

Fort Bend Independent School District

District Improvement Plan

2025-2026



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.

Value Statement

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

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

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

A ...through effective teachers that inspire learning.

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

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fort Bend ISD is Texas's sixth largest school district and a recognized school district of choice for Texas families for more than 79,000 students in PreK-12 across 83 campuses - 12 high schools, 15 middle schools, 52 elementary campuses and 5 specialty schools to address the academic and vocational interests of students. Our district is the largest employer in Fort Bend County. With over 10,000 full-time employees and substitutes, FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Our district is one of the most diverse school districts in the nation. Our students and families in Fort Bend ISD speak more than 120 languages and dialects, and the student population consists of 49% female students and 51% male students (as of PEIMS snapshot 2024-2025).

The current demographics for FBISD represent a diverse student population based on race/ethnic groups with no significant changes in demographics. The following shows the breakdown based on Fall 2024 PEIMS snapshot report:

- Hispanic – 26.65%
- American Indian – 0.46%
- Asian – 27.97%
- Black/ African American – 27.87%
- Native Hawaiian – Pacific Islander – 0.14%
- White – 12.66%
- Two or More Races – 4.26%

There have been some increases in student population across the district. The Emergent Bilingual (EB) population has decreased by 1 %, now making up 20.25% of the district population. The Special Education (SPED) population continues to grow year over year, up 1.5% from last year, now comprising 15.56% of the total student body. The percentage of students with learning disability continues to rise as the predominantly identified disability, reaching 35.94%. Autism increased by over 1% as well and is still the second highest primary disability at 24.72%

The percentage of students who are identified as At-Risk has decreased by nearly 3%, currently standing at 39.9%. The percentage of Economically Disadvantaged has decreased by 2% now sitting at 47.52%.

Students identified as Gifted and Talented (GT) is relatively unchanged from last year with 6.9% of students identified. Within the GT group, the largest demographic is Asian at 63%, followed by White students at 14%. The gap between the Asian population and other ethnic groups ranges from 49% to 57%, similar to the gap in representation as the 2024-25 school year.

Fort Bend ISD student attendance rate has continued its steady climb in student attendance rate increasing by 0.1% from the previous year at 94.8% for the 2024-25 school year. This is the fourth year in a row of attendance increase since the 2020-21 COVID year.

Staff turnover rate for 2024-25 school year is at 19.3% (as of July 16, 2025). This is a 2.7% change from 2023-24, 16.6%.

Based on the Fall 2024 PEIMS snapshot report, the total number of teachers in FBISD has increased from 4,477 in the 2023-2024 school year to 5,009 in

2024-25. Below is a breakdown of the teacher by years of experience for the 2024 school year based on TAPR:

Beginning Teachers – 9.5%
1 -5 years of experience – 24.4%
6-10 years of experience – 21.6%
11 to 20 years of experience – 27.9%
21 to 30 years of experience - 13.8%
Over 30 years of experience – 2.8%

Problem Statements Identifying Demographics Needs

Problem Statement 1: FBISD has significantly lower retention among "all other staff - non-teachers" (75%) compared to teachers (90%), indicating gaps in support or engagement efforts for this group.

Root Cause: The absence of an intentional plan to support and retain non-instructional staff through recognition, development, and inclusion that mirror or compete with non-educational industries

Student Learning

Student Learning Strengths

District assessment data reflect both academic strengths and ongoing performance gaps that require targeted intervention. This analysis incorporates results from STAAR/EOC, NWEA MAP, and the 2024 Results Driven Accountability (RDA) ratings, with particular attention to general education outcomes and the performance of special population groups.

General Education Performance

Reading/ELA

In Fort Bend ISD, reading and English Language Arts instruction demonstrates strong performance in key areas, particularly in upper elementary, while early and secondary literacy present opportunities for growth.

PK–2nd Grade ELA

Early literacy outcomes in Prekindergarten were a clear strength this year. By the end of the school year, 85% of PreK students were on track in phonological awareness, a 27-point increase from the beginning of the year and a 6-point improvement in growth over the previous cohort. Students also demonstrated high readiness in foundational reading skills, with 95% on track in letter-sound correspondence and 88% in early writing. These results may be suggestive of the positive impact of instructional strategies and increased focus on early literacy development.

Kindergarten students showed promising growth on MAP Reading, improving from the 66th to the 70th percentile from beginning to end of year. Additionally, the district's implementation of systematic and explicit phonics instruction in grades K–3 appears to have contributed to improved reading fluency outcomes across early elementary.

However, challenges remain in moving students from foundational skills to independent reading. Only 12% of Kindergarten students reached the Oral Reading component of the MAP Reading Fluency assessment by the end of the year, with the majority remaining in the foundational phase. In 1st grade, only 47% reached the Oral Reading component, indicating that more than half of students still require explicit instruction in phonological awareness, phonemic awareness, and phonics—both in isolation and in connected texts. Although 1st grade Reading MAP growth was in the 56th percentile, 18 campuses experienced a decline in performance from mid-year to end-of-year, with five campuses dropping by more than 10 percentage points. These declines suggest inconsistencies in Tier I instruction and the need for stronger support in early literacy implementation.

