

# **Fort Bend Independent School District**

## **District Improvement Plan**

**2024-2025**



# Mission Statement

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

## Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

## Core Beliefs

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

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

**2. Core Belief:** *We believe student success is best achieved...*

A ...through effective teachers that inspire learning.

**Commitment:** FBISD will recruit, develop and retain effective teachers.

B ...in a supportive climate and safe environment.

**Commitment:** FBISD will provide a supportive climate and a safe learning/ working environment.

C ...by empowered and effective leaders throughout the system.

**Commitment:** FBISD will provide and promote leadership development at all levels.

D ...in a well-functioning, high-performing community of learners.

**Commitment:** FBISD will be a collaborative, efficient and effective learning community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Fort Bend ISD is Texas's sixth largest school district and a recognized school district of choice for Texas families for more than 80,000 students in PreK-12 across 82 campuses – 11 schools, 15 middle schools, 51 elementary campuses and 5 specialty schools to address the academic and vocational interests of students. Our district is the largest employer in Fort Bend County. With over 10,000 full-time employees and substitutes, FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Our district is one of the most diverse school districts in the nation. Our students and families in Fort Bend ISD speak more than 120 languages and dialects, and the student population consists of 49% female students and 51% male students (as of PEIMS snapshot 2023-2024).

The current demographics for FBISD represent a diverse student population based on race/ethnic groups with no significant changes in demographics. The following shows the breakdown based on Fall 2023 PEIMS snapshot report:

- Hispanic – 26.76%
- American Indian – 0.45%
- Asian – 27.58%
- Black/ African American – 27.75%
- Native Hawaiian – Pacific Islander – 0.13%
- White – 13.21%
- Two or More Races – 4.21%
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There have been some increases in student population across the district. The Emergent Bilingual (EB) population has risen by 1 %, now marking up 21.72% of the district population. The Special Education (SPED) has grown by 1%, now comprising 14.06% of the total student body. The percentage of students with learning disability has increased by 2, reaching 34.30%.

The percentage of students who indicate At-Risk has also seen a 1% increase, now standing at 42.77%. Meanwhile, Fort Bend ISD is now just below 50% Economically Disadvantaged, with a slight decrease of less than 1% compared to last year.

Students identified as Gifted and Talented (GT) have increased 0.11%, now accounting for 6.59% of the overall student population in FBISD. Within the GT group, the largest demographic is Asian at 63%, followed by White students at 14%. The gap between the Asian population and other ethnic groups ranges from 49% to 58% and this gap has widened compared to data from 2022-2023.

Historically, FBISD has had higher student attendance rates than both the state and the region. Comparing the average attendance rate from the school year 2022-2023 to 2023-2024, there has been a slight increase of 0.17% in student attendance rate.

Staff turn over rate is at 16%.

Based on the Fall 2023 PEIMS snapshot report, the total number of teachers in FBISD has decreased from 5,000 in the 2022-2023 school year to 4,477 in the 2023-2024 school year. Below is a breakdown of the teacher by years of experience for the 2023:

- Beginning Teachers – 6.46%
- 1 -5 years of experience – 26.54%
- 6-10 years of experience – 22.19%
- 11 to 20 years of experience – 29.50%
- 21 to 30 years of experience 12.87%
- Over 30 years of experience – 2.84%

# Student Learning

## Student Learning Summary

### STUDENT LEARNING AND PROGRESS: ELA

In ELA, Fort Bend ISD showcases notable strengths and areas for improvement across both elementary and secondary grade levels.

#### Elementary ELA

The district has observed a significant decrease in the percentage of 1st-grade students reading at or above grade level from the middle of the year (MOY) to the end of the year (EOY). Data from BAS and REN indicates that 18 elementary campuses experienced a decline in reading proficiency during this period, with five campuses showing decreases of more than 10%.

Despite these challenges, Fort Bend ISD's 3rd to 5th-grade students performed above the state average in Reading Language Arts (RLA) STAAR assessments. Specifically, 3rd-grade students scored 7% higher, 4th-grade students scored 7% higher, and 5th-grade students scored 9% higher than the state average. However, the lowest scoring questions for these grades revealed areas needing improvement, such as informational text responses, paired passages, and revision tasks.

#### Secondary ELA

The secondary ELA data highlights the district's overall performance above the state average in STAAR/EOC assessments from grades 6 through English III. However, there has been a decline in the percentage of students meeting grade-level standards from 2023 to 2024 across secondary grade levels, with the exception of English II.

