

Fredericksburg Independent School District

Fredericksburg Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: November 11, 2024

Mission Statement

The Fredericksburg ISD mission is to guide students to be the best version of themselves and to achieve unlimited potential.

Vision

Fredericksburg ISD: Inspiring Excellence!

Core Beliefs

In Fredericksburg ISD we believe:

-Students will be challenged and engaged as creative and collaborative problem solvers with academic confidence.

-Parents and Families are engaged partners who both need and provide appropriate levels of support and good communication so that all partners can be accountable.

-Teachers build individualized relationships with students and families to strengthen academic confidence, inspire an ongoing desire to learn and to be a positive, contributing member of society.

-Campus Leaders are accountable to the community, staff, and students through active engagement, academic confidence, and team driven results.

-The Superintendent and Central Office Staff have a supportive role in the district, to facilitate, communicate, evaluate, and monitor all aspects of the district's goals.

-The School Board is the voice of the community by demonstrating accountability, instituting checks and balances, providing governance oversight, and bridging the gap between the community and the district.

Core Values Respect Integrity Students First Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The following data was taken from the 2023-2024 Public Education Information Management System (PEIMS) Fall submission data. As of this submission we have not received the 2024 Texas Academic Performance Report (TAPR).

2023-2024 Enrollment: 728

- Asian: .27%
- Black/African American: .41 %
- Hispanic/Latino: 57.42%
- White: 40.66%
- Two or More Races: 1.24%
- Emergent Bilingual: 26.55 %
- Gifted and Talented: 1.92%
- Economically Disadvantaged: 67.86%
- Special Education: 21.29%
- Dyslexia: 9.07%
- Disciplinary Placements: .001%

2023-2024 Staff Representation

- Teachers: 65%
- Administrative: .05%
- Educational Aides: 17%
- Auxiliary/Professional Support: 15%

The 2023-2024 attendance rate for FES was 92.2%.

Demographics Strengths

Students

Students with disciplinary placements is below the state average.

The attendance rate is above the state average.

Staff Quality, Recruitment and Retention

The campus benefits from having 51.3% of the teachers having more than 10 years experience.

Staff are provided with annual training in strategies to meet the needs of our increasing population of second language learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is not a certified bilingual teacher in each of our dual language classrooms. **Root Cause:** We have been unable to hire enough certified bilingual staff members due to a shortage of applicants.

Student Learning

Student Learning Summary

Reading STAAR						
Grade Level	Approaches		Meets		Masters	
	2023	2024	2023	2024	2023	2024
3rd	78%	81%	46%	50%	19%	21%
4th	71%	80%	42%	48%	17%	19%
5th	74%	72%	47%	50%	20%	28%

Math STAAR						
Grade Level	Approaches		Meets		Masters	
	2023	2024	2023	2024	2023	2024
3rd	75%	75%	41%	47%	13%	11%
4th	77%	75%	53%	54%	26%	26%
5th	68%	76%	41%	48%	19%	17%

Science STAAR						
Grade Level	Approaches		Meets		Masters	
	2023	2024	2023	2024	2023	2024
5th	60%	48%	35%	21%	60%	48%

STAAR Accountability Projections	2023	2024
Domain 1: Achievement	72%	74%
Domain 2A: Academic Growth	60%	76%
Domain 2B: Relative Performance	74%	79%
Domain 3: Closing the Gaps	62%	81%
Overall Accountability Score	70	80

Student Learning Strengths

Strong student growth by all students, and by students in sub-populations.

Accountability groups including All Students, Hispanic, White, and High Focus met 2024 State Achievement Targets in the area of Reading.

Accountability groups including All Students, Hispanic, White, and High Focus met 2024 State Growth Targets in the area of Reading.

Accountability groups including All Students and White met 2024 State Achievement Targets in the area of Math.

White Accountability group met 2024 State Growth Target in the area of Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of Hispanic students performing at the Meets Grade Level category in math is below the target set by the state. **Root Cause:** Inconsistent sheltered instruction strategies at all tiers of instruction.

Problem Statement 2: The percentage of students performing at the Approaches Grade Level category in 5th grade science is below the state. **Root Cause:** Inconsistency in rigor of science instruction and student application of concepts in all grade levels.

