

Frisco Independent School District

District Action Plan

2014-2015

MISSION

Our mission is to know every student by name and need.



**Frisco Independent School District
2014-2015 District Improvement Team**

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Clarence Williams	C&I	
Mia Bennett	C&I	
Erin Beste	Newman (3rd Grade)	
Mike Medlin	Boals (PE)	
Kasey Kuykendall	Robertson (Kinder)	
Sandra Horcher	Isbell (Music)	
Laurie Cammack	Sparks (2nd Grade)	
Jacque Johnson	Mooneyham (3rd Grade)	
Claire Springer	Bright (1st Grade)	
Stacey Reed	Pink (2nd Grade)	
Stephanie Brown	Rogers (2nd Grade)	
Lacy Hale	Comstock (3rd Grade)	
Alyssa Ross	Bledsoe (4th Grade)	
Lindsey Keen	Purefoy (3rd Grade)	
Wendy Hudson	Curtsinger (AP)	
Cindi Steward	Shawnee Trail (Counselor)	
John Waldrip	Phillips (IC)	
Maria Hafner	Pink (IC)	
Alejandra Andrade	Parent	

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Mark Weidman	Business Leader	
Victoria Bobo	Fowler (7th & 8th Math)	
Karen McNeil	Roach (7th Science)	
Melissa Hazlewood	Scoggins (Reading Lab)	
Matt Hudspeth	Pioneer Heritage (8th Math)	
Jeffrey Walton	Hunt (6th ILA)	
Katie Flores	Vandeventer (Science)	
Gloria Gage	Maus (AP)	
Jennifer Livingston	Vandeventer (AP)	
Wayne Stewart	Community Member	
Cindy Randle	Community Member	
Katie Gonzales	Special Education	
Cherie Howell	C&I	
Reed Bond	WHS (Math)	
Monty "Buddy" Priest	HHS (US History)	
Wesley Dennis	IHS (English)	
Angie Watson	LSHS (Reading)	
Courtney Smartt	CHS (Math)	
Nadine Raybourn	FHS (Debate)	
Maddie Powell	WHS (Librarian)	
Keith Tolleson	LSHS (AP)	

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Christina Beran	Boals (Principal) (Non-Voting)	
Jodi Davis	Borchardt (Principal) (Non-Voting)	
Jamie Driskill	Communications & Secretary (Non-Voting)	
Anna Koenig	Human Resources (Non-Voting)	
Richard Oldham	Student Services (Non-Voting)	
Cheryl McDonald	Technology (Non-Voting)	
Wes Cunningham	C&I (Non-Voting)	
Laurie Tinsley	C&I (Non-Voting)	
Todd Fouche	Finance (Non-Voting)	
Kevin Haller	Support Services (Non-Voting)	
Angela Romney	C&I (Non-Voting)	
Nancy Lawson	C&I (Non-Voting)	
Gary Nye	C&I (Non-Voting)	

**Frisco Independent School District
COMPREHENSIVE NEEDS ASSESSMENT**

A Comprehensive Needs Assessment was conducted by the 2014-15 District Improvement Team (DIT) Subcommittees and will be presented to the full DIT on Dec. 4, 2014.

Participants in Attendance	Data Sources Examined
Alejandra Andrade	<input checked="" type="checkbox"/> AEIS
Angelia Watson	<input checked="" type="checkbox"/> Federal Accountability Data
Erin Beste	<input checked="" type="checkbox"/> Disaggregated STAAR / TAKS
Victoria Bobo	<input checked="" type="checkbox"/> Campus PEIMS Reports
Reed Bond	<input checked="" type="checkbox"/> Student Attendance Data
Stephanie Brown	<input checked="" type="checkbox"/> Truancy Data
laurie Cammack	<input checked="" type="checkbox"/> Referral Percentages for Students in
Wesley Dennis	<input checked="" type="checkbox"/> Campus Parent Participation
Maddie Powell	<input checked="" type="checkbox"/> Failure Rates
Gloria Gage	<input checked="" type="checkbox"/> Parent Survey
Katie Gonzales	<input checked="" type="checkbox"/> TELPAS Data
Maria Hafner	<input checked="" type="checkbox"/> Achievement Test Data
Lacy Hale	<input checked="" type="checkbox"/> CBA Data
Melissa Hazlewood	<input checked="" type="checkbox"/> DRA or Other Reading
Sandra Horcher	<input checked="" type="checkbox"/> Pre AP / AP Scores
Cherie Howell	<input checked="" type="checkbox"/> PSAT / SAT / ACT Scores
Wendy Hudson	<input checked="" type="checkbox"/> Completion Rate
Matt Hudspseth	<input checked="" type="checkbox"/> Other
Jacque Johnson	
Lindsey Keen	Kranti Singh
Kasey Kuykendall	Clarence Williams

Participants in Attendance	Data Sources Examined
Jennifer Livingston	Mia Bennett
Karen McNeil	Christina Beran
Buddy Priest	Jodi Davis
Cindy Randle	Gary Nye
Stacey Reed	Wes Cunningham
Alyssa Ross	Jamie Driskill
Courtney Smartt	Kevin Haller
Cyndi Steward	Anna Koenig
Wayne Stewart	Nacy Lawson
John Waldrip	Angela Romney
Jeffery Walton	Cheryl McDonald
Mark Weidman	Richard Oldham
Mike Medlin	Claire Springer
Nadine Raybourne	Laurie Tinsley
Keith Tolleson	

**Frisco Independent School District
Comprehensive Needs Assessment Summary (based on 2013-14 data)**

In the 2013-14 school year, Frisco ISD had 56 campuses, started serving students in 1902 and serves predominantly middle class middle-upper working class families. Frisco ISD served 46453 students in grades EE-12. Five years ago, 33443 students were served by the district, which is an increase of 38.9%.

Frisco ISD has 1 Early Childhood School, 33 elementary schools, 13 middle schools and 6 high schools.

In 2013-14, the student population was 0.57% American Indian / Alaskan Native, 54.88% Anglo, 15.87% Asian, 10.53% Black / African American, 14.81% Hispanic, 0.1% Native Hawaiian / Other Pacific Islander, 3.23% Multi-Racial, 51.2% male and 48.8% female with a low socioeconomic status of 12.6%.

In 2013-14, the staff population was 0.47% American Indian / Alaskan Native, 77.95% Anglo, 2.56% Asian, 4.19% Black / African American, 13.11% Hispanic, 0.02% Native Hawaiian / Other Pacific Islander, 1.69% Multi-Racial, 82.36% male and 17.64% female with an average of 10.34 years of experience. Frisco ISD had 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

In 2013-14, the overall mobility rate for the campus was approximately 8.2%, with a drop out rate of 0.1% (data from 2011-12). The average daily attendance rate for students was 0.97%.

In 2013-14, the average daily attendance rate for staff was 95.17%. There were a total of 3839 discipline referrals, which is a decrease of 10.24% from the prior year.

Frisco ISD serves 2812 English Language Learner students (6.05%), 4302 students in the Gifted and Talented program (52.12% male, 47.88% female), 2984 students identified for 504 services.

There are 12 Title I elementary campuses in Frisco ISD.

Our schoolwide Title I program consists of parent involvement activities, push in/pull out intensive, targeted small group instruction for math and reading, professional development, and full time and part time campus student interventionists and tutors.

Our State Compensatory Education Program (SCE) provides intensive instructional support to identified at-risk students in a small group setting.

The District Improvement Team looked at the following data:

Committees were formed to look for areas of weaknesses and strengths. The data showed: The District Improvement Team (DIT) formed five committees for the specific purpose of studying and developing recommendations pertaining to the “Big Rocks” of the district. The findings of the committees are as follows:

Student Achievement

Strengths:

Needs:

Climate, Culture & Communications

Strengths:

Needs:

Students: Populations, Programs & At-Risk

Strengths:

Needs:

Curriculum, Instruction & Assessment

Strengths:

Needs:

Staff Quality, Recruitment & Retention

DISTRICT GENERAL INFO

2013-14

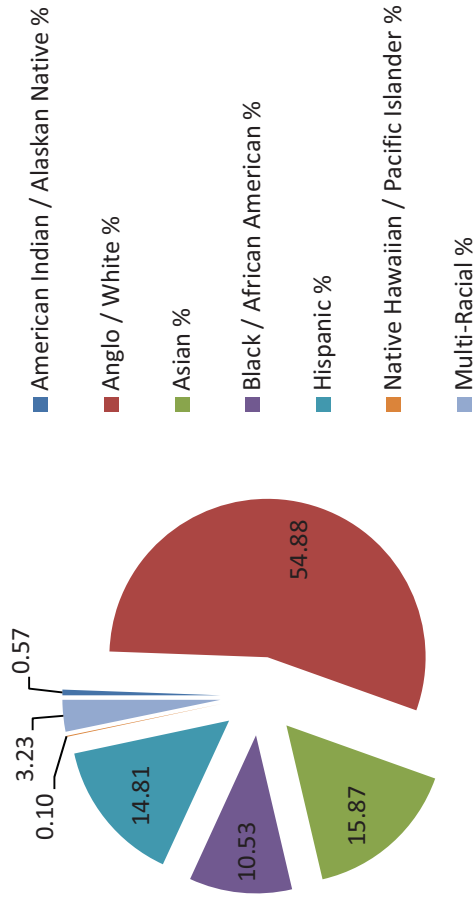
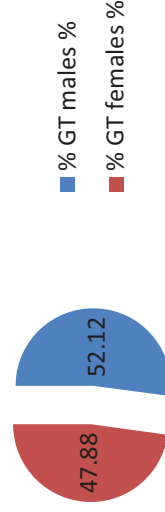
campus number	#	43905
campus name	text	Frisco ISD
# of campuses in district	#	56
first year of operation	text	1902
type of families (i.e. middle class working)	text	middle-upper working class
current enrollment	#	46453
grade level	text	EE-12
5 year prior enrollment	#	33443
increase in enrollment	%	38.9

STUDENT DEMOGRAPHICS

American Indian / Alaskan Native	%	0.57
Anglo / White	%	54.88
Asian	%	15.87
Black / African American	%	10.53
Hispanic	%	14.81
Native Hawaiian / Pacific Islander	%	0.10
Multi-Racial	%	3.23
Male	%	51.20
Female	%	48.80
Low SES	%	12.60

STAFF DEMOGRAPHICS

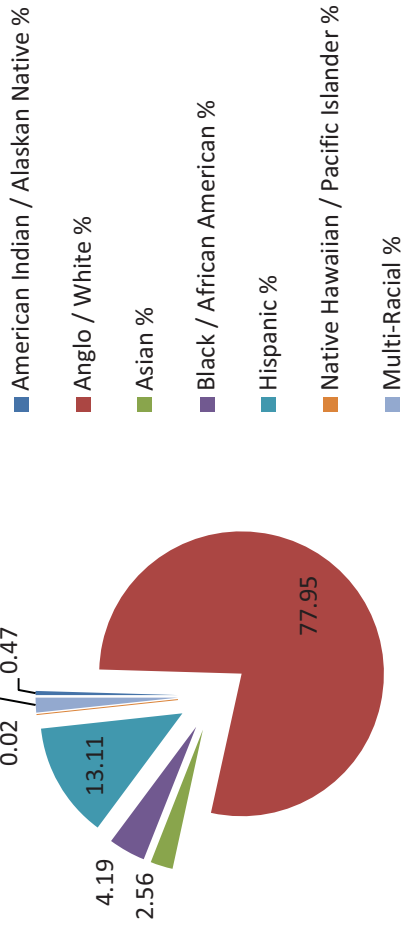
American Indian / Alaskan Native	%	0.47
Anglo / White	%	77.95
Asian	%	2.56
Black / African American	%	4.19
Hispanic	%	13.11
Native Hawaiian / Pacific Islander	%	0.02
Multi-Racial	%	1.69
Male	%	82.36
Female	%	17.64
Average years of experience	#	10.34
% highly qualified teachers	%	100.00
% highly qualified paraprofessionals	%	100.00

Student Ethnicity**Student Gender****GT Students Gender**

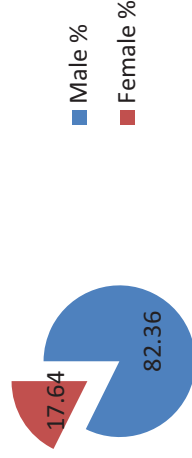
DISTRICT CHARACTERISTICS

Mobility rate	%	8.20
Drop out rate	%	0.10
Mobility / drop out rate year	text	2011-12
Average daily attendance for students	%	0.97
Average daily attendance for staff	%	95.17
# of discipline referrals in current year	#	3839
# of discipline referrals in prior year	#	4277
# English Language Learners (LEP)	#	2812
# GT students	#	4302
% GT males	%	52.12
% GT females	%	47.88
# students in 504 program	#	2984
# Tier I students	#	n/a
% Tier I students	%	n/a
# Tier II students	#	n/a
% Tier II students	%	n/a
# Tier III students	#	n/a
% Tier III students	%	n/a
# SPED students	#	4443
# students tested/not qualified for SPED	#	n/a
% LEP students	%	6.05
% change in discipline referrals	%	-10.24
% served through SPED services	%	9.56

Staff Ethnicity



Staff Gender



Campus Performance Objectives District Elementary Schools

Math	Total Students	Met / Satisfactory			Commended / Advanced		
		2014		2015	2014		2015
		Actual	Target	Actual	Target	Actual	Target
All Students	11331	90.57%	92.00%	38.88%	40.00%		
At Risk	2048	70.95%	72.00%	9.62%	10.00%		
Economic Disadvantage	1159	74.37%	76.00%	16.05%	17.00%		
Am Indian/Alaska Native	55	81.82%	83.00%	38.18%	39.00%		
Asian	1968	97.00%	98.00%	64.33%	66.00%		
Black/African American	1049	78.07%	79.00%	17.73%	20.00%		
Hispanic	1587	84.00%	85.00%	26.46%	27.00%		
Hawaiian/Pacific Islander	6	66.67%	67.00%	16.67%	17.00%		
Multi-racial	338	89.35%	91.00%	31.07%	32.00%		
White	6328	92.45%	94.00%	38.02%	39.00%		
Gifted Talented	1227	99.92%	100.00%	86.96%	90.00%		
LEP	507	77.91%	79.00%	16.57%	17.00%		
Special Ed	804	70.77%	70.00%	16.54%	15.00%		

Science	Total Students	Met / Satisfactory		Commended / Advanced	
		2014	2015	2014	2015
		Actual	Target	Actual	Target
All Students	3697	92.45%	94.00%	23.88%	25.00%
At Risk	781	77.21%	78.00%	4.61%	5.00%
Economic Disadvantage	405	80.99%	82.00%	8.40%	9.00%
Am Indian/Alaska Native	19	94.74%	95.00%	36.84%	36.00%
Asian	631	96.83%	98.00%	38.35%	40.00%
Black/African American	340	81.76%	82.00%	7.94%	9.00%
Hispanic	516	88.76%	89.00%	15.31%	16.00%
Hawaiian/Pacific Islander	3	100.00%	100.00%	33.33%	35.00%
Multi-racial	107	87.85%	89.00%	18.69%	20.00%
White	2081	93.99%	95.00%	24.36%	26.00%
Gifted Talented	456	100.00%	100.00%	66.45%	70.00%
LEP	147	70.75%	72.00%	6.12%	7.00%
Special Ed	274	71.53%	70.00%	6.93%	7.00%

