

Fredericksburg Independent School District

District Improvement Plan

2024-2025

Accountability Rating: B



Mission Statement

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

Goals

High Performing Students: Fredericksburg ISD will provide innovative and diverse learning programs to ensure high performing students.

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

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

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

Vision

Fredericksburg ISD is inspiring excellence.

Core Beliefs

In Fredericksburg ISD we believe:

- Students will be challenged and engaged as creative and collaborative problem solvers with academic confidence.
- Parents and Families are engaged partners who both need and provide appropriate levels of support and good communication so that all partners can be accountable.
- Teachers build individualized relationships with students and families to strengthen academic confidence, inspire an ongoing desire to learn and to be a positive, contributing member of society.
- Campus Leaders are accountable to the community, staff, and students through active engagement, academic confidence, and team driven results.
- The Superintendent and Central Office Staff have a supportive role in the district, to facilitate, communicate, evaluate, and monitor all aspects of the district's goals.
- The School Board is the voice of the community by demonstrating accountability, instituting checks and balances, providing governance oversight, and bridging the gap between the community and the district.

Core Values

Respect

Integrity

Students First

Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

FISD's enrollment for the 2023-2024 school year was 3,004 students.

Based on the 2023-2024 Fall PEIMS data, Fredericksburg ISD had the following student demographics:

- African-America.03%
- Hispanic 52.66%
- White 45.11%
- Asian .53%
- Two or More Races 1.33%
- Economically Disadvantaged 61.92%
- Emergent Bilingual 21.77%
- Gifted and Talented 4.63%
- Special Education 17.91%
- At-Risk 52.4%
- Section 504 7.52%

Based on longitudinal attendance data reported in PEIMS, Fredericksburg ISD had a student attendance rate of 92.5% for 2021-2022, 94.5% in 2022-2023, and 94.8% in 2023-2024.

Graduation rate data for the Class of 2024 was 98.5%.

Based on the 2023-2024 Fall PEIMS data, Fredericksburg ISD had the following staff representation:

- Administrative Support (77) 15.71%
- Teachers (217) 44.29%
- Educational Aide (56) 11.43%
- Auxiliary (140) 28.57%

The FISD teaching staff is 15.6% Hispanic and 83% White.

Demographics Strengths

FISD Graduation, and Dropout Rates:

- 4-Year Longitudinal Graduation Rates reflect 97.7%, higher than the State and Region 13 schools' averages of 90.3% and 91.2% respectively.
- Annual Dropout Rate (Gr 9-12) reflected .2%, lower than the State and Region 13 schools' averages of 2.0% and 2.3% respectively.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Current data shows economically disadvantaged students and Hispanic students under-perform on STAAR assessments compared with All students' scores in the meets and masters categories. **Root Cause:** Lack of implementation of sheltered instruction strategies within the classroom and an influx of newcomer emergent bilingual students.

Student Learning

Student Learning Summary

Preliminary Accountability Ratings for 2024:

District Overall Rating: B

Campus Ratings:

SES: A

FES: B

FPS: B

FMS: B

FHS: B

GCHS: B

District Results

STAAR Performance:

ELA/Reading - Approaches or Above 77%, Meets or Above 56%, Masters 23%

Mathematics - Approaches or Above 74%, Meets or Above 42%, Masters 16%

Science - Approaches or Above 79%, Meets or Above 51%, Masters 21%

Social Studies - Approaches or Above 84%, Meets or Above 60%, Masters 32%

College, Career, and Military Ready:

Score - 75

Graduation Rate:

Score - 98

Academic Growth:

ELA and Mathematics - Scaled Score - 69

Relative Performance:

Scaled Score - 81

Closing the Gaps:

Scaled Score - 82

TELPAS:

Progress Rate - 52%

College, Career, Military Ready Graduates of 2023 (data lags one year):

- College Ready
 - Met TSI criteria for both Reading Language Arts (RLA) and Math - 34%
 - Met criterion score on an AP exam in any subject - 20%
 - Earned credit for at least 3 hours in RLA or math or 9 hours in any subject of dual credit - 19%
 - Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject - 26%
- Career Ready
 - Earned an Industry Based Certification (IBC) - 44%
- Military
 - Enlisted in the U.S. Armed Forces - 2%

Student Learning Strengths

Student Learning Strengths are as follows:

STAAR Testing Strengths:

