

# Fort Stockton Independent School District

## District Improvement Plan

### 2023-2024

Accountability Rating: B



**Board Approval Date:** October 23, 2023  
**Public Presentation Date:** October 11, 2023

# Mission Statement

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

## Board Goals

### Academics

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

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

### Career and Technology

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

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

### Communication

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

### Financial Management

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

### Participation

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The last Texas Education Agency Snapshot Report reflects 2020-2021 data from the [Texas Academic Performance Report](#). The Fort Stockton Independent School district is a 3,028 square mile attendance area, serving 2,230 students in Pre-K through grade 12.

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

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### Student Demographic Trends

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

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

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

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

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

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

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

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### Economically Disadvantaged:

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

(State average 60.7%)

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

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

(State average 21.7%)

**At Risk:**

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

(State average 53.5%)

**Students enrolled in Special Education:**

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

(State average 11.6%)

**Students enrolled in Gifted and Talented:**

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

(State average 8.0%)

**Attendance Rates:**

2020-2021: 83.3%, 2019-2020:92.7%, 2018-2019: 92.0%; 2017-2018: 92.3%; 2016-2017: 92.9%; 2015-2016: 93.3%; 2014-2015: 93.6%

(State average 95.0%)

**Mobility Rates:**

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

(State average 13.6%)

**4-year Graduation Rate:**

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

(State average: 90.0%)

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## Staff

### Teachers with 0-5 years Experience:

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

(State average: 34.6%)

### Average Years of Experience of Teachers:

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

(State average: 11.1)

### Turnover Rate for Teachers:

2021-2022: 23.0%; 2019-2020: 23.3%; 2018-2019: 25.0%; 2017-2018: 26.1%; 2016-2017: 20.1%; 2015-2016: 24.9%

(State average: 17.7%)

### Number of Students per Teacher:

2021-2022:13.8, 2020-2021:13.0, 2019-2020: 14.4; 2018-2019:14.5; 2017-2018: 15.2 ; 2016-2017: 15.3; 2015-2016: 15.9

(State average: 14.6%)

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Fort Stockton is a rural community, and due to our geographic location, recruitment efforts tend only to work for new teachers looking for jobs and not experienced teachers. Hence, we often hire teachers newly entering the profession or employ teachers in the first three years of their career. Teachers hired through alternative certification programs lack clinical strategies.

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## Demographics Strengths

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

Experience of Campus Leadership:

Average Years Experience of Principals: 3.4 years

Average Years Experience of Principals with District: 3.4 years

Average Years Experience of Assistant Principals: 7.5 years

Average Years Experience of Assistant Principals with District: 3.5 years

FSISD District of Innovation Plan outlined that the District will be exempt from the state law requiring them to hire certified teachers. The policy awarded the board the authority to hire highly qualified non-certified individuals in a certain field. The superintendent shall have the power to request the board to permit a certified teacher to teach outside their field, and allows the superintendent to speak to the board about permitting a non-certified, but highly qualified, individual to teach.



# Student Learning

## Student Learning Summary

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

### Accountability

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

### FSISD is a B (81)

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#### Student Achievement: 74/100

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

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

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

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

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#### School Progress: 84/100

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

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

- **Academic Growth is a B (84/100)**
  - **Relative Performance is a B (80/100)**
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**Closing the Gaps** tells us how well a district is ensuring that all student groups are successful.

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

- Academic Achievement Status is 25%

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

- Graduation Rate is 33%

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

- English Language Proficiency Status is 0%

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

- School Quality Status is 80%

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

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

### Student Learning Strengths

	State	ESC 18	FSISD
<b>Grade 3</b> Reading Approaches or Above	76	72	<b>78</b>
<b>Biology EOC</b> Approaches Grade Level or Above	83	81	<b>84</b>
<b>Progress</b> Grade 4 ELAR	77	74	<b>83</b>
<b>Progress</b> Grade 4 Math	74	70	<b>77</b>
<b>Progress</b> Grade 7 Math	60	56	<b>72</b>
<b>Progress</b> Grade 8 Math	74	72	<b>79</b>
<b>Progress</b> End of Course English II	71	69	<b>76</b>
Tests included in <b>Accountability</b>	93	94	<b>95</b>
Annual Dropout Rate ( <b>Gr 7-8</b> )	0.9	1.0	<b>0.0</b>
Annual Dropout Rate ( <b>Gr 9-12</b> )	2.4	2.3	<b>2.1</b>
4-Year Longitudinal Rate ( <b>Gr 9-12</b> )	90.0	87.9	<b>92.5</b>

