

Fort Stockton Independent School District

District Improvement Plan

2024-2025



Mission Statement

The mission of the Fort Stockton Independent School District is to remain totally committed to the development of students as life-long learners and productive, self-sustaining contributors to society.

Board Goals

Academics

The Fort Stockton ISD will engage students in active learning by providing innovative and creative curriculum and instruction that is designed to prepare the students for college or entry into a career. The classroom environment should be a safe, positive place where students are encouraged to achieve their goals and are supported by their teachers and parents.

Fort Stockton ISD campuses will focus their efforts on meeting and exceeding their mastery and progress in all grades and in all subjects.

Career and Technology

The Fort Stockton ISD will prepare students to attend college upon their graduation. Students who have participated in dual credit courses will earn college credit hours in addition to the credit hours required for their graduation from high school. These students will be recognized for their achievements at the annual awards ceremony.

Students who choose to enter the workplace will be trained in career and business courses that are required in furtherance of their chosen vocation. These students who, at the time of their graduation from high school, have achieved sufficient credit hours to qualify for certification in their chosen field will be recognized for their achievements at the annual awards ceremony.

Communication

The Fort Stockton ISD will maintain open lines of communication with the Administration, parents, teachers, student body and the community via social media, correspondence and the Superintendent's Blog. Notification of upcoming events, student activities and Board Meetings will be publicized with attendance by the community encouraged.

Financial Management

The Fort Stockton ISD will monitor and manage finances in order to sustain educational program priorities over the long term. Monitoring will encompass yearly audits performed by outside auditing firm and the conduct of budget workshops for board members and staff.

Participation

The Fort Stockton ISD will promote a positive climate for student participation in extra-curricular activities, including but not limited to, sports, the arts and other competitive games resulting in increased student, parent and community support and attendance.

Table of Contents

Comprehensive Needs Assessment 5

Demographics 5

Student Learning 11

District Processes & Programs 14

Perceptions 16

Comprehensive Needs Assessment Data Documentation 19

Goals 21

Goal 1: FSISD will ensure that all students will receive a high-quality education and will improve student performance for all student groups. 21

Goal 2: FSISD will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups. 28

Goal 3: FSISD will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups. 35

District Funding Summary 42

Comprehensive Needs Assessment

Demographics

Demographics Summary

The last Texas Education Agency Snapshot Report reflects the 2022-2023 [Texas Academic Performance Report](#). The Fort Stockton Independent School district is a 3,028 square mile attendance area, serving 2,187 students in Pre-K through grade 12.

FSISD has three elementary campuses: Apache (PK – Grade 1); Alamo (Grades 2-3); Intermediate (Grades 4-5); one Middle School (Grades 6-8), and one High School (Grades 9-12). Butz Preparatory Campus is an innovative campus that addresses the needs of non-traditional students.

Student Demographic Trends

Ethnic distribution 2022-2023: African American 0.4%; Hispanic 88.8%; White 9.1%; American Indian 0.3%; Asian 0.8%; Two or More Races 0.6%.

Ethnic distribution 2021-2022: African American 0.9%; Hispanic 88.6%; White 9.0%; American Indian 0.2%; Asian 0.7%; Two or More Races 0.5%.

Ethnic distribution 2020-2021: African American 0.8%; Hispanic 88.5%; White 9.3%; American Indian 0.2%; Asian 0.7%; Two or More Races 0.4%.

Ethnic distribution 2019-2020: African American 1.0%; Hispanic 87.7%; White 10.0%; American Indian 1.0%; Asian 0.7%; Two or More Races 0.4%.

Ethnic distribution 2018-2019: African American 0.8%; Hispanic 86.0%; White 12.0%; American Indian 0.2%; Asian 0.5%; Two or More Races 0.5%.

Ethnic distribution 2017-2018: African American 1.0%; Hispanic 85.6%; White 11.8%; American Indian 0.4%; Asian 0.4%; Two or More Races 0.5%.

Ethnic distribution 2016-2017: African American 0.7%; Hispanic 86.7%; White 11.5%; American Indian 0.1%; Asian 0.7%; Two or More Races 0.4%.

Ethnic distribution 2015-2016: African American 0.4%; Hispanic 86.9%; White 11.4%; American Indian 0.2%; Asian 0.7%; Two or More Races 0.5%.

Economically Disadvantaged:

2022-2023: 70.6%, 2021-2022: 75.1%, 2020-2021:66.6%, 2019-2020: 68.8%; 2018-2019: 67.5%; 2017-2018: 66.4%; 2016-2017: 66.7%; 2015-2016: 65.9%

(State average 62.0%)

Emergent Bilingual (EB) Students (EL-English Language Learners):

2022-2023: 12.3%, 2021-2022: 10.9%, 2020-2021:11.9%, 2019-2020: 12.7%; 2018-2019:10.1%; 2017-2018: 9.2%; 2016-2017: 9.0%; 2015-2016: 10.2%

(State average 23.0%)

At Risk:

2022-2023: 61.4%, 2021-2022: 68.7%, 2020-2021:63.1%, 2019-2020: 65.2%; 2018-2019: 65.2%; 2017-2018: 58.3%; 2016-2017: 62.8%; 2015-2016: 61.9%

(State average 53.3%)

Students enrolled in Special Education:

2022-2023: 14.8%, 2021-2022:11.3%, 2020-2021:10.2%, 2019-2020: 8.7%; 2018-2019: 6.6%; 2017-2018:7.0%; 2016-2017: 6.0%; 2015-2016: 5.5%

(State average 12.7%)

Students enrolled in Gifted and Talented:

2022-2023: 4.5%, 2021-2022: 2.8%, 2020-2021:2.4%, 2019-2020: 2.1%;2018-2019: 2.7%; 2017-2018: 2.9%; 2016-2017 - 2.9%; 2015-2016:3.1%

(State average 8.2%)

Attendance Rates:

2021-2022: 89.2%, 2020-2021: 83.0%, 2019-2020:92.7%, 2018-2019: 92.0%; 2017-2018: 92.3%; 2016-2017: 92.9%; 2015-2016: 93.3%; 2014-2015: 93.6%