Reading	Total Students	Met / Satisfactory			Commended / Advanced		
		2014		2015	2014		2015
		Actual	Target	Actual	Target	Actual	Target
All Students	11331	92.51%	94.00%	36.27%	38.00%		
At Risk	2042	73.90%	75.00%	8.13%	10.00%		
Economic Disadvantage	1109	81.60%	83.00%	14.97%	16.00%		
Am Indian/Alaska Native	55	89.09%	90.00%	29.09%	31.00%		
Asian	1993	96.39%	97.00%	49.72%	51.00%		
Black/African American	1067	83.04%	85.00%	21.18%	23.00%		
Hispanic	1531	87.92%	89.00%	26.78%	28.00%		
Hawaiian/Pacific Islander	6	83.33%	85.00%	16.67%	18.00%		
Multi-racial	339	89.68%	91.00%	34.22%	36.00%		
White	6340	94.18%	95.00%	37.07%	39.00%		
Gifted Talented	1227	99.84%	100.00%	83.46%	85.00%		
LEP	491	76.78%	78.00%	10.79%	12.00%		
Special Ed	833	73.71%	72.00%	14.53%	16.00%		

Writing	Total Students	Met / Satisfactory		Commended / Advanced	
		2014	2015	2014	2015
		Actual	Target	Actual	Target
All Students	3834	90.17%	92.00%	18.31%	20.00%
At Risk	672	66.67%	68.00%	2.23%	4.00%
Economic Disadvantage	353	75.07%	76.00%	4.25%	5.00%
Am Indian/Alaska Native	18	88.89%	91.00%	16.67%	17.00%
Asian	692	96.39%	97.00%	35.69%	37.00%
Black/African American	364	81.87%	83.00%	7.97%	9.00%
Hispanic	512	83.79%	84.00%	9.96%	11.00%
Hawaiian/Pacific Islander	2	100.00%	100.00%	50.00%	58.00%
Multi-racial	124	85.48%	86.00%	16.13%	17.00%
White	2122	91.38%	92.00%	16.54%	18.00%
Gifted Talented	390	99.74%	100.00%	55.38%	57.00%
LEP	151	78.81%	79.00%	4.64%	5.00%
Special Ed	287	61.67%	60.00%	4.18%	4.00%

Campus Performance Objectives District Middle Schools

Math	Total Students	Met / Satisfactory				Commended / Advanced		
		2014		2015		2014		2015
		Actual	Target	Actual	Target	Actual	Target	Target
All Students	12386	96.38%	98.00%	39.42%	43.00%			
At Risk	2010	86.07%	89.00%	8.41%	11.00%			
Economic Disadvantage	1539	89.86%	92.00%	17.09%	19.50%			
Am Indian/Alaska Native	66	95.45%	97.50%	31.82%	34.00%			
Asian	1744	98.97%	99.00%	70.36%	73.00%			
Black/African American	1390	91.08%	94.00%	18.78%	20.00%			
Hispanic	1823	94.30%	96.00%	26.06%	28.00%			
Hawaiian/Pacific Islander	14	100.00%	100.00%	64.29%	67.00%			
Multi-racial	354	96.61%	98.00%	37.85%	40.00%			
White	6995	97.33%	98.50%	39.39%	41.00%			
Gifted Talented	1476	100.00%	100.00%	92.14%	94.00%			
LEP	228	81.58%	84.00%	15.79%	18.00%			
Special Ed	620	83.71%	86.00%	12.42%	15.00%			

Science	Total Students	Met / Satisfactory				Commended / Advanced		
		2014		2015		2014		2015
		Actual	Target	Actual	Target	Actual	Target	Target
All Students	3336	92.42%	95.00%	40.89%	44.00%			
At Risk	491	68.43%	70.00%	9.57%	11.00%			
Economic Disadvantage	392	78.57%	80.00%	21.17%	23.00%			
Am Indian/Alaska Native	17	94.12%	96.00%	35.29%	37.00%			
Asian	488	96.93%	98.00%	64.34%	67.00%			
Black/African American	344	81.40%	84.00%	20.35%	23.00%			
Hispanic	499	86.37%	88.00%	26.65%	29.00%			
Hawaiian/Pacific Islander	1	100.00%	100.00%	100.00%	100.00%			
Multi-racial	110	94.55%	96.00%	43.64%	46.00%			
White	1877	94.73%	96.00%	42.20%	45.00%			
Gifted Talented	395	100.00%	100.00%	87.85%	90.00%			
LEP	45	57.78%	60.00%	11.11%	14.00%			
Special Ed	137	66.42%	69.00%	12.41%	15.00%			

Reading	Total Students	Met / Satisfactory				Commended / Advanced		
		2014		2015		2014		2015
		Actual	Target	Actual	Target	Actual	Target	Target
All Students	10519	95.87%	97.00%	43.36%	45.00%			
At Risk	1555	80.71%	83.00%	9.32%	11.00%			
Economic Disadvantage	1228	87.95%	89.50%	20.93%	23.00%			
Am Indian/Alaska Native	56	96.43%	98.00%	28.57%	30.00%			
Asian	1646	98.00%	99.00%	60.15%	63.00%			
Black/African American	1083	90.12%	93.00%	25.67%	28.00%			
Hispanic	1518	93.41%	95.00%	33.73%	35.00%			
Hawaiian/Pacific Islander	13	100.00%	100.00%	23.08%	25.00%			
Multi-racial	296	97.97%	98.50%	44.26%	46.00%			
White	5907	96.85%	98.00%	44.54%	46.00%			
Gifted Talented	1458	100.00%	100.00%	87.04%	90.00%			
LEP	254	67.72%	69.00%	4.33%	6.00%			
Special Ed	535	78.69%	80.00%	13.64%	15.00%			

Writing	Total Students	Met / Satisfactory				Commended / Advanced		
		2014		2015		2014		2015
		Actual	Target	Actual	Target	Actual	Target	Target
All Students	3579	91.48%	93.50%	23.16%	25.00%			
At Risk	555	65.77%	68.00%	1.80%	4.00%			
Economic Disadvantage	429	78.79%	80.00%	6.29%	10.00%			
Am Indian/Alaska Native	20	90.00%	93.00%	10.00%	15.00%			
Asian	550	98.00%	99.00%	46.91%	48.50%			
Black/African American	374	83.96%	85.00%	10.43%	13.00%			
Hispanic	531	84.93%	87.00%	15.44%	17.00%			
Hawaiian/Pacific Islander	6	100.00%	100.00%	33.33%	35.00%			
Multi-racial	85	95.29%	97.00%	18.82%	21.00%			
White	2013	92.65%	95.00%	21.36%	24.00%			
Gifted Talented	544	100.00%	100.00%	58.82%	60.00%			
LEP	88	50.00%	55.00%	0.00%	10.00%			
Special Ed	193	58.55%	60.00%	3.11%	5.00%			

Campus Performance Objectives District Middle Schools

Social Studies	Total Students	Met / Satisfactory		Commended / Advanced	
		2014 Actual	2015 Target	2014 Actual	2015 Target
All Students	3344	88.43%	90.00%	35.23%	38.00%
At Risk	493	61.66%	64.00%	8.72%	10.00%
Economic Disadvantage	391	70.59%	93.00%	17.14%	19.50%
Am Indian/Alaska Native	17	94.12%	96.00%	17.65%	20.00%
Asian	487	97.13%	98.50%	57.49%	60.00%
Black/African American	346	77.75%	80.00%	19.94%	22.00%
Hispanic	500	81.80%	84.00%	21.60%	24.00%
Hawaiian/Pacific Islander	1	100.00%	100.00%	0.00%	50.00%
Multi-racial	111	86.49%	88.50%	40.54%	44.00%
White	1882	89.96%	92.00%	35.76%	40.00%
Gifted Talented	395	100.00%	100.00%	84.56%	88.00%
LEP	44	56.82%	58.00%	2.27%	5.00%
Special Ed	145	62.07%	65.00%	14.48%	16.00%

