

Fredericksburg Independent School District

Fredericksburg Elementary

2021-2022 Campus Improvement Plan



Mission Statement

Fredericksburg ISD partners with families, students, and community to provide a safe and supportive learning environment. We excite the imagination of every student. We engage them in relevant, compelling learning experiences in order to prepare them for life in a diverse, global society.

Vision

Fredericksburg ISD students are inspired to be successful and innovative in a diverse and changing world.

Core Beliefs

We believe:

All students can learn.

All students should be prepared for life after graduation.

All students should receive support that enables student success.

Relationships, respect, and communication with all stakeholders are key to our success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

As reported in the 2019- 2020 TAPR of student data for Fredericksburg Elementary School (FES), our Hispanic population is approximately 53.4% and our White population is approximately 44.5%. Of the 839 students enrolled at FES, 57.5% are Economically Disadvantaged, 42% are At-Risk, 20.4% are English Learners (EL), 19.3% are in Special Education and 4.5% are identified as Gifted and Talented. We average about a 96.3% attendance rate, with a 7.0% mobility rate. Our current classroom average size is about 18 - 19 students per teacher. This data will be updated with the 2020 - 2021 TAPR report in the fall.

Staff Quality, Recruitment and Retention

FES has a predominately White (85.8%) female (90.4%) staff. FES had a 26.5% turnover rate with our certified staff this school year, a increase of 21.5% from the previous year. This year we were able to retain all of our Bilingual teachers, and fulfill all of our Dual language teachers with certified Bilingual teachers. Certified staff that are new to the FES campus are paired with a mentor teacher as a source of campus-level support, in addition to receiving content support through campus PLCs. Certified staff new to the teaching profession are provided a campus-level mentor and meet monthly at the district level as a way to provide additional support.

Parents and Community

According to the July 2019 United States Census Bureau, Fredericksburg has a population of approximately 11, 496. This is an increase of 9.1% since the 2010 Population Census. According to the data received from this census, approximately 89.% of the population 25 and older have graduated from High School, while approximately 34.7% have received a Bachelor's degree or higher. According to the data received from the census, the medium household income was \$49,888, with the average median housing value at \$273,500. The percentage of persons in poverty at 12.6%, with 26.8% persons without health insurance. Fredericksburg's racial/ethnic groups are predominately White alone, not Hispanic or Latino at 70.2%, with the Hispanic or Latino population at 28.2% and 2 or more races at 3.5%.

Demographics Strengths

Students

In response to the growing population of English Learners, we are able to develop literacy in both Spanish and English through the Dual Language Enrichment program. All 839 students are able to receive enrichment and academic support outside of core content through a variety

of specials classes.

Staff Quality, Recruitment and Retention

Fredericksburg Elementary School has 100% Highly Qualified teaching staff, inclusive of assistants.

The campus benefits from having 67.2% of the teachers having more than 6 years experience and over 47.2% having 11 or more years of experience.

The FES staff continues to be trained in the *John Seidlitz Model* (Sheltered Instruction) and is receiving ESL certification to help support the needs of our EL students.

Dual language teachers receive research-based, high-quality training through Gomez and Gomez.

Parents and Community

FES benefits from a strong partnership with the local University - *Texas Tech University* through the *Hill Country University Center* averaging between 3 - 6 student teachers per semester. Through this partnership, we are able to groom possible future hires.

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): FES is working to increase Hispanic classroom teachers to be more representative of the student population. FES experiences a high turnover rate among Bilingual applicants and a low pool of applicants. **Root Cause:** The Hispanic student body is growing faster than the campus can hire and retain Hispanic staff members.

Problem Statement 2 (Prioritized): Higher than the state average for our economically disadvantaged student population adds to an increased workload on the teaching staff and use of resources of the campus. **Root Cause:** A high economically disadvantaged population requires intense, specialized instruction, increased attention to monitoring progress, and a multi-leveled system of support and interventions. FES does not have sufficient certified staff to provide a range of interventions. An additional certified Reading Intervention teacher and an additional certified Math Intervention teacher would support the campus to serve this population.

Student Learning

Student Learning Summary

2019 STAAR data indicates that we met standard for accountability. We received an Accountability Rating of a B and a Distinction Designation in Post-secondary Readiness. State accountability ratings remained the same for 2020-2021 academic school year due to Covid pandemic.

Our white student population scores higher than our Hispanic student population in all areas with an achievement gap between:

- 11 - 38 percentage points at Approaches Grade Level, except for 4th Grade Math where the average was 44 percentage points at Approaches Grade Level.
- 19 - 33 percentage points at Meets Grade Level in all tested subject areas.
- 8 - 25 percentage points at Masters Grade Level in all tested subject areas.

Student Learning Strengths

FES has aligned campus goals to the FISD strategic plan. Professional development is directly tied to student academic achievement goals and support for teachers in identifying and responding to student needs is provided through PLCs. The effective implementation of instructional practices is supported by campus Instructional Coaches in math and literacy.

Support for struggling students is monitored by utilizing a digital database and by continuous review by the Student Support Team. Language development for our Bilingual students is supported through the Dual Language Enrichment program. Training and support for Dual Language teachers will continue throughout the five year roll-out plan. According to the dual language consultants, we are on target in year 2 of implementation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Current interventions are not providing struggling students with the level of support needed to make significant gains. **Root Cause:** Teachers need support from interventionists, instructional coaches, and professional development in gaining expertise in identifying which skills to target in small groups based off of current data.

Problem Statement 2 (Prioritized): Hispanic and/or low socio-economic students are performing at least 15-20 percentage points lower than white students at the Approaches, Meets, and Masters levels on the STAAR test. **Root Cause:** Although all teachers are trained in sheltered instruction strategies, more support is needed in vocabulary development and use for EL students. A high percentage of our EL students are also low socio-economic.

Problem Statement 3 (Prioritized): Tier 2 & 3 interventions are not as effective as needed to show sufficient student gains. **Root Cause:** Tier 2 & 3 interventions need to be evaluated for their effectiveness and ensure they are data-driven, research-based, and targeted Tier 2 & 3 interventions. Instruction, intervention, and remediation variables need to be a part of this evaluation.

School Processes & Programs

School Processes & Programs Summary

FES is committed to providing a quality education to each student. Teachers strive to create positive learning communities by utilizing practices such as *Capturing Kids' Hearts*. The varied needs of students are able to be met through guided math and balanced literacy/guided reading. English language learners are supported with sheltered instruction strategies. Struggling students are supported through the RtI process. FES adheres to a continuous improvement model supported by collaboration and job-embedded learning through PLCs.

School Processes & Programs Strengths

Our curriculum is fully aligned to the TEKS and ELPS, and is vertically and horizontally articulated. Tools and support are provided so that teachers develop a thorough understanding of the standards via the TEKS Resource System and through instructional coaching. Teacher teams utilize the backward design model for creating unit assessments and planning lessons. Professional Learning Communities develop teacher capacity for tracking student progress and increasing student achievement. IStation, Imagine Math (3rd-5th grades), and unit assessments allow us to track student achievement data as they progress through the TEKS. DRA (grade 2) and BAS (grades 3-5) assessments are utilized to assess reading behaviors for students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): School initiatives are partially implemented. Guided reading, guided math, and sheltered instruction strategies are not always evident in the classrooms. **Root Cause:** Teachers need continued access to professional development, instructional coaching, support in teacher goal-setting, and targeted collaboration among peers to fully implement best practices. Additionally, teachers need to participate in conferences and/or training targeted to their content area or area of support for staff; such as, instructional coach professional development for incoming new and ongoing for current instructional coaches.

Problem Statement 2 (Prioritized): In order to prepare for a global society, students need opportunities to learn through a digital platform. Current technology capabilities do not support this initiative. **Root Cause:** There is a need to develop a common plan to deliver digital learning. The plan should include a technology representative from each grade level to be looked at as a technology expert for that grade level. Training for these representatives will need to take place.

Perceptions

Perceptions Summary

Family and Community Engagement:

Fredericksburg Elementary School (FES) focuses on authentic home/school connection to educate and engage parents in understanding how to support their children by creating an atmosphere that focuses on ensuring parents feel welcome and valued by the school community as vital partners. FES continues to seek communications that show parents a range of opportunities to become involved, give choices to partake in school events, and highlight strategies or events that would assist parents in supporting student success. Communication strategies include: ongoing discussions between parents and school faculty via in-person, cellphone, or email; participation in classroom activities, field trips, and volunteering for school events; classroom newsletters; school newsletters; social media; *SchoolMessenger*; and *TXConnect*.