(State average 92.2%)

Mobility Rates:

2021-2022: 9.4%, 2020-2021:12.5%, 2019-2020:13.3%, 2018-2019: 12.9%; 2017-2018: 11.8%; 2016-2017: 12.8%; 2015-2016: 12.6%; 2014-2015: 10.0%

(State average 16.8%)

4-year Graduation Rate:

2022: 92.1 %, 2021: 92.5%, 2020: 90.3%, 2019: 91.1%; 2018: 89.6%; 2017: 90.0%; 2016: 93.8%; 2015: 88.3%; 2014: 86.6%

(State average: 89.7%)

Staff

Teachers with 0-5 years Experience:

2022-2023: 44.5%, 2021-2022:52.8%, 2020-2021:51.0%, 2019-2020: 49%; 2018-2019: 50.0%; 2017-2018: 42.7%; 2016-2017: 40.4%; 2015-2016: 39.4%

(State average: 36.0%)

Average Years of Experience of Teachers:

2022-2023: 11.4, 2021-2022:10.1, 2020-2021:10.4, 2019-2020: 10.6; 2018-2019: 10.0; 2017-2018: 10.9; 2016-2017: 11.2; 2015-2016: 11.2

(State average: 11.0)

Turnover Rate for Teachers:

2022-2023: 32.7%, 2021-2022: 23.0%; 2019-2020: 23.3%; 2018-2019: 25.0%; 2017-2018: 26.1%; 2016-2017: 20.1%; 2015-2016: 24.9%
(State average: 21.4%)

Number of Students per Teacher:

2022-2023: 14.2%, 2021-2022:13.8, 2020-2021:13.0, 2019-2020: 14.4; 2018-2019:14.5; 2017-2018: 15.2 ; 2016-2017: 15.3; 2015-2016: 15.9
(State average: 14.8%)

Fort Stockton, a rural community, presents unique opportunities for recruiting passionate, early-career educators eager to make a positive impact. Our recruitment efforts often attract newly certified teachers or those in the early stages of their career, who bring fresh perspectives and enthusiasm to the profession. Many of these educators come through alternative certification programs, and while they may have limited clinical experience, Fort Stockton ISD is committed to providing comprehensive support, mentoring, and professional development to ensure their growth and success in the classroom. This allows us to cultivate highly effective educators dedicated to our students and the community.

Class Size Information

Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Class Size Information	District	State
Elementary:		
Kindergarten	16.4	18.7
Grade 1	16.3	19.1
Grade 2	18.6	19.1
Grade 3	19.0	19.3
Grade 4	13.5	19.4
Grade 5	17.6	20.8
Grade 6	16.2	19.2
Secondary:		
English/Language Arts	17.9	16.2

Foreign Languages	20.5	18.8
Mathematics	18.4	17.5
Science	13.7	18.5
Social Studies	15.3	18.9

Staff Information	District	State
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Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$46,057	\$53,300
1-5 Years Experience	\$56,910	\$56,516
6-10 Years Experience	\$61,109	\$59,732
11-20 Years Experience	\$64,783	\$63,389
21-30 Years Experience	\$68,005	\$67,876
Over 30 Years Experience	\$68,036	\$72,560

- \$7,243.00
+ \$394.00
+ \$1,377.00
+ \$1,394.00
+ \$129.00
- \$4,524.00

Demographics Strengths

FSISD Administration (district and campus levels) is comprised of administrators with many years of experience.

Experience of Campus Leadership:

Average Years Experience of Principals: 3.8 years
Average Years Experience of Principals with District: 2.3 years
Average Years Experience of Assistant Principals: 2.8 years
Average Years Experience of Assistant Principals with District: 2.0 years

The Fort Stockton ISD District of Innovation Plan allows the district to be exempt from state law requiring certified teachers. This policy grants the school board the authority to hire highly qualified individuals who may not hold traditional certification in specific fields. Additionally, the superintendent can request board approval for a certified teacher to teach outside their certification area or to allow a highly qualified, non-certified individual to teach, ensuring flexibility in staffing while maintaining high standards of expertise.

Teacher Incentive Allotment

This year marks an important milestone for Fort Stockton ISD as we begin the data collection phase for our approved Teacher Incentive Allotment (TIA). The TIA program is designed to reward and retain highly effective teachers by providing additional compensation based on teacher performance and student growth. Throughout this year, we will gather comprehensive data on instructional impact and student outcomes to ensure the program is implemented with accuracy and fairness. The data collected will inform future decisions, helping us recognize and support our top educators, while fostering continued excellence in teaching and learning across the district.

Student Learning

Student Learning Summary

Information from <https://txschools.gov/>

The ratings and data currently displayed on TXschools.gov are from 2022, and reflect the 2022 accountability system.

Accountability

Schools and districts are rated by the Texas Education Agency in three different domains: Student Achievement, School Progress, and Closing the Gaps.

FSISD is a B (81)

Student Achievement: 74/100

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rate and how prepared students are for success after high school.

STAAR Performance measures achievement at Approaches Grade Level or above, Meets Grade Level or above, and Masters Grade Level on the STAAR test. (67)

College, Career, and Military Readiness measures graduates' readiness for college, the workforce, or the military. (78)

Graduation Rate measures the percentage of students who graduate in 4, 5, or 6 years. (80)

School Progress: 84/100

School Progress shows how students perform over time, and how the district's performance compares to other districts with similar economically disadvantaged student populations.

Since the relative performance score was higher than academic growth, it was used to calculate the School Progress Score, 45.

- **Academic Growth is a B (84/100)**
 - **Relative Performance is a B (80/100)**
-

Closing the Gaps tells us how well a district is ensuring that all student groups are successful.

Even in districts where many students perform well, performance gaps may exist among different groups of students. The Closing the Gaps domain looks at each group of students separately and sets achievement targets for those groups in the four different areas. The more targets are met, the more points are awarded.

- **Academic Achievement Status is 25%**

Academic Achievement measures STAAR performance at the Meets Grade Level or above standard in reading and math for all student groups.

- **Graduation Rate is 33%**

Graduation Rate measures the percentage of students who graduate in 4 years for all student groups.

- **English Language Proficiency Status is 0%**

English Language Proficiency measures Emergent Bilingual (EB)/English learners' (ELs) progress towards achieving English language proficiency.

- **School Quality Status is 80%**

School Quality measures readiness for college, the workforce, or the military across all student groups.

The Closing the Gaps score for FSISD is a C (73).

Student Learning Strengths

Indicators	State	ESC 18	FSISD
Annual Dropout Rate (Gr 9-12)	2.0%	2.5%	0.4%
4-Year Longitudinal Rate (Gr 9-12) Class of 2022	89.7%	86.8%	92.1%
5-Year Extended Longitudinal Rate (Gr 9-12) Class of 2021	92.2%	89.7%	93.7%

Indicators	State	ESC 18	FSISD
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12) Class of 2021	92.7%	90.1%	93.7%
TSI Criteria Graduates in Mathematics (Annual Graduates)	54.3%	64.7%	71.6%
Dual Course Credits in Any Subject (Annual Graduates)	23.6%	41.9%	49.1%
Graduates with Level I or Level II Certificate (Annual Graduates)	0.8%	7.1%	13.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)	2.7%	2.1%	3.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)	5.6%	3.9%	8.3%
Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates)	61.9%	70.5%	87.6%
TSIA1 Average Score (Annual Graduates) Mathematics	342	337	366
Completed and Received Credit for College Prep Courses (Annual Graduates) Mathematics	20.2%	45.3%	61.5%
Advanced/Dual-Credit Course Completion (Grades 11-12) Any Subject	66.0%	68.7%	74.0%
Advanced/Dual-Credit Course Completion (Grades 9-12) Any Subject	45.4%	45.8%	63.1%

District Processes & Programs

District Processes & Programs Summary

Fort Stockton Independent School District (FSISD) implements the TEKS Resource System, a curriculum framework for grades K-12 across all foundational academic subject areas, including English Language Arts and Reading, Mathematics, Science, and Social Studies. This framework is aligned with both the Texas Essential Knowledge and Skills (TEKS) standards and the Texas Assessment of Academic Readiness (STAAR) objectives. Instructional staff use tools such as DMAC Solutions software, lead4ward resources, and other online platforms for data analysis, local assessments, student achievement monitoring, and instructional planning.

In addition, FSISD incorporates High-Quality Instructional Materials into its curriculum:

Math: Eureka, Carnegie Learning

English Language Arts: Amplify

The district employs various online learning platforms to enhance student learning and assess progress. For grades K-12, web-based formative assessment programs are used to support data-driven instruction in reading and provide comprehensive, standards-aligned content for mathematics. Students and families can also access instructional resources via the district's website.

As a rural community, Fort Stockton faces challenges in attracting and retaining experienced educators. Due to geographic location, recruitment efforts often appeal primarily to new teachers seeking job opportunities, rather than seasoned educators. As a result, FSISD frequently hires teachers early in their careers who require additional support. To address this, the district provides targeted professional development and intensive support for teachers. New and returning teachers participate in on-site, high-quality staff development designed to enhance classroom performance. Systems are in place to support beginning teachers, those new to specific assignments, mentor teachers, and principals.

Response to Intervention (RtI) is implemented at all campuses to identify and assist students struggling. Support is provided throughout the school year, with visiting consultants offering additional resources for academic interventions, behavior strategies, and teacher support.

Bilingual/ESL student performance remains an area of concern, as identified by the Results Driven Accountability (RDA), formerly known as the Performance-Based Monitoring Analysis System (PBMAS). Although program implementation continues to improve, bilingual/ESL student performance on STAAR/EOC assessments is a targeted area for support.

FSISD uses supplemental federal funds to enhance instruction by applying these funds toward salaries and reducing class sizes, ensuring an expanded and improved instructional environment.

District Processes & Programs Strengths

Fort Stockton Independent School District (FSISD) has implemented systemic initiatives aimed at fostering sustained improvements in teaching and learning. The district has provided on-site, job-embedded, and continuous support to teachers and staff, with every initiative and training grounded in the latest scientifically based research on effective instructional practices.

FSISD adopted a TEKS-based curriculum in 2010, and since then, teachers have received annual training to ensure alignment with state standards. Differentiated instruction training has been ongoing since 2009, and lesson planning across the district was standardized in 2011, with updates in 2015 and 2019. To support English Learners, FSISD has held annual training sessions since 2010 to improve academic achievement. Writing strategies have also been part of the annual training for ELA teachers since 2012. Since 2010, content-specific

training has been regularly provided to ELA and math teachers, with social studies teachers receiving annual professional development since 2012, and science teachers since 2014. Classroom management support has also been consistently provided.

Leadership development is another priority in FSISD, with administrators receiving yearly training from leading educational consultants. The district has partnered with experts like Gretchen Bernabei for writing strategies, Ruby Payne for supporting at-risk students, and Marcia Tate for instructional practices. In response to the challenges posed by COVID-19, FSISD has integrated social-emotional learning training, emphasizing the importance of mental health for students.

FSISD ensures that all teachers participate in intensive training sessions before the start of each school year, with ongoing professional development opportunities throughout the academic year. Professional Development Days are built into the school calendar to support continuous growth.

With the adoption of High-Quality Instructional Materials, FSISD has elevated the learning experiences provided to students across the district. By incorporating resources such as **Eureka** and **Carnegie Learning** in mathematics and **Amplify** in English Language Arts, students are exposed to rigorous, research-based instructional content. These materials ensure that students engage with curriculum that aligns with state standards, but also foster deeper understanding and critical thinking skills. The use of these high-quality resources allows FSISD to offer learning opportunities that challenge students and support their academic growth, ultimately preparing them for higher levels of achievement.

As a designated District of Innovation, FSISD implemented its first Innovation Plan in 2017, which was extended through 2027. This plan includes flexible scheduling strategies, allowing for an earlier start to the school year in August, while maintaining the required 75,600 minutes of instruction annually. The flexibility afforded by this exemption from Sections 25.081 and 25.082 enables FSISD to tailor instructional schedules to better meet student needs. This flexibility also allows early release days, which are used for professional development, teacher collaboration, parent-teacher conferences, special instructional arrangements, and other school-related activities, ensuring the district remains responsive to both instructional and community needs.

Perceptions

Perceptions Summary

Parent and Student Input

The School Administration of Fort Stockton Independent School District (FSISD) regularly meets with students and parents to gather valuable feedback on potential improvements within the district. These meetings are designed to ensure that the district can better serve the needs of its students and families, fostering a collaborative approach to enhancing the educational experience.

Parents play a critical role in these discussions, as their insights and perspectives are essential to understanding the full scope of their children's needs. FSISD recognizes parents as key partners in the educational process, working closely with them to identify areas for growth, address challenges, and celebrate successes. By involving parents in these conversations, FSISD ensures that decisions are made with the whole student in mind, considering not only their academic needs, but also their emotional, social, and developmental well-being. This partnership between the district, students, and parents creates a supportive environment where all stakeholders contribute to providing the best possible education for every child.

Health and Wellness

FSISD is deeply committed to the health and well-being of its students, recognizing that a strong foundation in health is essential for academic success and development. The district employs full-time Licensed Vocational Nurses (LVNs) and one Registered Nurse (RN) who are present on campus at all times, ensuring immediate access to medical care and support for students. These healthcare professionals play a critical role in monitoring student health, managing chronic conditions, administering medications, and responding to medical emergencies, all while promoting a safe and healthy school environment.

Beyond providing routine care, the nurses work closely with students, parents, and staff to ensure that each student's physical and emotional needs are met. They act as a vital liaison between the school and families, regularly communicating with parents to discuss health-related concerns, coordinate care plans, and provide guidance on issues that may affect a child's well-being. The nurses' involvement ensures that health interventions are timely and collaborative, with the goal of preventing absenteeism and promoting academic readiness.

FSISD also upholds a district-wide focus on wellness through its annual Wellness Committee meetings, where the district's Wellness Plan is reviewed and updated to address emerging needs. This comprehensive approach underscores the importance of student health as a priority, recognizing that healthy students are more engaged, focused, and capable of reaching their full potential both inside and outside the classroom. By maintaining a proactive and collaborative health strategy, FSISD ensures students can thrive in a nurturing environment that supports their well-being at every level.

Extracurricular Activities

The FSISD athletic department is committed to fostering essential life skills in its students, focusing on character, integrity, self-discipline, mental toughness, sportsmanship, pride, and a positive work ethic. By providing students with opportunities to participate in competitive sports and emphasizing the importance of teamwork, leadership, and perseverance, FSISD Athletics helps students develop attitudes that go beyond winning games. The department ensures students understand that success is built through knowledge, effort, training, preparation, and determination. These athletic experiences contribute to shaping well-rounded, responsible citizens who will carry these values with them throughout their lives, positively impacting their future careers and communities.

However, FSISD's commitment to student development extends far beyond the athletic fields. In addition to athletics, the district offers a wide range of extracurricular programs designed to provide students with valuable opportunities to learn and grow outside the traditional classroom. Programs in band, choir, and fine arts not only allow students to explore their creative talents, but also help them cultivate discipline, dedication, and collaboration. Performing in front of audiences, whether in concerts, competitions, or exhibitions, fosters confidence, communication skills, and the ability to work within a team, all vital in both personal and professional life. The arts provide students with a sense of accomplishment, creativity, and expression, contributing to their emotional and social development.

Career and Technical Education

FSISD's Career and Technical Education (CTE) programs play a crucial role in preparing students for the real world by equipping them with practical skills, technical knowledge, and leadership abilities. These programs provide hands-on learning experiences in fields such as health sciences, agriculture, technology, and business, allowing students to explore potential career paths and develop professional competencies. By engaging in real-world problem-solving, collaborating with peers, and receiving mentorship from experienced professionals, students learn to take initiative, work as part of a team, and assume leadership roles. This approach ensures that students meet academic goals, but also acquire the skills necessary to thrive in the workforce or pursue higher education.

At FSISD, the focus is on providing student-centered opportunities that encourage personal growth, leadership, and collaboration. Through athletics, fine arts, CTE, and other extracurricular activities, students learn how to work together towards common goals, navigate challenges, and support one another. These programs nurture the development of young adults who are well-prepared for life beyond high school, equipped with the confidence, resilience, and leadership qualities needed to succeed in any field they choose.

Perceptions Strengths

Fort Stockton Independent School District (FSISD) reached a significant milestone in 2017, celebrating 100 years of dedicated service to its students and the community. Education has always been at the heart of Fort Stockton, and this commitment is reflected in the community's ongoing support for improving the learning environment for its students. In 2013, voters approved a \$35 million bond, demonstrating their dedication to enhancing student experiences by investing in school improvements. The bond funded projects directly benefiting students, such as renovations at Fort Stockton High School, upgraded technology, better athletic facilities, and new resources like desks, lockers, and student record storage. One highlight of the project was the creation of a 60-yard marching facility for the Pride of Pantherland Band, underscoring the district's focus on providing students with the resources they need to succeed both academically and in extracurricular activities.

The community's dedication to student success continued with the approval of a \$100 million bond in 2022, aimed at improving both educational and athletic facilities across the district. Of the initial \$35 million in bond sales, \$25 million was allocated to modernizing classrooms and educational spaces, and \$10 million went to enhancing athletic facilities—all without increasing the tax rate. These improvements ensure that FSISD students learn and grow in state-of-the-art classrooms and athletic spaces, fostering their academic, physical, and social development. By partnering with BTC, a company that specializes in K-12 construction, the district ensured that every project keeps student needs at the forefront, creating environments that support and nurture their potential.

In 2022, FSISD further prioritized student learning by securing a \$3 million bond focused on advancing technology throughout the district. This investment plays a vital role in preparing students for the future by providing them with modern tools and resources that enhance their educational experiences. Incorporating advanced technology into the classroom equips students with the skills they need for a rapidly evolving digital world. From interactive learning platforms to hands-on career and technical training, students are exposed to the kinds of digital tools and problem-solving approaches they will encounter in higher education and the workforce. This focus on technology empowers students with digital literacy, critical thinking, and collaboration skills—crucial elements for success in the modern world.

FSISD is also recognized as a leader in Career and Technology Education (CTE), giving students real-world skills and certifications that open doors to future careers. Acknowledged by the Educational Service Center of Region 13 in Austin, FSISD's commitment to CTE ensures that skilled, knowledgeable teachers teach students in high-demand fields. As a certification program distance site, FSISD continues to expand opportunities for students and teachers alike, ensuring every student has access to a well-rounded education that equips

them for success beyond the classroom.

Student safety is the highest priority for FSISD, and the district has implemented comprehensive measures to ensure a secure learning environment for all students and staff. FSISD works closely with local law enforcement through a "walk-through program," where officers regularly visit campuses to build positive relationships with students and provide a visible security presence. In addition, following the tragedy in Uvalde, FSISD strengthened its safety protocols by introducing a guardian program, allowing select qualified and trained staff members to carry firearms. This voluntary program complements the district's existing security efforts and reflects FSISD's unwavering commitment to maintaining a safe and supportive environment for everyone.

Further enhancing security, FSISD has installed ballistic film on adjacent doors throughout the school buildings, strengthening the entry points to better protect students and staff. To ensure that all physical security measures are functioning as intended, the district has appointed a dedicated safety position, responsible for regularly inspecting every door in the school buildings. This individual ensures all doors are secure and in working condition, providing an additional layer of safety for everyone in the district.

FSISD has also adopted a new emergency management system, **Raptor**, which allows for efficient coordination and execution of safety drills through the **Standard Response Protocol (SRP)**. The SRP is a nationally recognized approach to school safety that standardizes how schools respond to emergencies, such as lockdowns, evacuations, and severe weather. It is built around five key actions: Lockout, Lockdown, Evacuate, Shelter, and Hold, providing a clear, shared language that ensures everyone understands what to do in an emergency. The SRP is critical in maintaining a safe environment for students and staff, ensuring swift and coordinated responses to potential threats. First responders play a vital role in the SRP, working alongside schools to ensure safety protocols are followed and that the response to any incident is as effective as possible.

Additionally, FSISD has formalized a **Memorandum of Understanding (MOU)** with local law enforcement agencies to ensure seamless collaboration and adherence to the SRP. This partnership strengthens the district's emergency response capabilities and enhances communication between the district and first responders, ensuring that FSISD remains prepared for any potential emergency. Through these comprehensive safety measures, FSISD reaffirms its commitment to providing a safe and secure learning environment where students can focus on learning and personal growth.

Through these efforts, whether enhancing learning spaces, integrating advanced technology, offering real-world career training, or ensuring student safety, FSISD remains steadfast in its mission to provide students with the best possible education and opportunities. Every project, bond, and program is designed with one purpose: to create an environment where students can learn, thrive, and grow into well-rounded, responsible members of society, fully prepared for their future.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Goal 1: FSISD will ensure that all students will receive a high-quality education and will improve student performance for all student groups.

Performance Objective 1: FSISD will develop and implement a well-rounded program of instruction to meet the academic needs of all students.

High Priority

HB3 Goal

Evaluation Data Sources: The Student Achievement Domain rating for FSISD will maintain at least a B letter grade, as measured by the Texas Accountability Rating System.

Strategy 1 Details	Formative Reviews		
Strategy 1: FSISD will provide a curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) across all subjects and grade levels. Training and support will be provided to increase teachers' knowledge base of the TEKS and student expectations at each grade level so that instruction is appropriate to ensure students obtain grade level skills and competencies. Strategy's Expected Result/Impact: FSISD will coordinate with campus staff to develop and implement a plan for staff development. Staff Responsible for Monitoring: Principals, Assistant Superintendent, and Curriculum Directors Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional staff will be provided time to plan TEKS based units and develop the scope and sequence for each grade level and core subject area through horizontal and vertical teaming planning meetings. Strategy's Expected Result/Impact: Increase in student performance for all student groups; increase in students meeting grade level expectations in all grades and content areas. Staff Development days built into school calendar Staff Responsible for Monitoring: Principals and Curriculum Directors Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: FSISD will ensure that teachers receive high-quality ongoing training to provide teachers with the subject matter knowledge and instructional strategies and principals with instructional leadership skills to provide students with the opportunity to meet challenging state and local student academic standards. Strategy's Expected Result/Impact: Implementation of mentoring program and instructional coaching for new or inexperienced teachers. Low-income and minority students will not be taught at disproportionate rates by ineffective, inexperienced, and/or out-of-field teachers. Staff Responsible for Monitoring: Assistant Superintendents, Principals and Curriculum Directors Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: FSISD will coordinate with the Educational Service Center, universities, and alternative certification programs to attend job fairs to recruit high-quality, highly effective staff. Teachers will be encouraged to acquire additional endorsements, certifications, and/or graduate degrees. Paraprofessionals will be encouraged to pursue teaching degrees. Strategy's Expected Result/Impact: Improved instruction and staff effectiveness. Staff Responsible for Monitoring: District and Campus Administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: FSISD will implement a schoolwide tiered model to prevent and address problem behavior and utilize discipline management techniques to increase learning time and reduce discipline referrals. Strategy's Expected Result/Impact: Reduction in the use of discipline practices that remove students from the classroom to increase student performance for all student groups. Staff Responsible for Monitoring: District and Campus Administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
Strategy 6: FSISD campuses will implement district attendance policies, processes, and procedures with fidelity to consistently execute notification and follow up processes on attendance discrepancies. Strategy's Expected Result/Impact: 93% or more student attendance rate (2022-2023 is 90.5%) Staff Responsible for Monitoring: Campus and District Administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
Strategy 7: FSISD will promote a positive climate for student participation in extra-curricular activities, including but not limited to sports, the arts, and other competitive games, to increase awareness of enrichment programs and opportunities to address the needs of students beyond core academics. Strategy's Expected Result/Impact: Increased student, parent, and community support and attendance. Staff Responsible for Monitoring: Campus and District Administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 8 Details	Formative Reviews		
Strategy 8: FSISD will continue to coordinate efforts with local law enforcement and emergency services to develop programs addressing safety, dropout prevention, and truancy. Strategy's Expected Result/Impact: Students will be educated in learning environments that are safe, drug free, and conducive to learning. Staff Responsible for Monitoring: Campus and District Administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 9 Details	Formative Reviews		
Strategy 9: FSISD will collaborate with community stakeholders to implement wellness programs and procedures through the School Health Advisory Council (SHAC). FSISD campuses will implement a coordinated health program to ensure students participate in moderate to vigorous physical activity for the mandatory number of minutes for physical activity for students. Strategy's Expected Result/Impact: Successful implementation of FSISD wellness plan and compliance with requirements for students to participate in moderate to vigorous physical activity Staff Responsible for Monitoring: Campus Principals, physical education teachers, and athletics teachers. Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June

