



our call to action

Through authentic experiences and relationships, FISD will graduate confident learners equipped with the knowledge, skills, and character to thrive in and contribute to a global society.



our beliefs

We believe...

- 1.** That learning is meaningful, relevant and ever-evolving which motivates students, educators, parents, and community members to be lifelong learners.
- 2.** Students learn best and succeed in a space where they feel heard, seen and connected.
- 3.** Student-teacher relationships are key to student success.
- 4.** Education has a responsibility to value and support all students' dreams and aspirations.
- 5.** Learning is unique to an individual's passions and needs.
- 6.** Public education provides well rounded educational opportunities for all.
- 7.** Communication, collaboration and real-world connections lead to profound learning.
- 8.** Interpersonal relationships and connections are vital to the learning of and the development of civility and respect.
- 9.** Education for the future provides for the ability to learn and problem solve.
- 10.** Every student has a right to a safe learning environment.
- 11.** Relevant, authentic, engaged learning provides the best opportunity for true growth.

12. A well-rounded student is the product of academic, social, and emotional learning.
13. A quality education creates a bridge for all students to become independent contributing adults.



our goals

We will...

1. We will develop a district-wide system that establishes a culture of community service for all students.
2. We will redefine the measure of student success based on our beliefs and call to action.
3. We will provide professional learning that is aligned to our beliefs and call to action.
4. We will partner with the community to actively create and foster a learning environment dedicated to real-world instruction and experiences.
5. We will strategically allocate resources for facilities that promote authentic learning experiences and real-world opportunities.
6. All students will be engaged in authentic learning experiences in and beyond the classroom.

7. We will develop initiatives that promote strong character traits, emotional maturity, and social well-being for each child.



Specific results: 5 year plan

Goal 1: We will develop a district-wide system that establishes a culture of community service for all students.

- 1.1 Implement a service program that engages all students in giving back to their community.
- 1.2 Create a communication system within the community that provides information and collects feedback regarding the service program.
- 1.3 Establish partnerships that sustain the community service program.

Goal 2: We will redefine the measure of student success based on our beliefs and call to action.

- 2.1 Establish professional learning that promotes the implementation of authentic assessments and feedback.
- 2.2 *Moved to Goal #6.1*
- 2.3 Create a locally developed accountability system based on district beliefs.
- 2.4 Establish a system that eliminates class rank and cultivates each student's unique path. (Completed)

Goal 3: We will provide professional learning that is aligned to our beliefs and call to action.

3.1. Implement a full-cycle learning system that will include data, research, implementation, reflection, and evaluation of the effectiveness of professional learning.

3.2 Engage teachers to design professional learning that promotes the district call to action.

3.3. *Move to Goal #5.4*

Goal 4: We will partner with the community to actively create and foster a learning environment dedicated to real-world instruction and experiences.

4.1 Establish and organize interactive community partnerships - (On hold for change in environment with Coronavirus.)

4.2 Create learning opportunities for all students to have real-world experiences in and out of the classroom.

Goal 5: We will strategically allocate resources for facilities that promote authentic learning experiences and real-world opportunities.

5.1 Develop a research-based needs assessment that drives district allocations. (Completed)

5.2 Create comprehensive plans for resource allocations.

5.3 Expand a network of strategic external partnerships to enhance resources for district goals.

5.4 Strategically allocate resources that support targeted learning outcomes.

Goal 6: All students will be engaged in authentic learning experiences in and beyond the classroom.

6.1 Provide strategic opportunities for students to explore and create individual pathways of success. (Moved from Goal #2)

6.2 Implement student feedback tools focusing on individual interests to broaden and guide student learning.

Goal 7: We will develop initiatives that promote strong character traits, emotional maturity, and social well-being for each child.

7.1 - Construct a layered research-based system to drive social-emotional well being of students and their community. (Completed)

7.2 - Create comprehensive assessments to measure social and emotional learning

7.3 - Expand character programs district-wide consistent with the district character education attributes.

7.5 - Implement an ongoing targeted system for social-emotional Tier II and Tier III student identification and intervention strategies.



year two specific results: (January 2021 - July 2021)

2.1 Establish professional learning that promotes the implementation of authentic assessments and feedback.

Action Steps:

1. Provide professional learning for FISD leaders on authentic assessments during learning sessions for - FISD School Board, District Leadership Team, Assistant Principals, and campus Learning Leaders.
2. Increased number of pilot authentic assessment and feedback practices district wide.

