

# Fredericksburg Independent School District

## Fredericksburg High School

### 2024-2025 Campus Improvement Plan

Accountability Rating: B



# Mission Statement

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

## Vision

Fredericksburg ISD is Inspiring Excellence

## 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.

# 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

Fredericksburg High School has 1024 students.

9th grade- 309 students

10th grade- 254

11th grade-237

12th grade-224

Graduation Rate 2022- 99.6%

Drop Out Rate- 0.9%

Daily attendance-94.5%

Student Sub-populations:

Males- 51.8%

Females- 48.1%

Hispanic-49.7%

White- 51%

Asian- .78%%

Two-or-More Races-1.27%

Economically Disadvantaged-52.2%

At-Risk- 45.9%

Emergent Bilingual- 13%

SpEd- 12.4%

Gifted & Talented- 7.5%

Section 504-10.8%

Dyslexia-6.9%

Homeless-.88%

Newcomer students-over the course of the 23-24 year, 25 newcomer students enrolled in FHS.

Average Daily Attendance Rate: 96.36%

Teaching Staff

Teachers- 79

Counseling Staff- 4

Registrar- 1

Campus Administration- 4

Paraprofessionals- 8

Nurse- 1

Campus Secretaries- 4

PEIMS Clerk- 1

School Resource Officer- 1

Other-

Teachers by Years of Experience

First Year- 7.6%

1-5 years- 17.4%

6-10 years- 13.7%

11-20 years- 32.8%

More than 20 years- 27.3%

Teachers by Population Served:

General Education- 32

CTE- 19

EB- 32

GT- 20

SpEd- 4

Athletics- 29

Fine Arts- 6

8.2% of teachers are ESL certified

Discipline:

915 discipline referrals for 22-23

-131 students received ISS, OSS, and/or DAEP placement

545 discipline referrals for 23-24

-90 students received ISS, OSS and/or DAEP placement

Offenses:

248-Violation of Student Code of Conduct

116-Disrespectful Behavior

56-Out of class/off campus without permission

20-Marijuana or THC

14-Vapes

The campus is implementing the CCMR plan to ensure all students achieve CCMR requirements.

Advanced Course Enrollment:

Pre-AP/AP/College Board- 395

On-Ramps- 54

Dual Credit- 147

CTE- 936 students

### **Demographics Strengths**

There are a variety of extra curricular activities that students can participate in. Many of our programs (academic and athletic) advance to higher levels where students can compete against and make connections with other students across the state.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The continued increase in EB students at FHS in correlation with the percentage and distribution of certified teachers working with EL's/EB students is a concern. Only 8% of our current staff is ESL certified. **Root Cause:** There are 132 EB students at FHS (12.89%) which is an increase from last year. There is no requirement for teachers to be ESL Certified. Some of our current teachers have received a half day sheltered instruction training.

**Problem Statement 2:** The retention rates for teachers and extra-curricular coaches has been decreasing. Currently, there are 5 openings in the Math Department, 2 openings in the English Department, 1 opening in the Science Department, 4 openings in the CATE department, and 3 openings in the History department. **Root Cause:** The lack of teacher certifications in core classes, overall teacher morale, cost of living and salaries don't balance, and decreased community support for teachers/extra-curricular coaches has caused many teachers to retire or resign their positions. The lack of recruitment at job fairs plays a role in this as well.



# Student Learning

## Student Learning Summary

### Formative Data vs. Summative Data

#### • Growth Data (MAP-BOY)

	Approaches	Meets	Masters
English I	77	60	12
English II	87	73	17
Algebra I	70	27	8
Biology	77	49	25
US History	99	75	43

#### • Growth Data (MAP-MOY)

	Approaches	Meets	Masters
English I	64	51	11
English II	78	67	16
Algebra I	82	33	11

#### • Growth Data (STAAR Interim)

	Approaches	Meets	Masters
English I	56	50	24
English II	59	54	37
Algebra I	36	25	15
Biology	68	52	23
US History	76	59	42

• Growth Data (2023 Released STAAR)

	Approaches	Meets	Masters
English I	69	53	11
English II	74	56	5
Algebra I	71	26	9
Biology	93	65	26
US History	91	52	23