	State	ESC 18	FSISD
Graduates Texas Certificate of High School Equivalency	90.3	88.4	<b>93.1</b>
5-Year Extended Longitudinal Rate <b>(Gr 9-12)</b>	92.2	55.4	<b>92.4</b>
6-Year Extended Longitudinal Rate <b>(Gr 9-12)</b>	92.6	88.3	<b>94.0</b>
RHSP/DAP/FHSP-E/FHSP-DLA Graduates	85.7	82.6	<b>93.2</b>
Dual Course Credits in Any Subject <b>(Annual Graduates)</b>	25.9	34.2	<b>35.6</b>
Graduates with Level I or II Certificate <b>(Annual Graduates)</b>	0.7	4.5	<b>5.5</b>
TSIA Results (Graduates >= Criterion) <b>(Reading)</b>	25.9	27.2	<b>34.2</b>
TSIA Results (Graduates >= Criterion) <b>(Reading &amp; Math)</b>	14.4	13.9	<b>18.5</b>
Completed/Received Credit College Prep Courses <b>ELAR</b>	8.6	14.0	<b>18.5</b>
Completed/Received Credit College Prep Courses <b>Math</b>	10.3	11.4	<b>24.7</b>
Advanced/Dual-Credit Course Completion <b>Science</b>	20.6	16.7	22.2

## **District Processes & Programs**

### **District Processes & Programs Summary**

Fort Stockton Independent School District (FSISD) uses TEKS Resource System, a curriculum framework for grades K-12 in all foundation academic subject areas (English Language Arts and Reading, Mathematics, Science and Social Studies) aligned to both the Texas Essential Knowledge and Skills (TEKS) statements, as well as the Texas Assessment of Academic Readiness (STAAR) objectives. Instructional staff uses DMAC Solutions software, lead4ward resources, and other online programs for data disaggregation, local assessments, student achievement/progress monitoring, and planning.

FSISD uses various online learning platforms to strengthen student learning and assess student progress. Formative web-based assessment programs for grades K to 12 are in place to deliver data-driven instruction reading. Math programs are in place for K-12 learning experience that provides comprehensive, standards-aligned content for math. Students and families also have access to instructional tools on the district's website for parents and students to access.

Fort Stockton is a rural community; it is a challenge to attract and retain educators. Due to our geographic location, recruitment efforts tend only to work for new teachers looking for jobs and not experienced teachers. FSISD often hires teachers newly entering the profession or teachers in the first three years of their careers who need much support. In an effort to improve the quality of instruction, FSISD has provided and will continue to provide targeted support for teachers. Employing teachers in the first three years of their career, along with intensive professional development to all staff, helps our teachers deliver instruction to the best of their ability. Each year, new and returning teachers attend on-site, high-quality staff development designed to have a lasting and positive effect on the teachers' classroom performance. Systems are in place to support beginning teachers, teachers new to an assignment, mentor teachers, and principals.

Response to Intervention (RtI) is in place at all campuses to identify and assist any student struggling. Support is provided throughout the school year, and educational support through visiting consultants supports teachers with academic interventions, behavior strategies and resources.

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

FSISD applies supplemental federal funds toward salaries to ensure that the funds are used to expand and improve instruction, and to help limit class size.

### **District Processes & Programs Strengths**

Systemic initiatives have been in place for several years to have a lasting effect on teaching and learning. Fort Stockton Independent School District (FSISD) has provided on-site, job-embedded, and ongoing support to teachers and staff. Every initiative and training reflect recent scientifically based research on teaching and learning.

FSISD implemented a TEKS-based curriculum in 2010, and all teachers have received training annually. Teachers have received training on differentiated instruction since 2009.

Lesson plans were standardized district-wide in 2011 and updated in 2015 AND 2019. FSISD has had annual training with teachers since 2010 to improve academic achievement for English Learners. ELA teachers were provided writing strategies training annually from 2012. Content-specific training has been provided annually to ELA and math teachers since 2010. Social Studies teachers have been trained annually since 2012, and Science teachers have received training since 2014. The staff has also received support for Classroom Management. Leadership has received training annually from leading educational consultants. Instructional accountability expectations are high in FSISD, and campus administrators are tasked with ensuring effective implementation of curriculum and instruction. FSISD has training with Gretchen Bernabei specializing in writing, Ruby Payne with at-risk students, and Marcia Tate with instructional practices. FSISD has also had Social Emotional Training in recent years following COVID-19, and the importance of mental health of students.

FSISD schedules intensive training for all teachers yearly before school starts, and ongoing staff development is provided throughout the school year. Teacher Professional Development Days are built into the school calendar.

FSISD is a District of Innovation with a plan for 2017-2022 and extended 2027. Innovation Strategies include a Flexible Calendar - the flexibility to begin instruction earlier in August will enable the district to develop a calendar that best meets the needs of the students in FSISD. FSISD will maintain 75,600 minutes of instruction per year and seeks an exemption from Secs. 25.081 and 25.082, as necessary, so it can approach the 75,600-minute goal more creatively, without being confined to either 420 minutes or seven hours of instruction daily. This will offer campuses greater flexibility in creating daily/weekly instructional schedules that better meet the needs of the students we serve. This exemption will allow local control regarding the early dismissal of students for various purposes. Early release days are used for additional professional development, unique instructional arrangements, teacher collaboration, teacher/parent conferences, releasing prior to a holiday, and other special occasions, or other school-related activities.

# Perceptions

## Perceptions Summary

### Student Input

The School Administration regularly meets with a student and parents to gain insight into what improvements can be done in the district to help best serve students and families.

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### Health and Wellness

Fort Stockton Independent School District (FSISD) have 4 full-time licensed vocational nurses (LVNs) and 1 registered nurse (RN) who are stationed at our campuses at all times. FSISD also has a wellness committee that meets annually and addresses the district's Wellness Plan.

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### Athletics

The goal of the FSISD athletic department is to build character, integrity, self-discipline, mental toughness, sportsmanship, pride, and positive work ethic for as many young men and women as possible. These characteristics are built by providing opportunities to participate and fielding competitive teams that display winning attitudes. Winning is a process that results from the accumulation of many factors. Knowledge, effort, training, preparation, and determination are all important in securing opportunities for success. FSISD Athletics will provide the atmosphere and encouragement for young men and women to compete at a high level. This will provide the foundation to build the positive characteristics that will remain within them for the rest of their lives. These positive attributes will help mold productive and capable citizens that will continue to improve themselves and the community. FSISD is committed to creating and maintaining a tradition of excellence for all participants in all athletic arenas. The athletic department will take all steps necessary to provide a safe and positive environment in which all athletes can succeed. FSISD offers various sports-themed camps over the summer. Programs are available for children ages four through incoming high school seniors.

### Perceptions Strengths

Fort Stockton Independent School District celebrated its hundredth year as an official school district in 2017. Education is a priority in the community; in 2013 voters approved a ballot measure to raise \$35 million in FSISD bond sales, reflecting the community's growing desire for new and improved schools. Bond projects included: renovation projects at Fort Stockton High School, District-wide roofing; HVAC; technology, intercoms, and digital signs; student records storage, desks, and lockers; gym floor, track and tennis court surfaces; High School electrical infrastructure and secure main entrance; Apache library; transportation upgrades; upgrade of the auditorium lighting system; project to convert the high school's south parking lot into a 60-yard marching facility for the Pride of Pantherland Band. In 2022, FSISD passed a \$3 million bond for technology to improve the learning experiences of our students.

In 2022, the community also approved a 100 million bond to improve facilities in FSISD. The Fort Stockton ISD school board approved \$35 million in initial bond sales and selected

a construction manager, moving the district's bond projects closer to reality. Of the \$35 million, \$25 million is allocated for educational facilities and \$10 million for athletic facilities, with the promise of no increased tax rate from the bond sale. The board approved BTC, a company specializing in K-12 construction for over 40 years, as the bond projects' construction manager to collaborate on determining district needs and present project proposals with maximum costs. With bond paperwork approval anticipated by late February 2023, Fort Stockton ISD is progressing in turning the voter-approved bond into new and upgraded schools to benefit students.

The Educational Service Center of Region 13 in Austin, Texas recently recognized Fort Stockton ISD as a leader in Career and Technology Education (CTE). FSISD has been asked to partner with ESC Region 13 to become an Education Certification Program Distance Site for the 2016-2017 school year. Participating in this program, which was built from the ground up to serve the special needs of career and technical education, will provide CTE teacher certification services to our region. This is part of our ongoing efforts to ensure that all students have access to confident and competent teachers in the career and technology trades.