There were also instructional gaps in oral language development at the PreK level. Student performance in Rapid Vocabulary and Alliteration (67% and 57% on track, respectively) may suggest the need for enhanced Tier I and centers-based instruction that supports oral language through intentional and developmentally appropriate activities.

Grades 3–5 ELA

In grades 3 through 5, Fort Bend ISD students exceeded state averages on the STAAR Reading/ELA assessments by 7–9 percentage points. These outcomes suggest strong instructional practices and effective support for literacy development in the upper elementary grades.

Despite this strong overall performance, 4th grade STAAR results at the Meets and Above levels remained flat from 2024 to 2025 and continue to trail behind comparable districts such as Katy ISD, Plano ISD, Cypress-Fairbanks ISD, and Klein ISD. While the district continues to outperform the

state, narrowing gaps with high-performing peer districts remains a key focus.

Secondary ELA (Grades 6–12)

Secondary ELA outcomes reveal a consistent need for improvement. From 2024 to 2025, STAAR Reading/ELA scores declined in both 6th and 7th grade, with Meets and Above performance decreasing by two and one percentage points, respectively. In 8th grade, scores not only declined but also lagged behind comparable districts by as much as 9 percentage points. These results suggest a need to revisit curriculum pacing, intervention models, and instructional alignment at the middle school level.

Similar trends are evident in high school. English I and English II End-of-Course (EOC) assessments saw a 2-point decline in Meets and Above scores from 2024 to 2025. Meanwhile, MAP Reading achievement dropped from beginning-of-year to end-of-year in grades 6 through 9, with percentile rank declines ranging from 2 to 5 points. For example, 6th grade MAP scores fell from the 68th to the 63rd percentile, and 9th grade scores declined from the 69th to the 66th percentile. These downward shifts, observed across both STAAR and MAP assessments, could suggest the need for strengthened Tier I instruction, deeper engagement with grade level, complex texts, and refined supports for adolescent literacy.

Math

Math performance across Fort Bend ISD reflects both encouraging trends in foundational numeracy and areas that may benefit from strengthened support, particularly in early and secondary grade levels. While STAAR achievement in elementary grades continues to exceed state averages, MAP data and Algebra I outcomes suggest areas to examine more closely for improvement.

PK–2nd Grade Math

Math readiness in Prekindergarten appears to be a strong area. At the end of the year, 93% of students were on track in math, exceeding the district's target of 92%. Additionally, 95% of students were on track in Number Discrimination and 93% in Shape Discrimination, which may reflect the effectiveness of early numeracy instruction and classroom learning structures.

Despite the strong finish in PreK, only 65% of students were on track in Math Operations, which could indicate a need to strengthen early instruction in problem-solving and arithmetic reasoning. In Kindergarten, MAP Math achievement declined from the 68th percentile at BOY to the 62nd percentile at EOY, and growth was in the 43rd percentile. This may suggest the need for additional instructional support or better alignment of instruction to assessment targets.

In 1st grade, MAP growth was above the 50th percentile, indicating some promising progress. However, by 2nd grade, both growth and achievement had declined. Achievement dropped from the 65th to the 59th percentile, and growth was at the 40th percentile. These trends could reflect the need for more consistent Tier I instructional practices and a closer look at how numeracy is developing across early elementary years.

Grades 3–5 Mathematics

Students in grades 3 through 5 continued to perform above the state average on STAAR Math. Notably, 3rd grade Meets performance rose from 48% to 55%, and subgroups such as emergent bilingual (EB) students and students receiving special education services also made significant gains. For instance, 3rd grade EB students increased from 36% to 48% at Meets, and students in special education rose from 8% to 26%. MAP achievement was also strong, with students in grades 3–5 scoring above the 60th percentile nationally. These patterns may suggest that Tier I instruction is effectively meeting the needs of many students in these grades.

Although achievement was high, MAP growth across 3rd–5th grade was below the 50th percentile. This may indicate that while students are performing at relatively high levels, year-over-year academic growth is not keeping pace with expectations. This could point to the need for more

rigorous instruction, enhanced differentiation, or increased opportunities for students to apply mathematical reasoning at deeper levels.

Secondary Math (Grades 6–12)

Some secondary grades showed encouraging signs of progress. In 8th grade, STAAR Math Meets performance increased from 32% to 39%, with EB students improving from 20% to 25% and special education students from 11% to 14%. Algebra I EOC Meets scores also increased from 24% to 31%. MAP achievement remained above the 60th percentile for 6th and 7th grade, and Algebra I growth was near the 50th percentile. These results may indicate that targeted supports and intervention models at some campuses are beginning to positively influence student outcomes.

Despite isolated gains, other data points highlight areas for further attention. Overall Algebra I STAAR performance declined by 6 percentage points, with 10 out of 16 middle school campuses showing declines greater than 10 points. This may suggest a need to reevaluate student placement criteria, instructional pacing, and the supports provided to students enrolled in advanced coursework.