- Fredericksburg ISD was above the State of Texas for 3rd Grade in all categories (Approaches, Meets, Masters) and subjects (Reading and Math) with the exception of 3rd grade math at Masters.
- Fredericksburg ISD was above the State of Texas for 4th Grade in all categories (Approaches, Meets, Masters) in Math
- Fredericksburg ISD was above the State of Texas for 6th Grade in all categories (Approaches, Meets, Masters) in Math
- Fredericksburg ISD was above the State of Texas for 8th Grade in all categories (Approaches, Meets, Masters) in Reading, Algebra 1, Science, and Social Studies
- Fredericksburg ISD was above the State of Texas for English II, Biology, and US History in all categories (Approaches, Meets, Masters)

2024 Accountability Strengths:

Student Achievement Domain Strengths:

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

	FISD	State
STAAR Performance	77	75
Academic Growth	69	67
Graduation Rate	98	93

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math at the 7th and 8th grade level continues to struggle with meeting state standards. **Root Cause:** Decreased opportunity for individualized instruction and lack of utilization of district purchased resources.

Problem Statement 2 (Prioritized): Science at the 5th grade level continues to struggle with meeting state standards. **Root Cause:** Unaligned instructional practices and content exposure.

Problem Statement 3 (Prioritized): The 2024 TEA Accountability Ratings show FISD below the state average for College, Career, and Military Readiness (2023 graduates). **Root Cause:** The district was new in using a tracking program to verify whether or not all students had met CCMR requirements and also a lack of opportunities for GCHS students to

meet College, Career, and Military Readiness criteria.

District Processes & Programs

District Processes & Programs Summary

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

District Processes & Programs Strengths

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

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

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

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): The district has not had written processes and procedures in place for some of its special programs. **Root Cause:** FISD has experienced a high level of turnover at the campus and district leadership level, which resulted in staff/administrators not having written processes in place. Lack of follow through and accountability for processes in place.

Perceptions

Perceptions Summary

The District and campuses strive to provide a safe, friendly, and informative environment steeped in high expectations. The District has expanded partnerships with families, business leaders, and community members. Input from the District Educational Improvement Council (DEIC), comprised of teachers, administrators, parents, business and community members is used to guide decision making and needs within FISD. There are many parent and community volunteers, especially at the lower grade levels, which provide valuable assistance to our staff and students. Campus Parent-Teacher Organizations provide positive experiences for staff.

Perceptions Strengths

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

Having a Parent Liaison, Social Workers, and a partnership with Caritas has been instrumental in strengthening the school-family partnership throughout the community.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Timely communication on multiple levels. **Root Cause:** Changing of website providers and changing of campus personnel responsible for mass communication has led to delays or problems in messaging at times.

Priority Problem Statements

Problem Statement 1: Current data shows economically disadvantaged students and Hispanic students under-perform on STAAR assessments compared with All students' scores in the meets and masters categories.

Root Cause 1: Lack of implementation of sheltered instruction strategies within the classroom and an influx of newcomer emergent bilingual students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Math at the 7th and 8th grade level continues to struggle with meeting state standards.

Root Cause 2: Decreased opportunity for individualized instruction and lack of utilization of district purchased resources.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Science at the 5th grade level continues to struggle with meeting state standards.

Root Cause 3: Unaligned instructional practices and content exposure.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The district has not had written processes and procedures in place for some of its special programs.

Root Cause 4: FISD has experienced a high level of turnover at the campus and district leadership level, which resulted in staff/administrators not having written processes in place. Lack of follow through and accountability for processes in place.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Timely communication on multiple levels.

Root Cause 5: Changing of website providers and changing of campus personnel responsible for mass communication has led to delays or problems in messaging at times.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The 2024 TEA Accountability Ratings show FISD below the state average for College, Career, and Military Readiness (2023 graduates).

Root Cause 6: The district was new in using a tracking program to verify whether or not all students had met CCMR requirements and also a lack of opportunities for GCHS students to meet College, Career, and Military Readiness criteria.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- 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
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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





Performance Objective 1: All student populations, including Hispanic, Economically Disadvantaged, Emergent Bilingual, Special Education, Section 504, At-Risk, Migrant, and Gifted and Talented, will show annual growth in core areas (Reading Language Arts, Mathematics, Science, Social Studies).

High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC, Texas Academic Performance Report, A-F Accountability Report, MAP Growth Assessments (Beginning of Year, Middle of Year, End of Year), mClass Amplify Texas, MAP Reading Fluency, Imagine Language and Lit, Imagine Math, Reading Horizons, Heggerty, Estrellita, Reading by Design

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue implementation of the Curriculum Management Plan with fidelity.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators, Instructional Coaches, Teachers</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Analyze student data to create intentional learning plans for every student.</p> <p>Strategy's Expected Result/Impact: Increase in student growth on STAAR/EOC, MAP Growth, benchmarks, and unit assessments.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators, Instructional Coaches, Teachers</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Review of sheltered instruction practices at each campus.</p> <p>Strategy's Expected Result/Impact: Language development, deeper understanding of material, English Language Acquisition</p> <p>Staff Responsible for Monitoring: Campus Administrators, Special Programs Coordinator</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Jan	Mar	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: K-8 math and K-5 science will use district purchased resources with fidelity to ensure alignment and student exposure to the material.</p> <p>Strategy's Expected Result/Impact: Growth in middle school math scores and 5th grade science scores, students will have a better understanding of the material in different contexts</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Directors for C&I, Assistant Superintendent for C&I</p> <p>Problem Statements: Student Learning 1, 2</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>			

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: Current data shows economically disadvantaged students and Hispanic students under-perform on STAAR assessments compared with All students' scores in the meets and masters categories. Root Cause: Lack of implementation of sheltered instruction strategies within the classroom and an influx of newcomer emergent bilingual students.</p>
Student Learning
<p>Problem Statement 1: Math at the 7th and 8th grade level continues to struggle with meeting state standards. Root Cause: Decreased opportunity for individualized instruction and lack of utilization of district purchased resources.</p> <p>Problem Statement 2: Science at the 5th grade level continues to struggle with meeting state standards. Root Cause: Unaligned instructional practices and content exposure.</p>

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

Performance Objective 2: Ensure students have a sense of safety and well-being.

High Priority

Evaluation Data Sources: Student survey, Emergency Operations Plan, Crisis Plan, Drills

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Sustain and enhance school emergency operation procedures. Strategy's Expected Result/Impact: Safety training drills will be completed monthly and campuses will address concerns. Staff Responsible for Monitoring: Safety Coordinator, School Resource Officers, Campus Administrators, Director of Operations, Guardians, Director of Safety</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Lay the foundation for academic achievement by fostering student well-being through comprehensive school counseling programs that include wellness initiatives, bullying prevention, conflict resolution, positive behavioral supports, dating and violence prevention, suicide prevention, sexual harassment prevention, sexual abuse and maltreatment of children identification and prevention, supporting homeless youth, homebound youth, students in foster care, grief-informed care, trauma-informed care, parental involvement activities, and similar programs. Strategy's Expected Result/Impact: Increase student safety and school performance Staff Responsible for Monitoring: Administrators, School Counselors, District Parent Liaison, Federal Programs Coordinator</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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

Performance Objective 3: Prepare all students to be college, career, and/or military ready.

High Priority

HB3 Goal

Evaluation Data Sources: Texas Success Initiative (TSIA2, SAT, ACT), AP, OnRamps, Tarleton Today, Level 1&2 Certifications, Dual Credit, Military Enlistment, Workforce Ready

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Maintain a College, Career, and Military Readiness (CCMR) rating of an A, through the guidance of the CCMR handbook.</p> <p>Strategy's Expected Result/Impact: Increase in the percentage of college, career, and military ready students.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators, High School and Middle School Counselors, Career and Technology Education Coordinator</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Change "College Day" Wednesdays to "Future Ready" Wednesdays to promote not only college ready students but also workforce and military ready students.</p> <p>Strategy's Expected Result/Impact: Students sense of inclusion, increase student morale and goals</p> <p>Staff Responsible for Monitoring: Campus Administrators, Staff</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 3: The 2024 TEA Accountability Ratings show FISD below the state average for College, Career, and Military Readiness (2023 graduates). Root Cause: The district was new in using a tracking program to verify whether or not all students had met CCMR requirements and also a lack of opportunities for GCHS students to meet College, Career, and Military Readiness criteria.</p>

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

Performance Objective 4: Promote engaged, well-rounded students.