Problem Statement 3: The percentage of students who receive specialized education who are reaching their growth measure is lower than other sub-populations. **Root Cause:** There has been more of a focus on achievement rather than growth.

School Processes & Programs

School Processes & Programs Summary

FES implemented a Discipline Management Plan that utilizes PBIS supports and coaching.

Curriculum Management document outlines the basic requirements for instructional teams to guide the processes used in planning, delivering, and assessing instruction. Professional learning is supported through PLCs, coaching, training, and webinars.

The Campus Leadership Team consists of the principal, assistant principal, counselors, special programs coordinator, instructional coaches, and the Director of Elementary Education. The Billie Leadership Team consists of the Campus Leadership Team plus one teacher leader from each grade level, specials team, and special education team.

Support services are offered through counselors, special education, reading and math specialists, district family liaison, and partnership with Caritas.

Academic support and monitoring is provided through the RTI process.

Professional Learning Communities have scheduled time to meet together and are supported by instructional coaches.

Teachers have an opportunity to build leadership skills by serving on the Billie Leadership Team.

School Processes & Programs Strengths

Collaborative planning in PLCs is facilitated by Instructional Coaches and works within the framework of the Curriculum Management Plan.

The RTI process has been streamlined and is more effective in providing tiered instruction and monitoring support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The procedure for collecting information about students is cumbersome for teachers. **Root Cause:** Information is stored in several databases and teachers must look up each student individually.

Perceptions

Perceptions Summary

Staff

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

Campus Goals:

1. Promote and prioritize our Science instruction campus-wide using the new StemScopes curriculum and vertical TEKS alignment.
2. Understand and implement the classroom accommodations available for our SPED/504 students in order for them to access the curriculum and improve learning for all students.
3. Authentic writing and artwork/product on a bulletin board outside classroom updated every 9 weeks.
4. Understand the T-TESS Rubric and plan intentionally to meet Proficient and Accomplished standards.

FES had a 10% turnover rate with our certified staff this school year, a decrease from 17.9% from the previous year. We were able to fill all of our posted positions. We were not able to hire a certified bilingual teacher for all of our dual language classrooms.

Certified staff that are new to the FES campus are paired with a mentor teacher as a source of campus-level support, in addition to receiving content support through campus PLCs and support from Instructional Coaches. Certified staff new to the teaching profession are provided a campus-level mentor and meet monthly at the district level as a way to provide additional support.

Family and Community Engagement:

FES strives for an authentic home/school connection to engage parents in supporting their children by creating an atmosphere where parents feel valued by the school as vital partners. FES continues to seek communications that show parents a range of opportunities to become involved, give choices to partake in school events, and highlight strategies or events that would assist parents in supporting student success. Communication strategies include: weekly Billie Blast sent via Blackboard and social media, ongoing discussions between parents and school faculty via in-person, cellphone, or email; participation in classroom activities, field trips, and volunteering for school events; classroom newsletters; school newsletters; social media; Blackboard Messenger.

At the campus level, parents and community members are encouraged to join our Campus Educational Improvement Committee (CEIC) to provide input in assessing the needs of the campus and making suggestions for improvement.

FES benefits from a strong partnership with Texas Tech University averaging between 2 - 4 student teachers per year. Through this partnership, we are able to train possible future hires.

FES benefits from a strong partnership with the Morning Rotary Club, who help promote literacy by visiting FES every Tuesday morning to read to second and third graders.

FES benefits from a strong Mentoring program through the Fredericksburg Academic Boosters. Our most at-risk students receive support from community members who visit each week to eat lunch with and Mentor FES students.

School Culture and Climate:

FES promotes student leadership through the student council, safety patrol, and the Kind Crew. FES seeks to be invitational to our students and families by providing all communications, including the labeling of the school, in both English and Spanish.

FES develops professional leadership and service by providing opportunities for staff to serve and lead campus and district committees. Opportunities are provided for teacher growth through peer observations of effective instruction, visits to other schools, and instructional coaching cycles. FES strives to foster a culture of positive and open communication among staff through regularly scheduled feedback sessions.