MAP data also showed declines in both achievement and growth across several secondary grades. In 6th grade, MAP achievement fell from the 73rd to the 65th percentile, and growth was at the 31st percentile. 8th grade MAP achievement dropped from 46% to 41%, and 2%–5% percentile decreases were observed in multiple grades. These trends could point to the need for strengthened Tier I instruction, enhanced coherence between curriculum and assessment, and additional support for conceptual understanding, particularly in middle school math.

Science

Student performance in science shows encouraging growth and achievement across multiple grade levels. NWEA MAP data indicate that achievement increased from the beginning to the end of the year in grades 4 through 8, with end-of-year achievement above the 70th percentile for grades 3 through 8. MAP growth percentiles are also positive, with scores above the 50th percentile across these grades and an overall district growth percentile of 59%. In 9th grade, MAP achievement improved from 65% to 72%, with growth at the 61st percentile.

State assessment results further reflect this upward trend. The STAAR Biology End-of-Course exam saw an increase in Meets standards from 64% to 72%. Additionally, 5th-grade STAAR Meets scores increased from 29% to 34%, while 8th-grade Meets scores improved modestly from 53% to 56%. These data points collectively suggest stable to improving outcomes in science achievement throughout the district.

Social Studies

Social studies results are more mixed. The district experienced a slight increase in U.S. History STAAR Meets and Above scores from 74% to 75% between 2024 and 2025, outperforming comparable districts such as Katy ISD, Klein ISD, and Plano ISD, which saw decreases or stagnation during this period. Similarly, Masters scores on the U.S. History STAAR improved from 45% to 47%.

However, 8th-grade Social Studies STAAR Meets and Above scores declined by 2 percentage points from 2024 to 2025, indicating an area of concern at the middle school level. This suggests a need to focus on strengthening instructional strategies and student engagement specifically within middle school social studies to support higher achievement.

Performance of Special Populations

The 2024 Results Driven Accountability (RDA) report provided insight into both strengths and areas of focus across student groups receiving services through Bilingual, ESL, Special Education, and other special population programs. The performance levels reported range from 0 to 4, with 0 indicating the highest level of performance and 4 the lowest. Generally, a level of 2 or higher signals a need for targeted support or intervention.

Strengths

There are several areas where performance stood out as a strength. Emergent Bilingual (EB) students performed well on high school STAAR End-of-Course (EOC) exams, with performance levels of 0 or 1 across all tested subjects. Similarly, students in Other Special Populations (OSP), which includes foster, homeless, and military-connected students, earned a 0 or 1 on both STAAR 3–8 and EOC exams, as well as on graduation rate indicators, signaling effective support structures for these students at the secondary level.

In reading, ESL students earned a performance level of 0 in STAAR 3–8 reading, and EB students not served in BE/ESL programs also received a 0 in STAAR 3–8 reading, indicating strong performance in literacy among these student groups. Additionally, the TELPAS Beginning Proficiency Level rate in reading was assigned a performance level of 0, further supporting evidence of progress in English language acquisition.

Special Education students who exited services in the previous year earned a 0 across all STAAR 3–8 subjects and also performed well on the US History EOC (PL = 0), suggesting that targeted instructional supports during and after SPED services are helping students maintain academic success.

Areas of Opportunity

Despite these bright spots, there are still multiple areas where academic performance indicates a need for improvement and continued support. Special Education students received a performance level of 2 in STAAR 3–8 math, reading, and science, and a 3 in social studies. They also earned a 2 on EOC assessments for Algebra I, English I, and English II. These results suggest a continued need for aligned instructional practices and accommodations across content areas.

Students in Bilingual and ESL programs showed mixed outcomes. While EOC results were strong, Bilingual Education students earned a 3 in STAAR 3–8 science, and ESL students received a 2 in STAAR 3–8 social studies. Students in alternative language programs earned a 2 in math and a 3 in social studies, and EB students not served in BE/ESL earned a 2 in science and a 3 in social studies. The repeated identification of social studies as a weak area for multiple EB and ESL student groups highlights the importance of reviewing how academic language and content accessibility are being addressed in this subject.

Finally, two non-academic indicators reflect areas needing further focus. Special Education students received a performance level of 2 for participation in the regular early childhood program, which reinforces the importance of expanding inclusive early learning opportunities. Additionally, other special population groups received a level 2 on the annual dropout rate indicator, underscoring the importance of early and proactive engagement efforts to keep students on track toward graduation.

Student Post-Secondary Readiness

Fort Bend ISD has demonstrated significant growth in student participation in rigorous college-preparatory coursework, which serves as a foundation for increasing College, Career, and Military Readiness (CCMR). While enrollment in Advanced Placement (AP), OnRamps, and Dual Credit courses is increasing, and credit attainment is improving, performance on aligned assessments such as the U.S. History End-of-Course (EOC) exam and AP exam participation rates reveal opportunities to strengthen academic mastery and maximize credit earning. Additionally, traditional college entrance exam results (TSI, SAT, ACT) have not shown substantial increases, underscoring the importance of enhancing earlier grade instruction and expanding access to college credit-bearing courses. Career and Technical Education (CTE) also remains a key element of postsecondary readiness. The number of industry-based certifications obtained increased 38% from 2024 to 2025. Moreover, Middle School CTE enrollment increased for the third year in a row, indicating growing interest and early exposure to career pathways.

