Progress



Accomplished



Continue/Modify







Discontinue

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

**Performance Objective 6:** Special Education Students will be developed and demonstrate success in the core content areas of reading, math, science, and social studies.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide staff having direct contact hours with special education students initial and yearly Crisis Prevention Intervention (CPI) refresher training.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of CPI certification</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education; CPI instructor; principal; special education teachers; appropriate general education teachers</p> <p><b>Funding Sources:</b> - Special Education</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide staff development opportunities for special education teachers and instructional assistants to participate in staff development activities designed to target effective instruction for special education students.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of participation</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education; principal; school counselor; special education and general education teachers</p> <p><b>Funding Sources:</b> - Special Education</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Maintain a systematic process for referral of students to special education and qualified assessment personnel.</p> <p><b>Strategy's Expected Result/Impact:</b> PEIMS data; Student Support Team (SST); RtI/MTSS documentation; referral packets</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education; principal; school counselor; diagnostician; special education teachers; general education teachers;</p> <p><b>Funding Sources:</b> - Special Education</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Coordinate with ECI programs to ensure identification of special education students 3+ years old.</p> <p><b>Strategy's Expected Result/Impact:</b> Child Find documentation; PEIMS data</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education; principal; school counselor; ECI personnel</p> <p><b>Funding Sources:</b> - Special Education</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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





**Performance Objective 7:** English Learners (EL), economically disadvantaged, and at-risk students will be developed and demonstrate success in the content areas of reading, math, science and social studies.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement the FISD Dual Language curriculum. Use the Dual Language Committee to monitor and evaluate the implementation of the program.</p> <p><b>Strategy's Expected Result/Impact:</b> Agendas; sign-in sheets; meeting minutes; record of decision-making</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Teaching and Learning; Director of Special Programs; principals; instructional coaches; bilingual teachers; FISD Board Member, parent</p> <p><b>Funding Sources:</b> - 263 Title III, Part A</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide initial and ongoing Sheltered Instruction Training to all teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Certificates of participation Implementation levels as evidenced in walk-through data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal; teachers; instructional coaches; Assistant Superintendent of Teaching and Learning</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide supplemental professional development and planning opportunities for dual language.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased success of EL students on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs</p> <p><b>Funding Sources:</b> - 263 Title III, Part A</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Train teachers on the interpretation and purpose of TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement scores in each TELPAS. Awareness of student's instructional needs and the implementation of sheltered instruction strategies for EL</p> <p><b>Staff Responsible for Monitoring:</b> Principal; school counselor; instructional coaches; Director of Special Programs</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	Formative		
	Jan	Mar	June
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Identify, serve, and monitor Limited English Proficiency (LEP) and at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> PEIMS data; documentation of student progress</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs; principal; school counselor; bilingual and ESL teachers</p> <p><b>Funding Sources:</b> - 199 Local Funds, - SCE</p>	Formative		
	Jan	Mar	June
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide optional extended year services (summer school) for ESL/bilingual students students entering kindergarten and first grade for additional remediation and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance Summary</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs; principal; ESL/bilingual teachers</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	Formative		
	Jan	Mar	June
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide dual language teachers with ongoing FISD Dual Language training and Estrellita and Esperanza training.</p> <p><b>Strategy's Expected Result/Impact:</b> documentation of participation, sign-in sheets and expected outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Teaching and Learning; Special Programs Coordinator; Principal; instructional coaches; bilingual teachers</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

