Fort Bend Independent School District

District Improvement Plan

2023-2024

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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Fort Bend ISD is Texas' sixth largest with more than 80,000 students and is one of the most diverse in the nation. The students and families in Fort Bend ISD speak more than 100 languages and dialects, and the student population consists of 49% female and 51% male students (as of PEIMS snapshot 2022-23). Over the last three years, the total student count has ranged from 76,735 (2020-21) to 80,278 (as of April 2023) resulting in an upward trend in enrollment after a decline during the years of the pandemic.

FBISD currently has 82 campuses: 11 high schools, 15 middle schools, 51 elementary campuses, and five specialty schools to address the academic and vocational interests of students. With more than 12,000 full-time employees and substitutes, the District is the largest employer in Fort Bend County.

The current demographics for FBISD indicate a diverse student population based on race/ ethnic groups with no significant changes in demographics. Based on the fall 2022 PEIMS snapshot report, FBISD student ethnic make-up consists of the following:

- Hispanic- 26.69%
- American Indian- 0.44%
- Asian- 27.27%
- Black/African American- 27.82%
- Native Hawaiian- Pacific Islander- 0.13%
- White- 13.75%
- Two or More Races- 3.91%

There are small increases in some student populations across the district. The Emergent Bilingual population is up by 2% with now over 20% of the district population qualifying as EB. Additionally, Fort Bend ISD is now over 50% Economically disadvantaged with an increase of 2.51% since last year.

The mobility rate reported in the 2021-22 TAPR for the district is 13.6%. This is a 0.2% reduction which is relatively stable compared to the previous year. However, some of our Title I campuses have mobility rates above 20%. There is a wide range of mobility across different areas of the district.

Staff turnover rates have risen steadily since the 2019-20 school year when they took a dip that has been attributed to the pandemic that began in spring 2020. Based on the 2021-22 data kept in Human Resources, the district had a 22.98% turnover rate for 2021-22 which was an increase of 4.15% over the 2020-21 school year. High turnover rates and vacancy rates are in line with employment data reported across the nation in the field of education.

The Gifted and Talented program enrollment has increased from 4,987 in 2021-22 to 5,165 in 2022-23. The number of students identified is 7.1% of the overall student population of FBISD. The largest student group identified and served in GT is Asian at 63%. White is the next largest, at 15.1% followed by Economically disadvantaged students at 13.1%. The

gap between the Asian population and other ethnic groups ranges from 43% to 58%.

Historically, FBISD has had student attendance rates higher than the state and region. This trend continued through the COVID-19 pandemic and is still true this year. Attendance district-wide is up in 2022-23 compared to 2021-22. There is a trend, however, that shows lower grades (PreK, K, 1) with some of the lowest attendance rates and some of the lowest improvements year over year. Additionally, some campuses continue to show very low attendance rates when compared with others in the same level (elementary, middle, high). Additionally, those students experiencing homelessness have lower attendance rates when compared to their peers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: District attendance, while improving, still falls ~1% lower than pre-COVID years.   **Root Cause:** Because this lower attendance trend is a national, state, and regional trend it is unlikely to be an FBISD specific root cause. The most likely cause is that COVID still exists and students must still quarantine if infected.

Problem Statement 2: Attendance in lower grade levels PreK-2nd is far below other grade levels.   **Root Cause:** Parents/guardians don't view attendance in lower grades as important as upper grade levels.

Problem Statement 3: Some students may face specific barriers to regular attendance.   **Root Cause:** Root Cause 1: Chronic health issues Root Cause 2: Home situation (work schedule, lack of consistent transportation, home responsibilities, parent involvement, unpredictable schedules, etc.)

Problem Statement 4: Some students are resistant to attending school   **Root Cause:** Root Cause 1: Poor school climate Root Cause 2: Anxiety (emotional health) Root Cause 3: Academic struggles (poor performance leads to lower attendance leads to poor performance...) Root Cause 4: Peer relationships (social issues, bullying, etc.)

Problem Statement 5: Student apathy toward school   **Root Cause:** Root Cause 1: May perceive the curriculum as uninteresting, not culturally relevant, not challenging, or unnecessary Root Cause 2: Lack of meaningful adult relationships at school Root Cause 3: Lack of extracurricular connections or opportunities

Problem Statement 6: Parents or students lack a proper understanding of the importance of regular attendance   **Root Cause:** Root Cause 1: Believe sporadic absences (a few days per month) are not a problem and don't affect performance Root Cause 2: Parents not tracking attendance and may not realize how many days their student has missed

Student Learning

Student Learning Summary

STUDENT LEARNING AND PROGRESS: ELA

In ELA, FBISD demonstrates strengths in early education, notably in Grades 1 and 2. Progress in the On or Above Grade Level Percentage of Students on the BAS/SEL is evident across all student groups and campuses from the beginning to the middle of the academic year. However, the district faces challenges in alignment with some district instructional priorities, falling below targeted benchmarks. While alignment to the rigor of standards and instructional models in ELA exceeds benchmarks, alignment to the scope and sequence lags, reaching only 80% against the targeted 85%. Moreover, a substantial portion of elementary, middle, and high school campuses exhibit gaps in alignment across rigor, scope & sequence, and instructional models, indicating a need for comprehensive alignment strategies.

While the BAS demonstrates an upward trajectory in K-2 students' performance at or above level, the REN (1st-10th) data indicates an overall low growth rate. This discrepancy poses a challenge in understanding overall progress. Adherence to the instructional model will be crucial in implementing systematic phonics instruction in K-3 for the upcoming school year.

High school classrooms lag in alignment with the instructional model compared to elementary and middle school levels. 2023 STAAR results highlight areas needing improvement, particularly in composing, revising, and editing informational texts across grades 6-10.

STUDENT LEARNING AND PROGRESS: SOCIAL STUDIES

In Learning Walks focused on Social Studies, positive trends emerge as nearly half of the observed campuses align with the three instructional focus areas. However, these observations are juxtaposed with weaknesses in alignment. The district falls short of targeted benchmarks in rigor (62%), scope and sequence (74%), and instructional model (68%) for Social Studies. The limited data collection in K-12 social studies poses challenges in assessing trends and formulating conclusive findings. Social studies instruction was observed at 23 campuses during learning walks with 48% of those campuses aligned to all three instructional priorities (rigor, scope & sequence, and instructional model). Moreover, the district-wide need for improvement in instructional model alignment affects various instructional practices across educational levels, impacting teaching rigor, student engagement, and formative assessment.

STUDENT LEARNING AND PROGRESS: STEM-MATHEMATICS

In Mathematics, progress is evident. The implementation of Number Worlds for intervention purposes demonstrates positive movement towards fidelity of implementation. Ren360 data supports this progress, showcasing improvements across all student groups between the Beginning of Year (BoY) and Middle of Year (MoY) assessments. Notably, all student groups showed an increase in the percentage at or above grade level between BoY and MoY. The FBISD overall performance also reveals a positive trend, with an increase in the percentage at or above grade level between BoY and MoY. The TxKea math assessment saw improvement across the majority of student groups. At MOY there were three student groups who were below their EOY targets: African American (by 12%), White (by 1%), Two or More Races (by 2%), and Economically disadvantaged (by 1%). While these groups had not yet met their target at MOY- they did show growth compared to BOY results.

Additionally, the PreK CIRCLE - Math assessment displays remarkable mid-year performance, surpassing End of Year (EOY) targets across all student groups. Hispanic students experienced the most growth among all PreK student groups in the "On Track" percentage, from 69% in BOY (22-23) to 85% in MOY (22-23), followed by the Economically Disadvantaged group, who experienced 11 percent growth. Thirty-one out of 35 PreK program campuses showed improvement in the "On Track" percentage from BOY (22-23) to MOY (22-23). Across FBISD, most student groups exhibited improvement in the "On Track" percentage, showing growth from 82% in BoY to 90% in MoY, and ultimately exceeding the yearly target by reaching 92% at EOY.