Strengths

Enrollment in AP, OnRamps, and Dual Credit courses has increased notably for the 2025–26 school year. Specifically, 132 more students are registered for AP courses, OnRamps enrollment rose by 1,049 students, and Dual Credit participation increased by 677 students. These gains reflect expanding access to pathways that offer students the opportunity to earn college credit while still in high school.

Dual Credit students maintain a strong track record, with 97% earning college credit in 2024–25. OnRamps students have shown significant improvement in credit attainment, increasing from 52% earning credit in 2023–24 to 89% in 2024–25. AP students continue to demonstrate strong mastery on exams, including an 84.5% mastery rate on the AP U.S. History exam.

Campus-level data show variation in AP exam participation, with some campuses like Clements achieving over 90% participation rates, while others have lower rates. Efforts to increase exam participation on campuses with lower rates are underway.

The district experienced a 38% increase in industry-based certifications obtained from 2024 to 2025, along with a third consecutive year of growth in Middle School CTE enrollment, highlighting expanding student engagement and success in career and technical education pathways.

Areas of Opportunity

Despite increased enrollment and credit attainment, performance on the U.S. History EOC exam—aligned across AP, OnRamps, and Dual Credit pathways—indicates room for growth. OnRamps students, for example, showed a mastery rate of 52% in 2024–25, though only 31% met the standard. Dual Credit and AP students maintained steady performance but continued focus on improving academic mastery is warranted.

Traditional college entrance assessments have not demonstrated marked gains, highlighting the need to focus on K–12 instructional strengthening and expanded enrollment and teacher support in credit-bearing courses like OnRamps, AP, Dual Credit, and CTE to increase CCMR rates.

Variability in credit attainment and AP exam participation across campuses suggests that targeted supports and strategies will be important to ensure equitable access and success district-wide. Planned strategies include tiering campuses by participation and credit attainment rates and expanding parent informational outreach through webinars.

There is a need to increase CTE continuation rates across all programs of study and establish ongoing conversations around industry-based certification data to better support student pathway completion and drive continuous program improvement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Data shows inconsistent achievement across campuses within the district when analyzing MAP Growth data over the year - BOY, MOY, and EOY.

Root Cause: The district lacks a cohesive and consistently implemented framework for instructional leadership, data-driven decision-making, and collaborative practices like PLCs, leading to variability in campus-level practices and student growth outcomes

Problem Statement 2: FBISD is not achieving CCMR accountability measures as desired to raise the districts grade on A-F Accountability.

Root Cause: The district lacks a cohesive and consistently implemented framework for instructional leadership, data-driven decision-making, and collaborative practices like PLCs, leading to variability in campus-level practices and student growth outcomes

Problem Statement 3: Students receiving sped services are often removed from access to quality, interactive, and rigorous curriculum instruction.

Root Cause: Training has occurred in Summer PD and is not carried throughout the year as job-embedded learning

Problem Statement 4: Districtwide data shows a decrease in student achievement in 6th grade Math (BOY 63rd to EOY 60th achievement percentile) and 6th grade Reading (BOY 66th to EOY 56th achievement percentile).

Root Cause: The decline in 6th grade Math and Reading achievement is primarily due to the structural challenges students face transitioning from elementary to middle school, particularly the shift to a secondary schedule that reduces time for targeted academic support and instructional continuity.

District Processes & Programs

District Processes & Programs Summary

Fort Bend ISD continues to implement strategic initiatives aligned to curriculum, instruction, and professional learning systems, with areas of both alignment and improvement noted in program design and implementation fidelity.

Professional Learning: Professional learning in FBISD has been strategically designed to support instructional improvement and professional growth. Summer 2025 professional development for all teachers focused on strengthening Tier I instruction by building teacher capacity in designing rigorous and aligned learning experiences, using student data to drive instruction, differentiating for diverse student groups (including SPED, EB, and GT), and engaging in collaborative instructional planning. In addition, district and campus leaders were given new opportunities to engage in job-embedded learning such as coaching, guided observations, learning walks, leadership, content knowledge development, and instructional best practices. Further work is needed to gather data that better informs the district's efforts in quality of professional development in alignment with Thomas Guskey's Levels of Evaluation as it relates to impact on student learning outcomes.

Recruitment and Retention: The district has made notable progress in staffing and retention. Strategic efforts such as expanding Educator Preparation Program partnerships (from 12 to 16), enrolling 43 paraprofessionals in degree programs, and growing the international teacher program from 1 to 5 FTEs have supported talent pipelines. Retention efforts have paid off, with teacher retention improving by 10%, P7 non-teacher retention by 11%, and instructional paraprofessional retention by 19% since 2022–23. Recruitment initiatives like the Handshake program added 103 hires, and exit data shows a decrease in teacher separations from 720 to 626. The biggest contrast to this positive data is that non-teacher staff retention did not improve at the same rate, signaling a need for targeted support in that area.