Campus Performance Objectives District High Schools

Math	Total Students	Met / Satisfactory			Commended / Advanced	
		2014 Actual	2015 Target	2014 Actual	2015 Target	
		3314	97.53%	99.00%	48.76%	50.00%
At Risk	573	89.70%	91.00%	11.52%	15.00%	
Economic Disadvantage	399	92.23%	94.00%	23.31%	25.00%	
Am Indian/Alaska Native	16	100.00%	100.00%	37.50%	40.00%	
Asian	471	99.36%	100.00%	79.19%	82.00%	
Black/African American	405	93.33%	95.00%	23.70%	25.00%	
Hispanic	453	97.13%	99.00%	34.44%	37.50%	
Hawaiian/Pacific Islander	3	100.00%	100.00%	100.00%	100.00%	
Multi-racial	101	96.04%	98.50%	47.52%	50.00%	
White	1865	98.12%	99.50%	50.08%	55.00%	
Gifted Talented	396	100.00%	100.00%	94.19%	100.00%	
LEP	28	85.71%	88.50%	28.57%	31.00%	
Special Ed	140	83.57%	85.00%	10.71%	15.00%	


Science	Total Students	Met / Satisfactory		Commended / Advanced	
		2014 Actual	2015 Target	2014 Actual	2015 Target
		3326	98.89%	99.50%	35.48%
At Risk	577	95.49%	97.00%	4.85%	10.00%
Economic Disadvantage	389	96.40%	98.00%	15.94%	18.50%
Am Indian/Alaska Native	22	100.00%	100.00%	27.27%	40.00%
Asian	452	100.00%	100.00%	64.82%	70.00%
Black/African American	398	97.24%	98.50%	17.09%	20.00%
Hispanic	479	97.91%	98.50%	25.47%	30.00%
Hawaiian/Pacific Islander	1	100.00%	100.00%	0.00%	50.00%
Multi-racial	79	96.20%	98.50%	24.05%	30.00%
White	1895	99.31%	99.50%	35.46%	40.00%
Gifted Talented	352	100.00%	100.00%	86.93%	90.00%
LEP	32	93.75%	95.00%	6.25%	10.00%
Special Ed	140	93.57%	95.00%	7.86%	10.00%


English	Total Students	Met / Satisfactory			Commended / Advanced	
		2014 Actual	2015 Target	2014 Actual	2015 Target	
		6288	92.87%	95.00%	22.52%	25.00%
At Risk	1206	74.62%	76.00%	2.33%	5.00%	
Economic Disadvantage	751	81.97%	85.00%	8.45%	11.50%	
Am Indian/Alaska Native	37	84.21%	88.00%	23.68%	30.00%	
Asian	857	96.88%	98.00%	43.30%	45.00%	
Black/African American	769	86.21%	88.50%	10.19%	13.00%	
Hispanic	927	88.22%	90.00%	14.91%	17.00%	
Hawaiian/Pacific Islander	3	100.00%	100.00%	0.00%	33.00%	
Multi-racial	156	88.12%	90.00%	18.75%	20.00%	
White	3538	94.99%	96.00%	22.50%	25.00%	
Gifted Talented	619	100.00%	100.00%	70.11%	75.00%	
LEP	94	49.00%	50.00%	0.00%	5.00%	
Special Ed	263	57.95%	60.00%	1.66%	5.00%	

Social Studies	Total Students	Met / Satisfactory		Commended / Advanced	
		2014 Actual	2015 Target	2014 Actual	2015 Target
		2591	99.04%	99.50%	43.92%
At Risk	711	97.05%	98.50%	18.42%	23.50%
Economic Disadvantage	312	96.47%	98.50%	26.60%	30.00%
Am Indian/Alaska Native	25	100.00%	100.00%	24.00%	30.00%
Asian	300	100.00%	100.00%	60.00%	70.00%
Black/African American	328	97.56%	98.50%	26.52%	28.00%
Hispanic	412	97.57%	98.50%	30.10%	35.00%
Hawaiian/Pacific Islander	10	100.00%	100.00%	40.00%	50.00%
Multi-racial	77	98.70%	99.50%	49.35%	60.00%
White	1439	99.58%	99.50%	48.58%	55.00%
Gifted Talented	183	100.00%	100.00%	86.34%	90.00%
LEP	18	100.00%	100.00%	22.22%	25.00%
Special Ed	89	92.13%	95.00%	17.98%	20.00%

District Goal 1

We will provide a meaningful and challenging curriculum that acknowledges and supports individual differences.

1.1	Objective 1	5 Year Goal		Actual Data					% Complete
				12-13	13-14	14-15	15-16	16-17	
		Target:	30%	50%	65%				
		Actual:	50%	60%				100%	
	Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline				
1.1.1	Curriculum writing and maintenance will be ongoing for the four core areas.	Curriculum and Instruction Department, Curriculum Writers	Local Funds, Eduphoria	Approved Curriculum uploaded into Eduphoria	End of Each Semester	Target:	20%	44%	50%
						Actual:	40%	44%	100%
1.1.2	The number of exemplar lessons will increase during curriculum writing.	Curriculum and Instruction Department, Curriculum Writers	Local Funds, Eduphoria	Approved Lessons uploaded into Eduphoria	End of Each Semester	Target:	5%	15%	20%
						Actual:	10%	15%	100%

1.2	Objective 2	5 Year Goal		Actual Data					% Complete
				12-13	13-14	14-15	15-16	16-17	
		Target:	60%	72%	77%				
		Actual:	70%	72%				100%	
	Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline				
1.2.1	Implement the Workshop Model by all K-5 teachers.	Elementary Curriculum and Instruction Department, Campus Administrators, Instructional Coaches, Teachers	Teacher Created Curriculum, Walk-through Forms, Workshop Training	Walk-through Data, Lesson Plans, Curriculum Documents	End of Each Semester	Target:	65%	72%	80%
						Actual:	70%	75%	100%

1.4	Objective 4	We will create a virtual learning environment that can be accessed anytime and anywhere.					Actual Data					% Complete	
		Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline	5 Year Goal	12-13	13-14	14-15	15-16		16-17
1.4.1	Refine the implementation of 8th PreAP Geometry Online course.	Curriculum and Instruction Department, Principal of Career and Technology Education (CTE)	Local Funds, CTE Students, Online Learning Vendors, Math Teachers	Students enrolled in course	End of each school year	Target: 50%	50%	30%	50%				
1.4.2	Develop online resources for students.	Curriculum and Instruction Department, Principal of CTE, Technology Department	Local Funds, CTE Students, Online Learning Vendors, Subject Master Teachers	Students accessing resources and classes online	End of each school year	Target: 5%	5%	20%	47%				
1.4.3	Develop and implement secondary online courses.	Curriculum and Instruction Department, Principal of CTE	Local Funds, CTE Students, Online Learning Vendors, Subject Master Teachers	Students enrolled in courses	End of each school year	Target: 5%	5%	7%	10%				

1.5	Objective 5	We will increase the quality of integration of digital technologies by focusing on the following student behaviors/skills: Communication, Collaboration, Critical Thinking, and Creativity. (added August, 2014)						Actual Data					% Complete
		Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline	5 Year Goal	12-13	13-14	14-15	15-16	16-17	
1.5.1	Increase the quality of integration of digital technologies to reflect the Modification and Redefinition levels of the SAMR model. (added August, 2014)	Executive Director of Technology and Media Services, Principals, Teachers, Instructional Facilitators, C & I and Technology Coordinators, Librarians	Local Funds, Professional development opportunities, Curriculum Documents, Hardware/Infrastructure	Clarity Digital Learning Survey Results	End of each school year	Target: Actual:			40%				
1.5.2	Develop strategies to transform the classroom using digital technologies that emphasize communication, collaboration, critical thinking, and creativity behaviors/skills. (added August, 2014)	Executive Director of Technology and Media Services, Principals, Teachers, Instructional Facilitators, C & I and Technology Coordinators, Librarians	Local Funds, Professional development opportunities, Curriculum Documents, Hardware/Infrastructure	Clarity Digital Learning Survey Results	End of each school year	Target: Actual:			25%				

1.6	Objective 6	We will implement Collaborative Planning at all campuses.					5 Year Goal	Actual Data					% Complete
		Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline		12-13	13-14	14-15	15-16	16-17	
1.6.1	Provide job-embedded training opportunities for collaborative planning.	Curriculum and Instruction Department, Instructional Coaches	Collaborative Planning Template, Eduphoria	Administration Observations, Walk-throughs, CBAs	Each 6/9 Weeks	Target: 70% Actual: 75%	60%	55%	70%				100%
1.6.2	Conduct grade level surveys to identify training needs for sustainment.	Curriculum Instruction Department, Campus Administrators	Google Docs, Survey Questions	Survey Results, Identified training needs	End of each semester	Target: 25% Actual: 10%	25%	25%	30%				100%

