

Fredericksburg Independent School District

District Improvement Plan

2025-2026



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.

Value Statement

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 2024-2025 Public Education Information Management System (PEIMS) and the Texas Education Agency District Accountability Report. As of this publication we have not received the 2025 Texas Academic Performance Report (TAPR).

FISD's enrollment for the 2024-2025 school year was 3,030 students.

Based on the 2024-2025 Fall PEIMS data, Fredericksburg ISD had the following student demographics:

- African-American .3%
- Hispanic 53.7%
- White 44.46%
- Asian .53%
- Two or More Races .96%
- Economically Disadvantaged 61.65%
- Emergent Bilingual 22.81%
- Gifted and Talented 4.85%
- Special Education 21.52%
- At-Risk 57.66%
- Section 504 6.53%

Based on longitudinal attendance data reported in PEIMS, Fredericksburg ISD had a student attendance rate of 94.58% for 2022-2023, 94.79% in 2023-2024, and 94.61% in 2024-2025.

Graduation rate data for the Class of 2024 was 98.7%.

Based on the 2024-2025 Fall PEIMS data, Fredericksburg ISD had the following staff representation:

- Administrative Support (79) 15.80%
- Teachers (230) 46%
- Educational Aide (55) 11%
- Auxiliary (137) 27.2%

Demographics Strengths

FISD Graduation and Dropout Rates:

- FISD 4-Year Longitudinal Graduation Rates reflect 98%, higher than the State average of 90.7% and the Region 13 average of 91.2%
- Annual Dropout Rate (Gr 9-12) reflected 0%, lower than the State and Region 13 schools' averages of 1.9% and 2.1% respectively.
- FISD provides a drop-out recovery high school, Gillespie County High School.

Open-Enrollment

- The District is committed to preparing all students for post-secondary success and prides itself on providing open-enrollment for all honors, PreAP, AP, UT OnRamps, and Dual Credit courses.
- Fredericksburg ISD serves a diverse student population and strives for success for each student. The District is committed to preparing students for post-secondary success, and prides itself on creating strong partnerships with local businesses, Alamo Colleges, and San Angelo State University.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a significant mismatch between the ethnic backgrounds of teachers (16% Hispanic) and those of students (53.7% Hispanic). This lack of representation can contribute to cultural misunderstandings and a diminished sense of belonging for students from underrepresented groups.

Root Cause: Despite growing diversity in student populations, teacher demographics have remained relatively homogeneous, failing to reflect the community they serve. The rural location of the District and the cost of housing in the area is reflected in the low number and backgrounds of applicants FISD receives.

Problem Statement 2 (Prioritized): The retention rate of teaching staff has an impact on student achievement, school culture, and overall institutional performance. Over 10% of the teaching staff were new hires and teachers that changed assignments for the 2024-2025 school year. This turnover rate also leads to additional training time and costs associated with the training.

Root Cause: Our rural community has a high cost of living, limited personal opportunities, and an aging group of teachers nearing retirement.

Student Learning

Student Learning Summary

Accountability Ratings for 2025:

District Overall Rating: B

Campus Ratings:

SES: A

FES: C

FPS: B

FMS: B

FHS: B

GCHS: B

District Results

STAAR Performance:

ELA/Reading - Approaches or Above 76%, Meets or Above 56%, Masters 24%

Mathematics - Approaches or Above 73%, Meets or Above 44%, Masters 18%

Science - Approaches or Above 80%, Meets or Above 55%, Masters 30%

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

College, Career, and Military Ready:

Score - 82

Graduation Rate:

Score - 98

Academic Growth:

ELA and Mathematics - Scaled Score - 73

Relative Performance:

Scaled Score - 85

Closing the Gaps:

Scaled Score - 76

TELPAS:

Progress Rate - 47%

College, Career, Military Ready Graduates of 2024 (data lags one year):

- College Ready
 - Met TSI criteria for both Reading Language Arts (RLA) and Math - 34.8%
 - Met criterion score on an AP exam in any subject - 21.6%
 - Earned credit for at least 3 hours in RLA or math or 9 hours in any subject of dual credit - 29.2%
 - Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject - 20.8%
- Career Ready
 - Earned an Industry Based Certification (IBC) - 57.2%
- Military
 - Enlisted in the U.S. Armed Forces - .8%

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 Reading
- Fredericksburg ISD was above the State of Texas for 5th Grade in all categories (Approaches, Meets, Masters) in Science
- 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 Algebra 1, Science, and Social Studies
- Fredericksburg ISD was above the State of Texas for English I, Biology, and US History in all categories (Approaches, Meets, Masters)

2025 Accountability Strengths:

Student Achievement Domain Strengths:

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

	FISD	State
STAAR Performance	77	76
Graduation Rate	98	91

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): District-wide, STAAR data shows consistently low math scores across all grade levels. This under-performance affects student success and accountability, requiring targeted, data-driven interventions to improve math outcomes.