Perceptions Strengths

FES continually strives to make families and the community involvement stronger. FES continues to engage our parents and the community in school activities and programs. We continue to provide Spanish translations of all materials that go home. Parents are welcome to volunteer at the school during the school day; reading and providing one-on-one or small group support to the children. FES has a strong partnership with the local University - *Texas Tech University* through the *Hill Country University Center*, averaging between 2- 4 student teachers per semester. We have a strong partnership with the Needs Council, The Rotary Club, and our FES Mentoring Program. Through these partnerships we provide support for our at-risk students.

FES has strong parent involvement in school activities. We provide many activities throughout the school year and encourage parent participation through invitations in both English and Spanish. Some of the activities held which involve parent involvement include: Dual Language/ESL Night to bring our families to the school providing parents with educational tools to use with their children at home, Night at the North Pole Family Night, Turkey Trot, Field Day, Science Fair, Family Science Night, Music Programs, UIL Competition, Scholastic Book Fairs, Thanksgiving Dinner, and Grandparents' Day Luncheon.

Campus Administrators and school personnel greet students at the entrances of the school each morning as a way to strengthen the relationships and engage students. FES, with the support of the PTO, provides teachers with appreciation lunches and lunch is provided to the staff on STAAR testing days.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental involvement on crucial committees such as PTO has been dwindling. **Root Cause:** Recruitment and retention efforts have been inconsistent.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

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

Performance Objective 1: All student populations will show at least one year of academic growth in reading and math.


Evaluation Data Sources: STAAR, Texas Academic Performance Report, A-F Accountability Report, MAP Growth Assessments (BOY, MOY, EOY), MAP Reading Fluency, Imagine Math, Reading Horizons

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement with fidelity the Curriculum Management Plan, focusing on planning and delivering of effective of instruction. Strategy's Expected Result/Impact: The Curriculum Management Plan provides the structure to ensure alignment and quality of the designed and delivered curriculum and necessary resources for curriculum implementation Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teacher teams in PLCs will collect, analyze, and respond to student growth data throughout the year, and empower students to set academic goals and track their own data. Strategy's Expected Result/Impact: Increase in student growth on STAAR, MAP Growth, benchmarks, and unit assessments Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will respond to student needs by providing Tier 2 interventions in small groups that target specific skills using high-quality instructional materials, with support from campus instructional leaders. Strategy's Expected Result/Impact: We will meet state benchmark for the student growth and closing the gaps domains for state and federal accountability. Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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





Performance Objective 2: The percentage of Hispanic students performing at the Meets Grade Level category on the math STAAR will meet the target set by the state (44%).

Evaluation Data Sources: STAAR, TAPR, district/campus benchmarks, unit assessments, MAP Growth

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus instructional leaders will monitor the progress of students quarterly and review data with teachers and interventionists.</p> <p>Strategy's Expected Result/Impact: Knowledge of students and timely response to student needs, resulting in increased student achievement for the subpopulation.</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional coaches</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in professional development and implement sheltered instruction strategies at all tiers of instruction.</p> <p>Strategy's Expected Result/Impact: Student achievement at the Meets Grade Level will increase due to academic language development in all four domains.</p> <p>Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Jan	Mar	June
			


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

Performance Objective 3: The percentage of students performing at the Approaches Grade Level category on the 5th grade science STAAR will increase from 47% to 70%.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All science teachers will attend training to vertically align practices and instruction and to strengthen content knowledge on new TEKS. Strategy's Expected Result/Impact: Improved tier 1 science instruction. Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Prioritize science instruction in 4th and 5th grade by dedicating a 100 minute block for science and social studies, allowing teachers to meet in PLC weekly with instructional coach and admin present to plan high-quality instruction. Strategy's Expected Result/Impact: Increased rigor in science instruction. Staff Responsible for Monitoring: Campus administration</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create a Campus Science Committee consisting of representatives from every grade level, instructional coach, and campus admin to strengthen vertical alignment and student achievement in science. Strategy's Expected Result/Impact: Consistency between grade levels on the rigor of science instruction and increase in application of concepts by students. Staff Responsible for Monitoring: Campus admin</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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





Performance Objective 4: Students who receive specialized education will meet the STAAR growth target(s) set by the state (reading: 50%, math: 61%).