- Ren360 assessments showcase an increase in the percentage at or above grade level across all student groups from BoY to MoY.
- PreK CIRCLE - Math performance at MoY surpasses the EOY targets for each student group.

However, various challenges persist within Mathematics. There is a recognized need to broaden the range of data sources available and explore the potential District Learning Assessment (DLA) structures to gather more curriculum/content data. Teacher Professional Development (PD) aimed at content and pedagogy remains crucial, alongside a focus on instructional minutes dedicated to math instruction. Teacher training exposes gaps in both content knowledge and pedagogical practices. Despite the district's goal for 75% of teachers to follow the instructional model during Learning Walks (LW), only a portion of campuses met this target across elementary, middle, and high school levels.

- The percentage of teachers following the instructional model on Learning Walks falls below the targeted 75% across all educational levels.
- Teacher training indicates gaps in content knowledge and pedagogical practices.

Student mathematical performance demonstrates strengths in early education but highlights a decline in growth from BoY to MoY across various grade levels, underscoring the necessity for intervention strategies. Furthermore, secondary math lacks reliable intervention and achievement data beyond STAAR, presenting challenges in assessing student progress.

- Data indicates a decline in growth from BoY to MoY across grade levels in Mathematics, emphasizing the need for intervention strategies.
- Secondary math lacks comprehensive intervention and achievement data beyond STAAR.

Pre-K students are performing above EOY targets on Circle at mid-year. Kindergarten students are performing above targets in all groups except three on TXKEA. This indicates that students come to 1st grade with age-appropriate skill levels. First-grade Ren data shows an increase in *at or above* between BOY and EOY assessments, but SGP levels are low. Student growth is low in first grade; 45% of first-grade students did not meet the minimum growth measure on REN and are therefore in need of intervention or urgent intervention. Overall, according to REN scores, student growth is low from the beginning of the year to the middle of the year. Secondary math does not have reliable intervention data or achievement data beyond STAAR.

Grade	Growth BoY to MOY 22-23	Growth BoY to MoY 21-22 (same cohort)
1st	2032/4473 = 45.4%	
2nd	1601/4934 = 32.4%	
3rd	1522/5183 = 29.4%	44% (2nd grade)
4th	1539/5272= 29.2%	35.9% (3rd grade)
5th	1871/5540 = 33.8%	29% (4th grade)
6th	2034/5328 = 38.2%	25.5% (5th grade)
7th	2011/5364 = 37.5%	26.5% (6th grade)
8th	2092/5441 = 38.4%	34.8% (7th grade)
9th	1942/5705 = 34%	34% (8th grade)

STUDENT LEARNING AND PROGRESS: STEM-SCIENCE

In Science, although data remains limited, interim data slightly outperforms STAAR results in tested grades. The interim exam suggests a slight increase in students meeting the

standard across several campuses.

However, Science confronts challenges due to data limitations and gaps in teacher knowledge. There is an immediate need to enhance data availability through an improved assessment plan. Additionally, the low instructional time dedicated to science further complicates efforts in this domain.

The absence of adequate data for non-tested grades hinders comprehensive analysis in Science. While tested grades perform comparably to the state, the percentage of students meeting or exceeding expectations remains lower than desired. For instance, the Science STAAR results for 5th and 8th grades in 2022 reflect lower meets-and-above percentages than desired, signaling the need for improvement.

5th Grade Science STAAR 2022	8th Grade Science STAAR 2022	Biology EOC 2022
40% meets and above (75%)	52% meets and above (62%)	65% meets and above (48%)
67% approaches and above (43%)	70% approaches and above (36%)	85% approaches and above (21%)

STUDENT LEARNING AND PROGRESS: MULTILINGUAL STUDENT PROGRAMMING

Multilingual Math: The evidence for Emergent bilingual (EB) students' strengths in math shows an overall positive trend across various districts and grade levels. At the beginning of the 2023 academic year, the EB district BOY math proficiency rate was 67%, which increased to 70% by the MOY. Similarly, EB elementary schools saw an increase in math proficiency rates from 77% at the beginning of the year to 83% at MOY.

The Circle PK math proficiency rates for EB students were consistently higher than the overall average. At the beginning of the year, EB students had a math proficiency rate of 83%, which increased to 91% by the middle of the year. This was higher than the overall average of 82% at the beginning of the year and 90% by the middle of the year. The target math proficiency rate for Circle PK was set at 69%, which EB students surpassed by a significant margin.

Furthermore, in TXKEA math, the target goal for 2023 was set at 76%, which was higher than the previous year's goal of 73%. By the middle of the year, EB students had already exceeded this goal with a math proficiency rate of 78%.

There is a concerning trend in the performance of Emergent Bilingual (EB) students in math, specifically with the HB3 1&2 REN Math target for 2023. The target for 2023 is a proficiency rate of 59% for EB students in math. However, current data shows that in 2023 BOY, the proficiency rate for EB students in math was only 43%, which is below the target. Furthermore, in MOY 2023, the proficiency rate dropped to 40%, indicating a negative trend in the academic progress of these students.

Additionally, among EB students in middle school, math proficiency is lower compared to other grade levels. In BOY 2023, only 58% of EB middle school students were proficient in math, and this decreased slightly to 57% by MOY 2023. This suggests that targeted interventions may be necessary to improve math proficiency among EB middle school students.

Similarly, there is a lower level of math proficiency among EB high school students compared to the district average, with only 39% proficient in BOY 2023, which increased to 41% by MOY 2023. This also indicates a need for targeted interventions to support EB high school students in their math education.

Multilingual ELA: Based on the evidence reviewed, Emergent bilingual (EB) students show particular strengths in Circle PK Literacy. BOY EB students have a 49% proficiency rate in Circle PK Lit, slightly lower than the overall rate of 54%. However, by MOY EB students show a significant increase in proficiency, with an 82% rate compared to the overall district proficiency rate of 81%. The target rate for Circle PK Lit proficiency is 84%, which suggests that the overall trend for EB students is positive and on track to meet this target.

In ELA, the rigor rate observed for EB students during learning walks is at 73%, which is consistent with the overall elementary average. Bridgegate ES and Holly ES have higher rates of 90% and 85%, respectively, indicating that their instructional models and scope and sequence are effective for EB students.

Regarding the instructional model, the overall average observed for EB students is 79%, which is slightly lower than the elementary average. However, Bridgegate ES and Mission West ES have instructional model rates of 100% and 85%, respectively, indicating that their models are highly effective for EB students.

In REN Reading EB students had a proficiency rate of 51% at BOY, which increases to 58% at MOY. The overall proficiency rate for FBISD is 50% BOY and 55% MOY, suggesting that EB students are performing similarly to their peers in this area.

This evidence suggests that EB students have strengths in Circle PK Literacy and are making progress toward meeting proficiency targets. Instructional models and scope and sequence at certain schools, such as Bridgegate ES and Holly ES, are particularly effective for EB students. While the instructional model rate for EB students overall is slightly lower than the elementary average, there are still many schools, such as Bridgegate ES and Mission West ES, with highly effective models.

Emergent Bilingual (EB) students in Grade 1 and Grade 2 are generally performing below district averages across several areas of focus. For Grade 1 BAS EB students' performance at the beginning of the year (BOY) is slightly lower than the overall district average (54% vs. 56%), and while they make some progress by the middle of the year (MOY), their performance still lags behind the district average (62% vs. 64%). In Grade 1 SEL, EB students perform slightly better than the district average at the beginning of the year (36% vs. 35%) and show some improvement by the middle of the year (44% vs. 43%). However, their performance in several other areas (AE, LGE, MWE, RGE, TWE) is still below district expectations at the MOY benchmark.

Moving on to Grade 2, EB students' performance in BAS is lower than the overall district average at both the beginning (47% vs. 56%) and middle (57% vs. 66%) of the year. In Grade 2 SEL, EB students' performance is on par with the district average at the beginning (37% vs. 37%) and shows some improvement by the middle of the year (48% vs. 48%). However, their performance in these campuses (AFE, AE, JE, LGE, MWE, TWE) is still below district expectations at the MOY benchmark.

Based on the evidence provided in the REN 360 assessment, several additional trends emerge regarding Emergent bilingual students that draw attention as an area of focus in REN Reading at MOY. Firstly, there is an overall increase in reading proficiency across all student groups from the beginning of the year (BOY) to the middle of the year (MOY). The FBISD overall reading proficiency increases from 50% to 55%, while the EB/EL District increases from 39% to 43%. This trend is also seen in the elementary student group, which increases from 51% to 58%.

However, there is a concerning trend in the middle school student group, as reading proficiency decreases from 26% at BOY to 23% at MOY. This indicates a need for further attention and support in this area for Emergent Bilingual students in middle school. This trend continues at the high school level where the EB student group shows only a slight increase in reading proficiency from 7% at BOY to 8% at MOY, further highlighting this as an area of concern.

In the 2022 – 23 academic year, the district has set a target of 84% for Kinder EB student performance, which is a significant increase from the baseline of 60% at the beginning of the year (EB BOY).

Despite some progress, some areas require improvement. For example, at Goodman and HGE Early Literacy Center, more than 20% of the campus target has not been met, indicating that these schools must work harder to improve EB student performance. The midpoint of the year (EB MOY) scores are higher than the beginning (EB BOY), but a significant gap exists between the EB MOY scores and the district targets.

STUDENT LEARNING AND PROGRESS: SPECIAL EDUCATION

Analyzing Special Education (SpEd) performance reveals subtle yet positive changes across Reading and Math. At the Elementary School Level, the percentage of students at or above the benchmark remains steady in Reading but shows a promising increase in Math from 47% to 50% from End of Year (EOY) 2022 to the Middle of Year (MOY) 2023. Middle School Level reflects a slight dip in Reading from 17% to 16% but displays progress in Math, climbing from 26% to 28%. Conversely, the High School Level maintains consistency in Reading at 11%, while Math experiences a decrease from 26% to 24%. Overall, the district sees a positive trend with a 2% increase in Reading and a 2% increase in Math from EOY 2022 to MOY 2023.

Specific Data Points:

- Elementary School Level Math shows improvement from 47% to 50% from EOY 2022 to MOY 2023.
- Middle School Level Math demonstrates progress, climbing from 26% to 28% from EOY 2022 to MOY 2023.

	Performance Level Comparison At/Above Benchmark – SpEd: All					
	2022 EOY to 2023 MOY					
	Reading			Math		
	21-22	22-23	Change	21-22	22-23	Change
	EOY	MOY		EOY	MOY	
Elementary School Level	33%	33%	0%	47%	50%	+3%
Middle School Level	17%	16%	-1%	26%	28%	+2%
High School Level	11%	11%	0%	26%	24%	-2%
Overall District	25%	25%	0%	37%	39%	+2%

Comparing Student Growth Profiles (SGP) within Special Education from EOY 2022 to MOY 2023 reveals notable improvements across Reading and Math. At the Elementary School Level, there's a substantial increase in SGP for both Reading (from 45% to 57%) and Math (from 40% to 62%). Middle School Level also shows progress, with Reading SGP rising from 45% to 56% and Math SGP from 43% to 55%. Similarly, the High School Level demonstrates growth, with Reading SGP increasing from 46% to 55% and Math SGP from 46% to 59%. Overall, the district observes positive trends, with a 12% increase in Reading and a significant 17% increase in Math SGP from EOY 2022 to MOY 2023.

Specific Data Points:

- Elementary School Level Math SGP rises significantly from 40% to 62% from EOY 2022 to MOY 2023.
- High School Level experiences growth in Math SGP, climbing from 46% to 59% from EOY 2022 to MOY 2023.

Student Growth Profile (SGP) Comparison from EOY 2022 to MOY 2023

	SGP Comparison by Campus – SpEd: All					
	2022 EOY to 2023 MOY					
	Reading			Math		
	21-22	22-23		21-22	22-23	
	EOY	MOY	Change	EOY	MOY	Change
Elementary School Level	45%	57%	+12%	40%	62%	+22%
Middle School Level	45%	56%	+11%	43%	55%	+12%
High School Level	46%	55%	+9%	46%	59%	+13%
Overall District	45%	57%	+12%	42%	59%	+17%

SPED STAAR Longitudinal 2018-2022

The STAAR Longitudinal data from 2018-2022 provides a broader perspective on student performance trends, potentially offering insights into longer-term patterns and progress within Special Education that may complement the current year's analysis.

STAAR: SPED	2018 Did Not Meet	2018 Approaches	2018 Meets	2019 Did Not Meet	2019 Approaches	2019 Meets	2020 Did Not Meet	2020 Approaches	2020 Meets	2021 Did Not Meet	2021 Approaches	2021 Meets	2022 Did Not Meet	2022 Approaches	2022 Meets
Grade 3 Math: All	53%	47%	24%	52%	48%	26%	N/A	N/A	N/A	63%	37%	14%	60%	41%	22%
Grade 3 Reading: All	54%	46%	17%	51%	49%	22%	N/A	N/A	N/A	58%	42%	17%	48%	52%	26%
Grade 4 Math: All	62%	38%	16%	61%	39%	19%	N/A	N/A	N/A	71%	29%	15%	64%	36%	16%
Grade 4 Reading: All	62%	38%	16%	59%	41%	15%	N/A	N/A	N/A	69%	31%	14%	53%	47%	25%
Grade 5 Math: All	50%	55%	24%	52%	58%	23%	N/A	N/A	N/A	58%	42%	21%	55%	45%	17%
Grade 5 Reading: All	59%	45%	20%	56%	53%	20%	N/A	N/A	N/A	57%	43%	20%	51%	49%	24%
Grade 5 Science: All	65%	35%	14%	66%	34%	18%	N/A	N/A	N/A	66%	34%	11%	73%	27%	10%
Grade 6 Math: All	58%	42%	19%	56%	44%	16%	N/A	N/A	N/A	64%	36%	9%	57%	43%	17%
Grade 6 Reading: All	72%	28%	12%	70%	30%	10%	N/A	N/A	N/A	72%	28%	10%	63%	37%	17%
Grade 7 Math: All	68%	32%	10%	66%	34%	11%	N/A	N/A	N/A	78%	22%	6%	68%	32%	11%
Grade 7 Reading: All	71%	29%	11%	68%	32%	15%	N/A	N/A	N/A	62%	38%	16%	48%	52%	24%
Grade 8 Math: All	72%	34%	9%	64%	44%	15%	N/A	N/A	N/A	80%	20%	6%	72%	28%	7%
Grade 8 Reading: All	69%	40%	10%	62%	44%	17%	N/A	N/A	N/A	64%	36%	13%	43%	57%	23%
Grade 8 Social Studies: All	73%	27%	9%	67%	33%	12%	N/A	N/A	N/A	76%	24%	10%	74%	26%	10%
Grade 8 Science: All	68%	32%	13%	61%	39%	13%	N/A	N/A	N/A	71%	29%	12%	61%	39%	14%
Algebra 1 EOC: All	53%	48%	13%	54%	46%	15%	0.94	0.06	0.01	62%	38%	9%	68%	32%	12%
English 1 EOC: All	72%	28%	11%	71%	29%	12%	0.89	0.11	0.02	71%	29%	15%	76%	24%	13%
Biology EOC: All	39%	61%	20%	40%	60%	20%	0.91	0.09	0.48	52%	47%	18%	47%	53%	21%
US History EOC: All	37%	63%	29%	31%	69%	41%	0.87	0.13	0	40%	60%	31%	39%	61%	35%
English 2 EOC: All	71%	29%	12%	67%	33%	14%	0.92	0.08	0.03	70%	30%	18%	67%	33%	21%

