

The District Improvement Plan (DIP) serves as the LEA plan required for ESSA purposes. **Fort Bend ISD ensures all children receive a high-quality education and works to close any achievement gaps and provides assurances that the District will:**

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children.
 - Fort Bend ISD is a non-Project district that does not receive migrant funds. The district collaborates with Region IV to assist with the following:
 - Implementation in compliance with all applicable statutory and regulatory provisions pertaining to the Migrant Education Program.
 - Consistency with the basic objectives of Title I, Part C, and as described in the Instructions to the Consolidated Application for Federal Funding.
 - Records that TEA may request and use to verify correctness and accuracy of information submitted.
 - Improvement of the effectiveness of the migrant program to enable all migratory children to meet the same challenging State academic standards that all Texas children are expected to meet.
2. Provide services to eligible children attending private schools and timely and meaningful consultation with private school officials.
 - The Accountability, Assessment, & Compliance Department in Fort Bend ISD manages all Private Nonprofit processes related to ESSA program funds.
 - The Title I Coordinator serves as the PNP liaison throughout the year and ensures that PNPs who meet the eligibility requirements are allocated required funds for Title I, II, III, and IV. Additionally, the PNP liaison advertises annually to identified PNPs as well as openly through various media outlets to ensure all eligible PNPs have access to engage in the consultation process.
 - Fort Bend ISD complies with all assurances related to Private Nonprofit entities and engages in timely and meaningful consultation with appropriate private school officials through the designated district PNP liaison. Identified children enrolled in designated PNPs gain the benefit of the ESSA funds on an equitable basis, individually or in combination, as requested by the officials to best meet the needs of such children.
3. Participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and math in grades 4 and 8.
 - The National Assessment of Educational Progress (NAEP) provides important information about student achievement and learning experiences in various subjects. Campuses are notified in July of NAEP selections. TEA communicates directly with campuses and includes the District Testing Coordinator on correspondences. TEA and NAEP select the testing dates, with testing occurring in early spring. The District and selected campuses do not receive any FBISD specific data from the assessments.
4. Coordinate and integrate services with other services for students in foster care, English learners, children with disabilities, migratory children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation.
 - The FBISD Accountability, Assessment and Compliance Department collaborates with the departments of Special Education, Multilingual Programs, Career and Technical Education, Gifted and Talented, Early Childhood, and others to establish a process to

ensure that our students have access to comparable educational services. The district already has processes in place to ensure enrollment in the school nutrition program and to coordinate with Title I, Part A educational programs and support services for qualifying students. Transportation is also provided to homeless and foster care students so they can continue to attend their school of origin. There is ongoing implementation of support and intervention activities for identified students in special populations to ensure student progress.

- The district Comprehensive Needs Assessment and District Improvement Planning processes also involve representatives from the AAC Department along with all departments in the district in order to ensure collaboration across programs when identifying needs and establishing strategies for improvement annually.
 - All legally required stakeholders are involved in planning for the annual submission of the ESSA application either through participation in the District Planning and Advisory Committee (DPAC) or through other group meetings such as Student VOICES, Focus on Learning, Town Hall, Instructional Council, and the Budget and Compensation Committee.
5. Collaborate with State or local child welfare agencies.
- FBISD has designated an appropriate staff person as the district's foster care liaison to perform duties as evidenced by identification on the district, AskTed, and ESC websites. The district foster care liaison collaborates with the State and local child welfare agencies to ensure enrollment and withdrawal of students in foster care. FBISD has established a process to ensure that school of origin transportation services are provided in a timely manner to foster care students. The foster care liaison has a process to track, monitor and review school of origin transportation services. The foster care liaison regularly collaborates with DFPS case workers as part of ongoing efforts led by the State & Federal Programs Department to support best-interest decision making for foster care students.
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements.
- The Title I Coordinator is responsible for ensuring campuses are verifying and collecting all certificates for every professional and paraprofessional. The School Compliance Representative for each campus uploads each certificate into the Title I Crate. The Title I Coordinator is responsible for verifying that the certificates are uploaded into the Title I Crate.
7. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents Right to Know.
- The designated FBISD Parent and Family Engagement Coordinator is responsible for ensuring FBISD Title I campuses are regularly sending home the Parent Rights to Know letter. The Parent and Family Engagement Coordinator collaborates with campus Parent Educators and provides a sample Parents Right to Know letter in Title I Crate (made available for each Title I campus). Additionally, the Parent Family Engagement Coordinator verifies the letter has been sent and reviews uploaded evidence in the Title I Crate for each Title I campus on a monthly basis.
8. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency.

- Each designated FBISD Title I campus holds a Title I parent night on at least 2 separate times including at least once in the fall and once in the spring semester. AAC State and Federal Programs Department provides a template for Title I Night explaining testing transparency requirements. In the template, the testing page is left blank and each school enters their campus testing plan. Additionally, the template contains the PowerPoint, Agenda, and sign-in sheets. These items once completed are uploaded into the Title I Crate by the Parent Educator at each Title I campus. The Parent and Family Engagement Coordinator verifies/approves the uploaded information in the Title I Crate for each Title I school.
- 9. Implement an effective means of outreach to parents of English learners and all parents of students enrolled in schools receiving Title I, Part A funds.
 - Fort Bend ISD has established procedures for translation and interpretation of key communications into languages other than English. Title I, Part A campuses also develop a written procedure for translation and interpretation services and file that written procedure on campus letterhead in the Title I Crate annually. A separate addendum to the District Improvement Plan is reviewed and revised annually to provide written documentation of the translation and interpretation processes. In addition to the written processes, campuses can check out headsets that can be used for interpretation services at campus parent and family engagement events.
 - The district reserves an amount over 1% of the Title I, Part A district allocation to be used for parent and family engagement activities.

Title I Plan Development/ESSA Application

In alignment with the Comprehensive Needs Assessment (CNA) and the District Improvement Plan (DIP), the AAC Department gathered input from a wide variety of sources including assessments, parent and staff surveys, and from the members of the Title I Parent Advisory Committees in place at all of our FBISD Title I campuses as well as all other required stakeholder groups. After engaging in meaningful consultation with the required stakeholders in February through early June, the AAC Department collaborated with Business & Finance (ESSA), Human Resources (Title I), Teaching & Learning (Title I), Organizational Development Division (Title II), Multilingual Programs Department (Title III), and Social Emotional Learning Division (Title IV) to develop the ESSA plan and complete the ESSA application for 2023-24 which was submitted prior to the end of June 2023.

Data collections took place all year long, but beginning in late February the following actions took place to begin the meaningful consultation required to develop the Title I, Part A plan used to completed the 2023-24 ESSA application in June of 2023:

- Revision of the questions for the spring 2023 Title I parent survey
- Training of Parent Educators assigned to each Title I campus on the process to be used for the required Title I Parent Advisory Committee (TPAC) meetings; stakeholders included: campus personnel determined by the school to carry out the plan, administrators, LEA staff, and specialized instructional support personnel
- Presentation about Title I and Survey to gather stakeholder input related to how Title I funds should be spent in April to the DPAC (District Planning & Advisory Committee) that included the following stakeholders: parents, other members of the community, teachers, other school

leaders, paraprofessionals, administrators, the LEA, and specialized instructional support personnel

- Title I principal whole group meeting in April including TPAC overview; stakeholders included: principals, administrators, the LEA, and specialized instructional support personnel
- Parent survey launched in April including Title I specific questions for parents of students enrolled at a Title I campus
- District level administrators including all Coordinators and above in the AAC Department who assigned to each Title I CPAC (Campus Planning & Advisory Committee) participated in campus CNA and CIP development for 2023-24 in May and/or June
- Title I campuses held TPAC meetings to discuss 2023-24 planning and gather input; submission of documentation to the AAC Department via Title I Crate completed in May; stakeholders included: parents, other members of the community, teachers, principals, other school leaders, paraprofessionals, administrators, the LEA, specialized instructional support personnel, other school staff, students at secondary campuses, and others determined by the schools such as members of the campus instructional leadership teams
- Title I individual principal meetings in April and May to gather specific feedback about Title I budget needs based on their initial Campus CNA's
- Development and submission of Title I campus CNA and CIP's in May and June
- Student VOICES meeting to gather input about 23-24 Title I planning in June; stakeholders included: secondary students, administrators, the LEA, and specialized instructional support personnel

Title I, Part A Guidelines Overview

Purpose

The intent and purpose of Title I, Part A funds is to provide all children significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Local education agencies (LEAs) may apply for Title I, Part A funding through the ESSA Consolidated Federal Grant Application that is available on the eGrants system through the Texas Education Agency.

In Fort Bend ISD, the State and Federal Programs team leads Title I, Part A grant management and compliance monitoring in collaboration with Business and Finance, Purchasing, Academic Affairs, and School Leadership.

Allocations

Funds distributed to individual LEAs are determined based on statutory formulas. Several factors affect LEA eligibility for the funding, including Census updates, hold-harmless amounts, and set asides for state activities, state-level administration, and charter school funding. Funding is determined for Title I-A through the following data sources:

- Most current Census Bureau's school district poverty and population estimates based on school district geographic boundaries
- State per-pupil expenditures
- Updated caseload data for children in locally operated institutions for neglected and delinquent children, foster homes, and families above poverty that receive assistance under the TANF program

Use of Funds

According to statute, the District must use Federal funds received under this grant program only to **supplement** the funds that are available from State and local sources for the education of students participating in programs assisted under this part, and must **not supplant** such funds. In addition, there is a statutory requirement that the District in which the child resides is responsible for providing eligible children enrolled in private schools the opportunity to receive services or benefits under Title I, Part A. The District must reserve funds to provide any eligible private school student with comparable services, regardless of the location of the private school the student chooses to attend.

The requirements for using Title I, Part A funds use within the District include:

- Funds are for use at designated Title I, Part A campuses.
- Districts must have a valid Supplement Not Supplant methodology for allocating State and local funds to campuses, or Statement of Exemption.
- Any Title I, Part A funds that are reserved at the District level must be used for activities that meet the intent and purpose of Title I, Part A, as well as items comply with the requirements listed below:
 - LEAs should ensure that activities and/or resources are:
 - Identified in the Comprehensive Needs Assessments;
 - Included in the Campus Improvement Plan;
 - The plan addresses how the activity/resource identified will be evaluated; and
 - The plan addresses how the needs of students at risk of not meeting State Standards are being met.
 - Be reasonable;
 - Be necessary to carry out the intent and purpose of the Title I, Part A program;
 - Be allocable; and
 - Be allowable under Title I, Part A
- The District assures that the expenditure(s) meet all EDGAR requirements.
- The District assures that all district policies and procedures were followed.

Campus Eligibility

Eligibility is determined by the campus's low-income percentage which is reported in the ESSA Consolidated Application. Districts must choose from allowable poverty measures to determine campus eligibility. In Fort Bend ISD, the Business and Finance Department uses the percentage of students eligible for free or reduced lunch under the National School Lunch Act officially reported annually for the month of February.

Once those percentages are determined by campus. The District is required to use that same poverty measure to:

- Identify eligible school attendance areas
- Determine the ranking of each area
- Determine Title I allocations to campuses

Schoolwide Program

In Fort Bend ISD, all eligible Title I campuses are designated for the schoolwide program. For this type of designation, Title I funds are used to upgrade the campus's entire education program. All students on a

schoolwide campus are considered Title I students and may therefore receive Title I services. This is a comprehensive use of Title I funds rather than the more limited uses allowable under the Targeted Assistance Eligibility.

TEA's ESSA schoolwide program requirements include three key elements:

- Element 1: Comprehensive Needs Assessment
- Element 2: Campus Improvement Plan
- Element 3: Program Evaluation

Campuses operating a schoolwide program must conduct a comprehensive needs assessment (CNA) of the entire school. It must be a thorough process that includes the identification of areas of strength, areas of need, and a prioritization of needs based on a variety of data sources. A brief description of the CNA process used by the campus should be included in the Campus Improvement Plan (CIP), along with a list of people (with roles identified) and a summary of the identified strengths, needs, and priorities.

Eligible schools must develop a comprehensive improvement plan with the involvement of parents, members of the community, individuals who carry out the plan, and specialized instructional support personnel, students at secondary schools, and other individuals determined by the District or school. The plan should be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the State academic standards.

The final element is program evaluation, which allows campuses and the district to determine if funds have been used in such a way that have positively impacted student achievement.

Finally, parent and family engagement is also required in all ESSA programs. Title I, Part A requires outreach to all parents and family members served by the Title I schoolwide program, and campuses must implement programs, activities, and procedures for the involvement of parents and family members.

Evaluation of Title I Funds

Development of goals and evaluation of progress on previous year's goals for the use of Title I funds is included as part of the process as the District administration engages in the annual CNA and support campuses as they engage in the needs assessment and improvement planning processes.

Overall, the evaluation of successful use and implementation of resources, staffing, and programs purchased with Title I funds is very program specific. Each campus engages in an annual evaluation of the impact of their use of funds as part of their CNA and CIP development processes.

Because of the nature of how the funds are designed to supplement the foundational school program and because there are a wide variety of supplemental resources used at each campus, it is difficult to correlate Title I funds as the sole cause of student growth or lack thereof.

At the district level, the administration collects data to evaluate areas of growth at Title I campuses with the following data sources:

- Title I parent survey

- Title I Inspire Academy summer program student attendance and assessment data
- Student achievement data including Ren 360 and STAAR
- Parent Educator data related to engagement in parenting classes
- Teacher turnover rates
- Grant compliance and evaluation data at the campus level
 - Campus submission of data related to Title I purchased programs including such things as student achievement data generated by software programs and usage reports
 - Internal compliance validation measures

Title I Staffing

The Title I staffing package prioritizes campus positions for intervention and instructional coaching as the vast majority of Title I staffing funds are allocated to these two categories of staff. In addition, there are some other campus positions and stipends funded out of Title I that support other identified needs in the campus improvement plans such as coaching through master teacher stipends, behavior and instructional planning through guidance facilitator, behavior aide, and campus administrator positions.

The District level staffing allocation prioritizes parent and family engagement through the assignment of one Parent Educator position at every Title I campus. The final staffing allocation is used for the administration of the grant through administrative positions.