



## **FISD District Improvement Plan**

**2022-2023**

## **FISD Mission Statement**

Frankston Independent School District fosters a community of life-long learners by providing an environment that builds self-worth, integrity, and respect for diversity while striving for academic and social excellence.

## **FISD Vision Statement**

Frankston Independent School District will provide all students a comprehensive educational experience and a culture of excellence with world class standards, ensuring that each child learns, grows, and achieves to their potential.

## **FISD Core Beliefs**

### **Core Belief One:**

We believe that all students must graduate with the knowledge, skills, and confidence to successfully engage in college, career, or the military. We commit ourselves to:

1. Creating and maintaining a Culture of Excellence, ensuring that every child receives a comprehensive, high-quality education.
2. Ensuring that every student has the knowledge, skills, and self-efficacy to make informed decisions about college, career, and life choices and to be successful in achieving those decisions.
3. Closing the gaps in levels of achievement among all students so that there is no discernable difference between students by race, gender, or economic level.
4. Measuring student achievement through authentic measures that go beyond mandated state assessments.

### **Core Belief Two:**

We believe that our students must have effective and meaningful instruction in every classroom, every day, so that each child achieves to their potential.

We commit ourselves to:

1. Recruiting, developing, and retaining human talent who are committed to their own professional growth, to student achievement, and who embrace the district's mission, vision, values, and goals.
2. Supporting high quality professional development and learning experiences for our teachers and leaders that are aligned with school and district goals.
3. Supporting a culture of effective instructional practice based on trusting relationships, classroom observation, strategic coaching, and actionable feedback.
4. Providing a relevant, rigorous, and engaging curriculum for all subjects and grade levels.

5. Fostering a well-rounded education that includes experiences in the arts, athletics, and a variety of extracurricular activities, with minimal distractions and more time for both academics and extracurriculars, so our students love school and maximize their learning.

**Core Belief Three:**

We believe that it is the collective responsibility of our school district, our students, our families, and our community to nurture each of our children, academically, physically, socially, and emotionally, creating a foundation for healthy and fulfilling lives. We commit ourselves to:

1. Providing a safe and secure learning environment.
2. Supporting an organizational culture in which all members of our school community actively promote and uphold the district's Mission, Vision, Values, and Goals.
3. Empowering our students, parents/guardians, teachers, and community, to create the meaningful and vibrant relationships critical for successful students and schools.
4. Developing and maintaining community and business partnerships.
5. Communicating with all stakeholders in a transparent, honest, and accurate manner.

**FISD Strategic Goals**

1. Increase on-grade-level performance in all subjects.
2. Ensure that every student graduates with the knowledge and skills necessary to be successful in college, career, or the military.
3. Provide a school culture and climate that promote participation in extracurricular activities and the development of positive character traits.
4. Attract, develop, and retain world class educators dedicated to serving each student in Frankston ISD.
5. Strengthen strategic communication with students, families, employees, and community members to foster engagement and increase transparency, support, and confidence in FISD.

Frankston Independent School District District Advisory Team 2022-2023	
<b><u>Parent Representatives</u></b>	<b><u>Elementary Representatives</u></b>
Jade McBride	Nelsalee Amy
	Courtnie Mewbourn
	Melanie Blackwell
<b><u>Business Representatives</u></b>	
Jerry Beard	<b><u>Middle School Representatives</u></b>
	Sunni Boles Adair
	Elizabeth Lade
<b><u>Community Representatives</u></b>	Cindy Owens
Ramona Chance	
	<b><u>High School Representatives</u></b>
	Chelsea Grinnell
<b><u>District Representatives</u></b>	Taffy Johnson
Nicci Cook	Edgar Rodriguez
Randi Westbrook	

## **The State of Texas Public Education Mission**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

## **The State of Texas Public Education Objectives**

- Objective #1 – Parents will be full partners with educators in the education of their children.
- Objective #2 – Students will be encouraged and challenged to meet their full educational potential.
- Objective #3 – Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4 – A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5 – Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6 – The state’s students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7 – School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8 – Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9 – Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## **TEA Strategic Priorities**

- Goal #1 – Recruit, support, and retain teachers and principals.
- Goal #2 – Build a foundation on reading and mathematics.
- Goal #3 – Connect high school to career and college.
- Goal #4 – Improve low-performing schools.

Information regarding these priorities may be found at [https://tea.texas.gov/About\\_TEA/Welcome\\_and\\_Overview/TEA\\_Strategic\\_Plan](https://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan) .

