

# **Fort Bend Independent School District**

## **Austin Parkway Elementary**

### **2024-2025 Goals/Performance Objectives/Strategies**



# Mission Statement

**District:** FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

**Campus:** Austin Parkway Elementary School is committed to providing an engaging and empowering environment that promotes academic excellence and lifelong learners through a shared responsibility among parents, students, school, and community.

## Vision

**District:** Fort Bend ISD will graduate students who exhibit the attributes of the District’s [Profile of a Graduate](#).

**Campus:** While nurturing our students in a safe environment, Austin Parkway Elementary School staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

## Core Beliefs

Core Belief #1: All students can reach their full potential.

FBISD will provide an educational system that will enable all students to reach their full potential.

Core Belief #2: We believe success is best achieved....

A)...through effective teachers that inspire learning. FBISD will recruit, develop, and retain effective teachers. B)...in a supportive climate and safe environment. C)...by empowered and effective leaders throughout the system. FBISD will provide and promote leadership development at all levels. D)...in a well-functioning, high-performing community of learners. FBISD will be a collaborative, efficient and effective learning community.

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# Goals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 1:** By June 2025, Austin Parkway will improve the effectiveness of Tier I instruction, interventions, and enrichment in all content areas for all students through the use of an aligned curriculum, data driven instruction, and student ownership of learning practices as evidenced through the indicators of success to impact the overall student achievement on the campus.

## **HB3 Goal**

**Indicators of Success:** Indicators of Success: STAAR, CLI, TELPAS, Attendance, MAP assessments, District Learning Assessments, Interim Assessments, and Learning Walk Data

Formative Indicators of Success:

By January of 2025, the percentage of students showing growth on literacy and math MAP assessments will increase by .75 year's growth from BOY to MOY.

By January of 2025, the percentage of students on or above level on F&P will increase by 5% from BOY to MOY.

By February of 2025, the percentage of pre-kindergarten students showing growth in literacy and math on CIRCLE will increase by 5% from BOY to MOY.

By February of 2025, the percentage of students showing growth on literacy and math MAP assessments will increase by .75 year's growth from MOY to BOY.



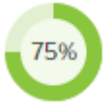
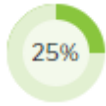

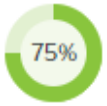
Summative Indicators of Success:






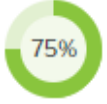
By June 2025, Austin Parkway will increase student growth on MAP assessments in reading and math by 1.5 years growth from BOY to EOY.

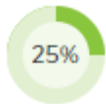


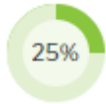

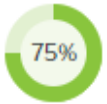




By June 2025, Austin Parkway will increase student performance on STAAR in reading, math, and science by at least 10% from the 23-24 school year.

By June 2025, Austin Parkway will increase in the Meets and Masters category by 10%.

By June 2025, Austin Parkway will increase students' composite score to advanced high on TELPAS by 10% .

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> During PLC's, teachers will select the topic(s) to guide their grade level PLC. Topic(s) may include, but are not limited to, unit or content planning, lesson planning, creating common formative assessments, select resources, determining marks, and disaggregating data. <b>Strategy's Expected Result/Impact:</b> Teachers will take ownership of their lesson plans to ensure teacher clarity of their content/subject matter and student learning needs prior to teaching a concept and/or skill. <b>Staff Responsible for Monitoring:</b> K - 5 Teachers, Outclass, Resource, ABC, SAILS, CLaSS Teachers and PLC Leaders  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Grade level teams will meet during PLC's with Admin and specialists to engage in PLC agenda items including unit planning, data analysis, concept planning, and formative assessment design. <b>Strategy's Expected Result/Impact:</b> Teachers will plan aligned instruction according to the district scope and sequence to increase student academic performance and growth. <b>Staff Responsible for Monitoring:</b> Admin, Math, Reading, Dyslexia, EL Specialist, and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> During SST's and PLC's teachers will analyze and disaggregate data to create Tier II and Tier III intervention groups for students performing below grade level and enrichment opportunities for students performing at or above grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Multiple sources of data will be used to measure proficiency and provide targeted instruction during intervention and/or enrichment to increase student growth on MAP by 1.5 years.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Admin and ILT</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 5</p> <p><b>Funding Sources:</b> F&amp;P Poetry Resources - 199 General Fund SCE - \$1,500</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> ILT will develop a campus calendar that blocks dedicated time to provide job-embedded professional development opportunities for Tier I instructional practices/strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional practices will increase teacher knowledge and skills. Teachers will have more opportunities to learn about and implement effective Tier I instructional practices. Improved instructional practices will lead to better student engagement and achievement. Dedicated time for professional development will ensure that all teachers are using similar strategies and approaches.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, ILT</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Math teachers will plan daily lessons according to the math instructional model. The lessons will be systematic and explicit to guide students through a clear sequence of learning activities to ensure mastery of the concept. <b>Strategy's Expected Result/Impact:</b> Students will engage in learning experiences to build on their existing knowledge and develop new skills. This will enable students to show growth and show mastery of math concepts/skills. <b>Staff Responsible for Monitoring:</b> Classroom teachers, specialists, and admin  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> All Special Education teachers will observe general education teachers at least twice in the fall and twice spring to improve the academic performance of all special education students by exposing them to grade-level content and effective instructional strategies. <b>Strategy's Expected Result/Impact:</b> Students with special needs will demonstrate improved performance on grade-level content and show 1.5 years of growth on MAP. <b>Staff Responsible for Monitoring:</b> Special Education Team Leader, Admin, ILT, Special Education Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 1	Formative			Summative
	Oct	Dec	Feb	June
				
