

Falls City Independent School District Improvement Plan

Mr. Todd Pawelek, Superintendent

Adopted: March 15, 2017

2017 – 2019
Years

Falls City ISD Vision

The district is to be an exemplary educational environment fostering excellence in all areas and focusing on academic achievement.

Falls City ISD Mission

Falls City ISD will educate all students to their highest potential in a safe small school setting with highly qualified staff providing infinite instructional opportunities.

Falls City Site Based District/ Campus Improvement Team Members
Chairperson: Todd Pawelek, Superintendent
Falls City High School Campus Improvement Plan Team Members

Teacher	Other campus-level professional staff and district-level staff	Parent Representative	Business Representative
Pam Sanchez- ELEM Teacher	Todd Pawelek-Superintendent Christy Blocker, Dist. Principal, Jessica Ruple, Assist. District Principal	Angela Moczygemba - HS	Wayne Lyssy- School Board
Michael McReynolds- HS Teacher	Pat Startz, Tech.Dir.	Michelle Gisler - JH	Corrine Sekula – Falls City Bank
Britt Hart - AD	Beth DeLeon, Counselor	Kellie Pawelek - ELEM	
Charnel Ehlers- JH Teacher	Teri Crawford- Bus.Mgr.		
Jamie Albert- K-12 Paraprofessional			

Co-Chairperson: Christy Blocker

District Improvement Team Signatures

Name	Position
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The District SBDM Committee has adopted the Effective Schools Correlates as the standards for educational quality

SUMMARY OF EFFECTIVE SCHOOL CORRELATES

<p>I. HIGH EXPECTATIONS</p> <ul style="list-style-type: none">• Teachers believe all students can master basic skills in their program.• Teachers believe that all students' home backgrounds are not the primary factor in determining achievement.• Teachers' expectations are clearly defined in goals for student achievement.• Teachers treat students in ways that emphasize success and potential rather than those which focus on failure.• Teachers encourage all students through rewards, encouragement, and recognition.• Student achievements are featured in school and community media. <p>II. PARENT AND COMMUNITY SUPPORT</p> <ul style="list-style-type: none">• Parent/teacher conferences result in specific plans for home/school cooperation to improve student achievement.• Parents and teachers are aware of the school or district homework policy.• Many parents visit the school to observe the instructional program.• Home visits, phone calls, newsletters, regular notes, etc. are frequently utilized to strengthen communication.• Local businesses and organizations contribute money, time, and other resources. <p>III. MEASUREMENT</p> <ul style="list-style-type: none">• Staff follows routine procedures for frequent collection, summarization, and reporting of student achievement.• Assessment methods and instruments are selected to measure learning objectives.• The teachers and principal thoroughly review and analyze test results to plan instructional program modification.• Results of assessment reports are tied to learning objectives. <p>IV. INSTRUCTIONAL FOCUS</p> <ul style="list-style-type: none">• Curriculum is designed so objectives (what should be taught), instruction (what actually is taught), and assessment (what is tested), all align.• Goals are developed/endorsed by teachers, parents, administrators, and students.• A written statement of purpose (mission) exists as the driving force behind most important school decisions.• Instructional strategies and materials are adjusted to individual learning needs.• Several events (assemblies, trips) are planned to enhance the instructional program.	<ul style="list-style-type: none">• Results of assessment reports are tied to learning objectives.• Teachers and Principal thoroughly review and analyze test results to plan instructional program modification. <p>V. SCHOOL CLIMATE</p> <ul style="list-style-type: none">• The physical environment is safe, orderly, clean, and conducive to learning.• Teachers believe it is their responsibility to teach all students and the professional environment establishes courtesy and respect.• The staff believes that all children can learn and should be provided the opportunity to learn without negative criticism.• Clear rules, policies, and expectations are in place and are consistently enforced by all adults.• Students are recognized for academic efforts and accomplishments.• Teachers are recognized for academic efforts, professional growth, and teaching accomplishments.• There is a spirit of collaboration among the staff and between the staff and community in reaching the goals of the school.• Students are made to feel welcome and wanted in a student-centered environment that maintains rapport to encourage learning. <p>VI. INSTRUCTIONAL LEADERSHIP</p> <ul style="list-style-type: none">• The principal has frequent informal and formal observations.• Individual teachers and principal meet to discuss focus of classroom observation.• Regularly scheduled faculty meetings are held to discuss instructions and student achievement.• Teachers, administrators, and parents assume responsibility for school discipline.• School rules are understood, respected, and enforced by administrators, teachers, students, and the board of trustees.• Most students abide by school/classroom rules.• The physical condition of the school is generally pleasant and well maintained.• Teachers treat students fairly and with consistency.• School improvement priorities and plans are developed cooperatively with principal, teachers, parents, and students.• The principal leads frequent formal discussions with staff concerning instructional and student achievement.
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Compliance with Equal Education Opportunities

*Falls City Schools are in compliance with all provisions of Title IX, Public 92-318, Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI and VII of the Civil Rights Act of 1964, P.L. 94-142, P.L 107-110, the No Child Left Behind Act of 2001, and The Child Internet Protection Act (CIPA), Age Discrimination Act of 1975 (34 CFR Part 110), and **Every Student Succeeds Act of 2016**. FCISD adheres to access rights as outlined in both the Family Educational Rights and Privacy Act and the McKinney-Vento Act.*

Non-Discrimination Statement

*Falls City I.S.D. does not discriminate in its educational programs and/or services, including, but not limited to the Career and Technology, special education, and gifted and talented education programs, on the basis of sex, race, home language, religion, color, national origin, disability, or homeless condition. Falls City I.S.D. takes steps to assure that the lack of English Language skills or homeless condition will not be a barrier to admission and/or participation in any program including, but not limited to career and technology, special education, and gifted and talented programs. For information regarding rights and/or grievance procedures, contact Superintendent and Homeless Liaison, **Todd Pawelek Christy Blocker***

Falls City ISD'S MISSION STATEMENT

Falls City ISD will educate all students to their highest potential in a safe small school setting with highly qualified staff providing infinite instructional opportunities

STATEMENT OF BELIEFS

- Leadership is important to sustain community trust.
- Our students exemplify greatness.
- Our teachers are facilitators of success.
- Instruction is infinite.
- Community involvement is a key role in the culture of our school.