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





**Performance Objective 1:** Fredericksburg Primary School recruits and retains effective teachers and staff.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Recruit and hire ESL teacher to ensure 100% of core subject area teachers will be ESL certified.</p> <p><b>Strategy's Expected Result/Impact:</b> SBEC certifications</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Resources; Assistant Superintendent for Teaching and Learning; principal; general education teachers</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Recruit and hire highly-qualified candidates that mirror the ethnic diversity of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of interview process</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Resources, principal, teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide a formal mentoring program at the district and campus levels to retain and support novice teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agendas, sign-in sheets, meeting minutes</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Resources; instructional coaches; principal; teachers</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Support quality teaching by routine classroom visits conducted by administrators, directors, and district administrators. Provide positive reinforcement to exceptional teaching and additional support for areas of growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Reflective data collected from walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; District administration</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** Fredericksburg Primary School will provide meaningful and on-going professional development support to allow teachers and staff to grow and meet campus and district goals.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide teachers opportunities to work in PLC's (professional learning communities). PLC's will be characterized by collegiality, collaborative structures, work focused on student outcomes, TEKS-based instruction, and conversations about best teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agendas, minutes, and outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Teaching and Learning; principal; grade-level teachers; instructional coaches</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional coach to support and train teachers to: 1) focus on student learning; 2) plan instruction; 3) align resources; 4) facilitate instructional practices; 5) analyze data; and 6) increase student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of participation; assessment results</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Teaching and Learning; principal; instructional coaches; teachers</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide scientifically based and researched professional development to improve the quality of instruction and impact student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of participation, assessment data, District ratings</p> <p><b>Staff Responsible for Monitoring:</b> Principal; teachers; instructional assistants; instructional coaches</p> <p><b>Funding Sources:</b> - 255 Title II, Part A, - 263 Title III, Part A</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide opportunities for collaboration between pre-k, kindergarten, and first grade teachers to address curriculum alignment.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agendas, sign-in sheets, meeting minutes</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Teaching and Learning; principal; instructional coaches; teachers</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Reading Interventionist will facilitate opportunities for teachers and instructional assistants to collaborate.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agendas, sign-in sheets and outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Instructional Assistants; Reading Interventionist; Instructional Coach</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide opportunities for instructional assistants to participate in professional development regarding the following areas: continued use of Positive Behavior Principles by Dan St. Romain</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agendas and sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, School Counselor</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







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

**Performance Objective 3:** All staff will be proficient in the use of technology as necessary to fulfill their job requirements.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide technology training as needed and provide follow up.  <b>Strategy's Expected Result/Impact:</b> Documentation of participation at training sessions. Increased use of technology devices by staff and students as evidenced in walk through data and student work products.  <b>Staff Responsible for Monitoring:</b> Technology Director; Assistant Superintendent for T&amp;L; Campus Administrators; Campus Lead Teachers; instructional coaches  <b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> TEKS Technology Applications and Pre-K Guidelines for Technology will be embedded in the classroom and computer lab.  <b>Strategy's Expected Result/Impact:</b> Master schedule; lesson plans  <b>Staff Responsible for Monitoring:</b> Principal; teachers; classroom teachers  <b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

**Performance Objective 4:** Fredericksburg Primary School will involve all administrators and staff in the creation, ongoing review and modification of a physical safety and security plan.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Review on an annual basis the FISS comprehensive emergency response plan for fire, inclement weather, chemical hazard, COVID sanitation procedures, hostile intrusion situations and crisis situations, such as the death of a student or faculty member.</p> <p><b>Strategy's Expected Result/Impact:</b> Updated emergency response documents documentation of drills increased sanitation of classrooms documentation of participation staff meeting agendas sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Technology &amp; Operations; Maintenance Department, principal; all campus personnel</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize the Raptor system and onsite Security Officer to monitor and enforce the safety of students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Raptor reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal; campus secretaries; all staff</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide opportunities for FPS employees to receive training in CPR, First Aid, Youth Mental Health and CPI.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of participation</p> <p><b>Staff Responsible for Monitoring:</b> Principal; FPS staff</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

**Performance Objective 5:** Fredericksburg Primary School will provide a safe and developmentally appropriate learning environment to address and foster the social-emotional safety and security for all students and staff.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Explore and develop a plan to address the challenging behaviors of students and provide preventative interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> PEIMS data; Discipline reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal; assistant principal; school counselor; LSSP; teachers</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide a district-adopted curriculum and scheduled lessons on anti-bullying and a safe and drug-free environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of curriculum Virtually led lessons on anti bullying and social skills</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs; principal; school counselor; campus nurse; teachers; instructional assistants</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide ongoing character education programs (Capturing Kids' Hearts, Dan St. Romain, Conscious Discipline and 8 Keys of Excellence) to facilitate good moral character, conflict resolution, a healthy school campus , and guide students to learn positive, responsible behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of staff training and student participation</p> <p><b>Staff Responsible for Monitoring:</b> Principal; school counselor; teachers</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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