1.7	Objective 7	We will expand the role of the Career and Technical Education (CTE) Center to entice students into Science, Technology, Engineering, and Mathematics (STEM) areas of study.					5 Year Goal	Actual Data					% Complete
		Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline		12-13	13-14	14-15	15-16	16-17	
1.7.1	Expand CTE courses for Dual College Credit.	Principal of CTE, Area Directors for Secondary Instruction	Articulation agreement with local community colleges, local funds, teacher certifications	Students enrolled in courses, students receiving college credit	End of each year	Target: 5% Actual: 25%	50%	65%	75%				100%
1.7.2	Expand Mindbender Academy to entice students into STEM areas of study.	Principal of CTE, Director of Frisco Education Foundation, Area Directors for Secondary Instruction	Partnerships with Community Businesses, CTE facility, FISD Teachers	Students enrolled in Summer Program	End of each year	Target: 20% Actual: 50%	20%	60%	70%				100%
1.7.3	Provide supplemental materials for STEM classes.	Principal of CTE, Area Directors for Secondary Instruction	Local Funds, Fund 244	Students enrolled in courses, students receiving college credit	End of each year	Target: 50% Actual: 60%	50%	65%	75%				100%

1.8	Objective 8	We will increase the performance of identified at-risk students by 5%.							Actual Data					% Complete
									5 Year Goal					
									12-13	13-14	14-15	15-16	16-17	
								Target: 80%	80%	81%				
								Actual: 71%	76%				95%	
								Target: 80%	80%	90%				
1.8.1	Ensure identified at-risk students are scheduled for appropriate intervention classes.	Staff Responsible Campus Administrators, Campus Counselors	Resources At-risk Student List, eSchool, Master Schedule	Summative Evaluation Public Education Information Management Systems (PEIMS) List, Student Schedules	Benchmark Timeline Each 6/9 Weeks	Actual: 80%	85%					100%		
1.8.2	Implement targeted pull-out/push-in small group instruction.	Instructional Coaches, Campus Student Interventionists, Lab Teachers, Classroom Teachers	State Compensatory Funds (92.90 FTEs @ \$4,585,188), Title I Funds, Title III Funds, Local Funds, Fund 404, Eduphoria, LLI Kits	Lesson Plans, Walk- throughs, CBAs, Professional Development and Appraisal System (PDAS), Increased Student Growth	Each 6/9 Weeks	Target: 30%	50%	60%				100%		

1.9	Objective 9	We will meet or exceed the state rate of percent of LEP and Title I graduates meeting the RHSP/DAP graduation plans by the end of 13-14 school year.					Actual Data					% Complete	
		5 Year Goal	12-13	13-14	14-15	15-16	16-17						
		Target:	70%	75%	87%								
		Actual:	72%	83%								100%	
	Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline								
1.9.1	Develop a collaborative process with the Guidance and Counseling Department to ensure effective guidance for graduates.	Director of Guidance Counseling & Testing, Curriculum and Instruction Directors	Graduation Plans, Current Process, Performance-Based Monitoring Analysis System (PBMAS) Report	Review of graduation plans, log of student meetings with counselors, PBMAS Report	Each semester	Target:	50%	75%	80%				
1.9.2	Plan information meetings to provide and educate parents on graduation plans and requirements.	Campus Counselors, District Parental Support Coordinators, Bilingual/English as a Second Language (BE/ESL) Coordinator, District Homeless Liaison	Course Catalog, Graduation Requirements, Graduation Plans	Meeting dates, Sign-In sheets	Each semester	Target:	40%	25%	30%				
						Actual:	20%	25%					100%

1.10	Objective 10	We will increase the percentage of highly engaged students by 20% each year.					Actual Data					% Complete	
		5 Year Goal	12-13	13-14	14-15	15-16	16-17						
		Target:	30%	50%	70%								
		Actual:	30%	50%									100%
	Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline								
1.10.1	Provide feedback for teachers a minimum of two times each semester on increasing the level of student engagement. (revised August, 2014)	Curriculum and Instruction Department, Campus Administrators	Walk-through form, Walk-through schedule	Sign-In Sheets, Walk-through Data	Each 6/9 Weeks	Target:	100%	100%	75%				
1.10.2	Provide on-going cooperative learning coaching opportunities for campuses for sustainment.	Curriculum and Instruction Department, Campus Administrators	Title II Funds, Outside Vendor, Coaching Schedules	Walk-through Data, Observations	Each 6/9 Weeks	Target:	80%	100%	100%				
						Actual:	80%	100%					100%

1.1	Objective 11	We will increase the percentage of Special Education (SPED) students ages 3-5 who are placed in Least Restrictive Environment by 1% each year.						Actual Data					% Complete
		5 Year Goal	12-13	13-14	14-15	15-16	16-17						
		Target:	9%	10%	14%								
		Actual:	9%	13%									100%
	Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline								
1.11.1	Continue to notify FISD parents to increase the awareness of the Pre-K program.	Early Childhood School (ECS) Principal, SPED Coordinator, Communications Department	TV advertisement, Frisco Newspaper, FISD Website, Campus marquees	Campus and District Phone Call Logs	Three times a year	Target:	50%	50%	55%				
		Actual:	50%	50%									100%
1.1	Objective 12	We will decrease the disproportion of African American students receiving Special Education services by .3% each year.						Actual Data					% Complete
		5 Year Goal	12-13	13-14	14-15	15-16	16-17						
		Target:	15%	10%	16%								
		Actual:	15%	17%									
	Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline								
1.12.1	Provide individual campuses with yearly data to show % of African American students referred for SPED assessment.	Special Education Department, Campus Administrators	Campus Referral Data, PBMAS Report	Campus Referrals, Student Success Team (SST) Meetings, Reduced Number of Referrals	Three times a year	Target:	50%	50%	55%				
		Actual:	50%	50%									100%

1.1	Objective 13	We will decrease the disproportion of Hispanic students receiving Special Education services by .4% each year.					5 Year Goal	Actual Data					% Complete
		12-13	13-14	14-15	15-16	16-17							
		Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline	Target: 19%	15%	16%				
							Actual: 13%	19%					79%
							Target: 50%	50%	55%				
1.13.1	Provide individual campuses with yearly data to show % of Hispanic students referred for SPED assessment.	Special Education Department, Campus Administrators	Campus Referral Data, PBMAS Report	Campus Referrals, Student Success Team (SST) Meetings, Reduced Number of Referrals	Three times a year	Actual: 50%	50%						100%

1.1	Objective 14	We will decrease the disproportion of Limited English Proficient (LEP) students receiving Special Education services by .2% each year.					5 Year Goal	Actual Data					% Complete
		12-13	13-14	14-15	15-16	16-17							
		Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline	Target: 5%	5%	6%				
							Actual: 6%	7%					71%
							Target: 50%	50%	55%				
1.14.1	Provide individual campuses with yearly data to show % of LEP students referred for SPED assessment.	Special Education Department, Campus Administrators	Campus Referral Data, PBMAS Report	Campus Referrals, Student Success Team (SST) Meetings, Reduced Number of Referrals	Three times a year	Actual: 50%	50%						100%