Specific grade-level trends include:

- **6th Grade:** Students perform above the state average in Meets and Masters categories.
- **7th Grade:** The percentage of students achieving Masters is over 10% higher than the state average, with a lower percentage in the Did Not Meet (DNM) category.
- **8th Grade:** The percentage of students achieving Masters is 11% higher than the state average, with fewer students in the DNM category.
- **English I:** Fort Bend ISD has 62% of students in Meets/Masters compared to the state's 54%, though 6% more students fall into the DNM category compared to the state.
- **English II:** The district outperforms the state by 5% in the Masters category, with 67% of students in Meets/Masters compared to the state's 60%, but has 7% more students in the DNM category.

Constructed Response (SCR and ECR) scores show that Fort Bend ISD students perform higher than the state in both SCR Reading and SCR Revising from Grade 6 through English II. However, the district has seen an increase in the number of students scoring 0s on ECRs, indicating the need for aligning daily instruction rigor with the complexity of the TEKS.

**Areas for improvement** include decreasing the number of 0s on ECR assessments by ensuring that classroom instruction matches the rigor of the TEKS. Additionally, improving instruction in Author's Craft, particularly in writing and revising skills from Grade 6 through English II, is essential. Specific focus areas for 7th grade include enhancing students' ability to comprehend and analyze informational texts, while 8th grade should focus on improving understanding and analysis of paired passages.

### STUDENT LEARNING AND PROGRESS: SOCIAL STUDIES

The Social Studies data for Fort Bend ISD indicates several trends and areas for improvement. The district generally performs above the state average in STAAR and EOC assessments, showcasing strengths in specific areas. However, there are identified gaps that need addressing to ensure consistent student success.

#### Trends and Patterns

##### 8th Grade Social Studies STAAR:

- **Overall Performance:** Fort Bend ISD students scored 11% above the state average in the Meets/Masters category, with 25% of students achieving Masters compared to the state's 16%.
  - **End of Semester Challenges:** Students faced difficulties with questions requiring broad and varied knowledge, particularly those involving primary sources and critical thinking.

The timing of these assessments near the end of the second semester, coupled with the need for deeper understanding of cause and effect and cross-unit connections, contributed to these challenges.

- **Curricular Insights:** Questions from earlier in the year were answered more successfully, indicating a need for continuous reinforcement and integration of content throughout the academic year. Additionally, Professional Learning Community (PLC) support is necessary to enhance classroom instruction.

### US History EOC:

- **Overall Performance:** The district performed 6% above the state average in the Meets category and 8% higher in the Masters category.
- **Curricular Implications:** Success was noted in teaching the entire standard, though questions often extended beyond traditionally emphasized parts of the TEKS, highlighting the need for comprehensive coverage.
- **Course Performance:** Dual Credit (DC) US History students outperformed On Ramps (OR) US History students, with DC students achieving higher scores across all metrics.
- **Scores:** DC: 99.67, 94.26, 62.62; OR: 97.64, 67.92, 29.72 (with most OR students from MHS)

### Areas for Improvement

**Rigor and Scope of Instruction:** There is a need to enhance the rigor of instruction and ensure adherence to the scope and sequence. This includes fostering critical thinking skills and making connections between units and historical events/topics to avoid teaching content in isolation.

**Primary Source Analysis:** Improvement is needed in handling primary source excerpt questions, particularly those requiring advanced reading and vocabulary skills.

#### **Understanding Causation:**

Students need to develop a deeper understanding of causation and its implications in historical contexts. This can be addressed by integrating more cause-and-effect analysis in daily instruction.

### STUDENT LEARNING AND PROGRESS: STEM-MATHEMATICS

The analysis of Math performance for Fort Bend ISD indicates several key trends and areas for improvement. The district generally performs above the state average, though there are notable exceptions and areas requiring targeted intervention.

#### Trends and Patterns

##### Overall STAAR Performance:

- **Above State Average:** Fort Bend ISD continues to perform above the state average in Math, except for 8th grade.
- **8th Grade Math:** Scores are 6 points higher than the state average for the Did Not Meet (DNM) category. This indicates a higher proportion of students struggling in 8th grade Math compared to other grades.
- **Algebra I in Middle School:** High student achievement and consistent performance in Algebra I for 8th-grade students, reflecting strong teaching and learning practices in this area.

##### Math Progress Decline:

- **STAAR Scores:** There has been a decline in Math scores across the board on STAAR assessments. However, this decline aligns with statewide trends, suggesting external factors influencing performance.

##### Early Education Math Challenges:

- **TXKEA Math:** A large percentage of students are transitioning from Kindergarten to 1st grade below grade level in Math. This raises questions about the foundational skills being developed in early education.
- **Circle Data and TX KEA Data:** Alignment of these data sets indicates underachievement among early learners, particularly those moving into 1st grade.

## Language Barriers:

- **Spanish Speakers:** Math scores for Spanish-speaking students are 20-30 points below their non-Spanish-speaking peers. This significant gap highlights the need for additional support and targeted interventions for English Language Learners (ELLs).

## Areas for Improvement

### Primary Grades Math Support:

- **Curriculum alignment:** Strengthening support in curriculum for primary grade teachers to ensure they are equipped to build strong mathematical foundations.
- **Teacher Training:** Implementing ongoing professional development to enhance teachers' instructional practices in Math.

### Vertical Alignment:

- **PK-K Math Alignment:** Ensuring vertical alignment of Math expectations, testing, and skill development based on Standards. This alignment is critical for a smooth transition from Pre-K to Kindergarten and beyond.

### Teacher Assignments:

- **Primary Grades:** Assigning strong, experienced teachers to primary grades to foster early mathematical skills and address gaps in foundational knowledge.

## STUDENT LEARNING AND PROGRESS: STEM-SCIENCE

Science performance in Fort Bend ISD reflects both strengths and areas for improvement across different grade levels and student groups. The district continues to demonstrate strong outcomes in high school Biology, where 91% of students met the Approaches standard, 62% met Meets, and 29% reached Masters. Asian students consistently outperform their peers, particularly in 8th-grade science, where 81% met grade level expectations and 49% mastered the content. Additionally, students formerly in special education programs have shown notable gains in science, especially in high school.

However, there are areas that require attention. 5th and 8th-grade science scores declined from the previous year, with fewer students meeting grade-level expectations.

- 5th Grade Science had a noticeable decline from the previous year, with only 61% of students approaching grade level (down from 67%), 31% meeting grade level (down from 38%), and 14% mastering the content (down from 18%).
- 8th Grade Science also saw a decline, with 76% of students approaching grade level (down from 81%), 55% meeting grade level (down from 58%), and 26% mastering the subject (unchanged from last year).

Achievement gaps persist among student groups, particularly for African American, Hispanic, and economically disadvantaged students, who perform below district averages. In 8th-grade science, for example, only 36% of African American students and 37% of economically disadvantaged students met grade level expectations, compared to 55% for the district. Emergent bilingual students (EB/EL) continue to struggle, with only 25% meeting grade level in 5th and 8th-grade science. Current special education students also face significant challenges, with just 19% meeting grade level in 8th-grade science and 25% in high school Biology.

## MULTILINGUAL STUDENT PERFORMANCE

Emergent Bilingual (EB/EL) students in Fort Bend ISD show mixed performance trends, with some areas of progress but persistent challenges across subjects and grade levels. Strengths are evident in reading and Algebra I, where EB/EL students have maintained or slightly improved their scores. In reading, 98% of EB/EL students met grade level expectations, demonstrating progress. Additionally, in Algebra I, 70% of EB/EL students approached grade level, with 32% meeting and 18% mastering the content, indicating stronger performance in math compared to other subject areas.

However, significant challenges remain in science and social studies, where only 25% and 38% of EB/EL students met grade level in 5th and 8th-grade science, well below the district average. Similarly, performance in social studies remains low, with fewer than 30% meeting grade level expectations. These results highlight the need for additional language support in content-heavy subjects that require higher levels of academic vocabulary and reading comprehension.



## SPECIAL EDUCATION PERFORMANCE

Current special education students in Fort Bend ISD continue to perform below district averages across all subject areas, with notable gaps in higher-level proficiency. Overall, 49% of current special education students met the Approaches grade level standard across all tested subjects, reflecting a slight decline from the previous year. Performance in ELA/Reading shows that 48% of special education students approached grade level, while 27% met grade level, and only 7% mastered the content. This indicates that while nearly half of the students can meet minimum expectations, far fewer demonstrate strong comprehension or advanced literacy skills.

Mathematics remains one of the most challenging areas, with only 46% of special education students reaching the Approaches standard, significantly below the district-wide average of 76%. Within this group, 23% met grade level, while just 7% reached the Masters level, suggesting that many students struggle with higher-level math concepts. Science performance also declined slightly from the previous year, with 51% of special education students reaching the Approaches standard, 22% meeting grade level, and only 6% mastering the content. Similarly, social studies scores remain low, with just 27% of special education students meeting grade level expectations and only 11% reaching the Masters level.

Across all subjects, performance gaps widen at higher proficiency levels (Meets & Masters), and students in middle and high school tend to struggle more than those in earlier grades, particularly in reading and math. Additionally, graduation rates for special education students remain approximately 10 percentage points lower than the district average, highlighting continued challenges in postsecondary readiness. Despite these trends, there are areas of relative strength in reading, where early-grade students show slightly better performance compared to older peers.

## STUDENT READINESS

The analysis of Pre-K enrollment and access data for Fort Bend ISD in the 2023-24 academic year highlights significant growth and expansion in early childhood education programs. However, there are notable areas for improvement to ensure broader access and participation.

### Trends and Patterns

In the 2023-24 school year, Fort Bend ISD saw a total enrollment of 2,009 Pre-K 4 students on the first day of school (August 9, 2023), with an additional 320 students registering by the end of the school year (May 23, 2024), bringing the total to 2,329 students. This represents an increase of 115 students compared to the end-of-year enrollment for the 2022-23 school year. The growth is partly due to the expansion of the Pre-K program to five additional campuses and the Early Lab at the Reese Career and Technical Center.

The Pre-K 4 program was offered at 40 elementary school campuses and the Early Lab site, including 14 Title-One campuses, 26 non-Title campuses, and 10 campuses with a bilingual program. Additionally, Fort Bend ISD provides a tuition-based option for non-qualifying children at 11 campuses across the district. However, the Pre-K 3 program is only available at the Fueling Brains Academy, part of the Ridgemont ELC at the Edison Lofts.

By the end of the 2023-24 school year, 617 students qualified for services in the Early Childhood Special Education program, indicating an upward trend equivalent to 26% of the total Pre-K student population. This growth underscores the district's commitment to supporting students with special needs from an early age.

### Kindergarten Enrollment Insights

During the 2023-24 academic year, there were 4,548 students enrolled in kindergarten, with 2,214 of them having been enrolled in Pre-K during the 2022-23 academic year. This data reveals that only 49% of kindergarten students had participated in the Pre-K program the previous year. While there has been an increasing trend in Pre-K participation, it is concerning that more than half of the children entering kindergarten have not had the opportunity to benefit from early childhood education.

### Areas for Improvement

- **Expanding Access:** Efforts should be made to increase access to Pre-K programs, particularly for the Pre-K 3 age group. Expanding the availability of the Pre-K 3 program beyond the Fueling Brains Academy would provide more children with early educational experiences.
- **Increasing Participation:** Strategies to encourage higher participation rates in Pre-K programs should be developed, ensuring that a greater proportion of children entering kindergarten have benefited from early childhood education. This could include outreach initiatives to inform parents about the importance of Pre-K and the options available.
- **Supporting Special Education:** The upward trend in students qualifying for Early Childhood Special Education services highlights the need for continued support and resources for this population. Ensuring adequate staffing, training, and resources will be critical in maintaining and improving these services.
- **Monitoring and Evaluation:** Ongoing monitoring and evaluation of enrollment trends and program effectiveness are essential. Data-driven decisions will help identify areas for further expansion and improvement, ensuring that all children in Fort Bend ISD have access to high-quality early childhood education.

## **College and Career Readiness (CCMR)**

The analysis of College, Career, and Military Readiness (CCMR) data for Fort Bend ISD reveals important insights into the readiness levels of students across different grade levels. Notably, there is a significant disparity in readiness indicators between 9th and 10th-grade cohorts compared to 11th and 12th-grade students, primarily due to the limited availability of CCMR-indicator courses for underclassmen.

### **Trends and Patterns**

For 9th and 10th-grade students, CCMR readiness indicators remain low, reflecting the limited course offerings that contribute to these indicators at lower grade levels. Conversely, students in the 11th and 12th grades benefit from a wider range of advanced courses, such as AP, Dual Credit (DC), and OnRamps, which significantly bolster their readiness indicators. In its inaugural year, the OnRamps program saw 57% of participants earn a CCMR indicator, highlighting its potential impact.

Advanced Placement (AP) courses present a mixed picture. While only 12% of students across grades 9-12 earned a CCMR credit through an AP exam, specific cohorts show varied performance. For instance, 26% of the 2024 cohort and 11% of the 2025 cohort earned AP exam credits. It is also noted that 72% of AP-enrolled students took the exam, with 51% earning a CCMR credit and 70% of those who took one or more exams achieving this benchmark.

Dual Credit courses are particularly impactful for seniors, who typically meet the necessary 3 hours of math or ELA credits in their 12th grade. This trend underscores the importance of offering these courses later in the high school curriculum to maximize CCMR readiness.

TSI readiness presents another area of concern, particularly in math. Math readiness scores on the ACT and SAT lag behind ELA readiness, affecting students' ability to meet the TSI CCMR indicator. This discrepancy highlights the need for enhanced math instruction and targeted interventions aligned with the skills tested on these standardized exams.

The readiness of Special Education (SPED) students remains difficult to assess accurately due to coding issues that arise just before and after graduation. Current data show few readiness indicators for SPED students, and the CCMR bonus reflects low numbers, primarily due to incorrect coding.

### **Areas for Improvement**

To address these challenges, Fort Bend ISD must ensure accurate coding for SPED students upon graduation to better reflect their readiness indicators. Improving math instruction and interventions aligned with SAT and ACT requirements is also essential to boost overall math readiness and meet TSI CCMR indicators.

Expanding advanced course offerings across all campuses is crucial to providing equitable opportunities for all students to earn CCMR indicators. Professional development for teachers, focusing on delivering advanced courses and differentiating instruction for non-traditional advanced course students, will further support this goal.

# District Processes & Programs

## District Processes & Programs Summary

### PROFESSIONAL LEARNING AND QUALITY STAFF

#### Professional Learning & Quality Staff

*Positive Employee Interactions* Exit data highlights overall employee satisfaction with coworkers and regular team interactions. The effort to collect feedback from diverse stakeholders reflects a commitment to gathering varied perspectives.

*Dissatisfaction with Working Conditions* Exit data identifies dissatisfaction with working conditions as a significant reason for employee departures or changes in positions. Teachers' feedback highlights concerns about increasing class sizes and declining human capital, affecting their work environment.

*Communication Gaps and Leadership* Stakeholder feedback indicates a breakdown in communication from leadership to employees, leading to gaps in understanding. Employees express a need for more involvement in discussions regarding the district's state and decision-making processes to enhance awareness and ensure their feedback informs district-level decisions. Strengthening communication from leadership down is essential to bridge these gaps and foster a more informed and engaged workforce.

Efforts from HR to align with current district needs

- implementation of numerous Job Fairs and Career Opportunities (Instr/Apprentices and ACP)
- Improvements to Onboarding and offboarding procedures
- The Total number of teacher exits received in HR for SY 23-24 is 461. This is 12% decrease compared to the 523 teacher exits from SY 22-23 for the same time period.
- Overall District staff turnover rate as of 6/6/24 is 15.83% down from 22.59% last year.

# Perceptions

## Perceptions Summary

The Culture, Climate, and Student Engagement data for Fort Bend ISD reveals a mix of strengths and challenges across elementary and secondary levels. Overall, parents, students, and staff express positive perceptions of school quality, with 80% of parents and 83% of staff rating schools as excellent or good. Family involvement continues to be a strength, as the vast majority of parents feel welcomed and encouraged to engage in school activities. Additionally, academic support remains a positive aspect of the district, with strong teacher-student relationships and peer support particularly evident in elementary grades.

Among staff, engagement has improved, with 81% identifying as engaged or highly engaged, marking a four percentage-point increase from last year. Professional development has also seen growth, with a higher percentage of staff reporting that district and campus training has helped them perform their jobs more effectively. However, while staff engagement is improving, there are lingering concerns about communication and leadership transparency, as more than a quarter of campus-based staff feel that district leaders do not fully understand their professional needs.

For students, engagement data highlight shifts in motivation and connection to school as they progress through grade levels. Emotional engagement, which includes motivation for learning and relationships with teachers and peers, shows a noticeable decline in middle and high school students. Older students report lower positive relationships with their peers compared to younger students, suggesting that as students advance, they feel less socially connected within the school environment. While cognitive engagement, which includes academic effort and goal-setting, remains relatively stable, students' emotional ties to learning appear to weaken over time.

Parents and students also express concerns about the level of individualized support provided. Twenty-two percent of parents believe students are not receiving the personalized academic support they need to prepare for the future, and one in five parents feel their child is not receiving instruction tailored to their abilities. The data suggest that special education and emergent bilingual students report lower engagement scores in both cognitive and emotional areas, pointing to the need for more targeted interventions.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data

# Goals

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 1:** By June 2025, 60% of students in grades 3,5,8, and 10 will grow at least one year in Reading as indicated by NWEA MAP Growth Measures.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Elementary RLA - Ongoing professional learning on teacher-led small group instruction in three primary skill areas (phonics, fluency, and comprehension) - participant and facilitator survey results, NWEA MAP Growth Reading and NWEA MAP Reading Fluency.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Elementary K-3 Phonics classroom observations to monitor implementation of aligned phonics instruction - all F&M campuses alignment to the phonics walk tool, NWEA MAP Reading Fluency results.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Targeted campus support provided to identified campuses to support PLC practices and instructional delivery of RLA through effective instructional planning, data analysis, classroom observations and feedback, and teacher leader coaching - hours of support provided, number of campuses with support, learning walk data.
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Ongoing professional learning for teacher leaders and campus administrators on RLA instructional expectations and implementation strategies.



**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 2:** By June 2025, FBISD will increase the percentage of students scoring Meets or above on STAAR/ EOC Reading from 63% to 65%.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Elementary RLA - Ongoing professional learning on teacher-led small group instruction in three primary skill areas (phonics, fluency, and comprehension) - participant and facilitator survey results, NWEA MAP Growth Reading and NWEA MAP Reading Fluency.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Elementary K-3 Phonics classroom observations to monitor implementation of aligned phonics instruction - all F&M campuses alignment to the phonics walk tool, NWEA MAP Reading Fluency results.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Targeted campus support provided to identified campuses to support PLC practices and instructional delivery of RLA through effective instructional planning, data analysis, classroom observations and feedback, and teacher leader coaching - hours of support provided, number of campuses with support, learning walk data.
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Ongoing professional learning for teacher leaders and campus administrators on RLA instructional expectations and implementation strategies.

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 3:** By June 2025, FBISD will increase the percentage of students scoring Meets or above on STAAR/ EOC Math from 51% to 55%.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Ongoing professional learning for teacher leaders and campus administrators on math instructional expectations and implementation strategies.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Creation of curriculum resources to support Tier 1 instruction in alignment with TEKS and instructional model.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Targeted campus support provided to identified campuses to support PLC practices and instructional delivery of Math using the following cycle:  - PLC team learning with instructional strategies, data discussions, teacher clarity with TEKS. - Follow up visits to teachers during implementation of strategies discussed at PLC. - Feedback to teachers
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Analysis of district wide math data to determine curriculum supports needed for teacher clarity with TEKS and instructional planning.

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 4:** By June 2025, FBISD will increase the percentage of students scoring Meets or above on STAAR/ EOC Science from 50% to 55%.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Targeted campus support provided to identified campuses to support PLC practices and instructional delivery of Science using the following cycle:</p> <ul style="list-style-type: none"><li>- PLC team learning with instructional strategies, data discussions, teacher clarity with TEKS.</li><li>- Follow up visits to teachers during implementation of strategies discussed at PLC.</li><li>- Feedback to teachers.</li></ul>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> ESCI and SSCI teachers will engage in Job embedded professional learning on new three-dimensional science curriculum and adopted online platforms on identified Teacher Planning days within the school calendar.</p> <ul style="list-style-type: none"><li>- 80% of observed teachers implement 3D learning/new curriculum.</li></ul>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Ongoing professional learning for teacher leaders and campus administrators on science instructional expectations and implementation strategies.</p>

**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 5:** By June 2025, FBISD will increase the percentage of students scoring Meets or above on STAAR/ EOC Social Studies from 60% to 65%.

<b>Strategy 1 Details</b>
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<b>Strategy 1:</b> Ongoing professional learning for teacher leaders on social studies instructional expectations and implementation strategies: using critical thinking tools, vocabulary strategies, and process skills.
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<b>Strategy 2 Details</b>
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<b>Strategy 2:</b> Targeted campus support provided to identified campuses to support PLC practices and instructional delivery of Social Studies through effective instructional planning, data analysis, classroom observations and feedback, and teacher leader coaching - hours of support provided, number of campuses with support, learning walk data.
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**Goal 1:** Priority 1: Increase successful student outcomes through enhanced learning opportunities

**Performance Objective 6:** For the graduating class of 2026, the percentage of graduates that meets the criteria for CCMR will increase from 65% to 90%.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Facilitate TSIA boot camps with HCC professors in the fall and spring semesters (CCMR).
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Increase counselor and administrator capacity to support CCMR course options in AP, Dual Credit, and UT OnRamps Dual Enrollment (CCMR).
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Increase monitoring of CCMR and CTE accountability metrics to ensure campus leaders are provided a feasible plan for assisting all students in meeting one of the CCMR/CTE criteria (CCMR).
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Ensure all students enrolled in an IBC-aligned course are provided with a testing opportunity (CTE).
<b>Strategy 5 Details</b>
<b>Strategy 5:</b> Enhance administrator awareness of the IBC testing schedule and the staff assigned to exam-aligned courses. Ensure real-time tracking and communication of testing progress throughout established testing windows (CTE).
<b>Strategy 6 Details</b>
<b>Strategy 6:</b> Facilitate reteaching and retesting opportunities for IBCs when applicable (CTE).
<b>Strategy 7 Details</b>
<b>Strategy 7:</b> Provide ongoing teacher support through the facilitation of district-wide PLCs (CTE).
<b>Strategy 8 Details</b>
<b>Strategy 8:</b> Provide Tier I instructional support through programmatic walks on secondary campuses (CTE).
<b>Strategy 9 Details</b>
<b>Strategy 9:</b> Increase counselor capacity to effectively guide students into the appropriate pathway (CTE).

**Strategy 10 Details**

**Strategy 10:** Enhance stakeholder understanding of the connection between CTE pathway completion and student cohorts through targeted training and PLC collaboration (CTE).

**Strategy 11 Details**

**Strategy 11:** Establish coaching cohorts that include at least 80% of prekindergarten classroom teachers. These cohorts will support differentiated and Tier 1 classroom instruction, providing ongoing professional development and peer support to enhance teaching practices (Prekindergarten).

**Strategy 12 Details**

**Strategy 12:** Offer monthly online PreK Family Curriculum sessions in English and Spanish focused related to the FBISD curriculum and resources to support learning at home (Prekindergarten).

**Strategy 13 Details**

**Strategy 13:** Conduct PLC sessions for all PreK 115 teachers and 115 teacher aides on designated district planning days, achieving 90% attendance and aligning contents with FBISD PreK curriculum units of study and 2022 Texas PreK guidelines (Prekindergarten).

**Strategy 14 Details**

**Strategy 14:** Ensure all students enrolled in an IBC aligned course are provided with a testing opportunity  
- Facilitate reteaching and retesting opportunities for IBCs when applicable (CTE\_2)

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parent, and staff) are valued, inspired, and engaged.

**Performance Objective 1:** By June 2025, FBISD will increase overall staff satisfaction with the district from 73% to 77% through an organizational focus on the principles of PAC as measured by the District Culture and Climate Survey.

Strategy 1 Details
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<b>Strategy 1:</b> FBISD will implement professional learning focusing on the PAC (professionalism, accountability, and communication principals) principles to foster a more positive and supportive work environment for all staff members.
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**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parent, and staff) are valued, inspired, and engaged.

**Performance Objective 2:** By June 2025, FBISD will increase the percent of staff that would recommend FBISD to a colleague from 77% to 80% as reported on the employee Stay Survey.



**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parent, and staff) are valued, inspired, and engaged.

**Performance Objective 3:** By June 2025, FBISD will retain high quality teachers as evidenced by a decrease in the teacher turnover rate from 13.8% to less than 13%.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Utilize data and input from surveys and the Recruitment and Retention Taskforce to establish a comprehensive employee retention plan. The following will be included in the data analysis:</p> <ul style="list-style-type: none"> <li>- Climate/culture survey data</li> <li>- District exit survey from 1/1/2022 to present             <ul style="list-style-type: none"> <li>- Retention/turnover from 2018</li> <li>- Develop retention rate dashboard by campus/department</li> </ul> </li> <li>- 2024 employee stay survey data and follow-up focus group data</li> </ul>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Develop a grow your own program for our employees to advance their careers and retain them in FBISD.</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Develop recognition programs for campuses who demonstrate the best retention practices.</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> Interview high performing campuses to find best practices</p>
<b>Strategy 5 Details</b>
<p><b>Strategy 5:</b> Leadership Town Hall - Recognize campuses with highest retention rate. Spotlight on best practices</p>
<b>Strategy 6 Details</b>
<p><b>Strategy 6:</b> Develop an HR 101 training and development program for district and campus leaders to support them in recruiting and retention efforts</p>
<b>Strategy 7 Details</b>
<p><b>Strategy 7:</b> Leverage the passage of VATRE and better pay, including the differentiated pay scale for teachers, to attract and retain experienced teachers.</p> <ul style="list-style-type: none"> <li>- Incorporate differentiated pay scale into marketing collateral and advertising plans with the Communications team</li> <li>- Share the differentiated pay scale at hiring events</li> <li>- Incorporate differentiated pay chart on teacher website.</li> </ul>

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parent, and staff) are valued, inspired, and engaged.

**Performance Objective 4:** By June 2025, FBISD will decrease all District staff turnover rate for all non-teaching staff from 18.16% to less than 17.5%.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Utilize data and input from surveys and the Recruitment and Retention Taskforce to establish a comprehensive employee retention plan. The following will be included in the data analysis:</p> <ul style="list-style-type: none"> <li>- Climate/culture survey data</li> <li>- District exit survey from 1/1/2022 to present             <ul style="list-style-type: none"> <li>- Retention/turnover from 2018</li> <li>- Develop retention rate dashboard by campus/department</li> </ul> </li> <li>- 2024 employee stay survey data and follow-up focus group data</li> </ul>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Develop a grow your own program for our employees to advance their careers and retain them in FBISD.</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Develop recognition programs for campuses who demonstrate the best retention practices.</p>
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<p><b>Strategy 5:</b> Leadership Town Hall - Recognize campuses with highest retention rate. Spotlight on best practices</p>
<b>Strategy 6 Details</b>
<p><b>Strategy 6:</b> Develop an HR 101 training and development program for district and campus leaders to support them in recruiting and retention efforts.</p>
<b>Strategy 7 Details</b>
<p><b>Strategy 7:</b> Leverage the passage of VATRE and better pay, including the differentiated pay scale for teachers, to attract and retain experienced teachers.</p> <ul style="list-style-type: none"> <li>- Incorporate differentiated pay scale into marketing collateral and advertising plans with the Communications team</li> <li>- Share the differentiated pay scale at hiring events</li> <li>- Incorporate differentiated pay chart on teacher website.</li> </ul>

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parent, and staff) are valued, inspired, and engaged.