STAAR 23-24 Data

		SPRING 2024		
		Approaches	Meets	Masters
ALG 1	FHS	85	34	11
	STATE	79	45	25
BIO	FHS	97	67	25
	STATE	91	58	19
ENG 1	FHS	76	61	16
	STATE	67	54	17
ENG 2	FHS	82	67	10
	STATE	75	60	9
USH	FHS	99	78	44
	STATE	95	67	37

• **STAAR - EOC scores (2023)**

	FHS Scores			State Scores		
	Approaches	Meets	Masters	Approaches	Meets	Masters
English I	71	59	16	71	54	14
English II	79	63	10	74	56	9
Algebra I	70	45	10	78	45	24
Biology	88	56	21	89	57	22
US History	97	79	44	95	71	39

• **9 Weeks Failure Rates**

Percent of students who failed **one** course per grading cycle:

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
9th Grade	2.23%	2.23%	3.50%	
10th Grade	2.83%	3.24%	2.02%	
11th Grade	1.69%	1.69%	0.42%	
12th Grade	1.33%	1.33%	1.77%	

Percent of students who failed **two or more** courses per grading cycle:

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
9th Grade	5.10%	5.41%	4.14%	
10th Grade	6.07%	5.67%	6.88%	
11th Grade	1.69%	1.69%	2.97%	
12th Grade	0.88%	0.88%	0.44%	

### **Improve Student Learning:**

A group of teachers was interviewed to determine their strategies to improve student learning. Strategies are included below:

1. Warm-ups
2. Exit Tickets
3. Checks for Understanding
4. Inquiry Based Learning
5. Guided Inquiry Learning

Data from each of these strategies is then used to guide the teacher when determining what steps to take next with their students.

### **Addressing Struggling or At-Risk Students:**

The following programs are used to address struggling or at-risk students.

- RTI
- iLit
- ESL
- Special Flex Schedule

### **Helping Failing or Retained Students:**

Students are offered tutorials as well as corrections on daily work and test grades in order to boost their understanding of the content.

### **Preventing Students From Dropping Out:**

An alternative education program, Gillespie County High School (GCHS), is available for students who are unsuccessful in the traditional high school setting. In order to be eligible, students must be at least 16 years old and have completed their freshman and sophomore years of high school. They must also have at least twelve high school credit hours to be eligible.

### **College, Career, Military Ready (CCMR):**

85% of all seniors will receive their CCMR point (as of 4-3-24)

**ACT / SAT / PSAT Test Scores:**

ACT Test Scores	School Year	
	2022-2023	2023-2024
Tests Taken	22	17
Mean Composite Score	20.5	22.3
Mean Math Score	19.5	20.8
Mean Science Score	20.8	22.1
Mean STEM Score	20.3	21.7
Mean English Score	19.8	22.2
Mean Reading Score	21.8	23.3
Mean Writing Score	7.2	6.5
Mean ELA Score	21.2	18.5

**AP Test Scores:**• **College Board AP Test Scores**

	Tests Taken	Average Score	Percent of Exams with scores of 3 or Higher
2D Art Design	5	3.4	80
Calculus AB	20	3.5	75
Chemistry	1	2	0
English Language and Composition	33	2.6	42

	Tests Taken	Average Score	Percent of Exams with scores of 3 or Higher
English Literature and Composition	31	3.2	87
Environmental Science	27	3.3	70
Human Geography	16	4.3	100
Macroeconomics	7	3.3	86
Music Theory Aural	9	2.2	22
Music Theory NonAural	9	2	22
Music Theory	9	2	33
Physical 1	3	2	33
Psychology	19	3.1	74
Spanish Language and Culture	2	3.5	100
United States Government and Politics	9	1.7	22
United States History	6	2.5	67
World History: Modern	45	2.5	53

**Response to Intervention (RTI):**

Teacher committees meet to discuss strategies used to help struggling students succeed in their classes.

**Student Learning Strengths**

Campus CCMR increased from the 2023-2024 school year from 81% to 93%

Formative and summative assessment data is being used to effectively drive instruction and improve learning.

9 of the 17 different AP Exams given had the majority of students earning a 3 or higher.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** We have a high percentage of students who are failing two or more classes in a grading cycle. **Root Cause:** Teachers have been unable to collaborate across contents on a regular basis to discuss RTI and struggling students.

**Problem Statement 2:** Student growth and student achievement in Algebra I are below the state average for meets and masters. **Root Cause:** Due to gaps from prior instructional years and lack of structured and effective PLCs.

**Problem Statement 3:** Student growth and student achievement in English I and English II master scores did not meet campus expectations. **Root Cause:** Lack of rigor in instruction.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Implemented structured PLC for all tested subjects

Hired a full time Instructional Coach

Required documentation on student failures and parent contact

Added College and Career Advisor

Implemented Accelerated Learning Schedule

Utilizing Campus Leadership Team for decision-making processes

All students have access to a school issued device

Targeted data-driven instructional strategies presented to staff on professional development days

Walk-through instructional focus provided to staff

### **School Processes & Programs Strengths**

What systems are in place to support new or struggling teachers?

Department Heads regularly communicate with new/developing teachers to answer questions, offer advice, and mentor.

New Teacher Academy held every month

Mentor teachers assigned to new teachers

Instructional Coach working through coaching cycles with new teaching staff

Instructional coaches led onboarding for new staff before school year

What are the significant classroom management or disciplinary trends/findings? What procedures are in place to reduce discipline referrals?

Staff members feel this is much improved from previous years. Principals do a good job of investigating and dealing with discipline issues in a timely and fair manner

Instructional Coach working with new staff on classroom management



### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** We do not have PLCs for every content only tested subjects. **Root Cause:** Staffing and scheduling.

**Problem Statement 2:** Inconsistent staff and community communication. **Root Cause:** Lack of procedures when events are created on campus. Administrative team discussing upcoming events, and not having an assigned action plan.

# Perceptions

## Perceptions Summary

### Staff Perceptions

Faculty and staff perceive an increased sense of safety in the 23-24 school year as well as an increased sense of enforcement of the code of conduct by administration. There is concern amongst core teachers regarding the loss of instruction based on the number of days assigned to standardized testing benchmarks while knowing it also links with data acquisition.

### Student Perception:

Students find the FHS environment relaxing. There is a spectrum of coursework at FHS ranging from easy to extremely rigorous which is determined by student course selection and scheduling. The fall semester sees more student school engagement through pep rallies, sports, and band developing more community and belonging. Students perceive an increase in required assessment/prep for benchmarks, CCMR (TSI, IBC's), College Bridge, STAAR, and SAT.

### Community

The community believes FISD is a good school system with lots of course and career prep offerings for students. There is consistent visibility through sports and band. Many programs provide involvement within the community through projects, performances, competitions, and volunteerism.

### Parent Perception Survey Results:

Parents perceive that their students are well cared for by teachers and administration. Administration is positive towards parents and students. The combination of administration, staff, and teachers ultimately develop the culture and overall environment: consistency of messaging between and within the groups is good but could be improved. Parents report that there are noteworthy amounts of time during which students are not engaged in academically rigorous studies. Culturally, it is an open environment where a diverse array of student personalities and interests co-exist peacefully, further indicative of a safe environment. Parents see that pay has increased for teachers but believe increases should continue to elevate the interest of applicants.

### Perceptions Strengths

#### Parent Perceived Strengths:

Parents continue to believe FHS provides an overall good education.

#### Student Perceived Strengths:

Students continue to be successful post graduation.

Students generalize that the fine arts department(art, theater, band), agriculture, and engineering programs are strengths at FHS.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Students/Parents feel that attendance isn't important. **Root Cause:** Lack of rigor in some classes, grading policy and connection to school.

# Priority Problem Statements

# Goals





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

**Performance Objective 1:** All students 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 and Social Studies).

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR/EOC, Texas Academic Performance Report, A-F Accountability Report, MAP Growth Assessment (Beginning of Year, Middle of Year, and End of Year).





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue implementation of the Curriculum Management Plan with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> The Curriculum Management Plan provides the structure to ensure alignment and quality of the designed and delivered curriculum and necessary resources for curriculum implantation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Teachers.</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Analyze student data to create intentional learning plans for every student.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student growth on STAAR/EOC, MAP Growth, benchmarks and unit assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Teachers.</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize Sheltered Instruction practices in all classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Language development, deeper understanding of material, English Language Acquisition.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrator, Special Programs Coordinator</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: High Performing Students:** Fredericksburg High School 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:** Emergency Operation Plan, Crisis Plan, Drills

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Sustain and enhance school emergency operations and procedures.  <b>Strategy's Expected Result/Impact:</b> Safety training drills will be completed monthly and campus administrators will address concerns.  <b>Staff Responsible for Monitoring:</b> Campus Administrators, School Resource Officers</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Lay foundation for academic achievement by fostering student well-being through comprehensive school counseling programs that include wellness initiatives, bullying prevention, sexual harassments prevention, conflict resolution, positive behavioral supports, dating and violence prevention, suicide 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.  <b>Strategy's Expected Result/Impact:</b> Increase student safety and school performance  <b>Staff Responsible for Monitoring:</b> Administrators, School Counselors, District Parent Liaison</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Hold assemblies, share information, and promote awareness of the dangers of substance abuse.  <b>Strategy's Expected Result/Impact:</b> Increased awareness of the dangers of substance abuse  <b>Staff Responsible for Monitoring:</b> School Administration, School Counselors</p>	Formative		
	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Goal 1: High Performing Students:** Fredericksburg High School 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		
<b>Strategy 1:</b> Maintain a College, Career, and Military Readiness (CCMR) rating of an A, through the guidance of the CCMR Strategic Plan. <b>Strategy's Expected Result/Impact:</b> Increase in the percentage of college, career, and military ready students. <b>Staff Responsible for Monitoring:</b> Campus Administrators, High School Counselors, College and Career Advisor.	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Create a partnership between the School Counselors, the College and Career Advisor, and teachers to support students in being prepared for college, career, or military after high school. <b>Strategy's Expected Result/Impact:</b> Increased student preparedness/CCMR <b>Staff Responsible for Monitoring:</b> Campus Administration, School Counselors, College and Career Advisor	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Celebrate students' accomplishments in CCMR by posting them in a visible location. <b>Strategy's Expected Result/Impact:</b> Increased student morale and self-efficacy <b>Staff Responsible for Monitoring:</b> School Administration, School Counselors, College and Career Advisor	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1: High Performing Students:** Fredericksburg High School 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><b>Strategy 1:</b> Analyze data of students in extra-curricular and non-curricular activities to increase participation and activities offered.  <b>Strategy's Expected Result/Impact:</b> Use a tracker to identify students who are not participating and also identify programs that could be added to ensure more student involvement.  <b>Staff Responsible for Monitoring:</b> Athletic Director, CTE Coordinator, Fine Arts Director, Campus Administrators, Coaches, Sponsors, Counselors</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Evaluate ways to increase opportunities to achieve Top 5 placement in the annual Lone Star Cup without taking away from current offerings.  <b>Strategy's Expected Result/Impact:</b> Develop a list of strategies to involve students in co-curricular and extra-curricular activities.  <b>Staff Responsible for Monitoring:</b> CTE Coordinator, Campus Administrators, Sponsors, Teachers, School Counselors, Athletic Director, Fine Arts Director</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Identify next steps in implementing the Profile of a Billie Graduate.  <b>Strategy's Expected Result/Impact:</b> Increase students who are engaged and well-rounded  <b>Staff Responsible for Monitoring:</b> Campus Administrators, School Counselors</p>	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Develop a plan to inform parents/guardians of all the extra-curricular opportunities available for their students.  <b>Strategy's Expected Result/Impact:</b> Increase student involvement, increase student morale, potentially develop new opportunities available for students.  <b>Staff Responsible for Monitoring:</b> Campus Administrators, CTE Coordinator, Athletic Director, Fine Arts Director, Coaches, Sponsors, Counselors, Teachers.</p>	Formative		
	Jan	Mar	June







Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Survey students to solicit programs of interest. <b>Strategy's Expected Result/Impact:</b> A master schedule that reflects student interests, increased opportunities for community partnerships <b>Staff Responsible for Monitoring:</b> School Administration, School Counselors	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Create an incentive plan to improve attendance. <b>Strategy's Expected Result/Impact:</b> Increased attendance and student achievement <b>Staff Responsible for Monitoring:</b> School Administration, Campus Leadership Team	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Utilize the district attendance liaison to help create a plan of action for students who are persistently or chronically in violation of compulsory attendance laws. <b>Strategy's Expected Result/Impact:</b> Improved attendance <b>Staff Responsible for Monitoring:</b> School Administration,	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 1:** FHS 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		
<p><b>Strategy 1:</b> Implement a professional development plan for all staff throughout the school year that utilizes teacher strengths and teacher input.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional development that will be impactful and meaningful</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Department, Campus Administrators, Instructional Coach</p>	Formative		
	Jan	Mar	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increase staff participation and awareness of resources and professional development opportunities to attend.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction, increased student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Department, Campus Administrators</p>	Formative		
	Jan	Mar	June
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Create a clear system for communicating information among administration and between administration and staff, to include procedures, timelines, and assigned roles.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve communication between administration and staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p>	Formative		
	Jan	Mar	June
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Recognize teacher and staff members of the month that are nominated by fellow staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive campus culture</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</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 High School 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 physical, mental, emotional, and cultural focus on safety and wellness.

**High Priority**

**Evaluation Data Sources:** Safety Coordinator, Campus Administrator, Counselor

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop and provide updated diagrams and emergency/safety information to be posted in every classroom. <b>Strategy's Expected Result/Impact:</b> Increase awareness of safety/emergency information resulting in increased campus safety.	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide staff with a celebration or recognition at least once a nine weeks (luncheon, snacks, thank you gifts, etc.). <b>Strategy's Expected Result/Impact:</b> Increased staff morale <b>Staff Responsible for Monitoring:</b> Administration, hospitality committee	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Implement and sustain the FHS Discipline Management Plan in all classrooms. <b>Strategy's Expected Result/Impact:</b> Improved classroom management and culture, improved classroom safety, improved teacher satisfaction <b>Staff Responsible for Monitoring:</b> Campus Administration, teachers	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			


**Goal 3: Strong Community Partnerships:** Fredericksburg High School 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		
<p><b>Strategy 1:</b> Evolve campus organizations so that parent/community engagement and volunteerism is openly fostered (ie. starting an FHS PTO).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase community/parental involvement and participation on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Ensure that compliance is met with regard to required meetings and that parents are provided opportunities to advocate alongside campus staff for the success of all students (CEIC, ARD, LPAC, 504, GT, related services).</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and community awareness and involvement in advocating for success of students</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Communicate to our community with weekly newsletters, social media posting, and mass communication services, ensuring that all communication is effectively translated into the languages of the community we serve.</p> <p><b>Strategy's Expected Result/Impact:</b> Community and parents with better understanding of the happenings and events on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Increase opportunities and partnerships for community involvement in our CTE courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities for CTE students outside of the school</p> <p><b>Staff Responsible for Monitoring:</b> School Administration, CTE Director</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Increase social media posts to recognize and celebrate of achievements of students and teachers by creating a system to share the information.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community support, positive campus culture, increased school pride</p> <p><b>Staff Responsible for Monitoring:</b> School Administration</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 4:** Fredericksburg High School 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><b>Strategy 1:</b> Analyze past and current budget trends to make future budgetary decisions.  <b>Strategy's Expected Result/Impact:</b> Efficient campus budget development and implementation  <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Leadership Team, Finance Department, Curriculum and Instruction Department</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide training for faculty and staff with regard to budgetary procedures, duties, and compliance.  <b>Strategy's Expected Result/Impact:</b> Budget items entered appropriately by deadlines, budgeted funds are used appropriately  <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Budget Managers, Finance Department</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Utilize the Fredericksburg Educational Foundation as a means of financial opportunity to submit proposal from faculty and staff in order to increase and support academic, safety, and other endeavors of the campus.  <b>Strategy's Expected Result/Impact:</b> Improved instructional and learning outcomes, lessened financial burdens on the district  <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, Finance Department</p>	<b>Formative</b>		
	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			