A separate area of opportunity is the need for a more strategic approach to central office staffing reductions. Currently, reductions rely primarily on attrition, but findings from the Gibson Consulting audit and the latest General Fund budget forecast highlight the need for a more deliberate process to address campus utilization inefficiencies and budget priorities for 2025–26.

Family and Community Engagement: The district saw increased engagement through expanded programs like Shared Dreams and the Uplift Mentor Program, along with growth in partnerships, sponsorships, and philanthropic contributions. A 2-point increase in parent satisfaction, from 71% to 73% rating family involvement programs as “Good” or “Excellent”, reflects positive momentum. To build on these gains, the district should implement a consistent, district-wide approach to family engagement and improve tracking and accountability of community partnerships.

Curriculum and Instructional Materials: Instructional planning documents and assessments were aligned to the FBISD Written Curriculum and TEKS. However, lesson plan quality and instructional delivery varied, especially in alignment to the cognitive rigor of standards, as observed in instructional walkthrough data and lesson plan reviews.

Assessment Systems: Internal assessments such as MAP and CFAs were used to support data-driven instruction. However, stakeholder feedback noted challenges with the volume and timing of assessments, prompting efforts to streamline assessment calendars and clarify the purpose and use of each tool.

Technology Integration: Access to devices and instructional technology remains high, but integration into daily instruction was inconsistent. Coaching and modeling were identified as necessary supports for more effective technology-enhanced learning.

Data Management Practices: A key area for improvement lies in data management practices. Currently, multiple departments collect and track overlapping data sets, often producing varying values depending on the source. This fragmentation creates challenges in verifying data accuracy and maintaining consistent data retention over time. To improve data reliability and facilitate coherent reporting, the district needs to formally designate specific departments responsible for collecting, managing, and verifying key data elements across systems.

Budgeting: An area of opportunity for the district lies in enhancing budget justification and transparency across all departments and divisions. Currently,

many departments and campuses carry over leftover funds at the end of the fiscal year and often attempt to spend these down rapidly. To improve fiscal management and strategic allocation of resources, all budget requests should include detailed, line-item justifications. This will increase visibility into fund allocation and ensure spending is aligned with district goals and priorities.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Campus systems and structures data related to the Student Assessment Survey (SAS) and discipline data are not aligned through the Tiered fidelity inventory.

Root Cause: The campus would benefit from additional support in developing student-centered conflict resolution strategies and cohesive, preventative systems for staff.

Problem Statement 2: As a district, we are not engaged in an ongoing analysis of PEIMS/State reportable discipline data.

Root Cause: Additional training provided by the district at the campus level could help deepen understanding and effective use of behavioral and discipline data.

Problem Statement 3: FBISD does not currently maintain a centralized system to match teacher skills, certifications, or demographic characteristics to student academic and cultural needs, limiting strategic placement decisions.

Root Cause: The absence of a funding prioritization to lead the integration of systems that align teacher capacity to student needs.

Problem Statement 4: FBISD lacks an evaluation system that connects recruitment sources to long-term retention, limiting ability to invest in the most effective hiring strategies.

Root Cause: Lack of coordinated tracking between recruitment and retention teams with shared reporting responsibilities calls for a need for an integrated reporting process that connects recruitment sources to employee retention.

Problem Statement 5: Central administration staffing reductions are currently driven by attrition rather than strategic planning, limiting the ability to align staffing decisions with organizational goals and operational efficiency.

Root Cause: Lack of a long-term strategic staff support plan.

Perceptions

Perceptions Summary

Campus Culture and Climate

Stakeholder feedback from the annual culture and climate surveys and focus groups indicates strong support for Fort Bend ISD's mission and values, alongside clear areas for organizational growth.

Instructional Quality: Families expressed concerns about the consistent access to high-quality instruction. Themes included staff absences, turnover, and unfilled teaching positions that disrupted learning continuity. Feedback emphasized the need for more certified teachers and support for classroom management.

Communication: Parents and staff highlighted the need for more timely, transparent, and two-way communication. Specific feedback pointed to delays in campus responses, inconsistent messaging, and a desire for improved parent-teacher communication systems.

Behavior and Campus Climate: Behavior management emerged as a critical theme across campuses. Families and staff reported concerns about frequent disruptions, inconsistencies in behavior expectations, and a lack of proactive behavior support systems.

Facilities and Environment: Over 400 open-ended comments in the family survey referenced concerns about facilities. Recurring themes included overcrowding, aging buildings, and maintenance issues, with calls for increased investment in cleaner, safer, and more welcoming learning environments.

Equity and Belonging: Feedback across stakeholder groups emphasized the importance of inclusive environments and representation in curriculum and staffing. Students and families called for more culturally responsive practices and equity in discipline and academic opportunity.