High Priority





Evaluation Data Sources: Extracurricular participation, attendance, academics, involvement with community partnerships

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Analyze data of students in extra-curricular and non-curricular activities to increase participation and activities offered. Strategy's Expected Result/Impact: Use a tracker to identify students who are not participating and also identify programs that could be added to ensure more student involvement. Staff Responsible for Monitoring: Superintendent, Curriculum and Instruction, Campuses, CTE Coordinator, Athletic Director, Fine Arts Director, Coaches, Sponsors, Counselors</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Evaluate ways to increase opportunities to achieve Top 5 placement in the annual Lone Star Cup without taking away from current offerings. Strategy's Expected Result/Impact: Develop a list of strategies to involve students in co-curricular and extra-curricular activities Staff Responsible for Monitoring: Superintendent, Curriculum and Instruction Department, CTE Coordinator, Campus Administrators, Sponsors, Teachers, School Counselors, Athletic Director, Fine Arts Director, Coaches</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Identify next steps in implementing the Profile of a Billie Graduate. Strategy's Expected Result/Impact: Increase students who are engaged and well-rounded. Staff Responsible for Monitoring: Superintendent, Directors, Campus Administrators, Parent Advisory Committee</p>	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Develop a plan to inform parents/guardians of all the extra-curricular opportunities available for their students. Strategy's Expected Result/Impact: Increase student involvement, increase student morale, potentially develop new opportunities available for students Staff Responsible for Monitoring: Superintendent, Curriculum and Instruction, Campus Administrators, CTE Coordinator, Athletic Director, Fine Arts Director, Coaches, Sponsors, Counselors, Teachers</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 2: Highly Engaged Staff: Fredericksburg ISD will provide a quality work environment so every employee is effective, highly engaged and can perform at the highest levels.

Performance Objective 1: FISD will focus on staff growth and development; ensuring that staff have a sense of safety, well-being, and are satisfied and engaged.

Evaluation Data Sources: Curriculum Management Plan

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote professional development opportunities for all staff guided by the District and Campus Improvement Plans. Strategy's Expected Result/Impact: Impactful professional development Staff Responsible for Monitoring: Superintendent, Curriculum and Instruction Department, Campus Administrators, Federal Programs Coordinator	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure new staff understand the process and documents used to request professional development. Strategy's Expected Result/Impact: Staff completion of professional development documents and travel requests. More staff requests for professional development. Staff Responsible for Monitoring: C&I department, Campus Administrators, Administrative Assistants	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Implement the Teacher Incentive Allotment Plan. Strategy's Expected Result/Impact: Plan approval, retention of staff Staff Responsible for Monitoring: Superintendent, Curriculum and Instruction Department, Business/Finance/Human Resources Department	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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


Performance Objective 2: Provide work environments and structures designed to promote a physical, mental, emotional, and cultural focus on safety and wellness.


High Priority

Evaluation Data Sources: Safety Coordinator, Campus Administrators, Counselors

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Take action on yearly satisfaction surveys by including the Teacher Advisory Committee to help analyze data while making decisions.</p> <p>Strategy's Expected Result/Impact: Growth in teacher satisfaction</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Administrators, Advisory Committee</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a plan to relay the multitude of communication channels that have been developed.</p> <p>Strategy's Expected Result/Impact: Clear and timely communication</p> <p>Staff Responsible for Monitoring: Superintendent, Communications Coordinator, Campus Administrators</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create digital resources to enhance knowledge of District initiatives and celebrations.</p> <p>Strategy's Expected Result/Impact: Improved staff engagement and satisfaction</p> <p>Staff Responsible for Monitoring: Communications Coordinator, Campus Administrators, District Leadership</p>	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Research communication tools that are best suited for teacher - parent communication for possible district purchase.</p> <p>Strategy's Expected Result/Impact: Identify the best communication tool to be used district-wide between teachers and parents/guardians</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction department, Campus Administrators, Campus Staff</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:





Perceptions

Problem Statement 1: Timely communication on multiple levels. **Root Cause:** Changing of website providers and changing of campus personnel responsible for mass communication has led to delays or problems in messaging at times.

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

Performance Objective 1: Expand partnerships with families, business leaders, and community members to increase satisfaction and engagement.


Evaluation Data Sources: Meeting agendas, surveys, parent/family sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to expand opportunities for family involvement on campuses. Strategy's Expected Result/Impact: Greater student success and parent involvement Staff Responsible for Monitoring: Superintendent, Director of Grants and Development, Campus Administrators	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and implement a community and business satisfaction survey and take action on survey results. Strategy's Expected Result/Impact: Increase community/parental awareness and involvement, inclusion of family engagement plan in the Campus Needs Assessments Staff Responsible for Monitoring: Executive Leadership, Campus Administrators, Community Relations Coordinator	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to provide opportunities for community involvement to build the bridge between the community and school district. Strategy's Expected Result/Impact: Increase in community awareness and involvement Staff Responsible for Monitoring: Executive Leadership, Campus Administrators, Community Relations Coordinator	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Initiate community involvement to begin exploring 2026 bond possibilities. Strategy's Expected Result/Impact: Collect interest on upcoming bond projects Staff Responsible for Monitoring: Executive Leadership, Campus Administrators, Community Relations Coordinator	Formative		
	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Implement systematic facility management processes to ensure operational efficiency and effectiveness and strong financial stewardship.

Evaluation Data Sources: Quarterly financial reviews, internal audits, external audits

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop additional processes that will ensure an overall understanding of budget and finances for administration to support campus needs.</p> <p>Strategy's Expected Result/Impact: Budget calendar and documents updated and continually reviewed. Better understanding of budget development/allowable uses of funds by campus administration allowing them to better support their campus needs.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent for Business and Finance, Campus Administrators, Staff</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Improve technology and facility master plans.</p> <p>Strategy's Expected Result/Impact: Increase knowledge of budgetary expectations & efficiencies at the campus and department levels while also ensuring the needs are met within the budget.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent for Business and Finance, Campus Administrators, Department Leaders, Directors</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop and sustain a preventative maintenance plan for facilities.</p> <p>Strategy's Expected Result/Impact: Director of Operations and Maintenance, Assistant Superintendent for Business and Finance.</p>	Formative		
	Jan	Mar	June
			

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,500,000.00

Total FTEs Funded by SCE: 15.9

Brief Description of SCE Services and/or Programs

Attendance Liaison and Parent Outreach Liaison ensure communication with parents and students about their needs and the importance of coming to school ready to learn. Teaching and paraprofessional staff geared toward ensuring students have the additional academic supports they need. Alternative High School program and disciplinary program. Mentoring supports to provide extra supports for students mental health. IXL & iStation for intervention instruction. Tutorials and additional after school instructional support throughout the school year and summer for students that have not performed satisfactorily on an end-of-course assessment or show additional supports needed through benchmarks.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bailey Smith	Teacher	0.14
Beth Iverson	Teacher	1
Deborah Roni	Teacher	0.5
Derrick Dietrich	Teacher	0.75
Jennifer Petsch	Teacher	1
John Windham	Teacher	0.14
Karen Young	Teacher	1
Katharine Simington	Teacher	0.14
Kathi Cummings	Teacher	1
Kim Wilson	Counselor	1
Kyla West	Teacher	0.25
Kyle Kiehne	Teacher	0.25
Lace Meyer	Teacher	1
Liz Miranda Delgado	District Professional Support	0.5
Mike Myers	Teacher	1
Rachael Remlinger	Paraprofessional	1
Rachael Stotz	Teacher	0.25

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Randi Minjauw	Teacher	0.14
Regina Weidenfeller	Paraprofessional	1
Rose Jimenez	Paraprofessional	1
Samantha Songco-Twiss	Teacher	1
Sarah Southard	Principal	0.7
Tara Inman	Teacher	0.25
Taytum Powers	Teacher	0.14
Tricia Ayala	Teacher	0.5
Valerie Nimitz-Stokes	Teacher	0.25

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison James	Paraprofessional	Classroom Support - FPS	1
Elliot Dooley	Paraprofessional	Library Support - FMS	1
Haley Harris	Paraprofessional	Classroom Support - FPS	1
Jamie Page	Instructional Coach	FES	1
Jennifer Duncan	Instructional Coach	FES	1
Joyce Priem	Paraprofessional	Classroom Support - FPS	1
Kaitlin Hoermann	Instructional Coach	FMS	1
Laisha Rivas	Paraprofessional	Classroom & Library Support - FPS	1

Addendums

Title I, Part A Plan

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

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

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

Title I, Part C – Migrant Education Program Priority for Service (PFS) Action Plan for Migratory Students

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

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

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p><u>OR</u></p> <ul style="list-style-type: none"> ● For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

Region: 13	District Number: 227950	Priority for Service (PFS) Action Plan	Completed By: Marlen Gonzalez - ESC 13 Sibyl Lee - Round Rock ISD Ben Estrada - Hays CISD Maggie Gaytan - Nixon-Smilely CISD
District Name: Shared Service Arrangement District		School Year 2024-2025	Date: 9 /25/ 2024

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)

- Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “MEP PFS Action Plan Section”). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determining needs of eligible migratory students who are PFS.
- Providing services to eligible migratory students who are PFS.

Priority for Service (PFS) Action Plan

School Year:	Region:	District Number:	District Name:
2024-2025	13		

Goal(s):	Objective(s):
To ensure that identified Priority for Service (PFS) migratory students in Region 13 Migrant Shared Service Arrangement districts receive supplemental educational support to succeed in school.	Region 13 MEP and the Shared Service Arrangement (SSA) contact will utilize a system such as but not limited to MTSS: Multi-Tiered Systems of Support to assess the specific academic needs of Priority for Service (PFS) migratory students and address each need with targeted instructional and support services.

Monitor the progress of MEP students who are PFS.

Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> Develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Fall - by mid August	PFS Committee	Priority for Service (PFS) Action Plan
<ul style="list-style-type: none"> Run monthly TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly	NGS Specialist	Priority for Service (PFS) Reports
Recommended Additional Activities			
<ul style="list-style-type: none"> Review the current PFS Action Plan and modify as needed. 	Spring	PFS Committee	Priority for Service (PFS) Action Plan

<ul style="list-style-type: none"> ● Perform monthly progress monitoring checks for Priority for Service Migratory students. 	Monthly	LEA Migrant Contact, Region 13 MEP Staff	To be retained locally at the LEA and available upon request. e.g. PFS Spreadsheet, monitoring log, email communication with campus staff
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Communicate the progress and determine needs of PFS migratory students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> ● Provide information and training during the academic calendar year to principals and appropriate campus staff on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	Fall & Spring	Region 13 MEP Program Manager	PFS Action Plan, email communication, PPT, PFS Student Progress Review Forms, sign-in sheets/logs
<ul style="list-style-type: none"> ● Provide information and training to parents of PFS students on the PFS criteria. 	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff	TX-NGS PFS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
<ul style="list-style-type: none"> ● Conduct individualized communication to update parents on the academic progress of their children. 	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff	TX-NGS Reports, PFS Criteria, PFS Student Progress Review Forms, sign-in sheets, phone call logs
Recommended Additional Activities			
<ul style="list-style-type: none"> ● Communicate and coordinate with the district LEA Migrant contact for progress reports, identifying information and data as needed. 	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff, LEA Migrant Contact	TX-NGS PFS reports, progress reports, attendance records, medical needs, transcripts, coding, email communication

Provide services to PFS Migrant students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> ● Develop priority placement for PFS students to participate in migrant education program activities, using PFS reports. 	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff, LEA Migrant Contact	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communications, PFS Criteria

<ul style="list-style-type: none"> ● Ensure that PFS students receive priority access to instructional services, and community social services/agencies, using PFS reports. 	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff LEA Migrant Contact	TX-NGS PFS Report, PFS Student Progress Review Forms, sign-in sheets, phone call logs, email communications, PFS Criteria
<ul style="list-style-type: none"> ● Determine what federal, state, or local programs serve PFS students. 	Ongoing throughout the 24-25 school year.	Region 13 MEP Staff	ESSA Supplement vs Supplant criteria, PFS Criteria
Recommended Additional Activities			
<ul style="list-style-type: none"> ● Perform an individualized case action plan for all PFS students. 	Fall & Spring	Region 13 MEP Staff, LEA Migrant Contact	Progress Review Forms Attendance records, STAAR Data, email communication, student action plan, supplemental instructional support spreadsheet
<ul style="list-style-type: none"> ● Share any additional services provided at the district level to the PFS students. 	Ongoing throughout the 24-25 school year.	LEA Migrant Contact	As noted in the PFS spreadsheet,

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	<i>Maria Hudgins</i>	ESC Reviewer Signature	<i>Ana Segulin</i>
Date		Date Review Complete	