Strategy 10 Details	Formative Reviews		
Strategy 10: FSISD staff will receive training on social issues such as harassment, sexual abuse and other maltreatment of children, conflict resolution, violence prevention and intervention, suicide prevention and intervention, bullying, drug use, dropout reduction, discipline management, and internet safety. Strategy's Expected Result/Impact: Students will be educated in learning environments that are safe, drug-free, and conducive to learning. Staff Responsible for Monitoring: District and Campus Administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 1: FSISD will ensure that all students will receive a high-quality education and will improve student performance for all student groups.





Performance Objective 2: FSISD students will be encouraged and challenged to meet their full educational potential. Students will either make progress or maintain proficiency in both ELAR and mathematics from year to year, as measured by STAAR results.

High Priority

Evaluation Data Sources: The School Progress Domain rating for FSISD and each campus will improve at least one letter grade as measured by the Texas Accountability Rating System.

Strategy 1 Details	Formative Reviews		
Strategy 1: FSISD will offer a high-quality prekindergarten that is developmentally appropriate, multi-sensory and experiential. Strategy's Expected Result/Impact: Students will obtain strong foundation knowledge and skills across primary domains of development and will demonstrate Kinder-readiness. Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Director, and Principal Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: FSISD will facilitate effective transitions for students from early childhood programs or home to Pre-Kindergarten or Kindergarten from campus to campus (elementary through high school) for students new to FSISD, students in foster care, and/or students experiencing homelessness. Strategy's Expected Result/Impact: Students will successfully move from one school to another, become part of the new school, and maintain social and academic status towards improved student performance. Staff Responsible for Monitoring: District and Campus Administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: FSISD instructional staff will utilize technology to enhance instruction, personalize student learning, and develop problem-solving skills. Technology will provide training to staff on the use of campus-based technology hardware and software and how to integrate technology into the curriculum. Strategy's Expected Result/Impact: Increase in student performance for all student groups, and increased student engagement and attendance. Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors. Technology, and Principals Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: FSISD will provide ongoing professional development throughout the school year in all core content areas, with an emphasis on critical thinking and differentiated instruction. Strategy's Expected Result/Impact: Increase in student performance for all student groups Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors and Principals Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: FSISD will offer enrichment classes and activities that enhance students' educational experiences and engagement in school and will continue to emphasize student participation in extra-curricular activities. All students in grades 2-12 will have the opportunity to participate in events to enhance student learning. Strategy's Expected Result/Impact: Increased student achievement, increased attendance, decreased discipline referrals, and reduced dropout rates Staff Responsible for Monitoring: Assistant Superintendents, Curriculum Directors and Principals Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
Strategy 6: FSISD will provide specialized support for high achieving students, including a rigorous, diverse curriculum to prepare students for various career opportunities, as well as enrichment programs to meet the unique needs of students identified as Gifted and Talented. Strategy's Expected Result/Impact: Increase in student performance for students identified as Gifted and Talented, and increased student engagement and attendance Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors and Principals Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
Strategy 7: FSISD will coordinate with institutions of higher education, employers, and other local partners to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education by providing increased dual enrollment opportunities, career counseling, and work-based learning opportunities. Strategy's Expected Result/Impact: Increase in school-based and work-based learning opportunities to increase students earning industry certifications, and increase the number of students earning college credits through continued partnerships with Midland College and other institutions for dual credit. Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Director, Secondary Principals Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 2: FSISD will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

Performance Objective 1: FSISD will monitor student progress to identify students who may be at risk of academic failure and provide additional educational assistance to individual students needing help in meeting state standards.

High Priority

Evaluation Data Sources: The Closing the Gaps Domain rating for FSISD and each campus will improve at least one letter grade as measured by the Texas Accountability Rating System.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campuses will continue to implement a pyramid of intervention (RTI services) for identified students. Teachers will be provided training to incorporate supplemental instructional supports and differentiated student instruction. District and campus administration will monitor implementation and effectiveness of curriculum and instruction. Strategy's Expected Result/Impact: Student gains in literacy and math increasing student performance. Staff Responsible for Monitoring: District and Campus Administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: FSISD staff will utilize multiple formative assessments to check for understanding. Staff will disaggregate data from all manner of student assessment, including but not limited to formative assessments, universal screeners, curriculum based assessments (CBAs), benchmarks, and state assessments, using DMAC, online programs, and lead4ward. Strategy's Expected Result/Impact: Teachers can identify students experiencing difficulty or not making progress, and then plan targeted interventions to improve student performance for all student groups. Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors, and Principals Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Differentiated instruction and targeted interventions will be provided to identified students in a timely manner, increasing academic achievement for all students. Teachers and staff will use evidence-based activities, strategies, and interventions that demonstrate a statistically significant effect on improving student outcomes. Strategy's Expected Result/Impact: Increase in student performance for all student groups to increase in students meeting grade level expectations in all grades and content areas. Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors, and Principals Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Paraprofessionals and teachers will provide additional classroom assistance and supplemental support to improve student achievement and close instructional gaps. Title II, Part A funds and Title IV, Part A funds are transferred for use in the Title I, Part A program. Strategy's Expected Result/Impact: Student gains in literacy and math; increase in student performance. Staff Responsible for Monitoring: District and campus administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: FSISD will design and implement appropriate compensatory, intensive, and accelerated instruction to ensure that students are able to perform at grade level at the conclusion of the next regular school term. Strategy's Expected Result/Impact: Increase in student performance for all student groups; decrease in student dropout rates. Staff Responsible for Monitoring: District and campus administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 6 Details	Formative Reviews		
Strategy 6: FSISD staff will administer the universal screener and will provide students identified as at risk for developing reading difficulties and students with dyslexia an accelerated reading instruction program. Strategy's Expected Result/Impact: Increase in student performance for students identified as at-risk for developing reading difficulties and students with dyslexia in all grades and content areas. Staff Responsible for Monitoring: Special Services and Principals Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June



No Progress



Accomplished



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Discontinue

Goal 2: FSISD will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

Performance Objective 2: FSISD will utilize varied and effective instructional strategies to improve academic achievement of all student groups, including all race/ethnicity groups, economically disadvantaged students, English Learners, special education students, continuously enrolled and non-continuously enrolled students, and at-risk students.