1.2	Objective 15	We will reduce the percentage of dropouts to below .2%.					5 Year Goal	Actual Data					% Complete
		Strategy	Staff Responsible	Resources	Summative Evaluation	Benchmark Timeline		12-13	13-14	14-15	15-16	16-17	
1.15.1	Educate students and parents on the value of completing high school through classroom guidance and parent information meetings.	Director of Guidance Counseling & Testing, High School Principals and Counselors, District Parental Support Coordinators	Graduation Plans, Family Connection	Guidance Schedules, % of students on schedule to graduate	Annually	Target: 0.2% Actual: 0.1%	0.2%	0.2%	0.2%		100%	100%	
1.15.2	Individual planning sessions with At-risk students.	Director of Guidance Counseling & Testing, High School Principals and Counselors	Graduation Plans, Test Scores, Report Cards	Progress Report Cards, Activity Logs	Each 6 Weeks	Target: 100% Actual: 100%	100%	100%	100%		100%	100%	
1.2	Objective 16	We will increase AMAO Indicator #3: ELL Accountability (System Safeguards) to 79% passing on Reading/English language arts . (Added Feb. 2014)					5 Year Goal	Actual Data					% Complete
1.16.1	Provide job-embedded sheltered instruction strategies for ESL certified general classrooms teachers.	BE/ESL Coordinator, BE/ESL Facilitator, ESL Teachers	ToT Professional Development Toolkit	Faculty Meeting Sign In, Calendar of Scheduled Trainings	Each 9 Weeks	Target: 79.0% Actual: 100%		79.0%				100%	
1.16.2	Provide 7 Steps to Language-Rich Interactive Classroom Training for ESL Teachers.	Area Director for Elementary Instruction, BE/ESL Coordinator	Local Funds	Training Evaluation, Walk Throughs	Each 9 Weeks	Target: 100% Actual: 100%	100%				100%	100%	

District Goal 2

We will utilize assessments to transform teaching and learning to ensure student success.

2.1	Objective 1	Actual Data						% Complete				
		12-13	13-14	14-15	15-16	16-17						
		5 Year Goal	Target:	Actual:	Target:	Actual:						
<p>We will increase the utilization of a variety of assessments to make data informed decisions to individualize instruction by 10% each year. (revised August, 2014)</p>		Benchmark Timeline	Formative and/or Summative Evaluation	Resources	Staff Responsible	5 Year Goal	12-13	13-14	14-15	15-16	16-17	% Complete
						Target:	20%	40%	50%			
						Actual:	30%	40%				100%
2.1.1	Evaluate and adjust the Teacher Created Curriculum using State Assessment data.		Walk-through Data, Teacher Feedback, State Assessment data	Curriculum and Instruction Coordinators, Instructional Coaches, Curriculum Writers	End of each semester	Target:	20%	55%	60%			
						Actual:	50%	55%				100%
2.1.2	Utilize Curriculum Based Assessment (CBA) data to spiral instruction as an ongoing intervention.		Walk-through Data, CBA data, Lesson Plans	Curriculum and Instruction Coordinators, Campus Administrators, Instructional Coaches, Classroom Teachers	End of each CBA administration	Target:	20%	60%	70%			
						Actual:	40%	60%				100%
2.1.3	Utilize Formative Assessments to evaluate student learning.		Lesson Plans, Walk-through Data	Curriculum and Instruction Coordinators, Campus Administrators, Instructional Coaches, Classroom Teachers	End of each 6/9 Weeks	Target:	20%	40%	60%			
						Actual:	30%	50%				100%

We will utilize assessments to transform teaching and learning to ensure student success.

District Goal 2	We will utilize assessments to transform teaching and learning to ensure student success.							
	2.2	Objective 2	5 Year Goal	Actual Data				
12-13				13-14	14-15	15-16	16-17	
		We will increase guidance to students to make decisions about their own learning using a variety of assessment data by 10% each year. (revised August, 2014)	Target: 20%	40%	50%			
			Actual: 20%	40%				100%
Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline				
2.2.1 Provide intentional student opportunities for Self-Assessment.	Curriculum and Instruction Department, Campus Administrators, Classroom Teachers	Teacher Created Self-Assessment Tools	Completed Student Self-Assessment Tools, Reflection Forms	On-going throughout the year	Target: 20%	30%	40%	
					Actual: 20%	30%		100%

We will recruit and retain exceptional personnel and provide ongoing and relevant professional development that translates into student engagement.

District Goal 3

3.1	Objective 1	By 2016-2017, 100% of FISD clerical/support staff will participate in quality staff development.					5 Year Goal	Actual Data					% Complete		
		12-13	13-14	14-15	15-16	16-17									
							Target: 100%	100%							
							Actual: 100%	100%							100%
							Target:			100%					
3.1.1	Direct and advise staff regarding available professional development offerings. (added August, 2014)	Human Resources Department, Professional Development Department	Resources Eduphoria, Region 10 Professional Development offerings	Formative and/or Summative Evaluation Dates of staff development offerings, Eduphoria	Benchmark Timeline Jun-15	Actual:									
3.1.2	Increase number of staff development offerings by a minimum of 5 per year. (revised August 2014)	Professional Development, Technology, Payroll, Communications, Campuses	List of offerings, local funds, FISD personnel, Region 10	Dates of staff development offerings, Eduphoria	September 1st annually	Actual:	80%	100%							100%
						Target:	20%	40%	100%						
3.1.3	Increase staff development participation to 100% with completion of minimum requirement of 12 hours. (revised August, 2014)	Human Resources Department	Email, Eduphoria	Sign-in sheets, Eduphoria	September 1st annually	Actual:	57%	71%							100%
						Target:	20%	40%	85%						

District Goal 3

We will recruit and retain exceptional personnel and provide ongoing and relevant professional development that translates into student engagement.

3.2	Objective 2	Professional minority staff will increase by 10% annually.						5 Year Goal	Actual Data					% Complete	
		12-13	13-14	14-15	15-16	16-17	12-13		13-14	14-15	15-16	16-17			
							Target: 15%	15%	15%						
							Actual: 9%	10%							67%
							Target: 100%	100%	100%	100%					
3.2.1	Identify minority professionals by campus/location.					Human Resources Department, Campus Administrators	Reports								100%
3.2.2	Share minority reports with campus principals.					Human Resources Department	Reports								100%
3.2.3	Participate in college job fairs and alternative certification job fairs.					Human Resources Department	Resumes from selected recruiting sites								100%
3.2.4	Develop relationships with community organizations and institution of higher education. (added August 2114)					Human Resources Department	Meeting Dates								100%

We will recruit and retain exceptional personnel and provide ongoing and relevant professional development that translates into student engagement.

District Goal 3

3.3	Objective 3	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline	Actual Data					% Complete
							12-13	13-14	14-15	15-16	16-17	
		100% of FISD campuses will participate in cooperative learning coaching opportunities by the end of 16-17 school year. (revised August 2014)					5 Year Goal					
							Target:	90%	95%	90%		
							Actual:	90%	81%			85%
							Target:	90%	100%	95%		
3.3.1		Provide coaching opportunities to refine cooperative learning strategies. (revised August, 2014)	Outside vendor, Curriculum and Instruction Department, Campus Administrators	Title II Funds, Coaching Schedules, Walk-through Forms	Walk-through Data, Classroom Observations	End of each semester	Actual:	90%	81%			81%

3.4	Objective 4	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline	Actual Data					% Complete
							12-13	13-14	14-15	15-16	16-17	
		All Campuses will adopt the Professional Learning Communities (PLC) culture. (added August, 2014)					5 Year Goal					
							Target:			50%		
							Actual:					
							Target:			90%		
							Actual:					
3.4.1		Provide ongoing professional learning opportunities to support the implementation of attributes of a PLC. (added August, 2014)	Area Directors, Curriculum and Instruction Coordinators, Campus Administrators, Instructional Coaches	Local Funds, Walk-through Forms, PLC Schedules, Outside Consultants	Walk-through Data, Classroom Observations, CBA Results, DRA Results, STAAR Results	End of each semester	Actual:					
3.4.2		Campus teams will attend the PLC Coaching Academy for follow up and sustainment. (added August, 2014)	Area Directors for Elementary Instruction, Assistant Director of Professional Development,	Title II Funds, Sign In Sheets, Walk-through Forms, PLC Schedules, Outside Consultant	Walk-through Data, Classroom Observations, CBA Results, DRA Results, STAAR Results	End of each semester	Target:			90%		
							Actual:					

District Goal 4

We will allocate resources to areas of greatest need.

4.1	Objective 1	By 2016-17, we will distribute our funds based on a formalized priority system developed and monitored by the Frisco Instructional Support Team (FIST) and others as assigned by the Superintendent.						Actual Data					% Complete				
		5 Year Goal	12-13	13-14	14-15	15-16	16-17										
		Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline	Target:	Actual:									
4.1.1	FIST will collaboratively define district priorities and method for determining/assessing annual priorities.	FIST, Directors, Campus Leaders	List of priorities, Test scores, Program evaluations, List of improvements/identified needs and enhancement plans	Report of prescribed method for determining priorities, list of priorities/goals and measurements for success, test scores and other supportive data relative to prescribed evaluation instruments	October / April	Target: 80%	Actual: 80%	90%	95%								100%
4.1.2	Project/evaluate anticipated revenue/resources (state, federal, local, other).	Business Services staff	Populations & Survey Analysts (PASA), appraisal district, TEA historical data	Texas Education Agency template results, preliminary and certified assessed property values.	March / August	Target: 80%	Actual: 80%	90%	100%								100%
4.1.3	Formulate/refine process for reallocating funds (prorate and/or percent basis) matching priority designations to district funding allocation plan.	Business Services staff, other FIST as needed	Per-pupil expenditure data, previous budget information, analysis of budget expenditures (function/object) from prior year, current year preliminary budget data	Budget per-pupil report comparisons to previous budget using priority formula, document of specified reallocations, copy of current year budget	October / April	Target: 80%	Actual: 80%	90%	95%								100%

We will allocate resources to areas of greatest need.

District Goal 4		We will allocate resources to areas of greatest need.																		
		Target:	80%	95%	100%															
4.1.4	Review/analyze success of ranked funding priorities, make adjustments for upcoming needs and allocate funds/prepare budget accordingly.	Business Services staff, FIST, other designees	List of priorities, list of measurement criteria, prior year budget, preliminary current year budget	Evaluation of ranked list with success rating, written justification for upcoming priority list, updated list of priorities/evaluation method, new budget with revised allocation based on amended priorities	August / April	Actual: 90%	95%	100%							100%					
4.2		We will create more opportunities for grants and alternative funding means that will impact identified areas of greatest need.																		
		5 Year Goal	12-13	13-14	14-15	15-16	16-17	% Complete												
Objective 2												Target:	20%	30%	35%					
												Actual:	30%	30%						
Strategy												Formative and/or Summative Evaluation		Benchmark Timeline						
												Resources		Staff Responsible		Resources		Benchmark Timeline		
4.2.1	The Frisco Education Foundation (FEF) will work with departments to determine ways to utilize non-district funds to supplement meeting the needs of students.	FEF Staff, Curriculum and Instruction Staff	Grant application	Number of grants	Once a year	Actual: 30%	30%	35%							100%					

We will vigorously enforce policies and procedures which promote a safe and healthy environment.

District Goal 5		We will ensure 100% of FISD campuses have effective emergency response procedures consistent with best practices.										Actual Data					% Complete								
		5 Year Goal	12-13	13-14	14-15	15-16	16-17	12-13	13-14	14-15	15-16	16-17													
5.1	Objective 1	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline	Target:	83%	70%	100%															
							Actual:	40%	80%																
							Target:	83%	100%	100%															
							Actual:	100%	100%																
5.1.1		Coordinate and assist the City of Frisco to maintain the database for SAFER.	Asst. Supt. For Support Services, Director of Security	Local Funds	Coordinate SAFER Drills at the campuses	Yearly	Target:	83%	100%	100%															
5.1.2		Conduct Campus Security/Safety Audits.	Director of Security	Local Funds	On-site visits with Region 10 Auditor	Every Three Years	Target:	33%	33%	100%															
5.2	Objective 2	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline	Target:	80%	100%	100%															
							Actual:	60%	80%																
							Target:	100%	80%	100%															
							Actual:	100%	80%																
5.2.1		Provide Two Way Radio Wide Area Communications System w/Emergency Alert System.	Director of Security	Local Funds	System Test	Monthly	Target:	100%	100%	80%															
5.2.2		Evaluate/Update existing surveillance equipment.	Director of Security	Local Funds	Continual Evaluation	Replace and update as needed	Target:	100%	75%	90%															
5.2.3		Collaborate with the Maintenance Department for implementation.	Director of Security, Director of Maintenance	Local Funds	Continual Evaluation	Twice a year	Target:	25%	25%	50%															

We will vigorously enforce policies and procedures which promote a safe and healthy environment.

District Goal 5

5.3	Objective 3	All campuses will implement an effective bullying intervention/prevention program.							Actual Data					% Complete
		Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline	5 Year Goal	12-13	13-14	14-15	15-16	16-17		
								Target:	Actual:	Target:	Actual:	Target:	Actual:	
5.3.1	Train campus committee in Olweus Bullying Intervention process.	Student Assistance Coordinators and Olweus Implementation Trainers	Training of Trainers	Committee membership lists and meeting minutes	January	90%	95%	100%			100%			
5.3.2	Olweus Bullying Intervention/prevention strategies in place at campuses.	Campus Staff, Student Assistance Coordinators	Staff meeting time for training	Staff meeting agendas	November	90%	90%	80%			80%			
5.3.3	High Schools will implement Campus Climate Committees.	High School Principals, Counselors	Meeting time and space, training	Committee meeting notes	November	100%	100%	100%			50%			

5.4	Objective 4	FISD Disciplinary Alternative Education Programs (DAEP) will serve students whose behavior merits removal from their home campus.							Actual Data					% Complete
		Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline	12-13	13-14	14-15	15-16	16-17			
							Target:	Actual:	Target:	Actual:	Target:	Actual:		
5.4.1	Campus Intervention Teams will be used to develop Behavior Intervention Plans to specifically address student at-risk behaviors.	Campus Administrators and staff, Student Assistance Coordinators, DAEP Administrators	Meeting times, DAEP input	Meeting notes, Behavior Intervention Plans	November	90%	98%	95%			95%			
5.4.2	Students assigned to DAEPs will have transition plan in place prior to their return to their home campus.	Campus Administrators and Counselors, DAEP Administrators and Counselors	Staff input from both the regular campus staff and the DAEP staff	Written Plans, follow up reviews	November	100%	100%	100%			95%			

We will vigorously enforce policies and procedures which promote a safe and healthy environment.

District Goal 5

5.5	Objective 5	All secondary schools will implement a comprehensive suicide prevention program.		5 Year Goal	Actual Data					% Complete
					12-13	13-14	14-15	15-16	16-17	
					Target: 100%	100%	100%			
				Actual: 100%	100%					100%
	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline					
5.5.1	Secondary counselors will collaborate with campus staff to educate students in suicide prevention.	Director of Guidance Counseling & Testing, Secondary Counselors, Campus Administrators	State approved list of suicide prevention programs	Google Docs list of training dates	4 times a year	Target: 100%	100%			100%
5.5.2	Secondary counselors will educate students in suicide prevention through a variety of venues, such as, Vbrick video streaming system, classroom meetings, guidance lessons, and assemblies.	Director of Guidance Counseling & Testing, Secondary Counselors, Campus Administrators	State approved list of suicide prevention programs	Meeting agendas, VBrick schedules	4 times a year	Target: 100%	100%			100%

District Goal 6

We will monitor growth and plan for a systematic process to ensure quality programs and facilities.

6.1	Objective 1	We will utilize student growth and funding revenue projections to determine the potential needs for: 1) additional facilities, 2) tax ratification election (financial) considerations, and 3) bond program considerations as we exhaust the 2006 bond funds.						Actual Data					% Complete	
		5 Year Goal	12-13	13-14	14-15	15-16	16-17							
		Target:	90%	95%	100%									
		Actual:	95%	98%										100%
			Target:	90%	95%	100%								
6.1.1	The Demographic Team will evaluate the annual, 3-year, and 5-year student projections to determine upcoming facility needs and timelines.	Demographic team	Populations & Survey Analysts (PASA), Metro Studies, demographic team historical data	PASA projection materials, Metro Study quarterly reports, demographic team historical data/evaluation summary	November Board meeting	Actual:	90%	100%						100%
						Target:	90%	95%	100%					
6.1.2	The Finance Team will access revenue projections and funding priorities from FIST to prepare recommendation for tax rate. Considerations and timelines/needs for potential tax ratification election.	FIST, CFD, Demographic team	PASA, Appraisal District, TEA	TEA template results, preliminary values and certified values provided by appraisal district, comparative analysis of budget/projected funding resource, student growth projections/student enrollment	March / August	Actual:	95%	95%	100%					100%
						Target:	90%	95%	100%					

We will monitor growth and plan for a systematic process to ensure quality programs and facilities.