STUDENT READINESS

Pre-K Readiness

Phonological Awareness (Reading) Across the district, all student groups exhibited notable improvements in the "On Track" percentage for Phonological Awareness (PA) from 54% at the Beginning of Year (BOY) to 81% at Middle of Year (MOY) and 86% at End of Year (EOY). Emergent Bilinguals displayed exceptional growth, advancing from 49% at BOY to 82% at MOY. Moreover, 31 out of 35 PreK campuses witnessed enhanced "On Track" percentages from BOY to MOY.

However, there are concerns in some campuses, as 24% (8 campuses) displayed less than 10% progress in PA from BOY to EOY. Furthermore, 6% (2 campuses) showcased regression in progress. Notably, specific campuses like QVE and DE witnessed declines in PA composite scores from BOY to EOY.

Math Proficiency Similar progress occurred in Math, where all student groups showcased advancements from 82% at BOY to 90% at MOY and 91% at EOY. Hispanics illustrated substantial growth, elevating from 69% at BOY to 85% at MOY, followed by an 11% rise among Economically Disadvantaged groups. 31 out of 35 PreK campuses reported improvements in Math proficiency from BOY to MOY.

Similarly, 30% of schools (10 campuses) indicated less than 5% progress in Math from BOY to EOY, with 6% showing regression. Specific campuses like QVE and DE experienced declines in Math composites from BOY to EOY.

Pre-K Enrollment and Access

PreK enrollment surged from 1,352 in August 2018 to 2,216 students by May 2023, with a projected increase to 2,400 students in the 2023-24 SY. The expansion includes four more campuses offering PreK programs and the provision of tuition-based programs at three additional campuses. Enrollment demographics aligned with general FBISD student

representation.

By May 19, 2023, 22 out of 39 PreK campuses showed significant seat availability (70%-90% or more) for the 2023-24 school year. Schools with slower registration progress included several campuses affecting feeder patterns, indicating potential enrollment challenges for certain schools.

College and Career Readiness (CCMR)

There's a robust usage of advanced courses like AP and Dual Credit (DC) across all campuses. Increased requests for AP and DC courses in 23-24 compared to 22-23, along with high passing rates for DC courses and AP exams meeting CCMR indicators.

Areas for improvement involve the need for more dual credit courses, enhanced promotion of advanced courses in feeder patterns, increased AP course offerings, examination of AP course retention factors, and counseling on the benefits of AP versus Dual Credit for students with exam cost concerns. Additionally, refining instruction and intervention practices for AP courses is crucial, especially in certain campuses like WHS and MHS. There's also a need to focus on AVID students for dual credit courses and explore historical CTE enrollment patterns and application counts for better planning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Due to the limited amount of data collected in K-12 social studies, it is difficult to measure and find trends to develop findings in social studies.   **Root Cause:** 1: The DLAs for grades 6-12 are performance-based over singular or limited TEKS. 2: STAAR only gives data for 8th and 11th grades. 3: During SY 22-23 we used SS TEA STAAR Interim assessments for the first time; however, this was not mandated so data was not collected district-wide. 4: SS in K-5 does not have any assessments designed to collect data district-wide

Problem Statement 2: The REN Reading data shows that 62% of our 1st-10th graders are making adequate growth in reading performance. TEA recommends that 88% of students should be making adequate growth (at least one year of progress). The district's reading adequate growth rate is far below the state recommendation.   **Root Cause:** 1: Teachers are not utilizing differentiated instructional structures, such as small group instruction, to meet the needs of all students during tier 1 instruction and within the instructional model. 2: Formative assessments are not being used regularly to make instructional decisions 3: Gaps in Teacher Content knowledge

Problem Statement 3: The percentage of high school classrooms observed during Learning Walks aligned to the instructional model is significantly less than observed in elementary and middle school.   **Root Cause:** 1: High school teachers are not following the instructional model because they do not feel confident in how to implement it. 2: High school teachers are not following the instructional model because they do not have an understanding of its impact on student achievement.

Problem Statement 4: 2023 STAAR results indicate that composing, revising, and editing informational texts was missed most frequently in grades 6-10.   **Root Cause:** 1: Teachers are not following the district scope and sequence of units. 2: Teachers are not following the instructional model, which impacts students' opportunities to observe the modeling of skills, guided practice of skills, and formative assessment of skills that leads to small group instruction.

Problem Statement 5: Data points are insufficient to draw conclusions about science instruction and science achievement   **Root Cause:** 1: Interim assessments were not administered across the board in science and there are no other common assessments at the district level to provide accountability for instruction. 2: Instructional time is limited to 225 (often interrupted) minutes per week in elementary, compared to 575 minutes for ELA and 450 minutes for Math.

Problem Statement 6: Student growth in mathematics is low from BoY to MoY at every grade level. 29% to 45% of students have low growth between 1st and 9th grades.   **Root Cause:** 1: Tier I instruction does not address the needs of all students. 2: Structured intervention is only at the elementary level- fidelity of implementation is low in 22-23 (insert %). 3: Secondary supports for intervention are limited--(instructional resources and human resources).

Problem Statement 7: Teachers of emergent bilingual (EB) students are not required to participate in EB-specific professional learning.   **Root Cause:** 2: Teachers are allowed choice from PL sessions related to special populations (of which EB students are a part of) and they do not choose to attend the EB-specific learning. 3: Principals do not feel empowered to ask that their staff engage in learning related to meeting the needs of EB students. 4: Not all principals make EB student-specific PL a priority for their campus-based

PL.

Problem Statement 8: The majority of campuses fail to address the data/needs related to emergent bilingual (EB) students during their CNA and CIP. **Root Cause:** Campus leaders do not know how to gather, analyze, and interpret data specific to EB students

Problem Statement 9: Emergent bilingual (EB) students are not meeting reclassification criteria at the same rate as in previous school years. **Root Cause:** Stakeholders (including district/campus leadership, classroom teachers, parents of EB students and EB students) do not understand the significance/implications of the state-created reclassification criteria.

Problem Statement 10: There are gaps in the systems for reporting students enrolling in the military in order to meet the Military Readiness Indicator for CCMR accountability. **Root Cause:** 1: The state requires a student to supply their DD4 form from the US 2: The DD4 form is not done until the student has graduated and left school 3: The DD4 form is stored electronically in the student's military file

Problem Statement 11: There are gaps in enrollment in AP courses across all HS campuses. **Root Cause:** 1: Some campuses have less AP course offerings then others 2: Some campuses struggle with hiring and retaining AP teachers

Problem Statement 12: 7 out of 11 high schools have less than 70% of students enrolled in an AP course taking the exam. **Root Cause:** Root Cause 1: Exam costs Root Cause 2: Students taking multiple AP courses but not all of the exams associated with courses. Root Cause 3: Students not feeling prepared to take the exam Root Cause 4: Teachers not getting adequate Professional Development Root Cause 5: Budget and time constraints for teacher training

Problem Statement 13: Some campuses experience regression in the percentage of students on track in literacy and numeracy when comparing MOY with BOY results. **Root Cause:** 1: Two campuses received new classroom allocations and new students enrolled in December, which affected the overall "on track" percentage of students making progress. Teachers assessed newly registered students during MOY and not BOY. 2: The learning curve experience by administrators of Prek campuses in the first year of implementation is more significant than those with more exp

District Processes & Programs

District Processes & Programs Summary

ENGAGED WELL ROUNDED

Engaged Well-Rounded Students

Positive School Environment The culture/climate and student engagement survey shows a strong student-adult connection in both elementary and secondary levels, fostering a positive and supportive atmosphere. Elementary students exhibit high engagement across various areas, displaying active involvement in academic and extracurricular pursuits.

Academic Achievements The Class of 2023 secured remarkable scholarships worth $210,720,441.82, indicating the academic success of graduating students. This achievement reflects their dedication and accomplishments throughout their education.

Diverse Extracurricular Interests A majority of parents/guardians (77%) and campus staff (86%) observe student interest in diverse extracurricular activities like fine arts, athletics, and clubs, showcasing a wide range of engagement among students.

STEM Focus and Growth The significant rise in students engaged in Robotics and Engineering, from 160 to 1,980 students, with 22% pursuing STEM pathways, indicates a burgeoning interest in these fields, possibly signaling a growing focus on STEM education.

Commitment to Enriching Activities Teaching and Learning initiated five district-wide extracurricular student events, emphasizing the district's commitment to providing diverse opportunities beyond the standard curriculum.

Engagement Gap and Emotional Well-being There's an evident engagement gap in elementary education, particularly among specific student groups (AA, H, ED, SPED), underscoring the need for targeted support to ensure equitable engagement. At the secondary level, there's a moderate overall emotional engagement with a downward trend, signaling the importance of addressing emotional well-being among older students.

Decline in Student Perceptions Although average scores for students feeling supported by adults were initially high, there's been a decrease in these perceptions in the 22-23 academic year. This decline might necessitate further investigation into potential contributing factors.

Data Systematization for Insights To better understand the impact of student events and programs, systematizing data across demographics, district areas, and student groups is recommended. This approach would offer insights into the distribution and effectiveness of these initiatives district-wide.

Top of Form

PROFESSIONAL LEARNING AND QUALITY STAFF
Professional Learning & Quality Staff

Positive Employee Interactions Exit data highlights overall employee satisfaction with coworkers and regular team interactions. Reasons for employees exiting are predominantly tied to positive changes, notably promotion, indicating leadership development within the district. 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.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: The district lacks evidence for the extent of representation or student engagement in programs, events, opportunities offered by various divisions in the district.   **Root Cause:** FBISD does not systematically collect data on student participation (and the relevant demographic data) in different extracurricular activities at the campus and district level to determine if student opportunities are equitable.

Problem Statement 2: FBISD has a target retention rate of 90%-95% and we are currently below our target.   **Root Cause:** 1: Employees are dissatisfied with working conditions, such as salary and student discipline. 2: Employees have been reassigned and placed on excess lists due to staffing allocations and budget constraints. 3: Employees' perceptions of working conditions (administrative support, discipline procedures, and communication and messaging) in FBISD are motivating staff to seek positions elsewhere

Problem Statement 3: FBISD does not currently have a process for recruiting highly effective teachers to work at our highest needs campuses.   **Root Cause:** 1: FBISD lacks a system for defining what criteria define an effective employee and growing employees. 2: Employee evaluation processes are not calibrated. 3: Hiring practices for teachers are at the campus level on not part of centralized assignment process.

Problem Statement 4: Teachers feel that they have a high degree of implementation of instructional practices that are not observed during classroom visits   **Root Cause:** 1: There are misconceptions that teachers hold about what instructional practices look like 2: More calibration is needed to support the implementation, observation, and alignment to district instructional priorities

Perceptions

Perceptions Summary

Culture and Climate

Positive Climate and Culture Survey An overall positive response in the climate and culture survey signifies a favorable environment within the district, indicating contentment and satisfaction among respondents.

Valued Diversity and Academic Programs Recognition and a high value placed on diversity and academic programs underscore the district's commitment to inclusivity and robust educational offerings.

Accessible School Leaders The availability of school leaders to address concerns reflects an accessible and responsive administrative presence, ensuring a supportive environment for addressing various issues.

Communication Disparities A disparity in responses between campus staff and parents regarding communication highlights the need for better alignment and improved communication strategies to bridge this gap.

Clarity in Terms Concerns about parental understanding of the terminology used by campuses suggest the necessity of clearer communication to ensure comprehensive understanding among parents regarding campus communication.

Staff Understanding of Goals Ensuring that campus staff comprehends district goals and the strategies necessary to achieve them is crucial, emphasizing the need for enhanced staff alignment and clarity in expectations.

Student Safety Awareness Addressing the necessity of guiding students in reporting safety concerns and fostering an environment where students feel comfortable communicating such issues indicates a need for improved safety communication protocols and student engagement initiatives.

Student Engagement Survey The need to conduct a student engagement survey suggests an initiative to comprehensively gauge student involvement and satisfaction within the district, aiming to improve student experiences and participation.

Safety and Well-being

Monitored Mental Health and Counseling Services Regular collection of Mental Health and Wellness (MHW) data over several years, assessing the number of referrals and students participating in counseling services, helps to provide insights into the effectiveness of mental health support within the district.

Compliance Data on Safety Drills Available compliance data indicating campuses are meeting monthly expected safety drills ensures preparedness for emergency situations, highlighting a proactive safety approach within the district.

Discipline Referrals Improvement Reduction in discipline referrals and disproportionality for African American (AA) and Special Education (SPED) students from prior years demonstrates positive progress in managing behavioral issues.

Positive Trends in Attendance and Substance Use An increase in overall attendance and a decrease in reported alcohol and tobacco use among students signify positive trends in student engagement and healthier behaviors.

Students Taking Accountability The majority of students in focus groups exhibiting accountability for their behavior suggests a positive attitude towards personal responsibility.

Data Refinement and Historical Analysis Need for refining data on Mental Health and Wellness (MHW) referrals and accessing historical safety audit data to better assess strengths, weaknesses, and trends in support services and safety protocols.

Persistent Disproportionality in Discipline Continued disproportionality in discipline referrals for AA/SPED students and discretionary placements in DAEP (Disciplinary Alternative Education Program) raises concerns about the implementation and prevention of discipline issues and requires further examination and action.

Attendance Rates and Student Perceptions Attendance rates below the desired goal and students feeling unheard or disrespected by administrators underscore areas requiring improvement in student engagement and administrative support.

Student Behavior and Risk Perception The perceived risks of alcohol, tobacco, and marijuana among students remain relatively constant, signaling the need for further education and preventive measures.

Need for Improved Systems and Support Challenges in managing student behavior and providing adequate support indicate a need for refined district-level systems, particularly in supporting Positive Behavior Interventions and Supports (PBIS), to better address behavioral issues and enhance student support.

Behavioral Challenges and Support Needs Instances of students not engaging positively within schools and engaging in risky behaviors highlight the need for more robust systems to support Positive Behavior Interventions and Supports (PBIS), as staff struggle to manage behaviors effectively, leading to increased disciplinary actions and removals.

Ongoing System Refinement Though some district-level systems support PBIS, continuous focus and refinement are necessary to ensure full implementation for optimal results, providing better behavioral management and enhanced student support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 82% of parent/guardian agreed/strongly agreed there is a teacher, counselor, or staff member students can go to for help with a school problem. **Root Cause:** 1: Systems/tools are not made to be community/family friendly. Communication can be overwhelming - too much shared at once. 2: There is a need for teachers and administrators to have resources available to equip parents to help their children at home, 3: Campuses need assistance in how to provide multiple forms of communication to effectively engage with parents.

Problem Statement 2: In the Student Engagement Survey, the percentage of students that feel there is someone at their school that cares for them was down in both elementary (1.5%) and secondary (1.1%). **Root Cause:** 1: Poor school climate and quality of student/teacher relationships. 2: Lack in the belief that a school's success is dependent on its relationships with students and families. 3: Not enough resources and/or knowledge to address social and emotional needs of students 4: Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 3: At the secondary level, skipping and tardies account for the largest number of referrals. **Root Cause:** 1: Students aren't engaged in the learning. 2: Lack of positive student/teacher relationships. 3: Lack of consequences for chronic tardiness.

Problem Statement 4: 37% of students who responded to the student engagement survey strongly disagree that discipline is enforced consistently for all students **Root Cause:** 1: Campus and district leaders adhere to defined consequences for any student misconduct. 2: Teachers believe in student compliance and may not rely on classroom management procedures and expectations. 3: Campus leaders need further training on the methods for responding to student misconduct. 4: Behavior interventions are not effective and are implemented inconsistently within schools

Problem Statement 5: African American students continue to have higher rates of discipline referrals than other demographic groups. **Root Cause:** Training, inspection, and feedback on empathy, cultural understanding, and relationship building is lacking for staff.

Problem Statement 6: Incomplete or missing data sets limit the trends and patterns we are able to identify in safety and wellbeing. **Root Cause:** Clear goals and expectations are missing, leading to a variety of key metrics to monitor across the district.

Priority Problem Statements

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2024, FBISD will improve the effectiveness of literacy and social studies instruction through the implementation of an aligned curriculum, targeted interventions, and targeted enrichments as evidenced through the indicators of success.

HB3 Goal

Indicators of Success: 1.1 By June 2024, the percent of students who meet the passing standard in Reading on STAAR/EOC will increase from 82% to 84%. (Passing standard is Approaches) Note: HB3 Goals are incorporated in the overall reading goal and address PreK-3rd grade data points.
Formative Indicators of Success - Indicator 1.1 (Progress Reported BOY, MOY, EOY)
- 1.1A By June 2024, FBISD will increase the percentage of students scoring "at/above benchmark" on REN Reading by 2% compared to 2022 - 23 EOY. (HB3)
- 1.1B By June 2024, FBISD will increase the percentage of Grade 1 students scoring "on or above level" on BAS/SEL by 2% compared to 2022 - 23 EOY.
- 1.1C By June 2024, FBISD will increase the percentage of Grade 2 students scoring "on or above level" on BAS/SEL by 2% compared to 2022 - 23 EOY.
- 1.1D By June 2024, FBISD will meet or exceed the 2024 HB3 target of 85% for the percentage of students scoring "On Track" for Reading on Circle. (HB3)
1.2 By June 2024, FBISD will increase the percentage of 3rd grade students scoring "at/above benchmark" on REN Reading from 67% to 69%.
1.3 By June 2024, FBISD will increase the percentage of 4th grade students scoring "at/above benchmark" on REN Reading from 65% to 68%.
1.4 By June 2024, FBISD will increase the percentage of 5th grade students scoring "at/above benchmark" on REN Reading from 63% to 65%.
1.5 By June 2024, the percent of students who demonstrate growth in Reading as indicated by SGP at End of Year on the universal screener Ren360 will increase from 59% to 68%.
1.6 By June 2024, the percent of students scoring "Meets" grade level or above on the 3rd Grade STAAR Reading will increase from 58% to 62%. (HB3)
1.7 By June 2024, the percent of students who meet the passing standard in Social Studies on STAAR/EOC will increase from 82% to 85%. (Passing standard is Approaches)

Strategy 1 Details
Strategy 1: Holding meetings with all high school campuses about College Career and Military Readiness (CCMR) Data, plans, processes, and strategies to support students in achieving CCMR. Memorializing the plans, needs to achieve the plans and providing support to address any barriers.

Strategy 2 Details
Strategy 2: We now offer UT OnRamps Dual Enrollment Courses at 8 of our 12 campuses to allow students who might not otherwise have achieved college readiness to experience success in a college-level course taught by our teachers who receive training from the University of Texas at Austin.

Strategy 3 Details
Strategy 3: Design and implement focused professional development for teachers to strengthen pedagogical content knowledge in literacy and math.

Strategy 4 Details
Strategy 4: Monitor implementation of district Tier 3 intervention programs (Number Worlds and Leveled Literacy) to ensure effectiveness and fidelity.

Strategy 5 Details
Strategy 5: Build the capacity of instructional leaders/staff to meet the needs of emergent bilingual students through professional development on comprehensible input, the continuation of the DLI Learning cohort, the continuation/expansion of Sheltered Instruction Cadres to ensure that stakeholders receive content-specific learning on instructional strategies, practices, and support for EB/BIL students.

Strategy 6 Details
Strategy 6: Partnering with Sewa, Intl to provide English Language development (ELD) Interventionists at identifed high schools to provide direct student support to secondary emergent bilingual students

Strategy 7 Details
Strategy 7: Utilize current meeting structures to build capacity of teacher leaders through their professional development in the areas of leadership and content knowledge in the four core content areas (Department Heads, Team Leaders, Instructional Coaches, Interventionists, Specialists)

Strategy 8 Details
Strategy 8: Provide optional professional development for teachers in all core content areas to build teacher capacity with content and pedagogical knowledge

Strategy 9 Details
Strategy 9: Utilize current meeting structures - Focus on Learning, Campus Administrator PLCs, & Foundations - to build the instructional leadership capacity of the campus principals and AP's through focused learning on instructional models and curriculum

Strategy 10 Details
Strategy 10: Design and implement curriculum feedback surveys completed by core content teachers each marking period in order to give curriculum coordinators information to support teacher planning and implementation of the curriculum.

Strategy 11 Details
Strategy 11: Monitor and provide targeted PLC support for campuses based on data, such as STAAR, DLA, REN, BAS, SEL, and Learning Walks, to support and ensure alignment with the district curriculum, instructional models, and student needs.

Strategy 12 Details
Strategy 12: Analyze current communications for areas that can be simplified and standardized for better understanding by the community about GT programming including reviewing the Title I communication survey results, audit all web pages for standardized GT messaging and audit written communications for standardized GT messaging.

Strategy 13 Details
Strategy 13: Increase GT representation by building capacity in Title I Parent Educators and obtaining Parent Educator feedback on the improvement of current communication systems.

Strategy 14 Details
Strategy 14: Design and implement phonics curriculum (K-3) to build foundational skill mastery in students.

Strategy 15 Details
Strategy 15: Evaluate and revise curriculum documents based on data analysis.

Strategy 16 Details
Strategy 16: Develop district learning assessments aligned to standards, units of instruction, and STAAR item types.

Strategy 17 Details
Strategy 17: Build the capacity of campus instructional leaders to provide customized job embedded coaching to teachers through structured observation and feedback procedures.

Strategy 18 Details
Strategy 18: Design and implement focused professional development for teachers at high-need campuses to strengthen their pedagogical content knowledge in literacy and math.

Strategy 19 Details
Strategy 19: Design and deliver professional learning for HS counselors and College and Career Readiness Advisors on tools (AP potential, CCMR early tracking system) to support student opportunities in course selection (from MS through HS) including identification for AP and DC courses, and utilize data (such as TSIA2) to increase the number of students who take and are successful on CCMR assessments.

Strategy 20 Details
Strategy 20: Monitor and provide targeted PLC support for campuses based on Learning Walk data to support and ensure alignment with the district curriculum and student needs

Strategy 21 Details
Strategy 21: Build capacity of campus leaders in leveraging the leading improvement framework to improve Tier I instruction through the redesign and implementation of differentiated Learning Walk and Campus Support structures.

Strategy 22 Details
Strategy 22: Support ACP Candidates (Instructional Apprentices, ACP program, DOI, etc)through observational walks and support at the campus level as well as additional professional development at the district level.

Strategy 23 Details
Strategy 23: Provide differentiated mentorship support based on teacher entry pipeline, including feeder pattern support and cohort models.

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 2024, FBISD will improve the effectiveness of math and science instruction through the implementation of an aligned curriculum, targeted interventions, and targeted enrichments as evidenced through the indicators of success.

HB3 Goal

Indicators of Success: 1.8 By June 2024, the percent of students who meet the passing standard in Mathematics on STAAR/EOC will increase from 77% to 80% (Passing standard is Approaches) Note: HB3 Goals are incorporated in the overall math goal and address PreK-3rd grade data points.
Formative Indicators of Success - Indicator 1.8 (Progress Reported BOY, MOY, EOY)
*1.8A By June 2024, FBISD will increase the percentage of students scoring "at/above benchmark" on REN Math by 2% compared to 2022 - 23 EOY. (HB3)
*1.8B By June 2024, FBISD will increase the percentage of students scoring "on grade level or above" on TxKea Math by 2% compared to 2023 - 23 EOY. (HB3)
*1.8C By June 2024, FBISD will meet or exceed the 2024 HB3 target of 83% for the percentage of students scoring "On Track" for Math on Circle. (HB3)
1.9 By June 2024, FBISD will increase the percentage of 3rd grade students scoring "at/above benchmark" on REN Math from 80% to 82%.
1.10 By June 2024, FBISD will increase the percentage of 4th grade students scoring "at/above benchmark" on REN Math from 79% to 81%.
1.11 June 2024, FBISD will increase the percentage of 5th grade students scoring "at/above benchmark" on REN Math from 77% to 79%.
1.12 By June 2024, the percent of students who demonstrate growth in Mathematics as indicated by SGP at End of the Year on the universal screener Ren360 will increase from 64% to 68%.
1.13 By June 2024, the percent of students scoring "Meets" grade level or above on the 3rd Grade STAAR Math will increase from 51% to 64% (HB3)
1.14 By June 2024, the percent of students who meet the passing standard in Science on STAAR/EOC will increase from 79% to 83%. (Passing standard is Approaches)

Strategy 1 Details
Strategy 1: Holding meetings with all high school campuses about College Career and Military Readiness (CCMR) Data, plans, processes, and strategies to support students in achieving CCMR. Memorializing the plans, needs to achieve the plans and providing support to address any barriers.

Strategy 2 Details
Strategy 2: We now offer UT OnRamps Dual Enrollment Courses at 8 of our 12 campuses to allow students who might not otherwise have achieved college readiness to experience success in a college-level course taught by our teachers who receive training from the University of Texas at Austin.

Strategy 3 Details
Strategy 3: Design and implement focused professional development for teachers to strengthen pedagogical content knowledge in literacy and math.

Strategy 4 Details
Strategy 4: Monitor implementation of district Tier 3 intervention programs (Number Worlds and Leveled Literacy) to ensure effectiveness and fidelity.

Strategy 5 Details
Strategy 5: Utilize current meeting structures to build capacity of teacher leaders through their professional development in the areas of leadership and content knowledge in the four core content areas (Department Heads, Team Leaders, Instructional Coaches, Interventionists, Specialists)

Strategy 6 Details
Strategy 6: Provide optional professional development for teachers in all core content areas to build teacher capacity with content and pedagogical knowledge

Strategy 7 Details
Strategy 7: Utilize current meeting structures - Focus on Learning, Campus Administrator PLCs, & Foundations - to build the instructional leadership capacity of the campus principals and AP's through focused learning on instructional models and curriculum

Strategy 8 Details
Strategy 8: Design and implement curriculum feedback surveys completed by core content teachers each marking period in order to give curriculum coordinators information to support teacher planning and implementation of the curriculum.

Strategy 9 Details
Strategy 9: Monitor and provide targeted PLC support for campuses based on data, such as STAAR, DLA, REN, BAS, SEL, and Learning Walks, to support and ensure alignment with the district curriculum, instructional models, and student needs.

Strategy 10 Details
Strategy 10: Provide STEM instructional materials to support instruction in STEM classes.

Strategy 11 Details
Strategy 11: Evaluate and revise curriculum documents based on data analysis.

Strategy 12 Details
Strategy 12: Develop district learning assessments aligned to standards, units of instruction, and STAAR item types.

Strategy 13 Details
Strategy 13: Support ACP Candidates (Instructional Apprentices, ACP program, DOI, etc) through observational walks and support at the campus level as well as additional professional development at the district level.

Strategy 14 Details
Strategy 14: Provide differentiated mentorship support based on teacher entry pipeline, including feeder pattern support and cohort models.

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 2024, FBISD will create a safe and supportive working and learning environment through improved climate and culture, increased fidelity of implementation of Positive Behavioral Interventions and Supports (PBIS) systems, additional responses to behavior, and adherence to safety protocols as evidenced through the indicators of success.

Indicators of Success: 2.1 By June 2024, FBISD will improve staff and community perceptions of District climate and culture as indicated by an increase in all dimension scores on the culture and climate survey to 70-85%. (2023: 66-83%)

2.2 By June 2024, FBISD will increase student emotional engagement (how students feel about their school/learning environment) on the secondary student engagement survey by 5% from 2.82 to 2.96 compared to the previous year.

2.3 By June 2024, FBISD will have 50% of campuses achieving a score of at least 70% (implementation level) on the Tier 1: Universal SWPBIS component of the Tiered Fidelity Inventory.

Formative Indicators of Success - Indicator 2.3 (Progress Reported MOY, EOY)

*2.3A By June 2024, FBISD will have 35% of campuses scoring at the implementation level on the Self-Assessment Survey (SAS).

2.4 By June 2024, FBISD will maintain 100% of campuses and district locations demonstrating evidence of compliance in emergency preparedness drills and protocols.

2.5 By June 2024, FBISD will increase the percentage of students who report feeling safe at school on the student engagement survey from 69% to at least 75%.

2.6 By June 2024, FBISD will decrease the percent of students reporting being picked on/bullied from 45% to 40%, and increase the percentage of parents who feel that bullying is investigated and addressed from 74% to at least 80% as shown on the climate and culture and/or student engagement surveys.

Strategy 1 Details
Strategy 1: 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 plan how to support teachers and students success further.
Strategy 2 Details
Strategy 2: Build 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.

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 2: By June 2024, FBISD will improve special education compliance indicators specific to initial evaluation timelines and disproportionality in discipline and placements as indicated through indicators of success. (RDA)

Indicators of Success: 2.7 By June 2024, FBISD will improve special education compliance indicators specific to initial evaluation timelines. The percent of students initially evaluated for special education services who meet the required TEA State Performance Plan 11 (TSPP #11), compliance indicator will increase from 89.4% to 92%.
2.8 By June 2024, FBISD will improve special education compliance indicators specific to initial evaluation timelines. The percent of students initially evaluated for special education services who meet the required TEA State Performance Plan 12 (TSPP #12), compliance indicator will increase from 93.8% to 95%.
2.9 By June 2024, FBISD will decrease the RDA risk ratio (Special Ed, African American only) for OSS to 2.5 or less utilizing Special Ed Report Card end of 4th nine-week data. (2023: 2.7)
2.10 By June 2024, FBISD will decrease the RDA risk ratio (Special Ed, African American only) for Total Discipline to 2.5 or less utilizing Special Ed Report Card end of 4th nine-week data. (2023: 2.3)

Strategy 1 Details
Strategy 1: 2.7 and 2.8 The Special Ed Department will monitor initial evaluation timelines via internal database, Success Ed, daily check-in's/calls and staffings.

