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

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 FISD 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 involvelment.

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 liason 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.

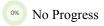
Performance Objective 1: Fredericksburg Primary School will involve all students in a guaranteed and viable curriculum.

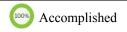
Strategy 1 Details	Formative Reviews			
Strategy 1: Provide teachers and/or vertical teams the opportunity to review and study TEKS through the TEKS Resource System (TRS),		Formative		
vertically and horizontally align the TEKS, and create pacing guides annually. Strategy's Expected Result/Impact: Created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

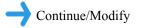
Strategy 4 Details	Formative Reviews		ews
Strategy 4: Continue to provide teachers in the core content areas time and support to work in Professional Learning Communities (PLCs).		Formative	
PLCs will be characterized by: teacher team collaboration, a focus on student learning and results, ongoing professional learning and inquiry into best practices in instruction, and developing TEKS-based instruction using the backward design.	Jan Mar		June
Strategy's Expected Result/Impact: 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.			
Staff Responsible for Monitoring: Administrators; Instructional Coaches; Instructional Teams			
Strategy 5 Details	For	mative Revi	ews
Strategy 5: Continue to provide support and ensure teachers spend equal interaction time with students to address student behavior and		Formative	
support scaffolding learning.	Jan	Mar	June
Strategy's Expected Result/Impact: Student achievement will increase in the classroom setting and increased interaction time with peers will also increase for peer to peer learning.			
Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers			
	<u> </u>		

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

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









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

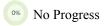
Strategy 1 Details	For	rmative Revi	iews
Strategy 1: Support the use of reading specialist and classroom assistants to narrow the achievement gap among student populations taking		Formative	
assessments. Strategy's Expected Result/Impact: Documentation of progress; results of reading inventories; map growth; istation data Staff Responsible for Monitoring: Principal; Reading assistant interventionists; kindergarten and 1st grade teachers Funding Sources: - SCE	Jan	Mar	June
Strategy 2 Details	Formative Reviews		iews
Strategy 2: 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.		Formative	<u> </u>
Strategy's Expected Result/Impact: Master schedule; lesson plans	Jan	Mar	June
Staff Responsible for Monitoring: Principal; teachers Funding Sources: - 199 Local Funds			
No Progress Accomplished — Continue/Modify X Discontinue	2	•	

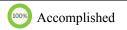
Performance Objective 4: Migrant students will be developed & demonstrate success in the core content areas of reading, math, science & social studies.

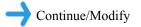
Strategy 1 Details	For	Formative Reviews	
Strategy 1: Identify & verify potential migrant students during the enrollment process.		Formative	
Strategy's Expected Result/Impact: Documentation of enrollment	Jan	Mar	June
Staff Responsible for Monitoring: Director of Special Programs; principals; PEIMS secretary;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

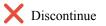
Performance Objective 5: Gifted and Talented students will be developed and demonstrate success in the core content areas of reading, math, science, and social studies.

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









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

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

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

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

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

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

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

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

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

Strategy 1 Details	For	Formative Reviews	
Strategy 1: Provide technology training as needed and provide follow up.		Formative	
Strategy's Expected Result/Impact: 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.	Jan	Mar	June
Staff Responsible for Monitoring: Technology Director; Assistant Superintendent for T&L Campus Administrators; Campus Lead Teachers; instructional coaches			
Funding Sources: - 199 Local Funds			
Strategy 2 Details	For	rmative Revi	ews
Strategy 2: TEKS Technology Applications and Pre-K Guidelines for Technology will be embedded in the classroom and computer lab.	Formative		
Strategy's Expected Result/Impact: Master schedule; lesson plans	Jan	Mar	June
Staff Responsible for Monitoring: Principal; teachers; classroom teachers			
Funding Sources: - 199 Local Funds			
No Progress Continue/Modify Discontinue Continue Accomplished	e		

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

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

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

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

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.

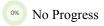
Strategy 1 Details	For	rmative Rev	iews
Strategy 1: Formally celebrate and publicize accomplishments in variety of ways at each campus.		Formative	
Strategy's Expected Result/Impact: School yearbooks	Jan	Mar	June
Google Classroom Social media: Twitter/Facebook/Instagram			
Weekly newsletter (Smore)	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

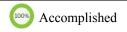
Strategy 4 Details	For	rmative Revi	ews
Strategy 4: Contact parents directly if their child is consecutively absent, tardy, or truant.		Formative	
Strategy's Expected Result/Impact: Documentation of correspondence on Attendance Summary Staff Responsible for Monitoring: Teachers; Assistant Principal;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

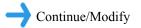
Goal 3: Strong Community Partnerships: Fredericksburg Primary School community members will partner in the continuing improvement of the educational system.

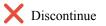
Performance Objective 2: Fredericksburg Primary School welcomes and values all families.

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









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

Strategy 4 Details	Formative Reviews		ews
Strategy 4: Invite parents to participate in Walking Day with their children during PE classes.	Formative		
Strategy's Expected Result/Impact: Weekly sign-in sheets	Jan	Mar	June
Reminder in weekly communicator			
Blackboard message			l
Staff Responsible for Monitoring: Principal; PE teachers, teachers, interpreter			
Funding Sources: - 199 Local Funds			
No Progress Accomplished — Continue/Modify X Discontinue	e		

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

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		
Strategy 1: Follow the district aligned truancy prevention measures.		Formative		
Strategy's Expected Result/Impact: Weekly Attendance Reports Classroom incentives	Jan	Mar	June	
Attendance improvement for students on high-risk lists				
Staff Responsible for Monitoring: Campus Administrators; Classroom Teachers; District Attendance Officer; District Liaison; PEIMS Coordinator				
No Progress Continue/Modify X Discontinue	;			

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

Committee Role	Name	Position
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

<u> </u>	011 41	S	211 Title I, Part A	1 1 1 1 1 1	
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
				Sub-Total	\$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
•				Sub-Total	\$0.00
			255 Title II, Part A		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$0.00
•				Sub-Total	\$0.00
			SCE	<u>.</u>	
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
1	3	1			\$0.00
1	7	5			\$0.00
				Sub-Total	\$0.00

199 Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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

		<u>,</u>	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
•				Sub-Total	\$0.00
			212 Title I, Part C	<u>.</u>	
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
				Sub-Total	\$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
•				Sub-Total	\$0.00