PARAMETERS

- We will not tolerate prejudicial discrimination of any kind.
- We will not tolerate bullying at any level.
- We will provide a safe and secure environment in all school facilities.
- We will hold each individual responsible for his/her actions.
- We will not compromise our efforts to provide a quality education.

Falls City ISD'S GOALS

Goal 1: Falls City ISD will strive to achieve exemplary status in all aspects of school life.

Goal 2: Falls City ISD will recruit and retain highly qualified personnel.

Goal 3: Falls City ISD will continue to maintain fiscal and financial responsibility.

Goal 4: Falls City ISD will develop and implement a long and short term facilities plan.

STRATEGIES

Curriculum

- FCISD will continually evaluate and refine the curriculum that enables students to become productive, life-long learners.

Instruction

- FCISD will develop and implement learning experiences that link curriculum with real world applications to meet the needs of each student.

Technology

- FCISD will establish and strengthen the network of instructional services (computer labs, libraries, classrooms, as well as other curriculum resources) to fully develop the technology skills of students and staff.

Intra-District Communications

- FCISD will develop and implement a system-wide, internal communication process that assures timely, multidirectional information flow.

External Communications

- FCISD will develop reciprocal teams of parents, community advocates, and school personnel to communicate and enhance both school and community projects and programs.
- FCISD will provide opportunities for active parental and community involvement in students' learning.

Wellness

- FCISD will provide prevention and intervention to promote the health and well-being of all students and staff.
- FCISD will provide safe and secure environments in all school facilities.
- FCISD will prevent bullying on all school facilities.

Educational and Support Service

- FCISD will provide the appropriate educational services to meet the individual needs of all students.
- FCISD will encourage parents to become full partners in the education of their children.

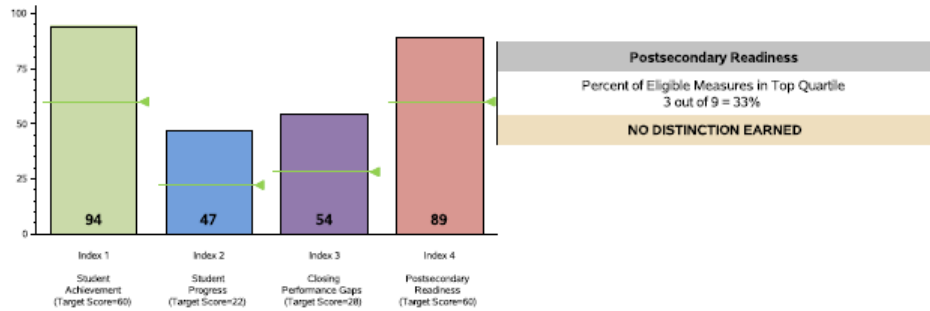
**FALLS CITY INDEPENDENT SCHOOL DISTRICT
 COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
 2014 - 2015 RESULTS SUMMARY PLANNING GOALS FOR 2017 - 2019
 TIA12**

**TEXAS EDUCATION AGENCY
 2016 Accountability Summary
 FALLS CITY ISD (128904)**

Accountability Rating
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Performance Index Report Distinction Designation



Performance Index Summary System Safeguards

Index	Points Earned	Maximum Points	Index Score	Number and Percentage of Indicators Met	
1 - Student Achievement	551	585	94	Performance Rates	14 out of 14 = 100%
2 - Student Progress	284	600	47	Participation Rates	8 out of 8 = 100%
3 - Closing Performance Gaps	758	1,400	54	Graduation Rates	1 out of 1 = 100%
4 - Postsecondary Readiness				Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
STAAR Score	18.5				
Graduation Rate Score	25.0				
Graduation Plan Score	22.1				
Postsecondary Component Score	23.1				
			89	Total	24 out of 24 = 100%

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account2016/index.html>

FCISD students continue to score above Region and State averages; however, administration and staff are always striving to improve prior success. The Texas Curriculum Management Program Cooperative (TCMPC) is used as a resource as teachers work to develop their own curriculum. Teachers will teach appropriate TEKS to prepare for state assessments.

The state attendance rate for 2014-15 was 95.7% for “All Students”, Falls City 97.8%.

The state dropout rate for 2014-15 “All Students” (Grades 9-12) is 2.1%. FCISD is 0%.

Of the FCHS seniors that took SAT/ACT tests in 2014-2015, 69.2% met or exceeded the State criterion standard average of 66.3%. High School teachers and the counselor are continuing to work together to incorporate test preparation, such as opportunities to take preliminary exams like PSAT and Pre-ACT, as well as increase knowledge of additional outside test-prep resources, and offer a more rigorous curriculum to better prepare college bound students for entrance tests.