At the campus level, parents and community members are encouraged to join our Campus Educational Improvement Committee (CEIC) and Family Advisory Council (FAC). We advertise in the newspaper for community members to join our CEIC and send letters home to parents asking for them to join both our CEIC and FAC. An email is sent out prior to each meeting reminding parents and committee members to attend. Both committees meet throughout the school year in order to assess the needs of the campus and make suggestions for improvement.

School Culture and Climate:

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

FES develops professional leadership and service by providing training to PLC leaders and opportunities for staff to serve and lead other campus and district committees. FES strives to foster a culture of positive and open communication among staff and between staff and administration by modeling and practicing *Capturing Kids' Hearts* strategies.

Perceptions Strengths

FES continually strives to make families and the community involvement stronger. FES continues to reach out and try to engage our parents and the community in school activities and programs. We continue to provide Spanish translations of all materials that go home to reach out to and involve our Spanish speaking parents. Parents are welcome to volunteer at the school during the school day; reading and providing one-on-one or small group support to the children. FES has a strong partnership with the local University - *Texas Tech University* through the *Hill Country University Center*, averaging between 3 - 6 student teachers per semester. We have a strong partnership with the Needs Council, The Rotary Club, and our FISSD Mentoring Program. Through these partnerships we provide support for our at-risk students.

FES has strong parent involvement in school activities. We provide many activities throughout the school year and encourage parent participation through invitations in both English and Spanish. Some of the activities held which involve parent involvement include: Dual Language Night to bring our families to the school providing parents with educational tools to use with their children at home, Fall Family Night, Read Under the Stars, Art Walk, Oscars Night, Field Day, Special Olympics, Music Programs, UIL Competition, Books Before Bedtime, Scholastic Book Fairs, Thanksgiving Dinner, and Grandparents' Day Luncheon.

As a support for improved school culture and climate, FES continues with the district-wide initiative of *Capturing Kids Hearts (CKH)*. Through this initiative, the FES campus has implemented the components of *CKH* program; greeting students at their door, both at the entrances to the school and classroom doors, good things, affirming students, using the four questions when redirecting students, and reflecting on the social contract when necessary. Campus Administrators and school personnel greet students at the entrances of the school each morning with a handshake, fist bump, or an elbow bump as a way to strengthen the relationships and engage students. FES, with the support of the PTO, provides teachers with appreciation lunches and lunch is provided to the staff on STAAR testing days.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): FES struggles to get our low socioeconomic population involved in the school community. **Root Cause:** Many of our low socioeconomic parents work more than one job, do not have communication devices to stay informed, or do not have transportation to attend school activities.

Problem Statement 2 (Prioritized): During the COVID 19 Pandemic, there was an increase in staff communication with families in real-time. Staff expressed a concern that communication between staff and families will decrease once we resume our regular schedule. **Root Cause:** Lack of time once we resume a regular schedule due to the demands put upon the staff with face-to-face instruction.

Problem Statement 3 (Prioritized): A survey was sent to parents at the district level. The results of the survey expressed that families felt an increase in stress and anxiety due to the various changes created by COVID 19. **Root Cause:** Some of the causes for the increased stress and anxiety include: not enough money due to reduced work, isolation and fear, and loss of social interaction.

Priority Problem Statements

Problem Statement 1: FES is working to increase Hispanic classroom teachers to be more representative of the student population. FES experiences a high turnover rate among Bilingual applicants and a low pool of applicants.

Root Cause 1: The Hispanic student body is growing faster than the campus can hire and retain Hispanic staff members.

Problem Statement 1 Areas: Demographics

Problem Statement 3: Current interventions are not providing struggling students with the level of support needed to make significant gains.

Root Cause 3: Teachers need support from interventionists, instructional coaches, and professional development in gaining expertise in identifying which skills to target in small groups based off of current data.

Problem Statement 3 Areas: Student Learning

Problem Statement 6: School initiatives are partially implemented. Guided reading, guided math, and sheltered instruction strategies are not always evident in the classrooms.

Root Cause 6: Teachers need continued access to professional development, instructional coaching, support in teacher goal-setting, and targeted collaboration among peers to fully implement best practices. Additionally, teachers need to participate in conferences and/or training targeted to their content area or area of support for staff; such as, instructional coach professional development for incoming new and ongoing for current instructional coaches.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 8: FES struggles to get our low socioeconomic population involved in the school community.

Root Cause 8: Many of our low socioeconomic parents work more than one job, do not have communication devices to stay informed, or do not have transportation to attend school activities.

Problem Statement 8 Areas: Perceptions

Problem Statement 2: Higher than the state average for our economically disadvantaged student population adds to an increased workload on the teaching staff and use of resources of the campus.

Root Cause 2: A high economically disadvantaged population requires intense, specialized instruction, increased attention to monitoring progress, and a multi-leveled system of support and interventions. FES does not have sufficient certified staff to provide a range of interventions. An additional certified Reading Intervention teacher and an additional certified Math Intervention teacher would support the campus to serve this population.

Problem Statement 2 Areas: Demographics

Problem Statement 4: Hispanic and/or low socio-economic students are performing at least 15-20 percentage points lower than white students at the Approaches, Meets, and Masters levels on the STAAR test.

Root Cause 4: Although all teachers are trained in sheltered instruction strategies, more support is needed in vocabulary development and use for EL students. A high percentage of our EL students are also low socio-economic.

Problem Statement 4 Areas: Student Learning

Problem Statement 7: In order to prepare for a global society, students need opportunities to learn through a digital platform. Current technology capabilities do not support this initiative. .

Root Cause 7: There is a need to develop a common plan to deliver digital learning. The plan should include a technology representative from each grade level to be looked at as a technology expert for that grade level. Training for these representatives will need to take place.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 9: During the COVID 19 Pandemic, there was an increase in staff communication with families in real-time. Staff expressed a concern that communication between staff and families will decrease once we resume our regular schedule.

Root Cause 9: Lack of time once we resume a regular schedule due to the demands put upon the staff with face-to-face instruction.

Problem Statement 9 Areas: Perceptions

Problem Statement 5: Tier 2 & 3 interventions are not as effective as needed to show sufficient student gains.

Root Cause 5: Tier 2 & 3 interventions need to be evaluated for their effectiveness and ensure they are data-driven, research-based, and targeted Tier 2 & 3 interventions. Instruction, intervention, and remediation variables need to be a part of this evaluation.

Problem Statement 5 Areas: Student Learning

Problem Statement 10: A survey was sent to parents at the district level. The results of the survey expressed that families felt an increase in stress and anxiety due to the various changes created by COVID 19.

Root Cause 10: Some of the causes for the increased stress and anxiety include: not enough money due to reduced work, isolation and fear, and loss of social interaction.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

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 EL progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- 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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: By 2023, 100% of Fredericksburg Elementary students will be on or above grade level in all core content areas.

Performance Objective 1: Fredericksburg Elementary will provide all students with a guaranteed and viable curriculum in order to achieve the goal of 100% of students performing at meets grade level on all state assessments in the 21-22 school year.

Targeted or ESF High Priority

HB3 Goal





Evaluation Data Sources: 2020-2021 STAAR data

Grade Level Unit Tests

Istation Reading

Istation Math

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Fredericksburg Elementary will use TEKS resource system IFDs to design rigorous and lessons that are aligned to the TEKS and the level of rigor on the STAAR assessment.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase because teachers will be able to identify the most effective learning targets and provide intervention for students not meeting grade level standards.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches PLC leaderes Grade Level Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to utilize PLCs to design effective lessons, provide intervention and extension for students with various levels of instructional need.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase because teachers will be able to collaborate in teams during a specified Professional Learning Community (PLC) time as designated in the master schedule.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches PLC leaders</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Dual Language teachers will have training and utilize strategies from the Gomez & Gomez Dual Language model to increase ELs academic performance on state assessments and TELPAS.</p> <p>Strategy's Expected Result/Impact: Increase the academic performance of ELs on state assessments and TELPAS</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Bilingual/ESL Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Classroom teachers will be provided intervention resources for STAAR Math, Reading and Science from region 4, STAAR Review to Go and countdown to STAAR resources.</p> <p>Strategy's Expected Result/Impact: Increased student growth on STAAR and higher student achievement</p> <p>Staff Responsible for Monitoring: Campus Instructional Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: By 2023, 100% of Fredericksburg Elementary students will be on or above grade level in all core content areas.

Performance Objective 2: Fredericksburg Elementary will close the achievement gap by using a systematic approach to providing interventions including universal screeners, research based intervention strategies and personnel to provide interventions.

Targeted or ESF High Priority

HB3 Goal





Evaluation Data Sources: Istation Math













Istation Reading

Unit Assessments

STAAR data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Fredericksburg elementary will employ two instructional coaches and two reading interventionists assistants to support classroom teachers in their efforts of providing high quality lessons that address the achievement gap.</p> <p>Strategy's Expected Result/Impact: We will meet state benchmark in the closing the gaps domain for state and federal accountability.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Math and Reading Interventionists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Funding Sources: Title 1 funding for salaries - 211 Title I, Part A - \$175,000</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will utilize a tiered system to address the needs of individual learners and include monthly meetings to address any requests for dyslexia and SPED testing requests made from parents and staff.</p> <p>Strategy's Expected Result/Impact: Reduce the need for specialized programs for students by determining root causes of learning gaps.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Use iStation and Imagine Math with all students to support reading and math progress.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase from targeted instruction provided in intervention.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Funds to provide Istation Math and Istation Reading - 211 Title I, Part A - \$15,500</p>	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: By 2023, 100% of Fredericksburg Elementary students will be on or above grade level in all core content areas.









Performance Objective 3: Fredericksburg Elementary will provide engaging opportunities for students to explore post-secondary opportunities and careers.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Post Secondary Data from FISD

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Fredericksburg Elementary students will participate in a career day.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of available careers and excitement about being goal driven to achieve their desired career.</p> <p>Staff Responsible for Monitoring: Campus Counselors Campus Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: By 2023, 100% of Fredericksburg Elementary teachers and staff will be effective at improving student performance.

Performance Objective 1: By providing professional development targeted to the needs of students, Fredericksburg Elementary teachers will be effective at increasing student achievement through research based instructional strategies.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Campus Walkthroughs
STAAR achievement data
Campus Unit assessments

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be provided with engaging learning centers to help support discourse, critical thinking and TEKS aligned practice.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and increased number of students achieving master's level performance on STAAR assessments</p> <p>Staff Responsible for Monitoring: Campus Instructional Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 2: Effective, Well-Supported Teachers, Level 3: Positive School Culture, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Comprehensive Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers at Fredericksburg Elementary will obtain English as a Second Language Supplemental or Dual Language Certification.</p> <p>Strategy's Expected Result/Impact: Increase student comprehension for math, science, social studies, and language arts.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Level 1: Strong School Leadership and Planning, Level 2: Effective, Well-Supported Teachers, Level 4: High-Quality Curriculum, Level 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: By 2023, 100% of Fredericksburg Elementary families will be active participants in their children's education.









Performance Objective 1: Fredericksburg Elementary will provide a variation of family communication practices such as social media, mobile communication tools, school wide communication apps and a learning platform (google classroom) in order to achieve 100% communication with Fredericksburg Elementary families.









Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Parent Communication Logs
 Social Media data from FB, Instagram, & Twitter
 SeeSaw app usage
 Blackboard App usage

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the Parent Advisory Council in identifying goals which target parent involvement and addresses strategies for involving all parents.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Administration Billie Leadership Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide mass communication via the FISS website (Blackboard), social media such as FaceBook, Instagram, and/or Twitter, and the parent portal to parents and the community and maintain updates in a timely manner.</p> <p>Strategy's Expected Result/Impact: Enrich the educational experience by using social media avenues to communicate with students, parents, and staff members.</p> <p>Staff Responsible for Monitoring: Administrators PEIMS Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative			Summative
	Dec	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate with parents of English learners in their native language.</p> <p>Strategy's Expected Result/Impact: To communicate information to families and the community in their native language to support involvement with the school in their child's education.</p> <p>Staff Responsible for Monitoring: Administrators Dual language Bilingual/ESL teachers Translator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: By 2023, 100% of Fredericksburg Elementary families will be active participants in their children's education.





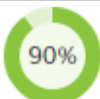
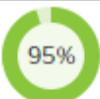
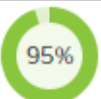
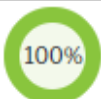
Performance Objective 2: Fredericksburg Elementary will provide several opportunities throughout the school year for parents to participate in school wide activities.









Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Parent Sign in sheets

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Fredericksburg Elementary will host after school events including Meet the Teacher, Open House, Academic Night, Grade level performances, etc.</p> <p>Strategy's Expected Result/Impact: Parents will have a greater understanding of the curriculum expectations and how to support their children at home which will result in increased parent partnerships both on campus and in the home.</p> <p>Staff Responsible for Monitoring: Administrative team Billie Leadership team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will conference with parents of all students at least once each school year.</p> <p>Strategy's Expected Result/Impact: To welcome and inform families and to develop a home-school partnership.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				









Strategy 3 Details	Reviews			
<p>Strategy 3: Fredericksburg Elementary will jointly develop with, and distribute (according to our translation policy) to parents and family members of participating children a written and family engagement policy.</p> <p>Strategy's Expected Result/Impact: Improved parent involvement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 4: By 2023, 100% of stakeholders will feel physically and social emotionally safe and secure in the school environment.

Performance Objective 1: Fredericksburg Elementary will utilize campus surveys to determine areas of needed improvement regarding safety in order to achieve the goal of 100% of stakeholders indicating they feel safe while on campus.

Evaluation Data Sources: Staff Surveys

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: A comprehensive emergency response plan will be operational for fire, inclement weather, chemical hazard, and hostile intrusion situations. It will be implemented in the following ways: Notification in the Staff Handbook, Posting of emergency procedures, Fire and tornado drill plans posted by the door in all classrooms, Designated tornado sheltered rooms will be marked, Review all drills in the classroom. Ensure that exit doors are secured during school hours with the exception of the main entrance and cafeteria doors leading to the gyms. Visitors are required to sign in/out of the front office through the Raptor system and wear a visitor's tag. Student information and emergency contact information should be readily available to teachers and subs. Monitor traffic in and out of the building. Provide teacher education and awareness of counselor services.</p> <p>Strategy's Expected Result/Impact: To ensure the physical safety on campus. TASB documentation of drills.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Staff</p> <p>Funding Sources: Raptor Annual Access Fee - 199 Local Funds - \$550</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Fredericksburg Elementary will use components of Capturing Kids' Hearts program for all staff to support the academic success and well-being of all students.</p> <p>Strategy's Expected Result/Impact: To ensure the social-emotional safety of all students and staff.</p> <p>Staff Responsible for Monitoring: Administrators Process Champions Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Feb	Apr	June
				













Strategy 3 Details	Reviews			
<p>Strategy 3: All students will participate in Social Emotional lessons 4-6 times a month to support student well being and health.</p> <p>Strategy's Expected Result/Impact: To ensure the social-emotional safety of all students and staff.</p> <p>Staff Responsible for Monitoring: Counselors Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: By 2023, Fredericksburg Elementary will follow a sustainable financial model which provides the resources necessary to realize the district vision.

Performance Objective 1: By providing staff with training and collaboration time, the campus will create a spending plan that support the goal of following a sustainable financial model.

Evaluation Data Sources: Campus Budget Software

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will be represented in the development of the campus needs assessment. The information gathered from this will help in determining the budgeting needs.</p> <p>Strategy's Expected Result/Impact: FES anticipates and plans for budget items that are needed to meet campus instructional goals.</p> <p>Staff Responsible for Monitoring: Administrators Campus Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will be required to list grade level TEKS being addressed when requesting resources and materials for their classrooms.</p> <p>Strategy's Expected Result/Impact: Purchases will be made based on campus needs and instructional needs rather than spending money on unnecessary items.</p> <p>Staff Responsible for Monitoring: Campus principal Campus Secretary</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Fredericksburg Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Fredericksburg Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Erik Iverson	Teacher	1
Justin Hill	Aide	1
Kaitlin Hoermann	Teacher	1
Regina Weidenfeller	Aide	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deanne Gonzales	Teacher	Instructional Coach	1
Karen Nevins	Teacher	Instructional Coach	1
Ruby Heavner	Aide	Reading Intervention Assistant	1
Virginia Silva	Aide	Reading Intervention Assistant	1

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Title 1 funding for salaries		\$175,000.00
1	2	3	Funds to provide Istation Math and Istation Reading		\$15,500.00
Sub-Total					\$190,500.00
199 Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Raptor Annual Access Fee		\$550.00
Sub-Total					\$550.00