Root Cause: On-going challenges in Tier 1 math instruction, curriculum, and student support.

Problem Statement 2 (Prioritized): Students are entering each grade level without mastery of prior math concepts.

Root Cause: Teachers may lack ongoing training in effective math instruction and STAAR readiness strategies.

Problem Statement 3 (Prioritized): Current data shows Hispanic students and High Focus Group students (economically disadvantaged, special education, emergent bilingual)

under-perform on STAAR assessments compared with All students' scores in the meets and masters categories.

Root Cause: Most professional development (PD) is geared toward general education students. We must provide PD and collaboration between special education and general content area teachers and continue training for teachers of bilingual education and English as a Second Language. FISD saw an influx of newcomer emergent bilingual students to the District, requiring resources for newcomer programs.

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) model is supported at each campus, which empowers teachers to implement best practices to continue closing the achievement gap.

FISD provides many opportunities for extracurricular and co-curricular activities to grow the whole child.

FISD implements a multi-tiered, evidence-based system of support that provides services and interventions at increasing levels of intensity for students who are struggling academically and/or behaviorally.

The TEKS Resource System is used to allow the teachers to have access to a vertically and horizontally aligned curriculum system within the classroom.

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.

The addition of the Teacher Incentive Allotment and other recruiting practices have helped with teacher recruitment and retention.

FISD staff are placed in teaching areas that match their strengths.

FISD teacher evaluations have a very high correlation with student growth.

Structures are established that provide for systemic monitoring of student progress.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers lack training and/or accountability in: differentiating instruction effectively, using data to inform instruction for diverse learners, and supporting English Language Learners with appropriate language development strategies.

Root Cause: There is a lack of access to external, high-quality professional development focused on the varied cultural, linguistic, academic, and social-emotional needs of the district's diverse student population--including English language learners, students with disabilities, and those from historically marginalized backgrounds.

Problem Statement 2: FISD must increase involvement of all stakeholders (administrators, teachers, parents/families, and students) with the educational process for students with disabilities and emergent bilingual students.

Root Cause: Limited time, scheduling conflicts, varied backgrounds, and limited knowledge are some of the factors for lack of stakeholder involvement.

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.

FISD provides a mentoring program for first year teaching 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): Without systematic feedback data on family perceptions, the District cannot fully identify needs or design strategies that foster authentic collaboration.

Root Cause: The current District process for collecting family perception data relies heavily on surveys that are not always administered in a timely manner, and response rates are often low. Many families do not see the value in completing the survey.

Priority Problem Statements

Problem Statement 1: There is a significant mismatch between the ethnic backgrounds of teachers (16% Hispanic) and those of students (53.7% Hispanic). This lack of representation can contribute to cultural misunderstandings and a diminished sense of belonging for students from underrepresented groups.

Root Cause 1: Despite growing diversity in student populations, teacher demographics have remained relatively homogeneous, failing to reflect the community they serve. The rural location of the District and the cost of housing in the area is reflected in the low number and backgrounds of applicants FISD receives.

Problem Statement 1 Areas: Demographics

Problem Statement 2: District-wide, STAAR data shows consistently low math scores across all grade levels. This under-performance affects student success and accountability, requiring targeted, data-driven interventions to improve math outcomes.

Root Cause 2: On-going challenges in Tier 1 math instruction, curriculum, and student support.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students are entering each grade level without mastery of prior math concepts.

Root Cause 3: Teachers may lack ongoing training in effective math instruction and STAAR readiness strategies.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers lack training and/or accountability in: differentiating instruction effectively, using data to inform instruction for diverse learners, and supporting English Language Learners with appropriate language development strategies.

Root Cause 4: There is a lack of access to external, high-quality professional development focused on the varied cultural, linguistic, academic, and social-emotional needs of the district's diverse student population--including English language learners, students with disabilities, and those from historically marginalized backgrounds.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: Without systematic feedback data on family perceptions, the District cannot fully identify needs or design strategies that foster authentic collaboration.

Root Cause 5: The current District process for collecting family perception data relies heavily on surveys that are not always administered in a timely manner, and response rates are often low. Many families do not see the value in completing the survey.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The retention rate of teaching staff has an impact on student achievement, school culture, and overall institutional performance. Over 10% of the teaching staff were new hires and teachers that changed assignments for the 2024-2025 school year. This turnover rate also leads to additional training time and costs associated with the training.