Evaluation Data Sources: The Closing the Gaps Domain rating for FSISD and each campus will improve at least one letter grade as measured by the Texas Accountability Rating System.

Strategy 1 Details	Formative Reviews		
Strategy 1: FSISD will implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students. Strategy's Expected Result/Impact: Students will be provided with immediate enrollment, transportation, additional academic support, and counseling as appropriate. Staff Responsible for Monitoring: Migrant Service Coordinator, Homeless Liaison, Foster Care Liaison, PEIMS Staff, Counselors and Campus Principals Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: FSISD Migrant Education Program staff will identify migrant children and youth, provide priority placement and access to instructional services, and monitor progress to ensure student success. Strategy's Expected Result/Impact: 100% of migrant students will have the same opportunity to meet the challenging state standards; increase in performance of migrant students Staff Responsible for Monitoring: Migrant Service Coordinator and Shared Services Agreement with Educational Service Center 18 Title I: 2.4, 2.5, 2.6 Funding Sources: - Title I - \$4,000	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Students with disabilities will be educated in the Least Restrictive Environment (such as inclusion support in the general ed classroom) and will be provided with instructional accommodations and supports based upon the student's Individualized Educational Plan (IEP). Strategy's Expected Result/Impact: Timely evaluations, a continuum of services, and transition plans will lead to improved outcomes for students with disabilities. Staff Responsible for Monitoring: FSISD Special Education Staff, Principals and Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: FSISD Special Education teachers will be provided with training on IEP development, implementation, data collection, instructional strategies, and behavior management to build teachers capacity and promote student success. Strategy's Expected Result/Impact: Improved instruction and staff effectiveness towards improved student outcomes for students with disabilities. Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors, Principals, and Special Education Staff Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Students identified as Emergent Bilingual (Limited English Proficient) will receive support through the bilingual program or ESL program. Title III funds will be used to provide professional development to teachers and instructional supplies to supplement the curriculum. Strategy's Expected Result/Impact: Increase in Emergent Bilingual student performance in all grades and content areas. Staff Responsible for Monitoring: District and campus administration Title I: 2.4, 2.5, 2.6 Funding Sources: Supplies - Title III - \$1,000, Salary - Local - \$73,275, Supplies - Local - \$2,260	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
Strategy 6: FSISD will continue to partner with professional consultants to help teachers and administrators develop a comprehensive understanding of the bilingual/ESL program and the English Language Proficiency Standards (ELPS) to meet the linguistic, cognitive, and affective needs of our Emergent Bilingual Learners. Strategy's Expected Result/Impact: 100% of core academic teachers will be trained in English Language Proficiency Standards to increase Bilingual/ESL student performance. Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors, and Principals Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Students eligible under 504 will receive instructional accommodations and supports according to each student's 504 plan. Strategy's Expected Result/Impact: Increase in student performance for students eligible for 504 in all grades and content areas. Staff Responsible for Monitoring: Principal and Teachers Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Students identified as at-risk will receive services such as counseling, school-based mental health programs, specialized instructional support services, and mentoring services, as needed. Strategy's Expected Result/Impact: Increase in student performance for students identified as at-risk in all grades and content areas. Staff Responsible for Monitoring: Principals and counselors Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: FSISD will support campuses in reducing drop out rate by providing academic interventions (tutorials, credit recovery, summer school, etc.), counseling services, working with community resources (law enforcement, social services, etc.), and by closely monitoring excessive absences and truancy.</p> <p>Strategy's Expected Result/Impact: 0% dropout rate and increase in the number of credits recovered by students considered at-risk of dropping out.</p> <p>Staff Responsible for Monitoring: Campus Principals, District Administration, and Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 3: FSISD will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.





Performance Objective 1: FSISD will conduct outreach to parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

Evaluation Data Sources: By May, each campus will host a parent engagement events that focus on building parents' capacity to support student achievement.

Strategy 1 Details	Formative Reviews		
Strategy 1: FSISD will implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap. Strategy's Expected Result/Impact: Activities that respond to the needs of all families, including those ethnically, linguistically and socio-economically diverse, to reach more parents and families in building parents capacity and supporting student performance. Staff Responsible for Monitoring: District and Campus Administration Parent Liaison Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: FSISD parent and family engagement opportunities will be offered. Parents will receive ongoing communication regarding student progress, school programs, volunteer activities, opportunities to provide input, and information regarding resources and activities to support student learning at home. Communication will be provided in English and Spanish, and in multiple formats as needed. Strategy's Expected Result/Impact: Increased school-parent communication Increased parent attendance at school events Increase in number of parent volunteers Staff Responsible for Monitoring: District and Campus Administration Parent Liaison Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: FSISD will coordinate family engagement priorities and structures between elementary and secondary schools. Transition activities, including school visits for preschool students enrolling at elementary campuses will be held as well as transition activities for students going from the elementary level to secondary level.</p> <p>Strategy's Expected Result/Impact: Students will successfully move from one school to another to become part of the new school, and maintain social and academic status, leading to improved student performance for all student groups.</p> <p>Staff Responsible for Monitoring: District and Campus Administration Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: FSISD will identify ways to extend educational goals through existing events frequented by families, such as athletic events, to eliminate the separation between academics and extracurricular activities.</p> <p>Strategy's Expected Result/Impact: More effective family engagement that supports student achievement and closes the achievement gap.</p> <p>Staff Responsible for Monitoring: District and Campus Administration Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: FSISD will support campus-based events to promote effective family engagement that supports student achievement and closes the achievement gap.</p> <p>Strategy's Expected Result/Impact: Parents and families will be provided with information that will encourage engagement with children as a means to increase student achievement.</p> <p>Staff Responsible for Monitoring: District and Campus Administration Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: FSISD will provide parents and families with timely notification of school events, and flexible meeting times. In addition to relevant data on attendance, behavior, academic progress and performance of their child.</p> <p>Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal) report cards progress reports phone calls written communication, including electronic communication</p> <p>Strategy's Expected Result/Impact: Parents will be given access to school information through technology including Parent Portal, Facebook, Twitter, Channel 16, and School Messenger.</p> <p>School-home communication will be available in English and Spanish. Interpreters will be provided for meetings, conferences, and other activities.</p> <p>Staff Responsible for Monitoring: District and Campus Administration Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: FSISD will provide teachers and staff with professional development and diversity awareness training. Training for school personnel, such as special educators and administrators, to facilitate meaningful communication and collaboration with families towards increased parent engagement.</p> <p>Strategy's Expected Result/Impact: FSISD faculty and staff will build capacity to work effectively with students' families through improved school-home communication and improved student performance.</p> <p>Staff Responsible for Monitoring: Assistant Superintendents, Principals, and Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p>	Formative		
	Dec	Mar	June