88.5% of FCISD graduates completed the state Recommended and/or Distinguished High School Program in 2015. The state had 86.1% of students completing the Recommended and/or Distinguished High School Program. Our goal to challenge students with higher level curriculum and encourage enrollment in higher education will result in increased numbers of students completing the Distinguished Level of Achievement High School Program with at least one Endorsement.

In 2014-15, 73.8% of FCHS students completed dual enrollment classes. The state’s number of students taking dual enrollment/advanced classes was 29.0%. FCHS students averaged 61.5% completing more that 12 hours of post secondary credit compared to the 10.3% of the state. With additional technology applications and CTE course options available the goal of increasing Dual enrollment course options is continuing.

FALLS CITY INDEPENDENT SCHOOL DISTRICT

Gifted and Talented Program Mission and Goals

The Gifted and Talented Program at Falls City serves a total of 29 students with a team of teachers. Students in grades K-12 receive GT instruction through a pull-out program that enables the team teachers to work with students individually. FC students are ongoing participants in Gifted and Talented projects. These students are given special instruction and hands-on learning opportunities and attend at least one course related field trip each year. To summarize their learning and utilize newly learned skills, GT students are required to complete additional projects that demonstrate their higher level of understanding and performance capabilities in both core and elective classes.

Students in grades K-6 use the Texas Performance Standards Project curriculum. This curriculum is recommended for use by the state of Texas. It encompasses a variety of core subject area performance projects which are correlated to the TEKS. (details of its content can be found at [<http://www.tpsp.org/>]www.tpsp.org)...

The Elementary Gifted and Talented Program at Falls City serves a total of 12 students with a team of teachers. Students in grades K-6 use the Texas Performance Standards Project curriculum as well as other curriculum that broadens students' horizon in the arts. Students in grades K-6 receive GT instruction through a pull-out program that enables the team teachers to work with students individually. FC students are ongoing participants in Gifted and Talented projects. These students are given special instruction and hands-on learning opportunities and attend at least one course related field trip each year. To summarize their learning and utilize newly learned skills, GT students are required to complete additional projects that demonstrate their higher level of understanding and performance capabilities in both core and elective classes.

Students in grades 6-7 annually attend a student conference at Region 20 in which they are provided opportunities to listen to a keynote speaker in the area of gifted education and break out into self-selected sessions that meet their needs and interests. This conference is especially designed for Gifted Students and is held at the Region 20 Service Center in May.

The GT program serves seventeen students in grades 7-12. The current program goals include researching and investigating an historical time period. Students are exploring an historical time period via a character in an historical fiction novel. The activities presented will engage students in critical thinking and self-reflection so that they can make essential connections and ultimately draw accurate conclusions about why a person in that role, living during that time period, was important. The students will participate in the Texas Performance Standards Project. The students assume the persona of an historical fiction character and conduct a modern day interview on a contemporary talk show to disseminate their findings.

To summarize their learning and utilize newly learned skills, GT students are required to complete additional project pieces that demonstrate their higher level of understanding and performance capabilities. This year's projects will include a study of culture via an historical fiction novel and a field trip to the Texas Renaissance Festival.

District Goal 1: During the 2017 - 2019 school years, FCISD will strive to achieve exemplary status in all aspects of school life.

Objective: I. STAAR spring testing results will show improvement for all students and establish objectives for the coming year in a needs assessment performed each semester.

STRATEGIES (TIA13)	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
1. Expand Reading <ul style="list-style-type: none"> • Campus committees will identify ways to improve reading on individual campuses • Provide district wide pullout Dyslexia program. 	Principal	Campus committees Principal	Current reading assessments Teacher observation	Fall/Spring-Annually-Ongoing	STAAR Reading End of year student achievement
2. Evaluate current and new reading programs according to student progress, site visits, and materials. <ul style="list-style-type: none"> • Conduct RTI assessment and intervention staff development • Gather student performance data/set.baseline norms • Identify students in need of tiered interventions. • Set individual student goals • Determine tiered intervention strategies • Provide RTI staff and student support 	Principal Superintendent	Teachers Counselors	STAAR reports ECBM TPRI (pre and post) Site visits Textbook adoptions Reading-placement tests Prog.Mon.w/in Tiers	Each Semester Aug./Dec./Apr As scheduled March Annually @ three weeks	STAAR Reading TPRI (K-2) ITBS (K-2) RPTE Progress Monitoring Report Cards
3. Strengthen tutoring programs (TIA 19) <ul style="list-style-type: none"> • Incorporate 3 tiered RTI interventions into tutorials • Provide a Learning Lab for At-Risk, ESL, and Special needs population • Closely monitor student progress - reassess • Analyze data (TIA 18) 	Principal	Counselors Teachers Teacher Assistants SCE Funds Title I iStation, Study Island Think Through Math.	Progress reports Report cards	Three Weeks Six Weeks Aug./Dec./Apr.	STAAR results Promotion/ Retention rate ITBS/TPRI/Content Based Measure/Perf.Monitoring res. (CBM-PM)
4. Involve parents, students, and community volunteers to assist in reading programs (TIA 16) <ul style="list-style-type: none"> • Coordinate with campus booster clubs • Schedule volunteers with teachers/students • Monitor and support volunteer programs 	Principal	Librarians Booster Club SCE Funds Title I Funds Parents	Volunteer log Family night “Come Read With Me Program”	Daily Quarterly Annually	STAAR results Parent/Community Involvement
5. Analyze student performance according to objectives and remediate areas needed (TIA 18) <ul style="list-style-type: none"> • Analyze student writing results • Examine strengths and weaknesses • Develop specific activities to address areas of needed improvement • Train other subject-area teachers in scoring and incorporating writing (TIA 15) • RTI 3 tiered intervention progress monitoring 	Principal Teachers	Counselors Teachers TAPR Data ESC 20, RTI prof.	Benchmark tests Teacher-made tests STAAR format- Perf.Mon. of CBM	Each Semester Weekly As Scheduled Aug./Dec./April	STAAR results TPRI ITBS CBM-PM results