Evidence...as a result of this learning, these changes have occurred:

1. Campus goals for 2021-2022 will reflect a culture of increased belief and/or adoption of authentic assessment practices.
2. Campus evidence of individual teachers or teams changing practice to implement authentic assessment practices.
3. Formalized district authentic assessment pilots for the 2021-2022 school year.
4. District Assessment Calendar for 2021-2022 will include opportunities for authentic assessments.

3.2 Engage teachers to design professional learning that promotes the district call to action.

Action Steps:

1. Build capacity and promote teacher led district professional learning.
2. Provide multiple district platforms for coaches, specialists, and iCoaches to provide professional learning.

Evidence...as a result of this learning, these changes have occurred:

1. District professional development framework for the 2020-21 school year focused on empowering internal capacity to support beliefs and call to action.

2. Campus support with alignment of professional learning plans and empowerment of internal capacity to the district call to action and beliefs.

5.4 Strategically allocate resources that support targeted learning outcomes.

Action Steps:

1. Establish budget priorities at each campus and district level to facilitate recurring critical learning resources and materials from the general fund.
2. Establish expenditure guidelines for Foundation grants, PTO funds, and federal funds that support district beliefs, goals, and call to action.

Evidence...as a result of this learning, these changes have occurred:

1. General fund budget will be adjusted and refined to support recurring teaching and learning resources that support students' needs per the FSD Strategic Plan.
2. Federal and Local Budgets will reflect new expenditure guidelines.
3. Education Foundation grant criteria will reflect support of district beliefs and goals.

6.1 Provide strategic opportunities for students to explore and create individual pathways of success.

Action Steps:

1. Evaluate systems that hinder students' unique individual path.
2. Begin to use learning from Goal 2 to shape components that foster authentic learning practices.

Evidence...as a result of this learning, these changes have occurred:

1. Responsive changes to established district guidelines, course and class offerings, schedules, policies, or practices that hinder individual paths to success.
2. Draft framework of FISD Authentic Learning Components.

7.5 Implement an ongoing targeted system for social-emotional Tier II and Tier III student identification and intervention strategies.

Action Steps:

1. Research and identify components of successful behavioral programs for student social and emotional needs.
2. Create a Tier system at each campus for behaviors and social emotional supports utilizing current resources and adding others as needed.
3. Create a collaborative team focused on success for students in Tier II and Tier III as a resource for campus and district leaders.

Evidence...as a result of this learning, these changes have occurred:

1. Establish the components of successful behavioral programs and interventions that can be utilized to support students across all three Tiers. Content experts are identified and serve as a resource for others.
2. Campus teams have a shared understanding of the SEL framework and the process used for identifying and monitoring students in each Tier. This process is documented and team members can speak to it.

FISD will maintain compliance with State and Federal requirements.

Action Steps	Lead? Assisting?	Evidence of Completion
Disaggregate key data (state accountability domains, local assessments, attendance and discipline) to identify achievement gaps and differences in sub group populations (including ethnicity, socioeconomic status, gender, populations served by special programs, and students who attend DAEP) and provide strategic remediation and accelerated instruction	Guzzetta Campus Leadership Teams	Identified any missed System Safeguards, needs assessment written, goals in place Review of SCE funds expended
Provide early identification, parent and teacher education, and targeted interventions for students with dyslexia	Ambeau Dannenberg Campus Dyslexia Leadership Teams	Dyslexia screeners for K and 1 completed Documented Teacher training on dyslexia identification and accommodations Parent training provided
Provide information, awareness and parent/student tools for <ul style="list-style-type: none"> ● Suicide prevention ● Conflict resolution ● Violence prevention ● Sexual harassment prevention ● Discipline Management ● Dating violence ● Sex trafficking ● Anti-bullying measures (FFI Legal and Local) ● Trauma-informed care 	District and Campus SEL teams	Trainings provided with documentation Processes and procedures in place for intervention and reporting
Monitor drop out data and provide preventative measures if needed	Guzzetta Campus Leadership	Response to report taken if needed Review of SCE funds expended
Implement strategies for improvement that include <ul style="list-style-type: none"> ● Instructional methods for addressing the needs of student groups not achieving their full potential; ● Evidence-based practices that address the needs of students for special programs, 		

<p>including suicide prevention programs, conflict resolution programs, violence prevention programs, and dyslexia treatment programs;</p> <ul style="list-style-type: none"> • Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care; • Professional Learning for all staff; • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; • Implementation of a comprehensive school counseling program. 		
Utilize the Student Health Advisory Committee to monitor and implement coordinated health strategies using data on student fitness, attendance rates, and other health related issues and provide guidance and procedures as needed.	Guzzetta	SHAC meetings held with agendas available
Promote parent and family involvement through active recruitment and elimination of barriers	Ambeau Campus Leadership Teams	Record of family and community engagement opportunities, attendance noted
<p>Support Student Resource Officers (SRO) duties which include:</p> <ul style="list-style-type: none"> • Primary responsibility is to enforce the law • Maintain close liaison with campus personnel • Shall not act as a school disciplinarian, as disciplining students is a school responsibility • Shall have final authority in all criminal matters that they investigate 	Roher Kreiter	
Review and look for opportunities to integrate technology in instruction and administrative programs	Meadows iCoaches MIS	Implementation of Technology Plan
Implement strategies for recruiting and retaining highly effective teachers	Human Resources	<p>Review exit interviews and stay surveys</p> <p>Strategically attend recruiting events</p> <p>Salary Comparisons</p>

<p>Post High School Pathways:</p> <p>Provide sources of information to students and parents on higher education admissions and financial aid opportunities including the TEXAS grant program and the Teach for Texas grant program.</p> <p>Provide opportunities to for students to make informed curriculum choices to be prepared for success beyond high school</p> <p>Provide information about college and university admissions and financial aid to students and parents at all grade levels.</p>	<p>Teaching and Learning Team</p> <p>School Counselors</p>	<p>Naviance access</p> <p>FISD website postings</p> <p>Counselor classroom visits</p> <p>8th and 10th grade planning meetings</p>
<p>Opportunities for staff to review district policy addressing sexual abuse and other maltreatment of students and the trauma-informed care policy</p>	<p>Campus Leadership Team</p>	<p>Faculty meeting presentation and district website</p>

Early Childhood Literacy

The percent of FISD 3rd grade students that score MEET grade level or above on STAAR Reading will increase from **63% to 70%** by June 2024.

FISD Yearly Target Goals				
2020	2021	2022	2023	2024
NA	64%	66%	68%	70%

FISD	AA	Hisp	White	Am. Indian	Asian	Pacific Island	Two or More Races	Sped	Sped Former	Cont. Enroll	Non Cont. Enroll	Eco. Dis.	EL
2019	*	43%	70%	*	*	*	33%	47%	33%	65%	48%	35%	42%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	*	44%	72%	*	*	*	35%	48%	35%	66%	50%	37%	44%
2022	*	46%	73%	*	*	*	37%	49%	37%	68%	51%	40%	46%
2023	*	48%	74%	*	*	*	39%	50%	39%	70%	52%	43%	48%
2024	*	52%	75%	*	*	*	40%	52%	40%	72%	54%	45%	50%

Note: 2019 and 2020 data are actual results as reported in the 2020 TAPR Report

Early Childhood Mathematics

The percent of FISD 3rd grade students that score MEET grade level or above on STAAR Math will increase from **55% to 65%** by June 2024.

FISD Yearly Target Goals				
2020	2021	2022	2023	2024
NA	58%	61%	63%	65%

FISD	AA	Hisp	White	Am. Indian	Asian	Pacific Island	Two or More Races	Sped	Sped Former	Cont. Enroll	Non Cont. Enroll	Eco. Dis.	EL
2019	*	43%	59%	*	*	*	33%	41%	67%	56%	48%	32%	33%
2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2021	*	45%	60%	*	*	*	35%	42%	68%	58%	49%	33%	34%
2022	*	47%	62%	*	*	*	37%	43%	69%	61%	51%	35%	35%
2023	*	49%	64%	*	*	*	39%	44%	70%	63%	53%	37%	37%
2024	*	50%	65%	*	*	*	40%	45%	71%	65%	55%	40%	40%

Note: 2019 and 2020 data are actual results as reported in the 2020 TAPR Report

College, Career, Military Readiness (CCMR)

The percentage of FISD graduates that MEET the criteria for CCMR will increase from **81% to 90%** by August 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
86%	87%	88%	89%	90%

FISD	African American	Hisp.	White	Am. Indian	Asian	Pacific Island	Two or More Races	Sped	Eco. Dis.	English Learner
2019	70%	69%	83%	*	92%	*	80%	36%	72%	*
2020	56%	80%	88%	*	95%	*	78%	78%	85%	83%
2021	70%	82%	89%	*	95%	*	80%	79%	86%	84%
2022	73%	84%	90%	*	95%	*	81%	80%	87%	85%
2023	76%	86%	91%	*	95%	*	82%	81%	88%	86%
2024	80%	90%	92%	*	95%	*	83%	82%	89%	87%

Note: 2019 and 2020 data are actual results as reported in the 2020 TAPR Report