# State Compensatory Education Program Information

## TEA Requirement, TEC Chapter 11

Under Section 29.081 of the Texas Education Code (TEC), compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose is to increase the academic achievement and reduce the dropout rate of these students. The goal of SCE is to reduce any disparity in performance on assessment instruments or disparity in the rate of high school completion between students at risk of dropping out of school and all other Frankston ISD students.

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the FISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of FISD's compensatory education program is to reduce any disparity in performance on assessment instruments or disparity in the rate of high school completion between students at risk of dropping out of school and all other Frankston ISD students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under 21 years of age and who:

1. is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year;
2. is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester;
3. was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk);
4. did not perform satisfactorily on a state assessment instrument and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an AEP during the preceding or current school year;
7. has been expelled during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through PEIMS to have dropped out of school;
10. is a student of limited English proficiency;
11. is in the custody or care of DPRS or has, during the current school year, been referred to DPRS;
12. is homeless; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

For 2022-2023, FISD has been allocated the amount of \$ 639,254 in SCE funding. Of this amount, \$ 484,114 has been budgeted for a total of 10 positions on campuses that support students who qualify for services. Some of the FISD positions that are paid from SCE funds and other allocations are:

- 2 Instructional Aides
- 3 Counselors (full funding)
- \$25,000 in instructional materials
- \$25,000 in testing materials

## Comprehensive Needs Assessment Summary

<b>District Profile</b>	<p>FISD is located in northeastern Anderson County and encompasses a generally rural area comprised of mostly single-family homes and has a large agricultural tax base. With an enrollment of approximately 800 students, FISD is a large 2A district that offers a comprehensive curriculum. Currently, the student population in FISD is 73.89% White, 8.42% African American, 12.25% Hispanic 0.99% Asian American, 0.25% American Indian, and 4.21% two or more races. Approximately 13.12% of the students qualify for special education services, 54.21% are economically disadvantaged, 44.68% are considered at-risk, while only 7.30% are served in the gifted and talented program. During the 2021-2022 school year, FISD was rated an “A” district for of academic achievement and accountability. Priorities will focus on leveraging our high attendance and graduation rates as a foundation for improvements, creating and sustaining a strong and rigorous college and career readiness program, and for developing new systems and strategies in addressing the recruitment and retention of high-quality teachers. Priorities and goals reflect our commitment to overcoming all challenges, ensuring that FISD is a community of life-long learners where every child truly matters.</p>
<b>Data Reviewed</b>	<ul style="list-style-type: none"> <li>• Demographic Data</li> <li>• TAPR</li> <li>• RDA (Results Driven Accountability)</li> <li>• Financial Reports</li> <li>• Academic Performance Data</li> <li>• Staff Data (T-TESS)</li> <li>• Accountability Summaries &amp; Data Tables</li> </ul>

<b>Findings</b>	After reviewing key data points, the DAC agreed that the core needs of the district include a strategic focus on college and career success, on grade level student achievement, highly effective teacher acquisition and retention, and stakeholder communication and engagement.	
<b>Strengths</b>	<b>Students</b>	<ul style="list-style-type: none"> <li>• Graduation &amp; Attendance Rates</li> <li>• Extracurricular Participation</li> <li>• Community Involvement</li> <li>• Percent of students meeting approaching grade level on STAAR/EOC</li> <li>• Percent of high school students enrolled in CTE courses</li> <li>• 96.1% participation rate on SAT/ACT (2019-2020)</li> </ul>
	<b>Parents/Community</b>	<ul style="list-style-type: none"> <li>• High level of support and involvement, especially in extracurricular activities</li> </ul>
	<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Sound condition and in good repair</li> <li>• Supportive of the academic and extracurricular needs of all students</li> </ul>
<b>Weaknesses</b>	<b>Students</b>	<ul style="list-style-type: none"> <li>• 26.5% at/above criterion on SAT/ACT (2019-2020)</li> <li>• 13.7% met TSI criteria in ELA and math (2019-2020)</li> <li>• Low STAAR/EOC on-grade level and masters grade level performance</li> <li>• 51.7% of Class of 2018 enrolled in postsecondary institution in 2019</li> </ul>
	<b>Parents/Community</b>	<ul style="list-style-type: none"> <li>• Low interest or participation rates for academic parent involvement at all campuses</li> </ul>
	<b>Staff</b>	<ul style="list-style-type: none"> <li>• Previously high turnover rate among teachers</li> <li>• Lower teacher base pay as compared to local market</li> </ul>
<b>Identified Needs</b>	<ul style="list-style-type: none"> <li>• Increased rigor and vertical alignment across all grade levels and subjects</li> <li>• Effective and engaging professional development</li> <li>• Increase teacher pay to attract and retain the best available</li> <li>• Opportunities for parent engagement and volunteerism</li> </ul>	

Detailed accountability reports can be found at <https://rptsvr1.tea.texas.gov/perfreport/account/2019/srch.html?srch=C>.



## Title I, Part A

### Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**Goal 1: Increase on-grade-level performance in all subjects.**

**Performance Objective 1.A.:** At or above grade level in reading and math

- 4-5% annual growth
- Performance  $\geq$ 65% in three years (Spring 2024)

**Summative Evaluation:** 2023 STAAR/EOC “On-Grade-Level” Performance Standard

Action Step	Implementation Timeline	Implementation Evidence	Outcome, Status, and/or Results
1. Additional time built into the school day for instructional planning and interventions	2022-2023	Master Schedule	Data disaggregation on student academic performance to drive instruction
2. Continue implementation of Fundamental 5 instructional model to help address needs of all student groups	2022-2023	Classroom observations Lesson plans	Best practices implemented in every classroom daily
3. Strategic, differentiated, & targeted applications and systems to support learning across all schools and students	2022-2023	IXL Reading & Math Program (PK-5) RtI Program GT Enrichment Two periods of ELA and math (6 <sup>th</sup> grade)	Increased STAAR Meets/Masters Performance in reading and math
4. Add a math interventionist at the elementary campus for HB 4545 students and RtI intervention	2022-2023	Master Schedule	Increased STAAR Meets Performance in math
5. Formative assessments will be given in all core subjects each six weeks	2022-2023	Classroom observations Lesson plans DMAC Reports	Increased STAAR Meets/Masters Performance in reading and math

**Goal 2: Every student will graduate with the knowledge and skills necessary to be successful in college, career, or the military.**

**Performance Objective 2.A.:** College, Career, and Military Ready Graduates

- 80% of the Class of 2023 will meet at least one indicator on CCMR Accountability Chart
  - Annual growth  $\geq$  at least 3%

**Summative Evaluation:** Accountability CCMR Charts for Class of 2023

Action Step	Implementation Timeline	Implementation Evidence	Outcome, Status, and/or Results
1. All seniors will take SAT and all juniors will take PSAT by graduation.	May 2023	SAT/PSAT data	All graduates will enroll in college, technical school, military, or pursue chosen career.
2. Provide funding for one dual credit course each semester	August 2022 & January 2023	TVCC Schedule Title IV Funds	Dual credit participation and success rates
3. Provide support for college readiness assessments through TSI Prep Class	2022-2023	TSI Prep	Dual credit participation and success rates
4. Identify certification aligned courses for 2022-2023 and add additional certification opportunities to schedule	2022-2023	Student surveys Teacher certification reviews Master Schedule	Additional courses offered Student enrollment numbers in certification courses Certification enrollment data and exam success rate
5. Initiatives to support students & families in the post-secondary transition	Ongoing	Full-time CCMR counselor Transition Class for Seniors	Acceptance and enrollment rates increase
6. Programs and experiences to promote a college culture; provide information about college and university admissions and financial aid to students and parents at all grade levels	Ongoing	College Visits Career Fairs TSI/ASVAB HB 18	Acceptance and enrollment rates increase
7. Appoint a districtwide CTE coordinator	2022-2023	CCMR data	All graduates will enroll in college, technical school, military, or pursue chosen career.

**Goal 3: Provide a school culture and climate that promotes participation in extracurricular activities and the development of positive character traits.**

**Performance Objective 3.A:** Attendance rate will be at least 95% as a district for 2022-2023.

- Annual Growth of at least 0.25% each year

**Summative Evaluation:** PEIMS Attendance rates

Action Step	Implementation Timeline	Implementation Evidence	Outcome, Status, and/or Results
1. Implementation of positive student behavior programs and initiatives (Guidance lessons, Red Ribbon Week activities, restorative discipline)	2022-2023	Program participation and completion	Attendance rate will increase.
2. Attendance recording & reporting initiatives (phone calls, staff training, home visits, attendance bell)	2022-2023	Accurate attendance reports	Attendance rate will increase.
3. Attendance Incentives (Pow-wows, Braves, Tribe)	2022-2023	Recognition events	Attendance rate will increase.
4. Add DAEP/ISS staff in district for all three campuses to help with supervision of students	2022-2023	Discipline Records	Attendance rate will increase.
5. Implement mental health resources and tools (TCHAT)	2022-2023	UT Health	Attendance rate will increase.
6. Implement safety and security recommendations from committee (new interior locks, ID badges for all students & employees)	2022-2023	Observation and Discipline Records	Attendance rate will increase.