Strategy 2 Details
Strategy 2: 2.9 and 2.10 The Special Ed Department will implement the Behavior Response team to support campus with identified students in need of FBA/BIP support as well as training/modeling strategies within the FBA/BIP.   **Results Driven Accountability**

Strategy 3 Details
Strategy 3: 2.7 and 2.8 The Special Education Department will utilize a variety of strategies to address vacancies within the evaluation staff to include the following: providing opportunities for extra-duty/after-hours supplemental pay for evaluations, utilize contract vendors to support increased numbers of evaluations and staff vacancies, and collaborate with HR regarding staff recruitment and retention efforts to extend our assessment teams.

Strategy 4 Details
Strategy 4: 2.9 and 2.10 The Special Ed Department will analyze discipline data (ISS, OSS, DAEP) specific to students served with special education services to gather trends regarding students (eligibility, placement, instructional arrangement) and develop additional training and support as appropriate.   **Results Driven Accountability**

Strategy 5 Details
Strategy 5: 2.9 and 2.10 The Special Education Department will collaborate with the Student Affairs department

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By June 2024, FBISD will improve the recruitment and retention of high-quality teachers and staff through opportunities for professional development to advance career growth and establish organizational alignment of effective hiring, onboarding, and offboarding practices to reduce turnover as evidenced through the indicators of success.

Indicators of Success: 3.1 By June 2024, FBISD will retain high quality teachers as evidenced by a decrease in the teacher turnover rate to less than 20%. (2023: 22.05%)
3.2 By June 2024, FBISD will decrease all District staff turnover rate to less than 21%. (2023: 22.59%)
3.3 FBISD will decrease the percentage of teacher vacancies on the first day of school 2024 - 2025 from 4.3% to 4.0%.
3.4 By June 2024, FBISD will maintain (95% agree/strongly agree) perceptions on the quality of teacher professional learning. (2023: 96 - 97%)
3.5 By June 2024, FBISD will increase the percent of teachers of record with teaching certifications from 91.9% at BOY to 94.0% by EOY 2023 - 24.

Strategy 1 Details
Strategy 1: Reviewing and analyzing campus retention historical data and strategizing with DSL and campus leaders to increase retention.

Strategy 2 Details
Strategy 2: Revising policy DKR and associated process to improve both the transfer and excess experiences for employees, while also meeting district and student needs.

Strategy 3 Details
Strategy 3: Expand and support the Instructional Apprentice Program as a mechanism for recruiting new teachers internally and externally, as well as providing the support, resources and engagement necessary to get them certified and retain them for at least 5 years.

Strategy 4 Details
Strategy 4: Explore the Texas Elevate Program as a mechanism for creating a tiered "Grow Your Own" program for FBISD in partnership with organizational development.

Strategy 5 Details
Strategy 5: Increase the number and depth of ACP and university partnerships to improve recruiting pipelines.

Strategy 6 Details
Strategy 6: Develop recognition programs for campuses who demonstrate the best retention practices

Strategy 7 Details
Strategy 7: Extend recruiting efforts outside of the borders of Texas through the development of relationships with universities and programs outside of the state, along with the use of new recruiting platforms.

Strategy 8 Details
Strategy 8: Develop an HR 101 training and development program for campus leaders to support them in recruiting and retention efforts.

Strategy 9 Details
Strategy 9: Utilize focus groups and survey data to identify improvement opportunities for communication and engagement with employees.

Strategy 10 Details
Strategy 10: Explore the possibility of establishing a paid student teacher program and increase the number of student teachers on FBISD campuses each semester, along with the % of student teachers we retain as certified teachers.

Strategy 11 Details
Strategy 11: Leverage the passage of VATRE and better pay, including the differentiated pay scale for teachers, to attract experienced employees from other districts.

Strategy 12 Details
Strategy 12: Build capacity of district leaders through onboarding and offboarding processes, mentorship, and induction.

Strategy 13 Details
Strategy 13: Monitor success of ACP Candidates (Instructional Apprentices, ACP program, DOI, etc) through surveys and campus site visits.

Strategy 14 Details
Strategy 14: Provide additional mentorship support for new zero-year teachers in high need schools.

Strategy 15 Details
Strategy 15: Monitor implementation and outcomes of teacher professional development through focus groups and surveys.

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 2024, FBISD will establish a system for community engagement that involves stakeholders through partnership opportunities, structured engagement, and participation in District programs as evidenced through the indicators of success.

Indicators of Success: 4.1 By June 2024, FBISD will establish an internal system to identify engagement with local businesses, organizations, and interfaith entities.
4.2 By June 2024, FBISD will improve the perceptions on the impact of stakeholder feedback as indicated by increasing the percentage of stakeholders, on the culture and climate survey, who believe it is clear the District uses stakeholder feedback to make decisions to between 60-65%. (2023: 52-55%)
4.3 By June 2024, FBISD will impact at least 85% of campuses and at least 20,000 students through community collaboration and partnership opportunities that provide additional non-academic supports through Collaborative Communities initiatives and programs. (i.e., parent organizations, volunteer groups, etc.) (2023: 80%; 29,722 students)

Strategy 1 Details
Strategy 1: Implement District partnership procedures to track partnership engagement across the organization.

Strategy 2 Details
Strategy 2: Develop standard partnership agreement form that can be utilized to formalize and streamline partnership engagement across District departments and campuses.

Strategy 3 Details
Strategy 3: Engage with at least 5 new organizations, local businesses, and interfaith entities that will collaborate and partner on Collaborative Communities programming.

Strategy 4 Details
Strategy 4: Seek innovative funding opportunities and philanthropic donations that will aid in extending Collaborative Communities program reach and support across campuses.

Strategy 5 Details
Strategy 5: Develop and implement communication structures and strategies to share how stakeholder feedback is utilized in district decision-making.

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

Performance Objective 1: By June 2024, FBISD will implement processes to determine effectiveness of programs and expenditures to ensure resources are effective and integral to district improvement as evidenced through the indicators of success.

Indicators of Success: 5.1 By June 2024, FBISD will perform a cost savings audit as part of its annual strategic abandonment process to determine programs and expenditures that can be removed from the annual budget.
5.2 By October 2023, FBISD will maintain Superior rating for FIRST.
5.3 FBISD will maintain Bond Rating of at least AA.
5.4 FBISD will maintain 90-Day Fund Balance in the General Fund.
5.5 FBISD will revise the 2024 health benefits plan to meet employee coverage needs while ensuring district affordability, aiming to eliminate the projected $6 million deficit by December 31, 2024.

Strategy 1 Details
Strategy 1: Ensure Board Fiscal Policy is reviewed and approved annually and executed with fidelity

Strategy 2 Details
Strategy 2: Coordination between PEIMS, Bus and Finance, and Student Services departments to monitor and verify student enrollment and special program services to ensure alignment with funding, budget reviews, and projections.

Strategy 3 Details
Strategy 3: Analyze quarterly financial report to review expenditures and revenues, make adjustments

Strategy 4 Details
Strategy 4: Demonstrate compliance with finance-related legal and contractual issues in accordance with the Texas Education Code and other legal mandates.