Strategy 8 Details	Formative Reviews		
Strategy 8: FSISD will provide opportunities for increased parent and family engagement at FSMS and FSHS, such as informational sessions to emphasize the need for students to make informed curriculum choices to be prepared for success beyond high school. Information related to higher education admissions and financial aid opportunities; and opportunities or career counseling to identify student interests and skills. Strategy's Expected Result/Impact: Increased attendance at secondary outreach activities to help students and their families manage transitions from middle school to high school, and from high school to postsecondary education programs and employment. Staff Responsible for Monitoring: District and Campus Administration Counselors Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative		
	Dec	Mar	June
Strategy 9 Details	Formative Reviews		
Strategy 9: FSISD will continue to partner with community resource agencies, local businesses, higher education institutions, and other government entities to support student learning and overall family growth. Strategy's Expected Result/Impact: Partnerships with external mental health organizations to support students' social-emotional health, increased participation of businesses and communities in education, coordination of businesses, civic clubs and community funding for scholarships and incentives. Staff Responsible for Monitoring: District and Campus Administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: FSISD will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

Performance Objective 2: FSISD will follow state and federal guidelines for planning and decision-making with a committee of elected, representative professional staff, including, classroom teachers, as well as parents of students enrolled in the district, business representatives, and community members.

Evaluation Data Sources: Annual review and revision of District Improvement Plan.
Annual public meeting.
Annual Board approval of district and campus goals and objectives.

Strategy 1 Details	Formative Reviews		
Strategy 1: FSISD will coordinate and integrate federal, state, and local services and programs, including violence prevention programs, nutrition programs, housing programs, Head Start, vocational/technical education, and job training. Strategy's Expected Result/Impact: Federal funds, including Title I funds, will work in conjunction with other school initiatives that seek to build the parent school connection and move student achievement to higher levels. Staff Responsible for Monitoring: Assistant Superintendent and Campus Principals Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: FSISD will conduct an annual Comprehensive Needs Assessment (with parents and other members of the community) for the district and each campus as part of the continuous improvement planning process. Strategy's Expected Result/Impact: Student Outcome-Focused SMART Goals and Performance Measures toward improved student performance. Staff Responsible for Monitoring: Assistant Superintendent and District Improvement Committee Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
Strategy 3: FSISD will conduct program evaluations to determine the impact and effectiveness of programs, initiatives, and process reviews to increase learning time to reduce duplication of services and resources. Strategy's Expected Result/Impact: Efficient allocation and use financial resources while improving the quality of education provided to students. Staff Responsible for Monitoring: District and Campus Administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Each campus shall develop a comprehensive plan that includes a description of strategies used to address school needs, use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum. Strategy's Expected Result/Impact: Student Outcome-Focused SMART Goals & Performance Measures; improved student performance Staff Responsible for Monitoring: Principals and Campus Improvement Committees Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: FSISD improvement plans will be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards. Strategy's Expected Result/Impact: Campus plans will define teaching methods to meet the needs of student groups that do not reach full potential, as well as methods to meet students' needs for special programs and improved student performance. Staff Responsible for Monitoring: District and Campus Administration Title I: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June

Strategy 6 Details	Formative Reviews		
Strategy 6: FSISD will involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening. Strategy's Expected Result/Impact: Parent compacts and the Parental Involvement Program will be reviewed annually with the input of parents. The campuses will provide parents with copies of the Student Handbook, Code of Conduct, Parent Involvement Policy, and Title I Parent Compact. Staff Responsible for Monitoring: District and Campus Administration Title I: 4.1, 4.2	Formative		
	Dec	Mar	June
Strategy 7 Details	Formative Reviews		
Strategy 7: FSISD will identify strategies to lower barriers to parents' participation in campus and district decision-making. Parents will have multiple avenues to give feedback through evaluations, communication with the principal, attendance, and feedback given at meetings. Strategy's Expected Result/Impact: Increase in parents willing to engage in the continuous improvement process, increased survey participation, and additional parent feedback regarding programs and planning. Staff Responsible for Monitoring: District and Campus Administration, Parent Liaison Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative		
	Dec	Mar	June
Strategy 8 Details	Formative Reviews		
Strategy 8: FSISD will maintain open lines of communication with the Administration, parents, teachers, student body and the community via social media, and correspondence. Strategy's Expected Result/Impact: Notification of upcoming events, student activities and board meetings will be publicized, with community encouraged attendance. Staff Responsible for Monitoring: District and Campus Administration Title I: 4.1, 4.2	Formative		
	Dec	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

District Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$4,000.00
Sub-Total					\$4,000.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	Supplies		\$1,000.00
Sub-Total					\$1,000.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	Salary		\$73,275.00
2	2	5	Supplies		\$2,260.00
Sub-Total					\$75,535.00