**Goal 4: Attract, develop, and retain world class educators dedicated to serving each student in Frankston ISD.**

**Performance Objective 4.A.:** Achieve an average annual retention rate of at least 80% among all teachers by 2023.

**Summative Evaluation:** 2022 TAPR

Action Step	Implementation Timeline	Implementation Evidence	Outcome, Status, and/or Results
1. Increase teacher compensation and benefits	2022-2023	2022-2023 Budget	Retention rates will increase.
2. Teacher appreciation initiatives	2022-2023	Recognition methods	Retention rates will increase.
3. Stipends and financial incentives for performance and retention	2022-2023	Stipend schedule	Retention rates will increase.
4. Implement Data-Capture Year for Teacher Incentive Allotment	2022-2023	TIA Application accepted by TEA April 2022	To reward, retain, and recruit excellent teachers in rural areas.
5. Hire a TIA consultant for the district	2022-2023	TIA Application accepted by TEA April 2022	To reward, retain, and recruit excellent teachers in rural areas.
6. Principals will conduct weekly walk-throughs for every teacher	2022-2023	DMAC & T-TESS Records	Retention rates will increase.

**Goal 4: Attract, develop, and retain world class educators dedicated to serving each student in Frankston ISD.**

**Performance Objective 4.B.:** Reduce the pay scale gap by at least 50% of the local market average by 2024.

**Summative Evaluation:** TAPR; TASB HR Pay-Scale database

Action Step	Implementation Timeline	Implementation Evidence	Outcome, Status, and/or Results
1. Create budget for pay increases relative to the local market recommendation	Spring 2023	2022-2023 Budget	Increase teacher retention and attract quality candidates

**Other District Improvement Plan Requirements**

Requirement	Law/Board Policy	
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**Duties of School Resource Officers**

**Senate Bill 1707**

As enumerated in Texas Education Code (TEC) 37.081, the board of trustees of the school district shall determine the law enforcement duties of peace officers, school resource officers, and security personnel. To that end, the Frankston ISD School Board has established the following duties for all District Peace Officers, School Resource Officers (SRO) or Security Personnel:

1. To provide for the safety and welfare of the students, teachers, staff, and citizens at FISD.
2. Protect the property belonging to FISD.
3. Enforce applicable federal, state, and local criminal laws and ordinances, and to assist school officials with the application of these laws when necessary.
4. Investigate criminal activity committed on or adjacent to school property.
5. Counsel students in special situations, such as students suspected of engaging in criminal misconduct, when requested by the principal or the principal's designee or by the parents of the student.
6. Answer questions that students, parents, or staff may have about criminal or juvenile law.
7. Assist other law enforcement agencies with outside investigations concerning students attending FISD.
8. Establish security for events as needed.
9. Provide traffic enforcement on school property.
10. Assist with the training of any other school security personnel.
11. Ensure all state mandated educational requirements are met in a timely fashion.
12. Make timely notification about person who may be a student pursuant to Article 15.27 of the Texas Code of Criminal Procedures.
13. Be a member of the District Threat Assessment Team.

**Staff Training**

FISD will train all staff using materials developed by TEA under Section 38.004 to address sexual abuse, sex trafficking, and other maltreatment of children. FISD also requires all staff to complete training in:

Sexual Abuse Prevention Training (TEC) §38.0041

Recognition of Maltreatment of Children/Child Abuse Reporting (TEC) §38.0041

Sex Abuse-Sex Trafficking (HB 111)

Mental Health Training (SB 460)

**Sexual Harassment and Dating Violence Policies**

[https://pol.tasb.org/Policy/Download/119?filename=FFH\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/119?filename=FFH(LEGAL).pdf)

**FFH (Legal) and FFH (Local)**

[https://pol.tasb.org/Policy/Download/119?filename=FFH\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/119?filename=FFH(LOCAL).pdf)

Dating violence is not tolerated at FISSD. For procedures for reporting dating violence and guidelines for victims of dating violence, see board policies at the links above.