**Performance Objective 5:** By June 2025, FBISD will increase overall secondary student engagement in schools from 78% to 80% evidenced by students indicating they feel good about being in school on the District Student Engagement Survey.

Strategy 1 Details
<b>Strategy 1:</b> FBISD will implement professional learning for campus leaders that integrates PAC (Professionalism, Accountability, and Communication) principles to create a safer and more positive learning environment for all students.

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parent, and staff) are valued, inspired, and engaged.

**Performance Objective 6:** By June 2025, FBISD will increase parent satisfaction with FBISD schools from 80% to 82% evidenced by parents indicating the quality of their child's school as excellent or good through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.

Strategy 1 Details
<p><b>Strategy 1:</b> FBISD will implement learning for campus leaders that includes a focus on PAC (Professionalism, Accountability, and Communication) principles to strengthen school-community partnerships and increase overall parent satisfaction with the district.</p>

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parent, and staff) are valued, inspired, and engaged.

**Performance Objective 7:** By June 2025, FBISD will increase participation across all programs (mentoring, Exemplary Partners, Shared Dreams, Community Sponsors, FACE Involvement) by 15% compared to last year.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Parent educators will provide classes and participate in professional development to build the capacity of parents and school staff to strengthen student achievement.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Increase awareness of UPLIFT Mentor Program through promotional efforts, campus training, rebranding, and cultivating relationships.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> Leverage internal and external relationships to expand exemplary partnership initiative to address campus, student and staff needs.
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Expand internal and external partnerships to increase student support through the Shared Dreams portfolio
<b>Strategy 5 Details</b>
<b>Strategy 5:</b> Increase the number of meaningful family and community engagement opportunities offered to parents by sharing resources, providing professional development to staff, and equipping staff with new tools to monitor/track family engagement.
<b>Strategy 6 Details</b>
<b>Strategy 6:</b> Develop and utilize community sponsor tracking tools to report department progress on engaging the community.

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parent, and staff) are valued, inspired, and engaged.

**Performance Objective 8:** By June 2025, FBISD will maintain at least 80% district wide PBIS implementation from BOY to EOY of Tier I practices through systemic identification using multiple data sources as evidenced in the Tiered Fidelity Inventory.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> We are recursively reviewing in incremental meetings the Student Ownership of Behavior areas related to the learning walk tool with campus administration and the district staff supporting campuses to build understanding and provide reflection time so they can further plan how to support teachers and students' success.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Build the capacity of campus leaders in leveraging the leading improvement framework to improve PBIS practices through the redesign and implementation of differentiated Learning Walk and Campus Support structures.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> PBIS facilitators will assist with the TFI, SAS, and campus PBIS plans to ensure the campus reviews the data and considers ways to improve the culture, systems, and structures on the campus.

**Goal 2:** Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parent, and staff) are valued, inspired, and engaged.

**Performance Objective 9:** By June 2025, FBISD will increase district wide PBIS implementation Tier II practices by 10% from BOY to EOY through systemic identification using multiple data sources as evidenced in the Tiered Fidelity Inventory.

<b>Strategy 1 Details</b>
<b>Strategy 1:</b> Review the Student Ownership of Behavior areas related to the learning walk tool with campus administration and the district staff supporting campuses to build understanding and provide reflection time so they can further plan how to support teachers and students' success.
<b>Strategy 2 Details</b>
<b>Strategy 2:</b> Build the capacity of campus leaders in leveraging the leading improvement framework to improve PBIS practices through the redesign and implementation of differentiated Learning Walk and Campus Support structures.
<b>Strategy 3 Details</b>
<b>Strategy 3:</b> PBIS facilitators will assist with the TFI, SAS, and campus PBIS plans to ensure the campus reviews the data and considers ways to improve the culture, systems, and structures on the campus.
<b>Strategy 4 Details</b>
<b>Strategy 4:</b> Monitor implementation of the Schoolwide expectation

**Goal 3:** Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Performance Objective 1:** By June 2025, FBISD will review 100% of the key revenue drivers with the Board and align all funding with the district strategic plan.



**Goal 3:** Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Performance Objective 2:** By June 2025, FBISD will ensure budget managers stay within allocated budgets.

Strategy 1 Details
<b>Strategy 1:</b> Finance will monitor dashboard of budget vs spend monthly and will meet with any budget manager if remaining budget does not look sufficient to cover remaining time period and develop plan of action.

**Goal 3:** Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

**Performance Objective 3:** By June 2025, FBISD will utilize District program evaluation/reviews and the results of internal/external audits to build budget recommendations for the following school year.

Strategy 1 Details
<b>Strategy 1:</b> Finance will work with all departments that have evaluations/reviews and determine impacts to budgets if recommendations are implemented and include such recommendations in budget if approved by e-team and include details of additions to budget when presenting budget updates to the board.