Root Cause 6: Our rural community has a high cost of living, limited personal opportunities, and an aging group of teachers nearing retirement.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Current data shows Hispanic students and High Focus Group students (economically disadvantaged, special education, emergent bilingual) under-perform on

STAAR assessments compared with All students' scores in the meets and masters categories.

Root Cause 7: Most professional development (PD) is geared toward general education students. We must provide PD and collaboration between special education and general content area teachers and continue training for teachers of bilingual education and English as a Second Language. FISD saw an influx of newcomer emergent bilingual students to the District, requiring resources for newcomer programs.

Problem Statement 7 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
- Accountability Distinction Designations
- 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
- 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 increase in the percent approaches, meets, masters, as well as academic growth, on STAAR/EOC 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, Zearn, Mindplay, IXL, CLI Engage

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and ensure full 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>	Formative			Summative
	Jan	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify trends, weaknesses, and strengths by student and math standard (TEKS) along with question type to build intervention groups based on skill deficits. Additional focus on fact fluency at the lower grade levels will be implemented.</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: Student Learning 1, 2</p>	Formative			Summative
	Jan	Mar	June	June

Strategy 3 Details	Reviews			
<p>Strategy 3: K-12 math will ensure vertical and horizontal alignment and student exposure to the material, while keeping quality over quantity at the forefront.</p> <p>Strategy's Expected Result/Impact: Growth in math scores, students will have a better understanding of the material in different contexts</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Curriculum and Instruction Department, Teachers</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Jan	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Design and implement a practice routine where students respond to STAAR-aligned constructed response questions in reading, writing, or content areas. After each practice, provide targeted, standards-based feedback using the STAAR writing rubric. Focus instruction on common weaknesses (e.g., citing text evidence, clarity of explanation, or coherence of response).</p> <p>Strategy's Expected Result/Impact: Increase in constructed response scores on STAAR/EOC</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administration, Instructional Coaches, Teachers</p>	Formative			Summative
	Jan	Mar	June	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Seek professional development for all teachers in special education and English as a Second Language (ESL) strategies for Tier 1 inclusive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will gain knowledge and tools that lead to in increased STAAR results for students with disabilities and emergent bilingual students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Curriculum and Instruction department, Teachers</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Jan	Mar	June	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Evaluate student technology usage to ensure purposeful integration while increasing opportunities for non-digital, hands-on learning.</p> <p>Strategy's Expected Result/Impact: Increase in student-centered, hands-on learning and critical thinking.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Curriculum and Instruction Department, Superintendent, Teachers</p>	Formative			Summative
	Jan	Mar	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: District-wide, STAAR data shows consistently low math scores across all grade levels. This under-performance affects student success and accountability, requiring targeted, data-driven interventions to improve math outcomes. **Root Cause:** On-going challenges in Tier 1 math instruction, curriculum, and student support.

Problem Statement 2: Students are entering each grade level without mastery of prior math concepts. **Root Cause:** Teachers may lack ongoing training in effective math instruction and STAAR readiness strategies.

District Processes & Programs





Problem Statement 1: Teachers lack training and/or accountability in: differentiating instruction effectively, using data to inform instruction for diverse learners, and supporting English Language Learners with appropriate language development strategies. **Root Cause:** There is a lack of access to external, high-quality professional development focused on the varied cultural, linguistic, academic, and social-emotional needs of the district's diverse student population--including English language learners, students with disabilities, and those from historically marginalized backgrounds.

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	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</p>	Formative			Summative
	Jan	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the use of Centegix, a rapid response Safety Platform and solutions. Strategy's Expected Result/Impact: Increase response time and overall safety of students and staff Staff Responsible for Monitoring: Superintendent, Safety Coordinator, Technology Department, Campus Administrators, Staff</p>	Formative			Summative
	Jan	Mar	June	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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, home-bound 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, Social Workers</p>	Formative			Summative
	Jan	Mar	June	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, College Preparatory Courses, Level 1&2 Certifications, Dual Credit, Military Enlistment, Workforce Ready





Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the District College, Career, and Military Readiness (CCMR) rating to an A with a focus on Gillespie County High School by implementing College Preparatory Courses for students.</p> <p>Strategy's Expected Result/Impact: Increase in the percentage of college, career, and military ready students at GCHS</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Administrators, High School and GCHS Counselors, Career and Technology Education Coordinator</p>	Formative			Summative
	Jan	Mar	June	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 4: Promote engaged, well-rounded students.

High Priority

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Track student participation in extracurricular and co-curricular activities to identify non-participating students and implement strategies to increase involvement.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Superintendent, Curriculum and Instruction Department, Campus Administration, CTE Coordinator, Athletic Director, Fine Arts Director, Coaches, Sponsors, Counselors</p>	Formative			Summative
	Jan	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze performance areas contributing to the Lone Star Cup and implement targeted strategies to improve the District's annual standing.</p> <p>Strategy's Expected Result/Impact: Develop a list of strategies to involve students in co-curricular and extra-curricular activities</p> <p>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			Summative
	Jan	Mar	June	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue implementation of the Profile of a Billie Graduate by identifying next steps at each campus.</p> <p>Strategy's Expected Result/Impact: Increase students who are engaged and well-rounded.</p> <p>Staff Responsible for Monitoring: Superintendent, Directors, Campus Administrators, Parent Advisory Committee, Teachers</p>	Formative			Summative
	Jan	Mar	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: FISSD 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, T-TESS, Walkthrough data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide and promote professional development opportunities aligned to District and Campus Improvement Plans.</p> <p>Strategy's Expected Result/Impact: Impactful professional development where teachers gain the necessary tools for student success.</p> <p>Staff Responsible for Monitoring: Superintendent, Curriculum and Instruction Department, Campus Administrators, Federal Programs Coordinator, Instructional Coaches, Teachers</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative			Summative
	Jan	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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: Receive feedback from surveys to make positive changes within the district.</p> <p>Staff Responsible for Monitoring: Superintendent, Curriculum and Instruction Department, Campus Administrators, Administrative Assistants, Teacher Advisory Committee</p>	Formative			Summative
	Jan	Mar	June	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Seek approval and data validation from the Texas Education Agency (TEA) for the District Teacher Incentive Allotment (TIA).</p> <p>Strategy's Expected Result/Impact: Plan approval, retention of staff</p> <p>Staff Responsible for Monitoring: Superintendent, Curriculum and Instruction Department, Business/Finance/ Human Resources Department</p>	Formative			Summative
	Jan	Mar	June	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Establish a recruitment and retention committee to identify and implement feasible strategies for attracting and retaining high-quality personnel.</p> <p>Strategy's Expected Result/Impact: Increased recruitment and retention of staff.</p> <p>Staff Responsible for Monitoring: Superintendent, Coordinator of Human Resources, Assistant Superintendents</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Jan	Mar	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: There is a significant mismatch between the ethnic backgrounds of teachers (16% Hispanic) and those of students (53.7% Hispanic). This lack of representation can contribute to cultural misunderstandings and a diminished sense of belonging for students from underrepresented groups. Root Cause: Despite growing diversity in student populations, teacher demographics have remained relatively homogeneous, failing to reflect the community they serve. The rural location of the District and the cost of housing in the area is reflected in the low number and backgrounds of applicants FISH receives.</p> <p>Problem Statement 2: The retention rate of teaching staff has an impact on student achievement, school culture, and overall institutional performance. Over 10% of the teaching staff were new hires and teachers that changed assignments for the 2024-2025 school year. This turnover rate also leads to additional training time and costs associated with the training. Root Cause: Our rural community has a high cost of living, limited personal opportunities, and an aging group of teachers nearing retirement.</p>
District Processes & Programs
<p>Problem Statement 1: Teachers lack training and/or accountability in: differentiating instruction effectively, using data to inform instruction for diverse learners, and supporting English Language Learners with appropriate language development strategies. Root Cause: There is a lack of access to external, high-quality professional development focused on the varied cultural, linguistic, academic, and social-emotional needs of the district's diverse student population--including English language learners, students with disabilities, and those from historically marginalized backgrounds.</p>

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	Reviews			
<p>Strategy 1: Recognize staff continuing education achievements through public meetings, newsletters, and district communication platforms.</p> <p>Strategy's Expected Result/Impact: Growth in teacher satisfaction and recognition.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Administrators, Advisory Committee</p>	Formative			Summative
	Jan	Mar	June	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