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### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Special Education students who received services in Resource, ABC, and SAILS did not meet standards on STAAR. <b>Root Cause:</b> Teachers and support staff need additional resources to support their alternative curriculum Unique to ensure SPED students are exposed to grade level content.

### Student Learning

**Problem Statement 1:** A significant percentage of all 3rd - 5th grade Special Education (SPED) students scored 64.91% in the Did Not Meets category on the recent STAAR Math assessment, particularly in 4th grade where over 80% did not meet expectations. The percentages of students scoring in this category are as follows: 3rd grade: 66.67% 4th grade: 82.61% 5th grade: 42.11% **Root Cause:** General Education (GENED) and SPED teachers, staff supporting students in GENED, ICS, Resource and self-contained programs (ABC, CLaSS, and SAILS) must utilize data to to address specific learning gaps, curriculum alignment issues, and instructional interventions needed to improve math skills.

**Problem Statement 2:** There was a significant decline in students scoring on 4th grade STAAR Reading assessment in the Meets, Masters and Approaches category, particularly in the Meets category which saw a decline of 17%. The percentages of students scoring in each category is as follows: Approaches: 92% to 83% (-9) Meets: 66% to 49% (-17) Masters: 24% to 18% (-6) **Root Cause:** An unusually high number of teacher absences due to family medical leave and unexpected teacher hospitalization significantly impacted student performance on the STAAR assessment. The lack of instructional continuity contributed to learning gaps and hindered students' preparedness for the STAAR test.

**Problem Statement 5:** The percentage of students scoring in the Below Level category increased for all grades in the 23-24 school year. The biggest increase was in Kindergarten, where the percentage increased by 19 percentage points. The percentage of students scoring in this category are as follows: K: 13% to 32% (+19) 1st grade: 24% to 35% (+11) 2nd grade: 17% to 22% (+5)

### School Processes & Programs

**Problem Statement 2:** An analysis of Ren360 and STAAR data indicates that a significant number of students did not demonstrate academic growth during the 2023-2024 school year. **Root Cause:** During PLC's, SST's, team meetings, and staff development, teachers disaggregated a variety of data including Ren360, CIRCLE, TX-KEA, BAS, STAAR Interim, DLA's, and common formative assessments but failed to adequately provide strong Tier I, intervention, enrichment, and differentiated instruction to meet student needs of students.

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

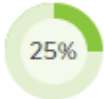


**Performance Objective 2:** By June 2025, Austin Parkway will improve Tier I instruction as it relates to supporting Emergent Bilingual (EB) students through professional learning on designing tier one instruction that allows access to the content, progress monitoring EB performance on formative and summative assessments, and targeted language development opportunities in order to close the academic achievement gap between emergent bilingual and non-emergent bilingual students as evidenced through the indicators of success.




**HB3 Goal**





**Indicators of Success:** Indicators of Success:  
Campus EB report card, district learning assessments, STAAR interim results, TELPAS. and STAAR results.

Formative Indicators of Success:

Summative Results:  
By June 2025, Austin Parkway will increase EB students' composite score to advanced high on TELPAS by at least 10% .