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus instructional leaders will monitor the progress of students quarterly and review data with teachers and interventionists. Strategy's Expected Result/Impact: The team of staff involved with students will collaborate to monitor progress and to respond to data using a team approach. Staff Responsible for Monitoring: Campus administrators, instructional coaches</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will be provided accommodations in one location (binder) for all of their students. General education and special education staff will collaborate to review accommodations, to monitor effectiveness, and to make adjustments as needed. Strategy's Expected Result/Impact: The team of staff involved with students will collaborate to assure effective use of accommodations by students. Staff Responsible for Monitoring: Campus admin, special education case managers</p>	Formative		
	Jan	Mar	June
			

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





Performance Objective 1: Provide a variety of professional development opportunities to support teachers in reaching their professional and student growth goals.

Evaluation Data Sources: Teacher goal setting, TTESS Summatives, PD attendance, coaching cycles

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide time and support for teachers to receive job-embedded professional development through PLCs, peer observations, coaching cycles, and support from Instructional Coaches in the use of effective teaching, assessment, and intervention strategies.</p> <p>Strategy's Expected Result/Impact: Increase in effective instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide training to all teachers related to campus priorities and teacher self-assessment and professional goal setting.</p> <p>Strategy's Expected Result/Impact: Increase in effective instruction as evidenced by student growth and TTESS data.</p> <p>Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement the Teacher Incentive Allotment program by providing training, coaching, and support related to the TTESS rubric and achieving high levels of student growth.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, increased professional growth, teachers earning TIA.</p> <p>Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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





Performance Objective 2: Continue to build a safe and positive work environment for FES staff.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure that building and grounds are clean, safe and healthy and provide teachers with adequate training and support regarding safety.</p> <p>Strategy's Expected Result/Impact: Teachers will work in a safe environment and be empowered to respond to safety situations.</p> <p>Staff Responsible for Monitoring: Campus administration</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Nurture sense of belonging and celebration by creating opportunities for staff to connect across grade levels/departments and recognize achievements and hard work.</p> <p>Strategy's Expected Result/Impact: Increased staff well-being.</p> <p>Staff Responsible for Monitoring: Campus administrators</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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





Performance Objective 1: Through our partnership with CARITAS, we will work together to improve the Academic Achievement, Attendance and Behavior of identified at-risk students.

Evaluation Data Sources: Academic, Attendance, and Discipline records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Our CARITAS Family Liaison will begin an afternoon homework club. Strategy's Expected Result/Impact: The homework club will relieve the family pressures often associated with working parents and homework completion. Staff Responsible for Monitoring: Duncan</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: With the assistance of FES administrators, counselors, and teachers CARITAS will develop a case management list of students to track and connect with community resources. Strategy's Expected Result/Impact: Students on the CARITAS case list will see improved academic, attendance, and behavioral performance. Staff Responsible for Monitoring: Duncan</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: FES will develop new community partnerships through the 2nd-5th grade student clubs funded by the FISSD Education Foundation.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: FES administration and staff will reach out to parents and local stakeholders to share their knowledge and expertise with our students during monthly club meetings. (Relationships have already been formed with local chefs, folk dancers, golf instructors, and local businesses such as Longneck Manor)</p> <p>Strategy's Expected Result/Impact: Positive exposure for FES will increase in the community, which will create more opportunities for partnerships.</p> <p>Staff Responsible for Monitoring: Duncan</p>	Formative		
	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 1: Effective and efficient operations and strong financial stewardship.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Principal will attend the three Budget Bootcamps offered by district personnel to all building principals and budget managers. Strategy's Expected Result/Impact: Gain a better understanding of various budget codes and budget related decisions. Staff Responsible for Monitoring: Duncan</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Centralize the ordering of common classroom/teacher supplies rather than allotting \$250 to every staff member. Strategy's Expected Result/Impact: Less expenditures from Gen Supply account Staff Responsible for Monitoring: Albiter/Duncan</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Focus on the interior and exterior building appearance/maintenance through regular building walks followed by work order requests. Strategy's Expected Result/Impact: Increased pride in the appearance of FES Staff Responsible for Monitoring: Duncan/Nevins</p>	Formative		
	Jan	Mar	June