District Goal 6

6.2	Objective 2	We will implement a one-way dual language immersion program for our English Language Learners (ELLs) in Prekindergarten through 5th grade at a rate of 10% per year.		5 Year Goal	Actual Data					% Complete
					12-13	13-14	14-15	15-16	16-17	
				Target: 20%	30%	40%				
				Actual: 20%	30%					100%
Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
6.2.1	Bilingual teachers will attend ongoing professional development throughout the year that focuses on Spanish Language Arts instruction as well as the individual components of the FUSD dual language program. (revised August, 2014)	Local Funds	Training sign-in sheets, Eduphoria	End of each semester	Target: 100%	100%	100%			
					Actual: 100%	100%				100%
6.3	Objective 3	We will maximize staffing resources in order to continue providing the highest quality dyslexia instruction.		5 Year Goal	Actual Data					% Complete
				Target: 15%	30%	40%				
				Actual: 15%	30%					100%
Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
6.3.1	Implement Middle School Distance Learning Program. (revised August, 2014)	Tandberg system, Technology facilitators, Dyslexia teachers	Monitoring visits, Walk-through Data	End of each semester	Target: 15%	20%	75%			
					Actual: 15%	20%				100%
6.3.2	Monitor needs and challenges of Distance Learning. (revised August, 2014)	List of challenges, Walk-through Form	Walk-through Data, Monitoring Visits, Teacher/Parent/Student surveys	Once a month	Target: 75%	85%	100%			
					Actual: 75%	85%				100%

We will encourage and promote a climate that engages families in the education of their children.

District Goal 7		We will encourage and promote a climate that engages families in the education of their children.													
		7.1	Objective 1	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline	Actual Data					% Complete	
5 Year Goal	12-13								13-14	14-15	15-16	16-17			
		Campuses will increase parental involvement and awareness by providing trainings on how they can support their students at home. (added August, 2014)													
								Target:							
								Actual:							
7.1.1	Offer "Coffee with Counselor" at each campus. (added August, 2014)	Counselors, Principals	Calendar of Events, FISD website, Campus Marquees, School Messenger	Flyers, Sign In Sheets	End of each semester		Target:								
							Actual:								
7.1.2	District will provide parent information sessions. (added August, 2014)	Student Services Team	Calendar of Events, FISD website, Campus Marquees, School Messenger	Flyers, Sign In Sheets	End of each semester		Target:								
							Actual:								
							Target:								
7.1.3	Share parent informational website links. (added August, 2014)	Student Services Team	FISD website, Campus websites, School Newsletters	Flyers, Sign In Sheets, Sign Up Genius, Google Docs	End of each semester		Target:								
							Actual:								

We will establish a process that cultivates open and timely communication with our public.

District Goal 8	We will establish a process that cultivates open and timely communication with our public.						Actual Data					% Complete	
							12-13	13-14	14-15	15-16	16-17		
8.1	Objective 1	Create more digital opportunities to engage and inform traditional and non-traditional stakeholders.					5 Year Goal	12-13	13-14	14-15	15-16	16-17	
						Target:	50%	65%	70%				
						Actual:	59%	67%					100%
	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline								
						Target:	50%	20%	100%				
8.1.1	Improve the use of social media tools such as Facebook, Twitter, Flickr and YouTube.	Communications Staff	Social Media Tools	Monitoring Social Media Accounts	4 times a year	Actual:	56%	100%					100%
						Target:	75%	75%	75%				
8.1.2	Improve website usability, expand types of traffic (ie mobile, etc) and create more content, such as articles about student success, student/parent opportunities, etc. Also, converting the website to a mobile responsive technology, which makes it easy and seamless to easily navigate, regardless of device or computer used.	Communications Staff	Annual Survey	Analytical Reporting	2 times a year	Actual:	25%	50%					67%
						Target:	50%	60%	60%				
8.1.3	Improve and increase frequency of eNewsletter and actively attempt to boost readership.	Communications Staff	Constant Contact	Analytical Reporting-Constant Contact	2 times a year	Actual:	61%	50%					83%

We will establish a process that cultivates open and timely communication with our public.

District Goal 8		Objective 2		Strategy		Staff Responsible		Resources		Formative and/or Summative Evaluation		Benchmark Timeline		5 Year Goal		Actual Data					% Complete		
														Target:	Actual:	12-13	13-14	14-15	15-16	16-17			
8.2															50%	50%	75%						
															50%	70%							100%
															100%		100%						
															100%	100%							100%
															12%	12%	12%						
															0%	0%							
															100%	100%	100%						
															0%	100%							100%

We will strive to convey the importance of participating in the electoral process and service and involvement in community.

District Goal 9		Objective 1		5 Year Goal		Actual Data					% Complete
						12-13	13-14	14-15	15-16	16-17	
9.1	Increase number of students turning 18 who register to vote by 10% each year.		Target:	10%	10%	10%					
			Actual:	0%	5%						50%
	Strategy	Staff Responsible	Resources	Formative and/or Summative Evaluation	Benchmark Timeline						
9.1.1	Create opportunity to register to vote and an incentive for getting involved in the electoral process.	Campus Staff	Government Texas Essential Knowledge and Skills (TEKS)	number of students registered	End of each semester	Target:	90%	50%	50%		
						Actual:	0%	25%			50%

State Compensatory Education (SCE)

Section 1: Program Overview

Program Purpose

In keeping with the intent and purpose of Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Frisco ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at-risk of dropping out of school. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met-to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

Program Goals

The goals of all FISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce and/or eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77 ® SB 702).

General Uses of Funds

Frisco ISD uses all SCE funds to supplement services beyond those offered through the regular education program. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

Evaluation and Monitoring

Annual assessments on student progress are used to determine program needs and adjustments. Grades, local benchmarks and teacher input are considered for continuous monitoring. A comprehensive needs assessment to pinpoint areas of concern is included on the individual campus action plans.

State Compensatory Education (SCE)

Section 2: Student Eligibility

Frisco ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently 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 alternative education program in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; 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.

State Compensatory Education (SCE)

Section 3: Identification Procedures

Responsibilities – Campus Contact

The school counselor is designated as the At-Risk Contact for each campus. Responsibilities of each contact with the assistance from campus assistant principal(s) will include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review in order to identify eligible students
- Oversee timely monitoring of at-risk student progress
- Collaborate with campus principal and staff to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level

Procedures for Identifying Eligible Students

The district contact will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Starting 2009-2010 school year, FISD will use the multi-year document for each student to identify and monitor the status of students in at-risk situations. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the PEIMS clerk in Central Office.

Periodic Updates and Eligibility Review

The campus contact, in consultation with the campus administrator will establish procedures to conduct periodic reviews semi-annually, at a minimum, to identify additional eligible students utilizing the State thirteen criteria, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

State Compensatory Education (SCE)

Section 4: Provision of Services

Services

Upon identification of student, the campus contact, in collaboration with campus assistant principal(s), will ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

State Compensatory Education (SCE)

Section 5: Exit Procedures

Exit Review

Since some criteria may only temporarily qualify student for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status), the campus contact in consultation with the assistant principal(s) will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Maintenance of passing grades with a score of 70 or greater
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact and assistant principal(s) will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

Section 6: Program Evaluation

Required Overall Program Evaluation

The district contact will conduct an annual evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

- The disparity in performance on State assessments between students at-risk of dropping out of school and all other district students
- The disparity in the rates of high school completion between students at-risk of dropping out of school and all other district students