Employee Engagement

Districtwide employee engagement data suggests a strong organizational culture, with staff indicating high levels of satisfaction, clarity of purpose, and meaningful connection to their work. These trends may reflect the district's efforts to foster alignment with its mission, promote positive work environments, and invest in practices that support employee well-being and retention.

Exceeded National Benchmarks: FBISD met or surpassed the 2023 K12 Insight national averages across all dimensions of employee engagement, reflecting positive staff perceptions related to job satisfaction, workplace culture, and overall connection to the district.

Clarity and Alignment with Mission and Vision: Staff overwhelmingly agree that the district's vision and mission are clear, meaningful, and visible in daily work. They report strong alignment and support for these guiding principles.

Increased Engagement in Work: Increased staff reportedly feeling highly engaged in their roles and who find their work interesting and meaningful, surpassing the K12 Insight national average.

Student Engagement

Student engagement data indicate positive trends across grade levels. At the elementary level, engagement was rated moderate to high across all dimensions, with students generally feeling supported, safe, and motivated. Secondary students showed improvement in behavioral, emotional, and cognitive engagement, with more students reporting connection to adults, ownership of learning, and overall investment in school.

Partnerships: Families remain a major source of learning motivation, with over 93% of students reporting strong family support. Opportunities exist to further activate families as learning partners beyond the home through school-connected events and communication.

Relationships: Positive peer and staff relationships are a consistent strength. Over 85% of students feel safe, and 78% report that at least one adult at

school knows them well—most often a teacher. Social skill development and collaboration indicators have improved 5–7% over three years.

Learning Experiences: Students report increased confidence and effort in schoolwork, with gains in cognitive and personal skill development (up 4–9%). Intrinsic motivation remains high, though some students note that not all courses fully challenge them. Participation in learning outside of school and aspirations for college (93%) and work (88%) are also strong.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a disconnect and/or Variation in perceptions between different stakeholder groups (parents, staff, students).

Root Cause: Lack of system preparedness for communication in stakeholder identified preferences .

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- 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

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

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 6, 2025

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

Performance Objective 1: By June 2026, 69% of students in grades 3,5,8, and 10 will grow at least one year in Reading as indicated by NWEA MAP Growth Measures (53% in 2025). (Board Goal: 80% by 2028)

Evaluation Data Sources: NWEA MAP Growth Reports

Strategy 1 Details
Strategy 1: Targeted campus support provided to identified campuses to support PLT practices and instructional delivery of RLA through effective instructional planning, data analysis, classroom observations and feedback, classroom modeling and teacher leader coaching as evidenced by hours of support provided, number of campuses with support, learning walk data.
Strategy 2 Details
Strategy 2: Ongoing professional learning for instructional coaches and campus administrators on NWEA MAP data analysis for Reading Growth and Reading Fluency to support Tier 1 instruction and the identification of students in need of intervention.
Strategy 3 Details
Strategy 3: Implement Tier 3 intervention program at all elementary campuses to support student growth in Reading.
Strategy 4 Details
Strategy 4: By May 2026, the GT Department will develop, test, and pilot a system to monitor and track the number of Vistas students, their representation, and identification for gifted services.

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

Performance Objective 2: By June 2026, FBISD will increase the percentage of students scoring Meets or above on 3rd grade STAAR Reading Language Arts from 63% to 66%. (Legal Requirement - HB3 Goal: 76% by 2030)

HB3 Goal

Evaluation Data Sources: TAPR
TEA Accountability Reports

Strategy 1 Details
Strategy 1: Ongoing professional learning for teacher leaders and campus administrators on RLA instructional expectations and implementation strategies with an emphasis on responding to reading through writing (Extended Constructed Response)
Strategy 2 Details
Strategy 2: Targeted campus support provided to identified campuses to support PLT practices and instructional delivery of RLA through effective instructional planning, data analysis, classroom observations and feedback, classroom modeling and teacher leader coaching as evidenced by hours of support provided, number of campuses with support, learning walk data.
Strategy 3 Details
Strategy 3: Analyze District Formative Assessment data for identified TEKS to plan teacher support and determine curriculum materials.
Strategy 4 Details
Strategy 4: Develop differentiated campus plans for identified campuses, based on data, to target the growth and development of Emergent Bilingual students and support implementation of these plans and positively impact TELPAS data.

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

Performance Objective 3: By June 2026, FBISD will increase the percentage of students scoring Meets or above on STAAR 3rd grade Math; from 57% to 60%. (Legal Requirement--HB 3 Goal: 71% by 2030)

HB3 Goal
Evaluation Data Sources: TAPR
TEA Accountability Reports

Strategy 1 Details
Strategy 1: Targeted campus support provided to identified campuses to support PLT practices and instructional delivery of Math instruction through effective instructional planning, data analysis, classroom observations and feedback, classroom modeling and teacher leader coaching as evidenced by hours of support provided, number of campuses with support, learning walk data.
Strategy 2 Details
Strategy 2: Design of curriculum supports (mini-lessons) for priority standards to support Tier 1 instruction and ongoing professional learning to model use of mini-lessons prior to units of instruction. (T&L)
Strategy 3 Details
Strategy 3: Analyze District Formative Assessment data for identified TEKS to plan teacher support and determine curriculum materials.
Strategy 4 Details
Strategy 4: Implement Launch K5 technology integration strategy at identified elementary schools to promote critical thinking and problem-solving skills.

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

Performance Objective 4: By June 2026, 70% of students in grades 3-8 and Biology will grow at least one year in Science as indicated by NWEA MAP Growth Measure. (64% in 2025) (Comprehensive Needs Assessment)

Evaluation Data Sources: NWEA MAP

Strategy 1 Details
Strategy 1: Targeted campus support provided to identified campuses to support PLT practices and instructional delivery of Science instruction through effective instructional planning, data analysis, classroom observations and feedback, classroom modeling and teacher leader coaching as evidenced by hours of support provided, number of campuses with support, learning walk data.
Strategy 2 Details
Strategy 2: ESCI and SSCI teachers will engage in Job embedded professional learning on new three-dimensional science curriculum and adopted online platforms on identified Teacher Planning days within the school calendar.
Strategy 3 Details
Strategy 3: Analyze NWEA MAP Science data at BoY, MoY, and EoY and District Formative Assessment data to plan teacher supports.

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

Performance Objective 5: By June 2026, FBISD will increase the percentage of students scoring Meets or above on 8th grade Social Studies STAAR and US History EOC from 59% to 62%. (Comprehensive Needs Assessment)

Evaluation Data Sources: TAPR
TEA Accountability Reports

Strategy 1 Details
Strategy 1: Targeted campus support provided to identified campuses to support PLT practices and instructional delivery of Social Studies instruction through effective instructional planning, data analysis, classroom observations and feedback, classroom modeling and teacher leader coaching as evidenced by hours of support provided, number of campuses with support, learning walk data.
Strategy 2 Details
Strategy 2: Ongoing professional learning to support teachers in meeting the needs of Emergent Bilingual and students receiving special education services in the Social Studies classroom.
Strategy 3 Details
Strategy 3: Analyze District Formative Assessment data for identified TEKS to plan teacher supports and determine curriculum materials.

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

Performance Objective 6: For the graduating class of 2026, the percentage of graduates that meet the criteria for CCMR will increase from 65.1% to 90%.
(Legal Requirement - HB 3 Goal: 90% by 2029; Board Goal: 90% by 2026)

HB3 Goal

Evaluation Data Sources: TAPR
TEA Accountability Reports

Strategy 1 Details
Strategy 1: Provide students with access to College Bridge in order to meet their needed CCMR indicator.
Strategy 2 Details
Strategy 2: Provide multiple opportunities for students to take and receive remediation on TSIA2 assessments.
Strategy 3 Details
Strategy 3: Create and collaborate with campuses on a CCMR plan for students identified as not CCMR ready.
Strategy 4 Details
Strategy 4: Provide ongoing counselor support through the facilitation of district-wide counselor meetings regarding CCMR initiatives
Strategy 5 Details
Strategy 5: Analyze Industry Based Certification (IBC) data upon completion and support campus administrators in analyzing data to support programmatic decisions.
Strategy 6 Details
Strategy 6: Provide ongoing teacher support through the facilitation of district-wide PLTs.
Strategy 7 Details
Strategy 7: Ensure the integration of technology in instruction for all appropriate CTE programs of study.
Strategy 8 Details
Strategy 8: Provide career education to assist students in developing the knowledge and skills, and competencies necessary for a broad range of career and educational post-secondary opportunities.

Strategy 9 Details
Strategy 9: Provide an opportunity for every CTE student to earn an industry-based certification aligned with their program of study.

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

Performance Objective 1: By June 2026, FBISD will increase overall staff satisfaction with the district from 75% to 80% through an organizational focus on the principles of PAC as measured by the District Culture and Climate Survey. (Board Goal, 85% by 2027)

Evaluation Data Sources: Culture and Climate Survey

Strategy 1 Details
Strategy 1: Increase Stakeholder Transparency following survey, feedback sessions.
Strategy 2 Details
Strategy 2: Leadership Development tied to PAC & Level Up.
Strategy 3 Details
Strategy 3: Culture & Climate Survey data review with leaders, departments, campuses.
Strategy 4 Details
Strategy 4: Ongoing professional development.
Strategy 5 Details
Strategy 5: Implement changes/improvements based on feedback from the employee stay survey and focus groups.

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

Performance Objective 2: By June 2026, FBISD will reduce the turnover rate of "All Other Staff/Non-Teachers (excludes substitutes) " from 18.87% to 16% or less. (Comprehensive Needs Assessment)

Evaluation Data Sources: Staff Retention Data

Strategy 1 Details
Strategy 1: Strengthen onboarding and mentorship programs.
Strategy 2 Details
Strategy 2: Enhance employee engagement and recognition.
Strategy 3 Details
Strategy 3: Improve career development and internal mobility.
Strategy 4 Details
Strategy 4: Address workload issues through streamlining and automation.

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

Performance Objective 3: By June 2026, FBISD will retain high quality teachers as evidenced by a decrease in the teacher turnover rate from 11.78% to 11% or less. (Comprehensive Needs Assessment)

Evaluation Data Sources: Staff Retention Data

Strategy 1 Details
Strategy 1: Assist teachers to meet certification requirements.
Strategy 2 Details
Strategy 2: Address workload issues through streamlining and automation.
Strategy 3 Details
Strategy 3: Enhance employee engagement and recognition.
Strategy 4 Details
Strategy 4: Provide high-quality professional development to teachers.
Strategy 5 Details
Strategy 5: Attract and retain highly qualified teachers.
Strategy 6 Details
Strategy 6: Empower teachers with tools, training, and ongoing support to foster student accountability, emotional intelligence, and positive behavior through a unified framework.

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

Performance Objective 4: By June 2026, FBISD will increase overall secondary student engagement in schools from 81% to 83% evidenced by students indicating they feel good about being in school on the District Student Engagement Survey. (Board Goal, 85% by 2027)

Evaluation Data Sources: Student Engagement Survey

Strategy 1 Details
Strategy 1: Student Engagement prioritized in CIPs where scores were below district average.
Strategy 2 Details
Strategy 2: Instructional Walk throughs at campus and district level focused on student ownership and engagement through rigorous lessons.
Strategy 3 Details
Strategy 3: Implementation of a comprehensive school counseling program.
Strategy 4 Details
Strategy 4: Accelerated education.
Strategy 5 Details
Strategy 5: Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
Strategy 6 Details
Strategy 6: Conflict resolution programs.
Strategy 7 Details
Strategy 7: To promote a safe, respectful, and supportive learning environment by addressing physical and verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other forms of child maltreatment through coordinated education, prevention, and response efforts.
Strategy 8 Details
Strategy 8: Implementing a comprehensive school counseling program aligned with state and national models, while integrating career education to equip students with the knowledge, skills, and competencies needed for a wide range of future career opportunities.

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

Performance Objective 5: By June 2026, FBISD will decrease the district's targeted 5 offenses requiring student removals by 5% according to the EOY Discipline Offense Counts Report. (Comprehensive Needs Assessment)

Evaluation Data Sources: Student Discipline Data

Strategy 1 Details
Strategy 1: FBISD will implement professional learning for campus administrators to include: behavior and discipline management, attendance, dropout reduction, dating violence, and truancy.
Strategy 2 Details
Strategy 2: FBISD will utilize data to establish a longitudinal comparison to previous years for assessing trends and improvements in discipline offenses such as district target offense counts, dating violence, physical or verbal aggression and sexual harassment, sexual abuse and other maltreatment of students.
Strategy 3 Details
Strategy 3: Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed, suicide prevention, and trauma-informed care.
Strategy 4 Details
Strategy 4: To promote a safe, respectful, and supportive learning environment by addressing physical and verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other forms of child maltreatment through coordinated education, prevention, and response efforts.

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

Performance Objective 6: By June 2026, FBISD will increase parent satisfaction with FBISD schools from 72% to 80% evidenced by parents indicating the quality of their child's school as excellent or good through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey. (Board Goal, 85% by 2027)

Evaluation Data Sources: Culture and Climate Survey

Strategy 1 Details
Strategy 1: Increase parent feedback opportunities.
Strategy 2 Details
Strategy 2: District wide focus on customer service, communication, and follow through with stakeholders.
Strategy 3 Details
Strategy 3: Suicide prevention including a parental or guardian notification procedure.
Strategy 4 Details
Strategy 4: Violence prevention programs.
Strategy 5 Details
Strategy 5: Staff training aligned to DMA Local and SBEC Clearinghouse (abuse, trafficking, maltreatment)
Strategy 6 Details
Strategy 6: Implementing a comprehensive school counseling program aligned with state and national models, while integrating career education to equip students with the knowledge, skills, and competencies needed for a wide range of future career opportunities.

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

Performance Objective 1: By June 2026, FBISD will maintain a 90-day fund balance by reducing the 2026-27 forecasted budgeted expenditures through a strategic budgeting approach that promotes long-term financial sustainability and aligns with district priorities. (Board Goal, 2027)

Strategy 1 Details
Strategy 1: Review facility utilization to ensure campus buildings are operating as efficiently as possible or if they could be consolidated with other campuses and make recommendations to Board
Strategy 2 Details
Strategy 2: Review current budget compared to historical spending to determine if budget can be reduced based on historical spending taking into consideration 2026-27 operational plans.

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

Performance Objective 2: By June 2026, FBISD will ensure that 85% of budget managers stay within allocated budgets. (Comprehensive Needs Assessment, 2027)

Strategy 1 Details
Strategy 1: Review budget dashboards by budget manager monthly to monitor progress of budget.
Strategy 2 Details
Strategy 2: Meet with department budget managers to discuss budget and status and future needs.