**Performance Objective 6:** Staff and students will be physically healthy.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Publicize the recommendations of the FISD School Health Advisory Council, which meets quarterly to advise the district about the instructional program for health and wellness. Make a concerted effort to communicate this information to all staff via email.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of participation, meetings, agenda, minutes, sign in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Director or Special Programs; SHAC; principal; campus nurse; all staff</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide presentations from guest speakers on nutrition, dental hygiene, and drug awareness during PE/Health classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of participation</p> <p><b>Staff Responsible for Monitoring:</b> Principal; physical education teacher; teachers</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Participate in the Walk Across Texas and other activities to promote physical fitness.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of student reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal; PE teacher</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Staff are encouraged to participate in Walk Across Texas and Walking Day on the track during PE.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of participation</p> <p><b>Staff Responsible for Monitoring:</b> Principal; PE teacher</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** Fredericksburg Primary School will provide a two way communication system that engages all families as active participants in their children's education.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Formally celebrate and publicize accomplishments in variety of ways at each campus.</p> <p><b>Strategy's Expected Result/Impact:</b> School yearbooks            Google Classroom            Social media: Twitter/Facebook/Instagram            Weekly newsletter (Smore)</p> <p><b>Staff Responsible for Monitoring:</b> All FPS staff</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Publicize and include the community with the wide range of activities offered in various formats, including social media avenues.</p> <p><b>Strategy's Expected Result/Impact:</b> Google Classroom            Blackboard Messaging            Publication records            School website            Social Media            Weekly Newsletter (Smore)</p> <p><b>Staff Responsible for Monitoring:</b> All FPS staff</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Formally address strategies and incentives to educate parents and students about the importance of attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of correspondence on Attendance Summary            Parent Connections agenda/sign in</p> <p><b>Staff Responsible for Monitoring:</b> Principal; assistant principal; PEIMS secretary; District Attendance Officer; District Liaison; teachers</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Contact parents directly if their child is consecutively absent, tardy, or truant.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of correspondence on Attendance Summary</p> <p><b>Staff Responsible for Monitoring:</b> Teachers; Assistant Principal; District Attendance Officer; District Liaison; PEIMS secretary</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Prioritize the importance of reading by providing books and frequently reminding parents to read with their child a minimum of four nights per week.</p> <p><b>Strategy's Expected Result/Impact:</b> Cumulative reading logs Reading incentives such as Pizza Hut coupons, Book It, Literacy Nights Google Classroom Blackboard Messaging</p> <p><b>Staff Responsible for Monitoring:</b> Principal; teachers</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Inform GT parents of students' activities, procedures, and guidelines through parent conferences, meetings, letters, and campus websites. Conduct the beginning of the year meeting with parents within the first six weeks of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agenda Meeting sign-in sheet (zoom) EOY Parent survey results Parent Connection meetings agenda/sign in Head Start parent meetings</p> <p><b>Staff Responsible for Monitoring:</b> Principal, school counselor; Director of Special Programs; GT and classroom teachers</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** Fredericksburg Primary School welcomes and values all families.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide opportunities for parents to volunteer and attend campus improvement committee meetings and special programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> All staff; OTTER; CEIC; PTO</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide parents with opportunities to be full partners in the planning, implementation, and evaluation of the school-wide Title I program.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent connections meetings Meeting agendas minutes sign-in sheets end-of-year parent surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principal; teachers</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide a designated interpreter to ensure there is on-site communication in Spanish and all written communication for bilingual students will be sent home in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus newsletters CEIC agendas and meeting minutes parent conferences with sign-in sheets Google Classroom</p> <p><b>Staff Responsible for Monitoring:</b> All staff District Outreach Liaison</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify







Discontinue



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





**Performance Objective 3:** Fredericksburg Primary School will provide activities for all parents regarding involvement in their child's education, with an emphasis in increasing parent involvement with Hispanic parents.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Support families by scheduling parent conferences a minimum of two times during the school year. Provide Spanish translations as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent conference schedules sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal; teachers; interpreter</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Invite and encourage parents to participate in campus advisory committees &amp; meetings including: CEIC, SHAC, Special Education, Parent Connections, Head Start, Parent Involvement, and LPAC.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agendas Meeting attendance minutes sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal; staff; parents</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Host parent meetings (Parent Connections) to provide information and resources on academic and parenting topics. Ensure all meetings and resources will be available in English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting agendas Meeting attendance sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal; teachers, parents; interpreter</p> <p><b>Funding Sources:</b> - 211 Title I, Part A</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Invite parents to participate in Walking Day with their children during PE classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly sign-in sheets Reminder in weekly communicator Blackboard message</p> <p><b>Staff Responsible for Monitoring:</b> Principal; PE teachers, teachers, interpreter</p> <p><b>Funding Sources:</b> - 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 4:** Strategic Resource Management: Fredericksburg Primary School will develop a sustainable financial model which provides the resources necessary to realize the district vision.

**Performance Objective 1:** Fredericksburg Primary School will optimize allocation and spending of resources.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> FPS will develop and maintain a budget based on student needs which reflects current and projected trends in enrollment. The budget will be submitted to the Board for approval.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Funding Sources:</b> - 199 Local Funds</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All staff will participate in the development of the campus needs assessment. The information gathered from this will help in determining the items needing to be budgeted for.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in Sheets Agendas Documentation from meetings</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Staff</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** Fredericksburg Primary School will maximize current state funding, alternate sources of revenue and bond proceeds.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Follow the district aligned truancy prevention measures.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly Attendance Reports Classroom incentives Attendance improvement for students on high-risk lists</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators; Classroom Teachers; District Attendance Officer; District Liaison; PEIMS Coordinator</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deanne Gonzalez	Instructional Coach	Teacher Support	1
Joyce Priem	Instructional Assistant Interventionist	Classroom intervention	1
Laisha Rivas	Librarian- Instructional Assistant		1

# Campus Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Blaine Hahn	Principal
Classroom Teacher	Jenee Weinheimer	First Grade Teacher
Classroom Teacher	Patricia Smith	PE Teacher
Non-classroom Professional	Kim Wilson	School Counselor
Administrator	Charla Reeves	Asst Principal
Paraprofessional	Gloria Gallegos	Administrative Assistant
Classroom Teacher	Morgan Jenschke	Kindergarten Teacher
District-level Professional	Deanne Gonzalez	FISD Instructional Coach
Classroom Teacher	Megan Blizzard	Kindergarten Teacher
Classroom Teacher	Mandi Valdez	Pre-K Teacher
Classroom Teacher	Darrell Bonillas	1st grade teacher
District-level Professional	Stacy Rush	Director of School Leadership
Parent	Jessica Burrow	Parent
Parent	Jason Jost	Parent

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
1	7	7			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
3	1	4			\$0.00
3	2	2			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00
<b>Sub-Total</b>					\$0.00
263 Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$0.00
1	7	3			\$0.00
2	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
1	3	1			\$0.00
1	7	5			\$0.00
<b>Sub-Total</b>					\$0.00

**199 Local Funds**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	2			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	7	2			\$0.00
1	7	4			\$0.00
1	7	5			\$0.00
1	7	6			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	5			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	3			\$0.00
2	6	1			\$0.00
2	6	2			\$0.00
2	6	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00



199 Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	2	1			\$0.00
3	2	3			\$0.00
3	3	1			\$0.00
3	3	4			\$0.00
4	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
212 Title I, Part C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
<b>Sub-Total</b>					\$0.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
<b>Sub-Total</b>					\$0.00