STRATEGIES (TIA13)	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
6. Continue math remediation at all levels (TIA19) <ul style="list-style-type: none"> Monitor progress Continue RTI 3 tiered approach for slow learners and at-risk students (TIA 19) 	Superintendent Principal Teachers	Superintendent Teachers TCMPC iStation, Study Island, Think Through Math.	Benchmark tests Progress report Report cards	@ Semester 3 weeks 6 weeks Fall Annually	STAAR Math TPRI (K-2) ITBS (K-2)
7. Continue science remediation at all levels (TIA19) <ul style="list-style-type: none"> Monitor progress Continue to implement strategies for slow learners and at-risk students (TIA 19) 	Superintendent Principal Teachers	Superintendent Teachers TCMPC	Benchmark tests Progress report Report cards	@ Semester 3 weeks 6 weeks @ Semester	STAAR Math TPRI (K-2) ITBS (K-2)
8. Write all benchmarks using STAAR format <ul style="list-style-type: none"> Determine benchmarks timeline Develop assessment banks (TIA 1 8) Prepare assessment guidelines (TIA 18) Train teachers (TIA 1 5) Provide tutoring (TIA 19) 	Superintendent Principal Teachers	Principal Teachers Counselors TCMPC	Department meetings	@ Semester Begin at 9weeks 3 weeks 6 weeks	STAAR results
9. Provide staff development to improve teacher/parent interaction during special ed. pre-referral process and to provide awareness of district intervention strategies and timelines for referrals and re-evaluations (CAP) (TIA 15) <ul style="list-style-type: none"> Least Restrictive Environment Related Services Initial Evaluation Timelines Re-evaluation Timelines Transition STAAR ALT/STAAR-A/STAAR-M 	Principal (Special Ed. SSA)	(Special Ed. SSA) Regular and Special Ed. Teachers TCMPC	Teacher/parent conferences; Staff development sessions; Pre-referral documentation	As scheduled @ Semester	Special Ed. referrals Positive teacher/parent Interaction
10. Provide career awareness programs for students and parents; Provide transition (from H.S. to post secondary) information and future planning to Sp. Ed. students, parents and staff and Kuder Career Guidance	Principal VAC/Transition Specialist	Teachers Counselor Kuder Prog. +CTE res. Program (Carl Perkins) Library	8 th grade career interest test; Individual Transition plans	Spring Annually On going Each semester	Completed 4-year plans; Completed ITP
11. Students will select and complete a well-balanced curriculum <ul style="list-style-type: none"> Credit by exam Dual Credit Gradpoint At-Risk strategies G/T enrichment with depth and complexity Least restricted environment for Special Ed. 	Principal	Counselor Teachers Gradpoint TCMPC	Lesson plans Master schedules Modification sheets	Weekly	STAAR results

STRATEGIES (TIA13)	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINE	SUMMATIVE EVALUATIONS
12. Support early childhood transition to Elementary School (TIA17)	Principal	Teachers Counselor GSEC	Joint staff meetings Vertical alignment Orientation Handbook	@ Semester Lesson plans Calendar	Smooth transition for early childhood students.
13. Provide quality G/T services <ul style="list-style-type: none"> • Certified teachers (TIA 14) • Differentiated curriculum with depth and complexity (Scope and Sequence) • Staff development (30 hours) (TIA15) • Diversity 	Principal	Region 20 ESC G/T staff G/T Funds	Training sessions Lesson plans Matrixes	@Semester As scheduled Weekly	G/T training certificates Identification and screening records; G/T curriculum
14. Notify students of the Texas Grant/Scholars Program <ul style="list-style-type: none"> • Middle School/High School Handbooks • 7th and 9th grade orientations • Parent meetings • Financial Aid Packets distributed 	Principal	Counselors Teachers	Students returning signed handbook receipt form; Sign in logs	August Annually	Number of Recommended/Distinguished graduates; Number of financial aid packets requested
15. Support School Health Advisory Committee Goals <ul style="list-style-type: none"> • Raise level of student achievement • Decrease Dropout Rate • Improve Attendance 	Administration	Teachers Counselors Nova Net	Attendance Dropout STAAR Scores ITBS Scores STAAR-M Scores STAAR - ALT	August Annually	Attendance Rate Dropout Rate STAAR Scores ITBS Scores STAAR-M /STAAR-ALT Scores
16. Adopt all options for textbooks <ul style="list-style-type: none"> • Standard textbooks and resources • Open Source software and resources • Online electronic software and resources Note: Resources may include the procurement of internet bandwidth, internal network bandwidth, and enough computers, electricity, etc. to support the online and electronic versions of textbooks	Textbook committee School Board Administration Tech Director	Texas Education Agency Approved Textbooks, online courses, and electronic media.	Review of various textbook options and the resources required to make alternatives to standard textbooks available in a manner that is 100% reliable.	Spring 2011 – Ongoing.	Use of textbooks, online, and e course materials chosen. Success of students utilizing various materials Reliability of alternative textbook resources.

District Goal 1: During the 2017 - 2019 school years, FCISD will strive to achieve exemplary status in all aspects of school life.

Objective: II. The student attendance rate will improve from 97.8% to 100% and the dropout rate will remain 0%.

STRATEGIES (TIA13)	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
1. Provide early dropout intervention by following up on: (TIA19) <ul style="list-style-type: none"> Absenteeism Teen pregnancies Leavers 	Principal	Parent Conferences Counselors Teachers At-Risk Coordinator Legal intervention	ADA report TAPR Report	@Semester Daily 6 Weeks	Attendance rate Dropout rate
2. Expand programs in Learning Centers <ul style="list-style-type: none"> CTE School of Choice (Wilson-Co./Floresville) 	Principal	SCE Funds Title I Funds CTE Funds	Course offerings Enrollment Enrollment	@Semester	Attendance rate Dropout rate Graduation/GED rate
3. Relate academics to real-life situations <ul style="list-style-type: none"> Kinesthetic activities Technology 	Principal	Teachers Community/businesses	Lesson plans TCMPC	@Semester Weekly	Attendance rate Dropout rate TCMPC Evaluations
4. Provide summer school for at-risk students (TIA19)	Principal	SCE Funds	Lesson plans Calendar/Schedules	Weekly Summer Annually	SCE report Dropout rate Credit Recovery
5. Provide opportunities for At-Risk students to access additional help (TIA19) <ul style="list-style-type: none"> Create smaller class sizes Provide teacher assistants Integrate technology-assisted instruction in all subject areas Insure coordination of related services Grade point TCMPC 	Principal; Goliad Special Education Co-Op personnel	CIC Teachers Teaching Assistants SCE funds Technology Funds Bilingual/ESL Funds Special Ed. Funds Nova Net	Class rosters Class schedules PEIMS report Related services schedules; IEP	@6 weeks @Semester Annually	STAAR results Attendance rate Dropout rate Alternative Assessments

District Goal 1: During the 2017 - 2019 school years, FCISD will strive to achieve exemplary status in all aspects of school life.

Objective: III. The students will become more aware of career options and education requirements of chosen careers.

STRATEGIES (TIA13)	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES.	SUMMATIVE EVALUATIONS
1. Provide career courses, resources, and online research opportunities. Explain curriculum Choices to prepare students for success beyond high school.	Principal Counselor Teachers	Teachers Curriculum Title II Part D CTE ESC 20/3	Lesson Plans Research Presentations	8 th grade	Grades for Career course Increased participation PSAT
2. Provide Career Day presentations and Q&A for students 7 -12 with local alumni. Stress education requirements, financial issues, day – to – day job duties, and ongoing educational requirements.	Principal Counselor CTE Teachers	Principal Counselor Alumni	Career Day plans, Alumni invitations, brochures, pamphlets, presentations, and thank yous created and sent as appropriate.	Annually April - May	Increased interest in specific career related courses Increased participation in college preparation activities Increased SAT/ACT participation and performance
3. Provide College Day Invite two and four year colleges to provide presentations that include finance, dorm life, off campus life, entrance requirements.	Principal Counselor CTE Teachers	Principal Counselor College Admissions officers	College Day plans College invitations sent. Brochures and presentations available. Increase in ACT/SAT performance.	Annually April - May	Attendance rate up Dropout rate down SAT/ACT performance up College applications up Parent participation in financial aid Parent College Night
4. Play a variety of college fight songs over PA before announcements and during breaks. College “Shirt Day” for students and teachers.	Principal Counselor CTE Teachers	Principal Counselor College Admissions officers	School songs noted in daily announcements	@Semester Weekly	Kids participate by bringing in their favorite school’s song(s)/T-shirts, etc.
5. Provide Parent Night(s) or Saturday(s) with hands-on computer time for completion of FAFSA tutorial and the actual forms.	Principal Counselor CTE Teachers	Principal Counselor Admissions Officers	Parent registration and attendance records. Participation increases each year.	Annually Feb - May	Attendance rate up Dropout rate down SAT/ACT performance up. College applications up Parent participation in financial aid Parent College Night Higher post grad. college success and graduation rates.

District Goal 1: During the 2017 - 2019 school years, FCISD will strive to achieve exemplary status in all aspects of school life.

Objective: IV. The district will increase the percent of students taking the SAT/ACT from 85.3% to 100% and the district will increase the percent of students scoring above the criterion on the SAT/ACT from 26.1% to 60%.

STRATEGIES (TIA13)	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES.	S UMMATIVE E VALUATIONS
1. Notify students that top 10% of graduating class qualifies for automatic admission to colleges/universities.	Senior class sponsor Counselor	Posters Handbook	Publications	Fall Annually	College admission SAT/ACT takers vs SAT/ACT scores meeting criterion
2. Support Duke Talent Identification program at Grade 7	Principal	Counselor	Number taking	Fall Annually	# recognized SAT/ACT rates
3. Provide SAT/ACT software and materials and/or online access to these resources	Counselor	Counseling Center Accelerated Lab SCE Fund	Inventory Center/Lab records of student usage	Fall Annually – ongoing	SAT/ACT rates
4. Provide SAT/ACT study sessions	Principal Teachers	SAT/ACT materials Local Funds	Enrollment and sign-in sheets for sessions	Fall annually	SAT/ACT scores
5. Continue to adapt teacher made tests to SAT/ACT format.	Principal Teachers	Prep. materials Local Funds	Teacher made tests	Annually throughout the year.	SAT/ACT scores

District Goal 1: During the 2017 - 2019 school years, FCISD will strive to achieve exemplary status in all aspects of school life.

Objective: V. Provide a safe and orderly school climate, conducive to learning.

- **Tobacco, Alcohol, and Drug (TAOD) offenses will decrease**
- **Incidents of violence will decrease**
- **Discipline referrals will decrease**

STRATEGIES (TIA13, 19)	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES.	SUMMATIVE EVALUATIONS
1. Maintain programs that provide an ISS on both campuses <ul style="list-style-type: none"> • Space • Personnel • Guidelines 	Principal	SCE Funds	ISS report	Daily	Semi-Annual Evaluation Report
2. Follow Code of Conduct guidelines that allow for placement in ISS or DAEP <ul style="list-style-type: none"> • Determine behaviors that warrant placement • Establish instructional expectations for consistency • Develop procedures for assignment, notification, lessons, and release • Conduct Conflict Resolution Study Groups 	Principal	ISS teacher Principal Counselor	Student Code of Conduct/Handbook	Summer Annually With individual reviews as needed. Ongoing	Discipline referral rate
3. Develop a program for Preventive Discipline <ul style="list-style-type: none"> • Maintain proactive policies and guidelines • Develop strategies in classrooms to address all learning styles to maintain student interest • Update district guidelines when dealing with outside agencies (Crisis Plan) • Provide Character Education • Conduct Conflict Resolution Study Groups • Continue and implement strategies to prevent violent incidents • Assist teachers in development and maintaining uniform enforcement of rules and regulations. (Student Code of Conduct; classroom management plan) 	Teachers Superintendent Principal	Principal Counselor SCE Funds Teachers Superintendent	Needs Assessment (Survey) Discipline referrals Lesson plans	6 weeks Weekly	Referral rate Semi-Annual Evaluation Report

STRATEGIES (TIA13, 19)	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES.	SUMMATIVE EVALUATIONS
5. Develop a violence prevention program <ul style="list-style-type: none"> • Improve Student/Adult Communication • Bullying will not be tolerated in any school facility • Follow-up on threats • Provide staff development on recognizing potential violent behavior (TIA 1 5) • Provide help for troubled students • Conduct staff development on Crisis Plan (TIA15) and Emergency Operations • Continue conflict resolution training (TIA15) • Increase awareness of child abuse, sexual abuse, and neglect. <ul style="list-style-type: none"> • Develop a suicide prevention program 	Administrators	Counselor Teachers Mental Health services;	Discipline referrals Reports Counseling Options	@ semester @6weeks	Referral Rate # of reports # of assistance requests
6. Coordination and integration of federal, state, and local services and programs. <ul style="list-style-type: none"> • Violence prevention program • Nutrition Program • Wellness Program • Career and Technical Education • Job Training • Adult Education • ESEA Programs 	Counselor Teachers Administrators Nurse	Counselor Teacher MHMR ESC 20 Title I Funds Carl Perkins Funds CTE Teachers	Referral Service Reports	Semi-Annually	Referral Rate Attendance Rate Enrollment Rate Lower Dropout Rate
7. Develop a dating violence policy which addresses the intentional use of physical, sexual, verbal, or emotional abuse by a person in a dating relationship. <ul style="list-style-type: none"> • District Policy • Code of conduct • Safety plan • Conduct awareness education and training 	Counselor Administration Nurse Teachers	Counselor Administration Nurse Teachers Law Enforcement	# of dating violence incidents	Annually	# of dating violence incidents
8. Develop goals for School Health Coordination <ul style="list-style-type: none"> • Maintain active School Health Advisory Council • Coordinate and maintain a school health program • Determine district policy for health program • Utilize physical assessment tool; Fitnessgram • Staff development on health plan goals, conduct awareness education and training 	Administrators Nurse	Texas Department of State Health Service Cooper Institute Fitnessgram	State health reports Fitnessgram assessment results	Semi-Annually	Attendance rates of chronically ill students
9. Establish a program to address the maltreatment of children, i.e.(abuse, sexual abuse, and neglect.) <ul style="list-style-type: none"> • Determine district policy for treatment • Conduct awareness education and training • Procedure for reporting and aiding children 	Administrators Nurse	Texas Department of State Health Services TEA Region 20	Program development reports Training reports	Semi-Annually	Program Established Policy developed Teachers Trained Procedure for reporting and aiding children.

District Goal 1: During the 2017 - 2019 school years, FCISD will strive to achieve exemplary status in all aspects of school life.

Objective: VI. : Increase parent and community involvement

STRATEGIES (TIA13, 19)	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES.	SUMMATIVE EVALUATIONS
1. Involve parents and community members as partners in schools <ul style="list-style-type: none"> • Teacher/Parent conferences • Teachers, community, and families form a Partnership for Assessment Preparation • Adults share their work experience • Student Job Fair • Counselor-Parent-Student meetings 	Principal	Community and Business members; Technology Coordinator; Counselor; CTE funds SCE funds Title 1 funds	Volunteer logs Teacher conf. logs School calendar Job Fair invitations Conference log	Daily As scheduled @6 wks & State Assessment Sched. Quarterly As scheduled	Increased Parent and Community Involvement Identification/Verification/ Services School Report Cards & STAAR Performance Reports Job Fair evaluation Conference log
2. Encourage volunteer program on every campus <ul style="list-style-type: none"> • Organize and train teachers and volunteers • Recruit businesses/civic groups to adopt a grade/school • Recruit individuals • Conduct Family Literacy (parenting skills, learn-at-home skills, technology) - “Come Read With Me” • Recognize volunteers 	Principal Teachers Volunteers	Volunteers Teachers Parents Title 1 funds Local funds	Training session Volunteer logs Sign-in sheets Training logs, learn at home kits distributed 6wks report cards	Fall/Spring Annually Daily Dec.&Jan@year Spring Test sched. May banquets	Increased Parent and Community Involvement Improved End of Course and STAAR results.
3. Strengthen School-to- Work Initiative <ul style="list-style-type: none"> • Career Night/Day • Job Fair • DCP • Job Shadowing 	Principal Counselor	CTE funds	School calendar Training log Student projects	Annually 3 weeks February/Annually	Increased community Involvement DCP course completion Student Participants