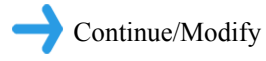
Strategy 1 Details	Reviews			
<p>Strategy 1: Work with the Parent Advisory Committee to gather feedback and expand opportunities for family involvement on campuses.</p> <p>Strategy's Expected Result/Impact: Greater student success and parent involvement</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Administrators, Special Programs Coordinators, Curriculum and Instruction Department, Campus Staff</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Jan	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen partnerships with community businesses to enhance and showcase Billie Pride.</p> <p>Strategy's Expected Result/Impact: Increase community involvement</p> <p>Staff Responsible for Monitoring: Executive Leadership, Campus Administrators, Community Relations Coordinator</p>	Formative			Summative
	Jan	Mar	June	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to provide opportunities for community involvement to build the bridge between the community and school district.</p> <p>Strategy's Expected Result/Impact: Increase in community awareness and involvement</p> <p>Staff Responsible for Monitoring: Executive Leadership, Campus Administrators, Community Relations Coordinator</p>	Formative			Summative
	Jan	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Facilitate ongoing community engagement and communication related to potential 2026 bond options.</p> <p>Strategy's Expected Result/Impact: Collect interest and feedback on upcoming bond projects</p> <p>Staff Responsible for Monitoring: Executive Leadership, Campus Administrators, Community Relations Coordinator</p>	Formative			Summative
	Jan	Mar	June	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Without systematic feedback data on family perceptions, the District cannot fully identify needs or design strategies that foster authentic collaboration.

Root Cause: The current District process for collecting family perception data relies heavily on surveys that are not always administered in a timely manner, and response rates are often low. Many families do not see the value in completing the survey.

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

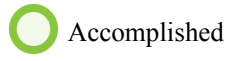
Performance Objective 1: Implement systematic facility management processes to ensure operational efficiency and effectiveness and strong financial stewardship.

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

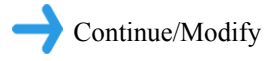
Strategy 1 Details	Reviews			
<p>Strategy 1: Continue enhancement of administration's overall understanding of budget and finances to better support campus needs.</p> <p>Strategy's Expected Result/Impact: Budget calendar and documents updated and continually reviewed. Better understanding of budget development/allowable 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			Summative
	Jan	Mar	June	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Finalize the FHS Master Plan and guide the development and communication of potential 2026 bond options.</p> <p>Strategy's Expected Result/Impact: Increase knowledge of Master Plan and bond options with a positive outcome.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent for Business and Finance, Campus Administrators, Department Leaders, Directors</p>	Formative			Summative
	Jan	Mar	June	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue development and implementation of a preventative maintenance plan for facilities.</p> <p>Strategy's Expected Result/Impact: Ongoing maintenance of facilities</p> <p>Staff Responsible for Monitoring: Director of Operations and Maintenance, Assistant Superintendent for Business and Finance.</p>	Formative			Summative
	Jan	Mar	June	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Pursue cost saving efforts in the area of appropriate staff utilization.</p> <p>Strategy's Expected Result/Impact: Balanced budget</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendents, Directors, Campus Administrators</p>	Formative			Summative
	Jan	Mar	June	June



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$1,300,000.00

Total FTEs Funded by SCE: 14.34

Brief Description of SCE Services and/or Programs

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. Academic software programs 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	Interventionist	1
Calvin Korponai	Teacher	0.28
Chadd Flick	Teacher	0.25
Clayton Smith	Teacher	0.14
Derrick Dietrich	Teacher	0.75
Gayle Toohey	Teacher	0.14
Jennifer Petsch	Teacher	1
Joel Handley	Teacher	1
Kade Jenschke	Teacher	0.55
Katharine Simington	Teacher	0.14
Kim Wilson	Counselor	1
Kyle Kiehne	Teacher	0.14
Lace Meyer	Interventionist	1
Leeanne Shackelford	Teacher	0.8
Liz Miranda Delgado	Parent Liaison	0.5
Michelle Aguirre	Teacher	0.14

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Mike Myers	Teacher	1
Rose Jimenez	Paraprofessional	1
Sarah Southard	Principal/Teacher	0.7
Shannon Windham	Teacher	0.14
Stacy Campbell	Teacher	0.14
Tara Inman	Teacher	0.25
Thomas Woods	Teacher	0.14
Tricia Ayala	Interventionist	0.5
Veronica Arizola	Paraprofessional	1
Vicki Guthrie	Teacher	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison James	Paraprofessional	Classroom Support - FPS	1
Haley Harris	Paraprofessional	Classroom Support - FPS	1
Jennifer Duncan	Instructional Coach	FES	1
Jesika Graff	Paraprofessional	Classroom Support - FPS	1
Kaitlin Hoermann	Instructional Coach	FMS	1
Laisha Rivas	Paraprofessional	Classroom & Library Support - FPS	1
Lindy Falting	Paraprofessional	Classroom Support - FPS	1

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

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	