Working to improve school safety, FSISD works with local enforcement agencies to initiate a “walk-through program,” where officers make daily stops at the FSISD campuses walking through the facilities, making connections and friendships, and providing a presence in the schools. Community perception is that FSISD is a safe place with measures to ensure student and staff safety. Following the tragedy in Uvalde, Fort Stockton ISD is enhancing security by implementing a guardian program that allows approved staff to carry firearms after extensive training. The voluntary program enables qualified, licensed staff to help protect students while complementing existing safety measures. By unanimously approving the guardian plan, FSISD demonstrates its commitment to providing the safest possible learning environment for students.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

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



**Employee Data**

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

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Communications data

# Goals

Revised/Approved: October 11, 2023

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

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





**High Priority**

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

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

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

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

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

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





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

**High Priority**

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

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

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

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> FSISD will provide specialized support for high achieving students, including a rigorous, diverse curriculum to prepare students for various career opportunities, as well as enrichment programs to meet the unique needs of students identified as Gifted and Talented.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for students identified as Gifted and Talented, and increased student engagement and attendance</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Curriculum Directors and Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> FSISD will coordinate with institutions of higher education, employers, and other local partners to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education by providing increased dual enrollment opportunities, career counseling, and work-based learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in school-based and work-based learning opportunities to increase students earning industry certifications, and increase the number of students earning college credits through continued partnerships with Midland College and other institutions for dual credit.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Curriculum Director, Secondary Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
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**Goal 2:** FSISD will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

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

**High Priority**

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

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

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



No Progress



Accomplished



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Discontinue

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





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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> FSISD will implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided with immediate enrollment, transportation, additional academic support, and counseling as appropriate.</p> <p><b>Staff Responsible for Monitoring:</b> Migrant Service Coordinator, Homeless Liaison, Foster Care Liaison, PEIMS Staff, Counselors and Campus Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> FSISD Migrant Education Program staff will identify migrant children and youth, provide priority placement and access to instructional services, and monitor progress to ensure student success.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of migrant students will have the same opportunity to meet the challenging state standards; increase in performance of migrant students</p> <p><b>Staff Responsible for Monitoring:</b> Migrant Service Coordinator and Shared Services Agreement with Educational Service Center 18</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - Migrant - \$69,553</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students with disabilities will be educated in the Least Restrictive Environment (such as inclusion support in the general ed classroom) and will be provided with instructional accommodations and supports based upon the student's Individualized Educational Plan (IEP).</p> <p><b>Strategy's Expected Result/Impact:</b> Timely evaluations, a continuum of services, and transition plans will lead to improved outcomes for students with disabilities.</p> <p><b>Staff Responsible for Monitoring:</b> FSISD Special Education Staff, Principals and Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> FSISD Special Education teachers will be provided with training on IEP development, implementation, data collection, instructional strategies, and behavior management to build teachers capacity and promote student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction and staff effectiveness towards improved student outcomes for students with disabilities.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent, Curriculum Directors, Principals, and Special Education Staff</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students identified as Emergent Bilingual (Limited English Proficient) will receive support through the bilingual program or ESL program. Title III funds will be used to provide professional development to teachers and instructional supplies to supplement the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Emergent Bilingual student performance in all grades and content areas.</p> <p><b>Staff Responsible for Monitoring:</b> District and campus administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - Title III - \$20,205</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>

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

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

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

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





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

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



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

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

Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> FSISD will provide opportunities for increased parent and family engagement at FSMS and FSHS, such as informational sessions to emphasize the need for students to make informed curriculum choices to be prepared for success beyond high school. Information related to higher education admissions and financial aid opportunities; and opportunities or career counseling to identify student interests and skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance at secondary outreach activities to help students and their families manage transitions from middle school to high school, and from high school to postsecondary education programs and employment.</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Administration Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> FSISD will continue to partner with community resource agencies, local businesses, higher education institutions, and other government entities to support student learning and overall family growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Partnerships with external mental health organizations to support students' social-emotional health, increased participation of businesses and communities in education, coordination of businesses, civic clubs and community funding for scholarships and incentives.</p> <p><b>Staff Responsible for Monitoring:</b> District and Campus Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>June</b>
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



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

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

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

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

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

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

# District Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5			\$20,205.00
<b>Sub-Total</b>					\$20,205.00
Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$69,553.00
<b>Sub-Total</b>					\$69,553.00