District Goal 1: During the 2017 - 2019 school years, FCISD will strive to achieve exemplary status in all aspects of school life.

Objective: VII. All FCISD students will use technology as a learning tool and demonstrate the skill to adapt to new and innovative technologies as they are developed. All students will demonstrate problem solving through the use of technology.

STRATEGIES (TIA13, 19)	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES.	SUMMATIVE EVALUATIONS
<p>1. Enhance technology use within the district through telecommunication systems (i.e.. distance learning, and use of Internet)</p> <ul style="list-style-type: none"> • Participate in a community-wide plan to link schools and home through telecommunications • Utilize Distance Learning for student acceleration, remediation, and enrichment • Develop scope and sequence of skills in the use of computers (K-12) • Integrate technology into classroom content areas with emphasis on cross-curricular applications of knowledge and teacher interjection of current internet curriculum research utilizing multimedia technology tools. • Provide computer access for students and teachers in core content areas, library and labs classrooms). • Provide core content individual and team cross curricular research projects that pose problems requiring students to utilize higher order problem solving skills such as: problem synthesis, data analysis, resolution projection, and multimedia project summaries to enhance traditional written research reports. 	Principal	<p>Technology Coordinator; Region III ESC; Technology Committee; Computer hardware/software; Technology funds</p> <p>Title 1 Sp.Ed. ESEA Program* E-RATE</p> <p>* Elementary and Secondary Education Act (ESEA) replaces NCLB in the 2012-2013 School Year. Every Student Succeeds (ESSA) supercedes ESEA in 2016.</p>	<p>Class rosters Internet Sign-in sheets (lab) Committee meetings Lesson plans</p> <p>Needs assessment Needs assessment Needs assessment Needs assessments</p>	<p>Daily Quarterly Weekly</p> <p>2017-2019 @Semester @Semester @Semester</p>	<p>Technology-integrated curriculum</p> <p>Multimedia Projects/Presentations</p> <p>STAAR results</p> <p>Lesson Plan documentation of varied use of newly purchased technology Student achievement records</p>
<ul style="list-style-type: none"> • Provide personnel or modify job assignments of personnel in order to provide <ul style="list-style-type: none"> ▪ Additional technology classes ▪ Additional technicians(s) to be responsible for technology upkeep, upgrade and repair (especially computers) on each campus. ▪ IT aid - additional 	Principal	<p>Technology Coordinator</p> <p>Title 1 Sp.Ed.</p>	<p>Training sessions Technology needs</p>	<p>As scheduled 2017-2019</p>	<p>Campus-based teachers / technician(s) Competency certified CTEs Technology needs addressed</p>

District Goal 2: Falls City will recruit and retain highly qualified personnel.

Objective I:

1. 100% of core subject teachers are highly qualified at hire or by the end of the school year.
2. 100% of core subject classes are taught by highly qualified teacher in that subject.
3. ESEA Indicator 3.2: 100% of teachers will receive high-quality professional development.
4. ESEA Indicator 3.3: 100% of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) are highly qualified.
5. 100% of student population is taught by a teacher highly qualified in the subject area being taught. (Includes low-income and minority student populations on both the high school and elementary campus which is a Title 1 campus).

Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline	Summative Evaluation
1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Superintendent	Local Funds Title II, A Region 20/3 ESC	Number of positions posted Number of applications completed Number of visits on the web page counter	Ongoing	Ongoing annual hiring processes that maintain 100% HQ teacher status annually. 2015 Staff 100% Highly Qualified
2. Establish an effective teacher mentoring system in order to retain highly qualified staff.	All Teachers	District Principal	Local Funds Title II, A	Mentor assignments Mentor conference logs Mentor journals		
3. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	All Teachers	Principal and Superintendent	Local Funds Title II, A	Personnel files Professional development records Teacher interviews		
	All Teachers	District Principal	Local Funds Title II, A Region 20/3 ESC	Number of teachers in continuing Professional Development.		
4. Assist teachers in alternative certification areas: GT, ESL, SPED coursework, and TExES testing in order to assure all staff is highly qualified. a. Provide tutoring and online review for subject area TExES; b. Provide other study materials; c. Honor re-test until HQ achieved.	Teachers as needed	Superintendent / District Principal	Local funds	Percentage of staff highly qualified		
5. Provide recruitment/retention incentives in critical need areas.						
6. Rural Teacher Flexibility						

District Goal 3: FCISD will continue to maintain fiscal and financial responsibility

Objectives II: Prioritize financial needs.
• Prioritize financial needs

STRATEGIES (TIA13, 19)	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES.	SUMMATIVE EVALUATIONS
Site-Based Committees agree upon prioritized needs Meet to determine, prioritize, and list needs Discuss with administration- Present needs to School Board for approval/revision.	Principal Teachers Superintendent	Campus Imp. Plans Region III ESC TEA Vendors	Prioritized needs list List revision history	Twice @ Semester	Accomplish prioritized needs
District administration will make final approval decisions with emergency and/or other contingency allowances in mind, i.e. re-appropriating resources for PO submitter justify each request	Superintendent Principal Bus.Off. Mgr. Teachers	Budget Prioritized List	Prioritized needs list Budget expenditures Effectiveness of Purchase.	Beginning Budget Sept. annually	Budget Review Acquisition Review
Review every PO	Principal Other Staff Superintendent	PO Product, Vendor Info. Prioritized need list	Prioritized needs list Emergency Request	Every PO Submitted	Ending Balance of Annual Budget Classroom inventory
Fund each PO according to priority. Fund according to emergency status. Fund according to most efficient use.	Principal Superintendent School Board	Budget	Beginning Budget Remaining Budget Prioritize needs list	Daily	Ending Balance Prioritized needs met District Inventory
Meetings with administration as needed Update and amend the ESEA application as necessary	Superintendent Principal	Financial Sheets Expenditures Budget Prioritized needs list Criteria Contingency Spending	Beginning Budget Prioritized needs list	Beginning of each Semester Monthly @ month of year	Ending Balance Prioritized needs met

District Goal 4: FCISD will develop and implement a short and long range facilities plan.

Objectives III:

Short Term:

- **Build new academic facilities**
- **Create district wide wireless access infrastructure**
- **Reduce utility consumption**

Long Term:

- **Properly maintain new facilities**
- **Review 911 safety regulations to verify compliance with all building and communications safety regulations compliance.**
- **Implement CopSync**

STRATEGIES (TIA13, 19)	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES.	SUMMATIVE EVALUATIONS
SHORT TERM FACILITIES OBJECTIVES					
1. Reduce utility consumption Monitor utility expense Determine needed improvement areas Devise cost cutting measure plan Implement cost cutting measures Evaluate cost cutting measure effectiveness Revise plan as necessary	All Staff Superintendent	Posted monthly records US. Dept. of Energy, T.E.A. Floresville Elect.Co-Op	Monthly review with previous season bill comparison.	Monthly Report	Monthly/Seasonal/Annual: Expense and cost cutting measures vs. effectiveness report.
2. Purchase additional interactive projectors, wireless tablets, laptops or accessory equipment such as document cameras, probes, extra flash drives, etc. Solicit Donations	Principal/ Teachers Superintendent School Board	Tech Conferences, Vendors, Regional purchasing co-op Community FCISD Education Foundation	1:1 Classroom: smart board ratio. Facility completion Main Camp.Compl. New CTE facility Athletic Complex	2014-2019 8/16 Proj.inst.by 8/16 Proj.Inst.8/17	All Classrooms equipped with smart boards, Mobi's, wireless pad/laptop equipment as required by each teacher.
3. Install wireless access infrastructure in support of BYOD 1:1 mobile device initiative.	Principal/ Teachers Superintendent School Board	Tech Conferences, Vendors, Regional purchasing co-op FC Education Foundation	1:1 BYOD and/or classroom sets of Mobile Devices supported @ classroom. Main Camp.Compl. New CTE facility Athletic Complex	2014-2019 8/16 Proj.Cmp.by 8/17 Proj.Inst. 6/17	All Classrooms equipped with smart boards, Mobi's, wireless pad/laptop equipment as required by each teacher. Schedules Met?
4. Work with architects to plan, design, and finish construction of a new academic, CTE, and Athletic facility	Superintendent, School Board	2014 Bond Money Community Members	Expansion Progress Reports Facility completion Main Camp.Compl. New CTE facility Athletic Complex	2014 - 2019 Monthly School Board Meetings Aug.2016 PCmp. 08/2017 P.Cmp 06/2017	Students move into new facility Utilize Athletic Complex Schedules Met?

District Goal 4: FCISD will develop and implement a short and long range facilities plan

Objectives IV :

- Reduce utility consumption

Long Term:

- Properly maintain new facilities
- Review safety regulations/ Emergency Operations Plans to verify compliance with all building and communications safety regulations

STRATEGIES (TIA13, 19)	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES.	SUMMATIVE EVALUATIONS
Long Term Facilities Objectives:					
1. Review safety operations to verify compliance with all building and communications safety regulations- if warranted, bring safety operations into compliance. <ul style="list-style-type: none"> • Review state guidelines to determine 911 and disaster preparedness requirements • Conduct local facilities and systems review to determine local compliance • Report findings to administration. If necessary, develop funding plan and timeline • Internet Safety/Cyber Bully Prevention Lessons in @ class 	Tech. Coordinator Principals	State regulations	Process records Report to School Board	Fall Annually Spring Annually	Report to School Board Results report, School Board directive Implementation plan Implementation timeline, if needed.
2. Facilities Expansion Planning <ul style="list-style-type: none"> • Build new facilities • Construct new facilities 	Superintendent Board of Trustees Maintenance Staff Tech. Coord (Network) Contractors/Vendors	2014 Bond Money Maintenance staff State approved vendors Volunteers	Project Plans Cost estimates Actual costs Facility completion Main Camp.Compl. New CTE facility Athletic Complex	2014 – 2019 and beyond. Aug.2016 PCmp. 08/2017 P.Cmp 06/2017	Project Plan Cost Estimates School Board funding directives and cost records New facilities construction completion date announced. Are projects on schedule?