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
<p><b>Strategy 1:</b> Kinder, first and second grade ELAR teachers will calibrate on administering MAP, the new district universal screener.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain clarity on how to accurately and reliably identify each child's instructional and independent reading levels according to the F&amp;P Text Level Gradient, A-Z and document their progress through one-on-one formative and summative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, LIT, Dyslexia Specialist, and admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 5</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> During PLC and SST meetings, ELAR teachers will analyze running records, phonics/phonological awareness inventory, and anecdotal notes to plan Tier II interventions during Yacht Club to close gaps. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to identify student needs more accurately, pinpoint specific areas of difficulty- and identify the skills or knowledge that students are struggling with. This will allow teachers to tailor instruction to during Yacht Club and to progress monitor to ensure interventions are working. <b>Staff Responsible for Monitoring:</b> Admin, ILT and classroom teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
					

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## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 5:</b> The percentage of students scoring in the Below Level category increased for all grades in the 23-24 school year. The biggest increase was in Kindergarten, where the percentage increased by 19 percentage points. The percentage of students scoring in this category are as follows: K: 13% to 32% (+19) 1st grade: 24% to 35% (+11) 2nd grade: 17% to 22% (+5)

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 3:** Teachers will implement GT lesson plans from the Schoology in curriculum to increase the number of students at Masters in all content areas by at least 10% on STAAR through effective Tier I instruction and enrichment opportunities.

**Indicators of Success: Formative**

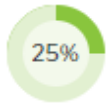

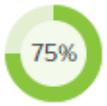
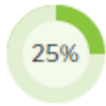

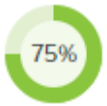
By October 2024, GT teachers will receive professional learning on developing individualized GT Learning Plans.








By December 2024, GT students will have an academic and effective co-constructed SMART goal in their GT Learning Plan.

By February 2025, GT teachers will have begun implementing 5 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/ Instructional Intervention Rubric.

**Summative**

By May of 2025, GT students will demonstrate a 5% increase in the Meets and Masters categories on STAAR in all content areas across all grade levels.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> GT teachers will receive monthly updates from the COG to ensure they understand how to effectively implement GT lesson plans from Schoology. <b>Strategy's Expected Result/Impact:</b> This ongoing learning will refine teaching practices to help meet the needs of all learners, including GT students. <b>Staff Responsible for Monitoring:</b> COG, GT Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will provide guidance and support throughout the research process, including setting goals, and conducting that will allow GT students to pursue independent research projects aligned with their interests. <b>Strategy's Expected Result/Impact:</b> This will provide opportunities for students to showcase their talents and share their work with others. <b>Staff Responsible for Monitoring:</b> GT Teachers, GT admin, Counselor  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> GT teachers will provide targeted support and enrichment opportunities for identified GT students. <b>Strategy's Expected Result/Impact:</b> GT students will achieve higher levels of academic achievement, as measured by standardized test scores, grades, and teacher evaluations. <b>Staff Responsible for Monitoring:</b> GT Teachers, GT Admin  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
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**Goal 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

**Performance Objective 1:** By June 2025, Austin Parkway students and staff will increase the effective use of PBIS systems to enhance campus culture and climate through collaborative opportunities as evidenced by the indicators of success.

**Indicators of Success:** Formative:







By October 2024, all teachers will be trained on utilization of the campus PBIS system expectations to support student behavior in all common areas.




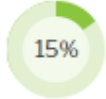


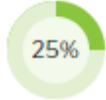






By December 2024, teachers will attend training on De-Escalation Strategies and Prevention and Intervention to support teacher efficacy with proactively recognizing and mitigating student misbehavior.

**Summative:**

By May 2025, all teachers and students will know expectations for classrooms, common areas, and transitions to common areas as the foundation to the campus PBIS School Wide System.

By June 2025, all students will be utilize tools within the PBIS School System, SEL strategies, and/or character education lessons.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district monthly character traits and profile of a graduate traits will be taught in each classroom. <b>Strategy's Expected Result/Impact:</b> Students will reflect and provide feedback to self and peers such as self awareness, metacognition, openness, and reflectiveness. <b>Staff Responsible for Monitoring:</b> Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will have morning meetings to provide students with a voice and for teachers to gauge how students are doing as they enter their classrooms. <b>Strategy's Expected Result/Impact:</b> Students will engage in meetings to purposefully build relationships. <b>Staff Responsible for Monitoring:</b> Classroom teachers, counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The PBIS committee will meet monthly to discuss data, review trends, and to collaborate on ways to support student ownership of learning/behavior. <b>Strategy's Expected Result/Impact:</b> Students will be provided with student ownership of behavior opportunities. <b>Staff Responsible for Monitoring:</b> PBIS Committee  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers and students engage in morning check-ins to foster and build positive relationships. <b>Strategy's Expected Result/Impact:</b> Increase the percentage of students who Strongly agree/agree 'Adults at my school listen to the students.' <b>Staff Responsible for Monitoring:</b> Classroom teachers PBIS Committee  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teachers will engage in a 'Docking Day' weekly to provide community time to build relationships through a variety of means including establishing high behavior expectations and implementing restorative practices. <b>Strategy's Expected Result/Impact:</b> Increase teacher-student relationships throughout the year <b>Staff Responsible for Monitoring:</b> Teachers PBIS Committee  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
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**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff




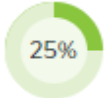

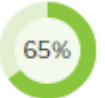
**Performance Objective 1:** By June 2025, Austin Parkway will provide various opportunities for staff collaboration to build teacher clarity and growth in professional practices in math through teacher led PLCs, coaching/mentoring, and professional learning and development as evidence through the indicators of success.








**Indicators of Success:** Formative Indicators of Success:  
By October 2024, all math teachers and ILT will be able to discuss actionable feedback based on calibrated learning walks. ILT and classroom teachers will engage in conversations regarding the EAA protocol during planning sessions and PLCs.

By December 2024, all math teachers will participate in at least two classroom observations and complete an observation reflection and feedback tool.

Summative Indicators of Success:  
By April 2025, all math teachers will have been a member of the classroom learning walks and apply strategies they've learned throughout the year in PLCs, PD and Professional Learning and coaching experiences.

By June 2025, all math teachers will have participated in at least four classroom observations as evidenced by the reflection and feedback tool.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> TAPP mentors will meet with new teachers a minimum of once per month to support new teachers. <b>Strategy's Expected Result/Impact:</b> Create an environment where teachers want to work, grow, and learn. <b>Staff Responsible for Monitoring:</b> Assistant principal, TAPP mentors, new classroom teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will meet quarterly with specialists to provide instructional strategies/resources, and provide support. <b>Strategy's Expected Result/Impact:</b> Support from colleagues is one of the most significant factors in a teacher's decision to stay or leave the profession. <b>Staff Responsible for Monitoring:</b> LIT, Math, EL, Dyslexia Specialist	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> New teachers will have bi-monthly 1-on-1 meetings with administrators to provide them with opportunities to learn how best to support them. <b>Strategy's Expected Result/Impact:</b> By ensuring that teachers feel supported and cared for, administrators can keep teachers satisfied in their current positions. <b>Staff Responsible for Monitoring:</b> Admin  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
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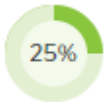


**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community











**Performance Objective 1:** By June 2025, Austin Parkway staff, PTA, and Climate/Wellness Committees will provide ongoing opportunities for students, staff, and families to build relationships, promote parent involvement, and encourage health and wellness.

**Indicators of Success:** Formative  
By September 2024, Austin Parkway will create a calendar of events to increase school pride, build relationships and increase health and wellness.  
By December 2024, Austin Parkway will hold at least one event each month in the fall semester in order to build school spirit and promote community relationships.

- Community Events
- Health and Wellness activities
- Fitnessgram Data
- PTA Agendas
- Culture/Climate Surveys
- Parent surveys
- Attendance records for parent-teacher conferences and volunteer events

Summative  
85% of parents will report receiving regular updates about their child's progress through newsletters, emails, or phone calls.  
90% of parents will report feeling satisfied with the school's efforts to involve them in their child's education.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly campus newsletters and grade level newsletters will be sent to parents in an effort to provide clear and consistent communication to keep parents informed about school events and opportunities for involvement such as spirit nights, campus events, PTA, volunteering, etc.  <b>Strategy's Expected Result/Impact:</b> Austin Parkway will demonstrate "Leading the PAC" by being professional, accountable, and communicative to foster a partnership with parents, leading to increased student achievement and overall school success.  <b>Staff Responsible for Monitoring:</b> Admin and Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Austin Parkway grade level teams will provide parent training sessions in fall and sprint to equip parents with the knowledge and skills to effectively support their children's academic development. <b>Strategy's Expected Result/Impact:</b> By partnering with parents, Austin Parkway can empower parents to become active partners in their children's education and contribute to their overall academic success. <b>Staff Responsible for Monitoring:</b> Admin, ILT and teachers	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Austin Parkway, Culture and Climate Committee, PTA Executive Board, and the Wellness Committee will meet at least once a semester to review the overall health and morale of the students, families, and staff and plan activities that can be incorporated to maintain a positive climate. <b>Strategy's Expected Result/Impact:</b> This will foster a sense of community, create a more positive atmosphere, enhance student well-being, and create a positive school climate. <b>Staff Responsible for Monitoring:</b> Admin, Wellness and Culture and Climate Committee	Formative			Summative
	Oct	Dec	Feb	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement