A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is…

…equipped with skills for life.

Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.

…a servant leader.

Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.

…an effective communicator.

Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.

…a critical thinker.

Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.

…a compassionate citizen.

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

…a collaborative team member.

Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

…a life-long learner.

Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!

CAPACITY, ENROLLMENT, AND UTILIZATION

Capacity: The number of students a school building can hold
- **Program/Functional Capacity:** The number of students a school building can hold based on the current program or curriculum being delivered
- **Maximum Capacity:** The maximum number of students a school building can accommodate or hold
- **Facility Capacity Assessment:** A tour conducted to determine the maximum number of students a school building can accommodate based on school programs and/or building design.

Enrollment: The number of students attending a particular school or District.
- **Historical Enrollment:** The number of students attending a particular school or District in the past. **Projected Enrollment:** Student attendance forecast.
- **Student Density:** A measure of student population within a given area.
- **Survival Ratio:** The percentage of students that enroll in the division/grade in a school year compared to the number of students enrolled in the previous division/grade in the previous year.

Utilization: Enrollment divided by capacity. This is a function to show how full a school is based on the current capacity.
- **Over-utilization:** Enrollment that is near or exceeds the capacity of a school
- **Under-utilization**: Enrollment that is much lower than the capacity of a school
- **Load Factor:** Also known as "utilization factor". It is very difficult to schedule every teaching station every period of the day. There may be a specialized space such as a lab for which there is insufficient enrollment to conduct classes each period. At times it is not possible to maintain an average enrollment of 25 students and there needs to be some room to adjust. It is recommended that the average load factor be 85% for the secondary level, representing an approximate utilization of a space 6 out of 7 periods during a school day.

CONFIGURATION, FEEDER PATTERNS, AND ZONING

Grade Configuration: The arrangement of students into grade groupings. A common grade grouping would be K-5, 6-8, 9-12 grades. Other examples include PK-3, PK-6, K-3, K-8, 4-6, 7-9, 9-12, and 10-12.

School Attendance Boundary/Zone: The lines that define an area assigned to a school for enrollment purposes.
- **Boundary Scenarios:** Options for how school attendance boundaries may be adjusted.
- **Rezoning:** The process of adjusting attendance boundaries using certain criteria such as major thoroughfares as boundaries for the purpose of balancing enrollment

FINANCES
- **Capital Costs:** Expenses to property.
- **Operational Costs:** Expenses to operate or use property.

PROGRAMMING

Programs: The curriculum that is taught / delivered.
- **Comprehensive School:** A high school which serves the needs of all of its students, offering curriculum such as language arts, social studies, sciences, math, and elective offerings including music, visual & performing arts, and physical education.
- **International Baccalaureate:** A non-profit, certified program for students aged 3 to 19 that seeks to "develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world."
- **Magnet/Thematic Schools:** A comprehensive school that provide an interdisciplinary themed instructional delivery model (e.g. Science & Technology, the Arts, "Back to Basics", Spanish Immersion, STEM, etc.).
- **School Within a School:** A building layout that allows more than one school to function on shared land and/or in shared building space, often by using the same common areas (cafeterias, gyms, etc.).

SCHOOL FACILITY CONDITION, SPACES, AND DESIGN

- **Facility Condition:** The integrity of the structure and internal systems of a building. This would include HVAC, roofing, safety, architectural integrity, etc.
- **Facility Condition Index (FCI):** $\text{FCI} = \left(\text{Replacement cost, deficient parts of facility} / \text{Replacement cost of entire facility} \right)$. Measure of the condition of a building, represented as a percentage. The higher the percentage, the poorer the condition, the lower the percentage the better the condition. **Collaboration Space/Extended Learning Area:** Extends the classroom learning beyond the traditional classroom space. A gathering place for small and large groups for informal instruction as well as individual learning.
- **Facility Adequacy (Educational Adequacy):** measure of how well and existing facility can deliver the current educational program. It can be quantified by comparing existing facilities to the current educational specifications.
- **Educational Specification:** a document that defines the space types and quantities required in an educational facility to support the program.
- **Pull-Out Rooms:** Primarily used by the special education population, but also used for one to one instruction and tutoring.
- **Resource Rooms:** Similar to pull-out rooms, primarily used by the special education population, but also used for one to one instruction and tutoring.
- **Specialty Class:** A program or class in a school facility designed for a certain group of students. Also known as Electives. (e.g., Photography, Gym, Band)
- **Teaching Spaces:** Also referred to as Teaching Stations, are those spaces to which students are assigned per the master schedule of a building for core curriculum and elective courses. Examples of teaching spaces are: general classrooms, science classrooms, and at the secondary level, art, music, and gymnasiums.

SCHEDULING

- **Block Schedule:** is a system for scheduling the middle- or high-school day, typically by replacing a more traditional schedule of six or seven 40–50 minute daily periods with longer class periods that meet fewer times each day and week. For example, a typical block-schedule class might last 90 or 120 minutes and meet every other day instead of daily.
- **Extended Schedule –** a system of scheduling that operatives a school earlier in the morning and later in the evening with 10 or more total periods. The allows students and teachers more flexibility for classes earlier or later in the day, this can also increase the capacity of the campus.
- **Split Shifts –** a system for scheduling that operates two separate schedules, (a.m. and p.m.) at the same campus. There are typically two faculties under this model. Students would also need to choose the schedule at aligns with their extra-curriculars. This effectively can double the capacity of a campus.
- **Open Campus –** The is a campus policy that allows students to leave during lunch or off periods. This may be necessary to implement with other capacity boosting strategies due to school lunch capacity at the campus.

OVERVIEW OF PLAN

Project Start-Up

Plan for Planning

- Schedule
- Components
- Deliverables

Futures Conference

Steering Committee

- Guides Process
- Review Documents

Steering Committee Meeting

Data Collection & Analysis

Background Data

- Facility Condition
- Historical/Projected Enrollment
- Capacity
- Programs
- Financial Analysis

Geographic Information Systems (GIS)

- Student Locations
- Attendance Boundaries
- Housing & Demographics
- Geographic Base Layers

Steering Committee Meeting

Establish Educational Framework

Community Dialogue #1-Framework

- Background Presentation
- Questionnaire
- Small Group Work
- Report Out

On-Line Questionnaire

Results Report

- Tabulates & Summarizes Community Criteria Preference

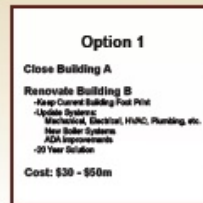**Steering Committee Meeting**

Develop Options

Work Session

- District Input
- Apply Educational Framework

Options Packet

- Facility Actions
- Impacts
- Costs

Steering Committee Meeting

Option 1

Close Building A

Renovate Building B
- Keep Current Building Foot Print
- Update Systems: Mechanical, Electrical, HVAC, Plumbing, etc.
  New Boiler Systems
  ADA Improvements
- 20 Year Solution

Cost: $30 - $50m

Community Engagement

Community Dialogue #2-Options

- Options Presentation
- Questionnaire
- Small Group Work
- Report Out

Online Questionnaire

Results Report

- Tabulates & Summarizes Community Criteria Preference

Steering Committee Meeting

Determine Recommendations

Final Report & Recommendations

- Executive Summary
- Supporting Documentation

Board Presentation

Steering Committee Meeting

Small Group Discussion

TOPIC FOR DISCUSSION

What are the biggest challenges *(program or facility related)* that impede the profile of a graduate? Please share your ideas to address these challenges.

Steering Committee Member Notes: