

Fort Bend Independent School District

District Improvement Plan



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	4
Needs Assessment Overview	4
Demographics	5
STUDENT INFORMATION	5
	5
	6
STAFFING	6
Student Learning	7
CAMPUS SUPPORT TEAM DATA	7
PSAT DATA	8
DISTRICT DATA FOR CCMR (including Pre-AP, AP, Dual Credit, CTE, AVID, and GT)	9
District Processes & Programs	10
INSTRUCTIONAL EXPECTATIONS	10
INSTRUCTIONAL TECHNOLOGY – Learning Model Support	11
INTERVENTION	11
EXTRA-/CO-CURRICULAR PARTICIPATION	12
STAKEHOLDER FEEDBACK	12
PARENT LEARNING PLAN	13
COVID-19 MANAGEMENT PLAN	13
Comprehensive Needs Assessment Data Documentation	14
Goals	17
Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.	17
Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.	44
Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.	47
Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.	51
Goal 5: Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.	53
District Funding Summary	54

Comprehensive Needs Assessment

Needs Assessment Overview

Fort Bend ISD is Texas' eighth largest district with over 75,000 students and is one of the most diverse districts in the nation. The District enrolls learners throughout Fort Bend county and neighboring cities, including communities in the Houston area. FBISD currently has 78 campuses: 11 high schools, 15 middle schools, 51 elementary campuses and four unique program campuses to address the academic and vocational interests of students including an Early College High School at Marshall HS, a P-Tech program at Hightower HS, and Willowridge HS.

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

The 2019 accountability rating listed the District with a capped letter grade of B (89) for overall district performance for the 2018-19 school year, and an accountability rating of Met Standard. Additionally, the District received a letter grade of B in the areas of Student Achievement, School Progress, and Closing the Gaps.

2019 accountability ratings notes:

- 7 high school campuses, 4 middle school campuses, and 14 elementary campuses increased to a higher overall letter grade from 2018 to 2019.
- 3 of 76 campuses (Goodman Elementary, McAuliffe Middle School, and Ridgemont Elementary) had an overall letter grade of D.

FBISD campuses also earned a total of 108 distinctions – 41 at the high school level, 42 at the middle school level, and 59 at the elementary school level – for high student performance compared to their 40 TEA-selected peer campuses.

Demographics

Demographics Summary

STUDENT INFORMATION

For the 2019-2020 school year, given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings

According to the 2019 Snapshot data reports, the enrollment for Fort Bend ISD was 75,797 students, which represents an increase of 5.7% from five years ago. The current student population (based on the 2020 Fall Public Education Information Management System, PEIMS report) consist of 28% African American, 26% Hispanic, 15% White, 27% Asian, 0.4% American Indian/Alaskan Native, 0.2% Native Hawaiian/Pacific Islander, and 4% Two or More Races.

The FBISD student program consist of the Bilingual population at 3% and the English Learner (EL) population at 13.3% of the district. Foreign languages spoken by this student group include Chinese, Spanish, Urdu, and Vietnamese. Additionally, the Gifted and Talented (GT) learners constituted 6.9% of our population; 10.9% of the population qualify for Special Education services; and 41.7% of the population are economically disadvantaged.

Fall Enrollment by Ethnicity Race Report					
Ethnicity Groups	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Asian	24.6%	25.5%	26.0%	26.4%	26.5%
Black/African American	28.2%	27.7%	27.4%	27.3%	27.2%
Hispanic/Latino	26.5%	26.5%	26.5%	26.5%	26.7%
American Indian or Alaska Native	0.4%	0.4%	0.3%	0.4%	0.4%
Native Hawaiian or Other Pacific Islander	0.1%	0.1%	0.1%	0.2%	0.1%
Two or More Races	2.8%	2.9%	3.1%	3.3%	3.4%
White	17.4%	16.9%	16.6%	16.1%	15.7%

(Source: OnData Suite)

STAFFING

Fort Bend ISD employs over 11,000 personnel to equip and inspire the students to reach their full potential. According to the latest fall 2020 PEIMS report, this team is comprised of

- 46.6% teachers
- 12.2% instructional support staff with guidance and assistance from
- 2.3% campus administrators,
- 0.4% central office staff,
- 10.0% education aides, and
- 28.4% auxiliary staff.

The ethnic categorization for all personnel is

- 35.7% African American,
- 23.1% Hispanic,
- 31.8% White,
- 09.4% fall into other categories.

Less than 1% of the teachers in Fort Bend ISD do not hold a degree, while:

- 68.8% have a bachelor's degree
- 29.3% have a master's degree
- 1.4% have their doctorate

Teachers in Fort Bend ISD are comprised of varying levels of professional experience to guide student to futures beyond what they can imagine with

- 7.3% beginning teachers,
- 26.1% one to five years' experience,
- 21.4% six to ten years' experience,
- 31.7% eleven to twenty years' experience, and
- 13.5% over twenty years' experience.

The average years of professional experience with the District is 10.7 years.

Student Learning

Student Learning Summary

Annually, upon receiving the district STAAR accountability data, the Accountability team analyzes the data for patterns and trends that indicate where we need to leverage performance for growth and improvement. However, STAAR data is only one form of data utilized; the team also analyzes TELPAS, DVM (formerly PBMAS), Advanced Placement, Dual Credit, Attendance, Graduation Rate, Dropout Rate, Special Programs data, ACT, SAT, TSI, Discipline and other assessment, accountability, enrollment, and other data to determine where we can best impact overall performance.

Furthermore, we seek to narrow the number of Performance Objectives, to a meaningful number of targets which fulfill our compliance indicators and keep our efforts focused where we can make the greatest growth.

As a result of reviewing the 2019-2020 data, the Accountability team, Academic Advisory Council, and Executive Team have concluded there are several areas of performance that can be impacted positively by setting performance objectives which are laser focused on improving the problem areas.

CAMPUS SUPPORT TEAM DATA

CST (Campus Support Team) walks were not completed due to COVID-19. The chart below evidences the number of campuses at each level that met alignment metrics for ELA based upon the CST walks that were completed.

Campus ELA Instructional Alignment		
Level	% Campuses	
	Met Alignment	Did not Meet Alignment
Elementary School	52%	48%
Middle School	40%	60%
High School	27%	73%

Data Source: 2019-2020 CST Walks

Campus Mathematics Instructional Alignment		
Level	% Campuses	
	Met Alignment	Did not Meet Alignment
Elementary School	58%	42%
Middle School	13%	87%
High School	15%	85%

Data Source: 2019-2020 CST Walks

Campus Science & Social Studies Instructional Alignment				
Level	% Campuses	% Campuses	% Campuses	% Campuses
	Met Alignment	Did not Meet Alignment	Met Alignment	Did not Meet Alignment
Elementary School	38%	58%	35%	65%
Middle School	33%	66%	13%	87%
High School	23%	77%	8%	92%
Data Source: 2019-2020 CST Walks				

PSAT DATA

All Fort Bend ISD high schools saw similar numbers of students tested from the previous year, but there were no increases in the percent of students meeting benchmark.

Student PSAT - Reading & Writing Comparison 2018-2019 to 2019-2020				
	2018-2019		2019-2020	
	# Students Tested	% Tested Students Who Met Benchmark	# Students Tested	% Tested Students Who Met Benchmark
District	17154	65.10%	17472	61.80%
Austin HS	1552	80.20%	1598	76.20%
Bush HS	1706	48.70%	1707	45.70%
Clements HS	1837	88.10%	1799	85.80%
Dulles HS	1831	73.60%	1845	71.40%
Elkins HS	1750	73.90%	1756	71.80%
Hightower HS	1428	46.00%	1409	41.50%
Kempner HS	1441	61.80%	1402	58.90%
Marshall HS	846	22.90%	893	22.50%
Ridge Point HS	2013	73.00%	2168	67.90%
Travis HS	1953	73.40%	2049	69.20%
Willowridge HS	797	22.70%	846	21.30%
Data Source: The College Board PSAT District Data Report				

Student PSAT - Mathematics Comparison 2018-2019 to 2019-2020				
	2018?2019		2019?2020	
	# Tested	% Tested Students	# Tested	% Tested Students
		Who Met Benchmark		Who Met Benchmark
District	17154	47.50%	17472	45.10%
Austin HS	1552	61.90%	1598	60.00%
Bush HS	1706	26.70%	1707	27.40%
Clements HS	1837	78.70%	1799	75.70%
Dulles HS	1831	56.00%	1845	58.00%
Elkins HS	1750	58.20%	1756	56.50%
Hightower HS	1428	27.90%	1409	23.90%
Kempner HS	1441	41.80%	1402	39.30%
Marshall HS	846	8.90%	893	8.50%
Ridge Point HS	2013	52.20%	2168	48.00%
Travis HS	1953	52.60%	2049	46.50%
Willowridge HS	797	10.80%	846	8.50%
Data Source: The College Board PSAT District Data Report				

DISTRICT DATA FOR CCMR (including Pre-AP, AP, Dual Credit, CTE, AVID, and GT)

District Data for CCMR, including Pre-AP, AP, Dual Credit, CTE, AVID, and GT			
Group	2018-2019	2019-2020	Improvement
	Proportionality Rate	Proportionality Rate	
Asian	1.20	1.19	Yes
Black or African American	0.93	0.94	Yes
Hispanic	0.87	0.88	Yes
White	1.03	1.01	Yes
Other	0.89	0.88	No
Economically Disadvantaged	0.84	0.86	Yes
English Language Learners	0.40	0.45	Yes
Special Education	0.49	0.49	Same
Data Sources: FBISD Student Information System - Skyward			

District Processes & Programs

District Processes & Programs Summary

INSTRUCTIONAL EXPECTATIONS

Fort Bend ISD teachers and staff will design and deliver instructional experiences to promote student ownership of their learning and behavior. As the District plans to launch the 2020-21 school year, it is critical to establish the learning expectations for all students in Fort Bend ISD. Whether the students are engaging in face-to-face instruction or instruction in an online environment, the principles for high quality instruction remain the same. Because teachers utilize the District's written curriculum to plan instruction and assessments in all learning environments, curriculum revisions to support the implementation of online learning experiences are included in the 2020-21 revision cycle. As District and campus leaders support our students in an online learning environment, how students engage in learning, interact with peers, and display their understanding changes because of the consistent integration of digital tools.

The following expectations will be used to support a rich learning environment for all students. These expectations apply in all learning models. The Fort Bend ISD learning experience will include:

- The development of genuine relationships amongst students and with teachers through interactive, live learning experiences, purposeful collaboration, opportunities for purposeful talk as well as self/peer assessment and intentional social emotional learning.
- The delivery of instruction through the Learning Management System using research-based practices aligned to content specific instructional models.
- The use of authentic learning experiences, rich tasks, and analysis of student work to monitor student progress throughout the learning experience to provide tiered instruction.
- The implementation of continuous live instruction, small group supports, and differentiated learning opportunities to support responsive instruction to meet the needs of diverse learners.
- The utilization of rubrics, checklists, and online tools by students and their peers to promote reflection and to allow for teachers to provide immediate feedback to students within the Learning Management System.

To support the implementation of the District's expectations of a rich learning environment for all students, the Framework for Learning provides specific components that should be evidenced in instruction for students in a face-to-face or online learning model.

INSTRUCTIONAL TECHNOLOGY – Learning Model Support

Synchronous Learning (Online Learning Model)

All teachers will utilize the following streamlined tools to deliver Synchronous instruction.

Microsoft TEAMS

Microsoft TEAMS is collaboration and video conferencing platform for teacher/student synchronous instruction. Several mock classroom sessions were conducted to demonstrate how TEAMS can be leveraged in a fully online instructional environment. When needed, Teachers have the capability to record content and publish for students to review offline in an asynchronous instructional setup. The TEAMS platform may be used in a face-to-face learning model to support collaboration amongst students through file sharing and collaborative documents.

Schoology Course Expectations

Schoology is the Learning Management System (LMS) utilized in Fort Bend ISD to deliver online and blended learning experiences for students. The LMS also provides a space for campus and district staff to engage in professional learning and collaboration. This platform contains the district curriculum resources teachers will use when designing instruction for students. All students will engage with classroom content materials in Schoology regardless of the learning model, face-to-face instruction, or online learning. Instructional materials provided in Schoology promote student use of the Learning Management System while minimizing the amount of time it will take to shift from a face-to-face learning environment to an online learning environment quickly if the need arises.

INTERVENTION

Responsive Instruction (RI) is our district's collective response to provide every student with equitable access to the time and support needed to learn and achieve at high levels. Intervention occurs daily and is differentiated based on the needs of the student.

Elementary Intervention Model

At the elementary level, students are placed in small groups in a pull out/scheduled model delivered by classroom teachers for Tier 2 students and classroom teachers and interventionists for Tier 3 students. The intervention time is scheduled Monday – Friday using a staggered grade level schedule for face-to-face instruction. Online intervention is scheduled at one time across all grade levels to maximize flexible grouping among the online teachers. Intervention provided by Specialists/Interventionists can be scheduled outside of the synchronous learning times during any portion of asynchronous learning as needed and will be scheduled by appointment. Additional small group intervention times in both online and face-to-face models may be scheduled per grade level depending on campus needs and interventionist staffing capacity.

Secondary Intervention Model

For secondary students, interventions may occur as a scheduled class period or in a small group of students in a pull out/scheduled model delivered by classroom teachers and interventionists. Teachers and interventionists deliver intervention for students in both instructional modalities.

EXTRA-/CO-CURRICULAR PARTICIPATION

Student participation in Athletics and Fine Arts is vital to the physical, mental, and emotional development of the whole child. Students and staff will be required to follow departmental guidelines at all practices, rehearsals, games, and competitions upon the resumption of face-to-face extra-curricular activities. Departmental guidelines comply with the Centers for Disease Control (CDC), the Department of State Health Services (DSHS), the Texas Education Agency (TEA), and the University Interscholastic League (UIL), as well as the Fort Bend County and Fort Bend ISD health and safety guidelines. All staff and students will follow these guidelines for all practices, rehearsals, meetings, games, and competitions until further notice. While UIL only prescribes guidelines for Athletics and Marching Band, FBISD requires all other Fine Arts organizations who hold rehearsals and group events to follow departmental guidelines.

STAKEHOLDER FEEDBACK

As part of its commitment to a collaborative community, FBISD values the integration of stakeholder feedback in decision making across the organization. A three-pronged approach to stakeholder feedback supported ongoing input from leaders, teachers, parents, and students across Fort Bend. The chart below illustrates the three venues for feedback along with topics that stakeholders explored.

Thoughtexchange™ A crowd source platform	Surveys	Focus Groups
Online Learning	Online Learning	Online Learning Improvements
Technology	Technology	Possible Calendar Modifications
Possible Calendar Modifications	Proactive Safety Measures	Draft Calendars
Support Structures for Parents	Return to School/Work	Feedback Launch of School
Feedback Launch of School	Possible Calendar Modifications	Face to Face Models
Learning Needs	Parent/ Student Supports	
Face to Face Models		

These strategies support understanding areas of concern while serving as a catalyst for new ideas and validation of those perceived positives related to implementation. Data collected through the stakeholder engagement process assisted in the development and implementation of protocols and processes found within this comprehensive plan. Critical stakeholder feedback that framed decision-making included:

- Defining improvements for online learning, • Possible childcare needs,
- Requests for parent choice in student learning models, • Feedback on the launch of school, and
- Feedback on parent support needs to transition to face to face instruction.

PARENT LEARNING PLAN

To offer quality support for parents, each campus offered live training sessions for parents. Each session was offered multiple times to accommodate parent work schedules. Staff at the District level developed the presentations and speaker notes, along with job aides, and language translations to Spanish, and a couple of additional languages. Next, the team trained designated campus staff to conduct the live sessions. Additionally, each of the sessions were developed as self-paced parent training and released in early September. The sessions were posted on the district website at: Parent Online Learning Support and linked to campus webpages for parents. Both options including live campus-based sessions and self-paced trainings covered a variety of topics such as instructional expectations, structuring for success, and technology tools training.

COVID-19 MANAGEMENT PLAN

The COVID-19 Management Plan was developed to support district transitions throughout the global pandemic. The plan is comprised of three components to support decision making and pivot processes.

- Risk Levels (Green, Yellow, Red) align health and safety measures to support the best instructional modality,
- Indicators are data and metrics that define the point at which FBISD will pivot among learning models. Indicators include District, Campus, and External data metrics, and
- Response Actions define the activities that occur to support transitions to support each learning model. For e.g., when in Green - Face to Face with Online Option would be considered, while in Yellow, staggered spacing for Face to Face will be in place and when in Red, online for all would be the optimum option with provision for Face to Face for SPED (special education).

FBISD Reimagined defines two learning modalities that will be supported throughout the 2020-21 school year. The implementation of these learning modalities may change due to shifts in Risk Levels throughout the year. The project management team collaborated with district and campus leaders to identify response actions which will support a smooth transition among learning models. The primary goal of COVID-19 Management Plan is to ensure uninterrupted learning for students and to guide district departments with transition activities that must occur in each risk level.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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 Data
- RDA data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, 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

- STEM/STEAM data
- 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
- Pregnancy and related services 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PSS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

Performance Objective 1: By June 2021, each school in FBISD will demonstrate growth in student literacy performance for reading/ELA on the Evaluation Metrics and Milestones, as reflected in district, state and federal/national data reports.

HB3 Goal

Evaluation Data Sources: Expected Metrics and Milestones for the District:

1. Increase the percentage of Title I students (STAAR/EOC test where available) who demonstrate growth on STAAR Reading (Domain 2A: Student Growth)--ESSA Goal
2. Increase the percentage of Title I students demonstrating growth (at benchmark; SGP) from initial data point to EOY on REN360 Reading.

Expected Metrics and Milestones for each school:

1. Meet all established percentages on Campus Support Team (CST) walk data for alignment of ELA instruction to the curriculum (pacing, Depth of Knowledge, and instructional model).
2. Kindergarten and 1st grade students will meet established percentages for demonstrating "at or above" grade level reading performance on the end of term report card.
3. Increase the percentage of students demonstrating growth (at benchmark; SGP) in reading from initial data point to EOY on the universal screener (REN360). *Notes: Where data is not available from 2019-20, previous years' data will be used to measure growth. [Maintain if meeting Strategic Plan Milestone.]
4. Maintain or increase the percentage of Texas Success Initiative Assessment (TSIA)-ready students in reading. (TSI is FBISD funded; ACT/SAT is not District funded.) [HS]
5. Increase the percentage of students meeting college ready benchmarks for reading on PSAT 8/9 and NMSQT. [HS]
6. Increase the percentage of students who are proficient in literacy development from BOY to EOY on CIRCLE assessments. [PK]
7. Increase the percentage of students who demonstrate growth on STAAR Reading - Subject to change based on STAAR performance data availability. (Domain 2A: Academic Growth).
8. Increase the percentage of students achieving "Meets Grade Level or Above" for reading on STAAR - Subject to change based on STAAR performance data availability. (Domain 1: Student Achievement).
9. Increase the percentage of English Learners (EL) who increase a performance level on TELPAS--Composite Score. (EL Growth Measure)
10. Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Reading.
11. Increase the percentage of Special Education students who demonstrate growth on REN360 Reading.
12. Increase the number of performance targets met for Reading/ELA - Subject to change based on STAAR performance data availability. (Domain 3: Closing the Gaps) [Maintain if all targets are met.]

Strategy 1: Literacy Interventionists will work with students that have been identified as needing TIER 3 to support interventions that include utilizing research based Leveled Literacy Instruction to support literacy development in both online and face-to-face learning models.

Strategy's Expected Result/Impact: * District 1

* Increase the percentage of Title I students (STAAR/EOC test where available) who demonstrate growth on STAAR Reading (Domain 2A: Student Growth)--ESSA Goal

* District 2

* Increase the percentage of Title I students demonstrating growth (at benchmark; SGP) from initial data point to EOY on REN360 Reading.

* Each School 2

* Kindergarten and 1st grade students will meet established percentages for demonstrating "at or above" grade level reading performance on the end of term report card.

* Each School 3

* Increase the percentage of students demonstrating growth (at benchmark; SGP) in reading from initial data point to EOY on the universal screener (REN360). *Notes: Where data is not available from 2019-20, previous years' data will be used to measure growth. [Maintain if meeting Strategic Plan Milestone.]

* Each School 6

* Increase the percentage of students who are proficient in literacy development from BOY to EOY on CIRCLE assessments

* Each School 7

* Increase the percentage of students who demonstrate growth on STAAR Reading - Subject to change based on STAAR performance data availability. (Domain 2A: Academic Growth).

* Each School 8

* Increase the percentage of students achieving "Meets Grade Level or Above" for reading on STAAR - Subject to change based on STAAR performance data availability. (Domain 1: Student Achievement).

* Each School 9

* Increase the percentage of English Learners (EL) who increase a proficiency level on TELPAS--Reading. (EL Growth Measure)

* Each School 10

* Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Reading.

* Each School 11

* Increase the percentage of Special Education students who demonstrate growth on REN360 Reading.

* Each School 12

* Increase the number of performance targets met for Reading/ELA - Subject to change based on STAAR performance data availability. (Domain 3: Closing the Gaps) [Maintain if all targets are met.

Staff Responsible for Monitoring: * Director Literacy C & I

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 2: Teachers work with students who have been identified as needing TIER 2 support by utilizing research based guided reading strategies and resources and/or the online supplemental resources for both online and face-to-face to support literacy development.

Strategy's Expected Result/Impact: * District 1

* Increase the percentage of Title I students (STAAR/EOC test where available) who demonstrate growth on STAAR Reading (Domain 2A: Student Growth)--ESSA Goal

* District 2

* Increase the percentage of Title I students demonstrating growth (at benchmark; SGP) from initial data point to EOY on REN360 Reading.

* Each School 2

* Kindergarten and 1st grade students will meet established percentages for demonstrating "at or above" grade level reading performance on the end of term report card.

* Each School 3

* Increase the percentage of students demonstrating growth (at benchmark; SGP) in reading from initial data point to EOY on the universal screener (REN360). *Notes: Where data is not available from 2019-20, previous years' data will be used to measure growth. [Maintain if meeting Strategic Plan Milestone.]

* Each School 6

* Increase the percentage of students who are proficient in literacy development from BOY to EOY on CIRCLE assessments

* Each School 7

* Increase the percentage of students who demonstrate growth on STAAR Reading - Subject to change based on STAAR performance data availability. (Domain 2A: Academic Growth).

* Each School 8

* Increase the percentage of students achieving "Meets Grade Level or Above" for reading on STAAR - Subject to change based on STAAR performance data availability. (Domain 1: Student Achievement).

* Each School 9

* Increase the percentage of English Learners (EL) who increase a proficiency level on TELPAS--Reading. (EL Growth Measure)

* Each School 10

* Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Reading.

* Each School 11

* Increase the percentage of Special Education students who demonstrate growth on REN360 Reading.

* Each School 12

* Increase the number of performance targets met for Reading/ELA - Subject to change based on STAAR performance data availability. (Domain 3: Closing the Gaps) [Maintain if all targets are met.]

Staff Responsible for Monitoring: * Director Literacy C & I

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 3: Facilitate ongoing professional learning and job embedded support in both online and face-to-face learning models to support the implementation of Balanced Literacy instruction.

Strategy's Expected Result/Impact: * District 1

* Increase the percentage of Title I students (STAAR/EOC test where available) who demonstrate growth on STAAR Reading (Domain 2A: Student Growth)--ESSA Goal

* District 2

* Increase the percentage of Title I students demonstrating growth (at benchmark; SGP) from initial data point to EOY on REN360 Reading.

* Each School 2

* Kindergarten and 1st grade students will meet established percentages for demonstrating "at or above" grade level reading performance on the end of term report card.

* Each School 3

* Increase the percentage of students demonstrating growth (at benchmark; SGP) in reading from initial data point to EOY on the universal screener (REN360). *Notes: Where data is not available from 2019-20, previous years' data will be used to measure growth. [Maintain if meeting Strategic Plan Milestone.]

* Each School 6

* Increase the percentage of students who are proficient in literacy development from BOY to EOY on CIRCLE assessments

* Each School 7

* Increase the percentage of students who demonstrate growth on STAAR Reading - Subject to change based on STAAR performance data availability. (Domain 2A: Academic Growth).

* Each School 8

* Increase the percentage of students achieving "Meets Grade Level or Above" for reading on STAAR - Subject to change based on STAAR performance data availability. (Domain 1: Student Achievement).

* Each School 9

* Increase the percentage of English Learners (EL) who increase a proficiency level on TELPAS--Reading. (EL Growth Measure)

* Each School 10

* Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Reading.

* Each School 11

* Increase the percentage of Special Education students who demonstrate growth on REN360 Reading.

* Each School 12

* Increase the number of performance targets met for Reading/ELA - Subject to change based on STAAR performance data availability. (Domain 3: Closing the Gaps) [Maintain if all targets are met.]

Staff Responsible for Monitoring: * Director Literacy C & I

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 4: Create and provide resources to support Tier 1, 2, & 3 instruction in both face-to-face and online models through ongoing curriculum revision.

Strategy's Expected Result/Impact: * District 1

* Increase the percentage of Title I students (STAAR/EOC test where available) who demonstrate growth on STAAR Reading (Domain 2A: Student Growth)--ESSA Goal

* District 2

* Increase the percentage of Title I students demonstrating growth (at benchmark; SGP) from initial data point to EOY on REN360 Reading.

* Each School 2

* Kindergarten and 1st grade students will meet established percentages for demonstrating "at or above" grade level reading performance on the end of term report card.

* Each School 3

* Increase the percentage of students demonstrating growth (at benchmark; SGP) in reading from initial data point to EOY on the universal screener (REN360). *Notes: Where data is not available from 2019-20, previous years' data will be used to measure growth. [Maintain if meeting Strategic Plan Milestone.]

* Each School 6

* Increase the percentage of students who are proficient in literacy development from BOY to EOY on CIRCLE assessments

* Each School 7

* Increase the percentage of students who demonstrate growth on STAAR Reading - Subject to change based on STAAR performance data availability. (Domain 2A: Academic Growth).

* Each School 8

* Increase the percentage of students achieving "Meets Grade Level or Above" for reading on STAAR - Subject to change based on STAAR performance data availability. (Domain 1: Student Achievement).

* Each School 9

* Increase the percentage of English Learners (EL) who increase a proficiency level on TELPAS--Reading. (EL Growth Measure)

* Each School 10

* Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Reading.

* Each School 11

* Increase the percentage of Special Education students who demonstrate growth on REN360 Reading.

* Each School 12

* Increase the number of performance targets met for Reading/ELA - Subject to change based on STAAR performance data availability. (Domain 3: Closing the Gaps) [Maintain if all targets are met.]

Staff Responsible for Monitoring: * Director Literacy C & I

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 5: Align curriculum, instruction, assessment resources, professional learning and practices to address the needs of all student groups in both online and face-to-face learning models.

Strategy's Expected Result/Impact: * District 1

* Increase the percentage of Title I students (STAAR/EOC test where available) who demonstrate growth on STAAR Reading (Domain 2A: Student Growth)--ESSA Goal

* District 2

* Increase the percentage of Title I students demonstrating growth (at benchmark; SGP) from initial data point to EOY on REN360 Reading.

* Each School 2

* Kindergarten and 1st grade students will meet established percentages for demonstrating "at or above" grade level reading performance on the end of term report card.

* Each School 3

* Increase the percentage of students demonstrating growth (at benchmark; SGP) in reading from initial data point to EOY on the universal screener (REN360). *Notes: Where data is not available from 2019-20, previous years' data will be used to measure growth. [Maintain if meeting Strategic Plan Milestone.]

* Each School 6

* Increase the percentage of students who are proficient in literacy development from BOY to EOY on CIRCLE assessments

* Each School 7

* Increase the percentage of students who demonstrate growth on STAAR Reading - Subject to change based on STAAR performance data availability. (Domain 2A: Academic Growth).

* Each School 8

* Increase the percentage of students achieving "Meets Grade Level or Above" for reading on STAAR - Subject to change based on STAAR performance data availability. (Domain 1: Student Achievement).

* Each School 9

* Increase the percentage of English Learners (EL) who increase a proficiency level on TELPAS--Reading. (EL Growth Measure)

* Each School 10

* Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Reading.

* Each School 11

* Increase the percentage of Special Education students who demonstrate growth on REN360 Reading.

* Each School 12

* Increase the number of performance targets met for Reading/ELA - Subject to change based on STAAR performance data availability. (Domain 3: Closing the Gaps) [Maintain if all targets are met.]

Staff Responsible for Monitoring: * Director Literacy C & I

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 6: * Create a modified CST process to support student outcomes and teacher instructional practice in dual learning models.
* Facilitate calibration training with all district CST members and campus leadership to support the monitoring of instruction in classrooms and alignment to the curriculum.
* Provide support to address campus needs.

Strategy's Expected Result/Impact: * Each School 1

* Meet all established percentages on Campus Support Team (CST) walk data for alignment of ELA instruction to the curriculum (pacing, Depth of Knowledge, and instructional model).

Staff Responsible for Monitoring: * Director, Leadership Transformation

Strategy 7: * Support campuses in providing students access to rigorous courses and enrichment opportunities.

* Support campuses in providing multiple opportunities and access to testing at the campus.

* Support campuses in providing Students with access to teacher-created targeted instruction to meet their individual strengths and weaknesses.

Strategy's Expected Result/Impact: * Each School 4

* Maintain or increase the percentage of Texas Success Initiative Assessment (TSIA)-ready students in reading. (TSI is FBISD funded; ACT/SAT is not district funded.)

* Each School 5

* Increase the percentage of students meeting college ready benchmarks for reading on PSAT 8/9 and NMSQT

Staff Responsible for Monitoring: * Director, SEL & Enrichment Programs

Strategy 8: * Create and provide resources to support Tier 1, 2, & 3 instruction through ongoing curriculum revision specific to bilingual Spanish and ESL programming.

* Align curriculum, instruction, assessment resources, professional learning and practices to address the needs of English learners.

* Create asynchronous professional learning modules for teachers of English learners.

* Provide job-embedded professional learning to campus teachers leaders (Elementary ESL Support Teachers and Bilingual Specialists) so that they can build capacity of the teachers of English learners on their campus.

Strategy's Expected Result/Impact: * Each School 9

* Increase the percentage of English Learners (EL) who increase a proficiency level on TELPAS--Reading. (EL Growth Measure)

* Each School 10

* Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Reading.

Staff Responsible for Monitoring: * Director, Multilingual Programs

Results Driven Accountability

Strategy 9: * Monitor Special Education student data on beginning, middle and end of year REN360 Reading/Unique Math Benchmarks and chart growth/lack of growth for students on each campus through the CSP process.

* Each campus will have a trained Dyslexia Teachers in Neuhaus/Reading by Design according to the FBISD District Dyslexia Professional Learning Plan utilizing an appropriate Orton Gillingham based reading intervention.

* One Special Education teacher per campus will be trained and provide Project Read intervention in Phonics (elementary & secondary) and Linguistics (secondary), Written Expression and Comprehension

Strategy's Expected Result/Impact: * Each School 11

* Increase the percentage of Special Education students who demonstrate growth on REN360 Reading.

Staff Responsible for Monitoring: * Director, Special Education

Strategy 10: * Facilitate ongoing professional learning and job embedded support in both online and face-to-face learning models to support the implementation of House Bill 3 Texas Reading Academies with Central Office Leaders, Campus Administrators, LITs, ICs, Librarians, Dyslexia Teachers and Special Education Teachers.

* Collaborate with Teaching and Learning to ensure alignment to the FBISD Balanced Literacy Framework

* Develop 3-year Implementation Plan to ensure K-5 Administrators and Teachers successfully integrate learning into instructional practices.

Strategy's Expected Result/Impact: * Each School 2

* Kindergarten and 1st grade students will meet established percentages for demonstrating "at or above" grade level reading performance on the end of term report card.

* Each School 3

* Increase the percentage of students who demonstrate growth on STAAR Reading - Subject to change based on STAAR performance data availability. (Domain 2A: Academic Growth).

* Each School 7

* Increase the percentage of students achieving "Meets Grade Level or Above" for reading on STAAR - Subject to change based on STAAR performance data availability. (Domain 1: Student Achievement).

* Each School 8

* Increase the number of performance targets met for Reading/ELA - Subject to change based on STAAR performance data availability. (Domain 3: Closing the Gaps) [Maintain if all targets are met.]

* Each School 11

* Increase the percentage of Special Education students who demonstrate growth on REN360 Reading.

* Each School 12

* Increase the number of performance targets met for Reading/ELA - Subject to change based on STAAR performance data availability. (Domain 3: Closing the Gaps) [Maintain if all targets are met.]

Staff Responsible for Monitoring: * Assistant Director, Leadership Development Reading Academies

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

Performance Objective 2: By June 2021, each school in FBISD will demonstrate growth in student literacy performance for writing on the Evaluation Metrics and Milestones, as reflected in district, state and federal/national data reports.

Targeted or ESF High Priority

Evaluation Data Sources: Evaluation Metrics and Milestones for each school:

1. Increase the percentage of students who are Texas Student Success Initiative ready for ELA--essay. (TSI is FBISD funded; ACT/SAT is student funded). [HS]
2. Increase the percentage of English Learner (EL) students who improve at least one performance level on TELPAS-Composite.
3. Increase the percentage of students who achieve "Meets Grade Level or Above" on STAAR Writing [4th/7th/English I/English II] - Subject to change based on STAAR performance data availability. (Domain 1: Student Achievement).
4. Increase the number of performance targets met in ELA - Subject to change based on STAAR performance data availability. (Domain 3: Closing the Gaps). [Maintain if all targets are met.]
5. Increase the percentage of students meeting the college ready criteria for ELA on PSAT 8/9 and NMSQT. [HS]

Strategy 1: * Support campuses in providing students access to rigorous courses and enrichment opportunities.

* Support campuses in providing multiple opportunities and access to testing at the campus.

* Support campuses in providing Students with access to teacher-created targeted instruction to meet their individual strengths and weaknesses.

Strategy's Expected Result/Impact: * Each School 1

* Increase the percentage of students who are Texas Student Success Initiative ready for ELA--essay. (TSI is FBISD funded; ACT/SAT is student funded).

Staff Responsible for Monitoring: * Director, SEL & Enrichment Programs

Strategy 2: * Create and provide resources to support Tier 1, 2, & 3 instruction through ongoing curriculum revision specific to bilingual Spanish and ESL programming.

* Align curriculum, instruction, assessment resources, professional learning and practices to address the needs of English learners.

* Create asynchronous professional learning modules for teachers of English learners.

* Provide job-embedded professional learning to campus teachers leaders (Elementary ESL Support Teachers and Bilingual Specialists) so that they can build capacity of the teachers of English learners on their campus.

Strategy's Expected Result/Impact: * Each School 2

* Increase the percentage of English Learner (EL) students who improve at least one performance level on TELPAS-Composite.

Staff Responsible for Monitoring: * Director, Multilingual Programs

* Director, Literacy C & I

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 3: Align curriculum, instruction, assessment resources, professional learning and practices to address the needs of all student groups in both online and face-to-face learning models.

Strategy's Expected Result/Impact: * Each School 1

* Increase the percentage of students who are Texas Student Success Initiative ready for ELA--essay. (TSI is FBISD funded; ACT/SAT is student funded).

* Each School 3

* Increase the percentage of students who achieve "Meets Grade Level or Above" on STAAR Writing [4th/7th/English I/English II] - Subject to change based on STAAR performance data availability. (Domain 1: Student Achievement).

* Each School 4

* Increase the number of performance targets met in ELA - Subject to change based on STAAR performance data availability. (Domain 3: Closing the Gaps).

* Each School 5

* Increase the percentage of students meeting the college ready criteria for ELA on PSAT 8/9 and NMSQT. [HS]

Staff Responsible for Monitoring: * Director, Literacy C & I

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 4: Create and provide resources to support Tier 1, 2, & 3 instruction in both face-to-face and online models through ongoing curriculum revision.

Strategy's Expected Result/Impact: * Each School 1

* Increase the percentage of students who are Texas Student Success Initiative ready for ELA--essay. (TSI is FBISD funded; ACT/SAT is student funded).

* Each School 3

* Increase the percentage of students who achieve "Meets Grade Level or Above" on STAAR Writing [4th/7th/English I/English II] - Subject to change based on STAAR performance data availability. (Domain 1: Student Achievement).

* Each School 4

* Increase the number of performance targets met in ELA - Subject to change based on STAAR performance data availability. (Domain 3: Closing the Gaps).

* Each School 5

* Increase the percentage of students meeting the college ready criteria for ELA on PSAT 8/9 and NMSQT. [HS]

Staff Responsible for Monitoring: * Director, Literacy C & I

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 5: Facilitate ongoing professional learning and job embedded support in both online and face-to-face learning models to support the implementation of Balanced Literacy instruction.

Strategy's Expected Result/Impact: * Each School 3

* Increase the percentage of students who achieve "Meets Grade Level or Above" on STAAR Writing [4th/7th/English I/English II] - Subject to change based on STAAR performance data availability. (Domain 1: Student Achievement).

* Each School 1

* Increase the percentage of students who are Texas Student Success Initiative ready for ELA--essay. (TSI is FBISD funded; ACT/SAT is student funded).

* Each School 4

* Increase the number of performance targets met in ELA - Subject to change based on STAAR performance data availability. (Domain 3: Closing the Gaps).

* Each School 5

* Increase the percentage of students meeting the college ready criteria for ELA on PSAT 8/9 and NMSQT. [HS]

Staff Responsible for Monitoring: * Director, Literacy

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 6: Literacy Interventionists will work with students who have been identified as needing TIER 3 support by utilizing research based Leveled Literacy Instruction to support literacy development in both online and face-to-face learning models.

Strategy's Expected Result/Impact: * Each School 3

* Increase the percentage of students who achieve "Meets Grade Level or Above" on STAAR Writing [4th] - Subject to change based on STAAR performance data availability. (Domain 1: Student Achievement).

* Each School 4

* Increase the number of performance targets met in ELA - Subject to change based on STAAR performance data availability. (Domain 3: Closing the Gaps).

Staff Responsible for Monitoring: * Director, Literacy

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 7: * Support campuses in providing students access to rigorous courses and enrichment opportunities.

* Support campuses in providing opportunities and access to testing at the campus.

* Support campuses in providing Students with access to teacher-created targeted instruction to meet their individual strengths and weaknesses.

Strategy's Expected Result/Impact: * Each School 5

* Increase the percentage of students meeting the college ready criteria for ELA on PSAT 8/9 and NMSQT. [HS]

Staff Responsible for Monitoring: * Director, SEL & Enrichment Programs

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

Performance Objective 3: By June 2021, each school in FBISD will demonstrate growth in student mathematics performance on the Evaluation Metrics and Milestones, as reflected in district, state and federal/national data reports.

HB3 Goal

Evaluation Data Sources: Evaluation Metrics and Milestones for the District:

1. Increase the percentage of Title I students (STAAR/EOC test where available) who demonstrate growth on STAAR Mathematics (Domain 2A: Student Growth)--ESSA Goal
2. Increase the percentage of Title I students demonstrating growth (at benchmark; SGP) from initial data point to EOY on REN360 Mathematics.

Evaluation Metrics and Milestones for each school:

1. Meet all established percentages on Campus Support Team (CST) walk data for alignment of mathematics instruction to the curriculum (pacing, Depth of Knowledge, and instructional model).
2. Increase the percentage of students demonstrating growth (at benchmark; SGP) in mathematics from initial data point to EOY on the universal screener (REN360). [Maintain if achieved the Strategic Plan Milestone] *Note: Where data is not available from 2019-20, previous years' data will be used to measure growth
3. Increase the percentage of Texas Success Initiative Assessment (TSIA) -ready students in mathematics. (TSI is FBISD funded/ACT/SAT is not district funded.) [HS]
4. Increase the percentage of students meeting college-ready for mathematics on PSAT 8/9 and NMSQT. [HS]
5. Increase the percentage of students who are proficient in mathematics development from BOY to EOY on CIRCLE assessments. [PK]
6. Increase the percentage of students who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A: Academic Growth).
7. Increase the district percentage achieving "Meets Grade Level or Above" for mathematics on STAAR - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).
8. Increase the percentage of English Learners (EL) who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A).
9. Increase the percentage of Special Education students who demonstrate growth or move a level on STAAR/STAAR ALT 2 Mathematics - subject to change based on STAAR performance data availability (Domain 2A).
10. Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Mathematics.
11. Increase the percentage of Special Education students who demonstrate growth on REN360 Mathematics (Domain 2A).
12. Increase the number of performance targets met for mathematics (Domain 3: Closing the Gaps). [Maintain if all targets are met.]

Strategy 1: * Title 1 Math Interventionists and Math Specialists will work with students who have been identified as needing TIER 3 support by utilizing research based leveled math instruction.

* Title 1 Math Coaches plan lessons, model lessons, and attend Professional Learning Community (PLCs) meetings to provide support for all math teachers at Title 1 schools.

Strategy's Expected Result/Impact: * District 1

* Increase the percentage of Title I students (STAAR/EOC test where available) who demonstrate growth on STAAR Mathematics (Domain 2A: Student Growth)--ESSA Goal

* District 2

* Increase the percentage of Title I students demonstrating growth (at benchmark; SGP) from initial data point to EOY on REN360 Mathematics.

* Each School 2

* Increase the percentage of students demonstrating growth (at benchmark; SGP) in mathematics from initial data point to EOY on the universal screener (REN360). [Maintain if achieved the Strategic Plan Milestone] *Note: Where data is not available from 2019-20, previous years' data will be used to measure growth

* Each School 5

* Increase the percentage of students who are proficient in mathematics development from BOY to EOY on CIRCLE assessments. [PK]

* Each School 6

* Increase the percentage of students who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A: Academic Growth).

* Each School 7

* Increase the district percentage achieving "Meets Grade Level or Above" for mathematics on STAAR - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).

* Each School 8

* Increase the percentage of English Learners (EL) who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A).

* Each School 10

* Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Mathematics.

* Each School 11

* Increase the percentage of Special Education students who demonstrate growth on REN360 Mathematics (Domain 2A).

* Each School 12

* Increase the number of performance targets met for mathematics (Domain 3: Closing the Gaps). [Maintain if all targets are met.]

Staff Responsible for Monitoring: * Director, State and Federal Programs

* Director, STEM

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 2: * Create a modified CST process to support student outcomes and teacher instructional practice in dual learning models.

* Facilitate calibration training with all district CST members and campus leadership to support the monitoring of instruction in classrooms and alignment to the curriculum.

* Provide support to address campus needs.

Strategy's Expected Result/Impact: * Each School 1

* Meet all established percentages on Campus Support Team (CST) walk data for alignment of mathematics instruction to the curriculum (pacing, Depth of Knowledge, and instructional model).

Staff Responsible for Monitoring: * Director, Leadership Transformation

Strategy 3: Teachers work with students who have been identified as needing TIER 2 support by utilizing research based guided math strategies and resources both online and face-to-face to support numeracy development.

Strategy's Expected Result/Impact: * District 1

* Increase the percentage of Title I students (STAAR/EOC test where available) who demonstrate growth on STAAR Mathematics (Domain 2A: Student Growth)--ESSA Goal

* District 2

* Increase the percentage of Title I students demonstrating growth (at benchmark; SGP) from initial data point to EOY on REN360 Mathematics.

* Each School 2

* Increase the percentage of students demonstrating growth (at benchmark; SGP) in mathematics from initial data point to EOY on the universal screener (REN360). [Maintain if achieved the Strategic Plan Milestone] *Note: Where data is not available from 2019-20, previous years' data will be used to measure growth

* Each School 5

* Increase the percentage of students who are proficient in mathematics development from BOY to EOY on CIRCLE assessments. [PK]

* Each School 6

* Increase the percentage of students who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A: Academic Growth).

* Each School 7

* Increase the district percentage achieving "Meets Grade Level or Above" for mathematics on STAAR - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).

* Each School 8

* Increase the percentage of English Learners (EL) who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A).

* Each School 10

* Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Mathematics.

* Each School 11

* Increase the percentage of Special Education students who demonstrate growth on REN360 Mathematics (Domain 2A).

* Each School 12

* Increase the number of performance targets met for mathematics (Domain 3: Closing the Gaps). [Maintain if all targets are met.]

Staff Responsible for Monitoring: * Director, STEM

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 4: * Support campuses in providing students access to rigorous courses and enrichment opportunities.

* Support campuses in providing multiple opportunities and access to testing at the campus.

* Support campuses in providing Students with access to teacher-created targeted instruction to meet their individual strengths and weaknesses.

Strategy's Expected Result/Impact: * Each School 3

* Increase the percentage of Texas Success Initiative Assessment (TSIA) -ready students in mathematics. (TSI is FBISD funded/ACT/SAT is not district funded.) [HS]

* Each School 4

Increase the percentage of students meeting college-ready for mathematics on PSAT 8/9 and NMSQT. [HS]

Staff Responsible for Monitoring: * Director, SEL & Enrichment Programs

Strategy 5: Facilitate ongoing professional learning and job embedded support in both online and face-to-face learning models to support the implementation of the instructional model and guided math.

Strategy's Expected Result/Impact: * District 1

* Increase the percentage of Title I students (STAAR/EOC test where available) who demonstrate growth on STAAR Mathematics (Domain 2A: Student Growth)--ESSA Goal

* District 2

* Increase the percentage of Title I students demonstrating growth (at benchmark; SGP) from initial data point to EOY on REN360 Mathematics.

* Each School 2

* Increase the percentage of students demonstrating growth (at benchmark; SGP) in mathematics from initial data point to EOY on the universal screener (REN360). [Maintain if achieved the Strategic Plan Milestone] *Note: Where data is not available from 2019-20, previous years' data will be used to measure growth

* Each School 5

* Increase the percentage of students who are proficient in mathematics development from BOY to EOY on CIRCLE assessments. [PK]

* Each School 6

* Increase the percentage of students who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A: Academic Growth).

* Each School 7

* Increase the district percentage achieving "Meets Grade Level or Above" for mathematics on STAAR - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).

* Each School 8

* Increase the percentage of English Learners (EL) who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A).

* Each School 10

* Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Mathematics.

* Each School 11

* Increase the percentage of Special Education students who demonstrate growth on REN360 Mathematics (Domain 2A).

* Each School 12

* Increase the number of performance targets met for mathematics (Domain 3: Closing the Gaps). [Maintain if all targets are met.]

Staff Responsible for Monitoring: * Director, STEM

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 6: Create and provide resources to support Tier 1, 2 & 3 instruction in both face-to-face and online models through ongoing curriculum revision.

Strategy's Expected Result/Impact: * District 1

* Increase the percentage of Title I students (STAAR/EOC test where available) who demonstrate growth on STAAR Mathematics (Domain 2A: Student Growth)--ESSA Goal

* District 2

* Increase the percentage of Title I students demonstrating growth (at benchmark; SGP) from initial data point to EOY on REN360 Mathematics.

* Each School 2

* Increase the percentage of students demonstrating growth (at benchmark; SGP) in mathematics from initial data point to EOY on the universal screener (REN360). [Maintain if achieved the Strategic Plan Milestone] *Note: Where data is not available from 2019-20, previous years' data will be used to measure growth

* Each School 5

* Increase the percentage of students who are proficient in mathematics development from BOY to EOY on CIRCLE assessments. [PK]

* Each School 6

* Increase the percentage of students who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A: Academic Growth).

* Each School 7

* Increase the district percentage achieving "Meets Grade Level or Above" for mathematics on STAAR - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).

* Each School 8

* Increase the percentage of English Learners (EL) who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A).

* Each School 10

* Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Mathematics.

* Each School 11

* Increase the percentage of Special Education students who demonstrate growth on REN360 Mathematics (Domain 2A). * Each School 12

* Increase the number of performance targets met for mathematics (Domain 3: Closing the Gaps). [Maintain if all targets are met.]

* Each School 12

* Increase the number of performance targets met for mathematics (Domain 3: Closing the Gaps). [Maintain if all targets are met.]

Staff Responsible for Monitoring: * Director, STEM

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 7: Align curriculum, instruction, assessment resources, professional learning and practices to address the needs of all student groups in both online and face-to-face learning models.

Strategy's Expected Result/Impact: * District 1

* Increase the percentage of Title I students (STAAR/EOC test where available) who demonstrate growth on STAAR Mathematics (Domain 2A: Student Growth)--ESSA Goal

* District 2

* Increase the percentage of Title I students demonstrating growth (at benchmark; SGP) from initial data point to EOY on REN360 Mathematics.

* Each School 2

* Increase the percentage of students demonstrating growth (at benchmark; SGP) in mathematics from initial data point to EOY on the universal screener (REN360). [Maintain if achieved the Strategic Plan Milestone] *Note: Where data is not available from 2019-20, previous years' data will be used to measure growth

* Each School 5

* Increase the percentage of students who are proficient in mathematics development from BOY to EOY on CIRCLE assessments. [PK]

* Each School 6

* Increase the percentage of students who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A: Academic Growth).

* Each School 7

* Increase the district percentage achieving "Meets Grade Level or Above" for mathematics on STAAR - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).

* Each School 8

* Increase the percentage of English Learners (EL) who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A).

* Each School 10

* Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Mathematics.

* Each School 11

* Increase the percentage of Special Education students who demonstrate growth on REN360 Mathematics (Domain 2A).

* Each School 12

* Increase the number of performance targets met for mathematics (Domain 3: Closing the Gaps). [Maintain if all targets are met.

Staff Responsible for Monitoring: * Director, STEM

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 8: * Create and provide resources to support Tier 1, 2, & 3 instruction through ongoing curriculum revision specific to bilingual Spanish and ESL programming.

* Align curriculum, instruction, assessment resources, professional learning and practices to address the needs of English learners.

* Create asynchronous professional learning modules for teachers of English learners.

* Provide job-embedded professional learning to campus teachers leaders (Elementary ESL Support Teachers and Bilingual Specialists) so that they can build capacity of the teachers of English learners on their campus.

Strategy's Expected Result/Impact: * Each School 8

* Increase the percentage of English Learners (EL) who demonstrate growth on STAAR Mathematics - subject to change based on STAAR performance data availability (Domain 2A).

* Each School 10

* Increase the percentage of English Learners (EL) who demonstrate growth on REN360 Mathematics.

Staff Responsible for Monitoring: * Director, STEM

* Director, Multilingual

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 9: Monitor Special Education student data on beginning, middle and end of year REN360 Math and chart growth/lack of growth for students on each campus through the CSP process.

Strategy's Expected Result/Impact: * Each School 11

* Increase the percentage of Special Education students who demonstrate growth on REN360 Mathematics (Domain 2A).

Staff Responsible for Monitoring: * Director, SPED

Strategy 10: Monitor Special Education student data on beginning, middle and end of year REN360 Math/Unique Math Benchmarks and chart growth/lack of growth for students on each campus through the CSP process.

Strategy's Expected Result/Impact: * Each School 9

* Increase the percentage of Special Education students who demonstrate growth or move a level on STAAR/STAAR ALT 2 Mathematics - subject to change based on STAAR performance data availability (Domain 2A).

* Each School 11

* Increase the percentage of Special Education students who demonstrate growth on REN360 Mathematics (Domain 2A).

Staff Responsible for Monitoring: * Director, SPED

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

Performance Objective 4: By June 2021, each school in FBISD will demonstrate growth in science and social studies performance on the Evaluation Metrics and Milestones, as reflected in district, state and federal/national data reports.

Evaluation Data Sources: Evaluation Metrics and Milestones for each school:

1. Meet all established percentages on Campus Support Team (CST) walk data for alignment of social studies and science instruction to the curriculum (pacing, Depth of Knowledge, and instructional model)--Social Studies; Science
2. Increase the percentage of students who achieve "Meets Grade Level or Above" on STAAR Science - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).
3. Increase the percentage of students who "Meets Grade Level or Above" on STAAR Social Studies - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).

Strategy 1: * Create a modified CST process to support student outcomes and teacher instructional practice in dual learning models.

* Facilitate calibration training with all district CST members and campus leadership to support the monitoring of instruction in classrooms and alignment to the curriculum and learning framework.

* Provide support to address campus needs.

Strategy's Expected Result/Impact: * Each School 1

* Meet all established percentages on Campus Support Team (CST) walk data for alignment of social studies and science instruction to the curriculum (pacing, Depth of Knowledge, and instructional model)--Social Studies; Science

Staff Responsible for Monitoring: * Director, Leadership Transformation

Strategy 2: Align curriculum, instruction, assessment resources, professional learning and practices to address the needs of all student groups in both online and face-to-face learning models.

Strategy's Expected Result/Impact: * Each School 1

* Meet all established percentages on Campus Support Team (CST) walk data for alignment of social studies and science instruction to the curriculum (pacing, Depth of Knowledge, and instructional model)--Social Studies; Science

* Each School 2

* Increase the percentage of students who achieve "Meets Grade Level or Above" on STAAR Science - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).

* Each School 3

* Increase the percentage of students who "Meets Grade Level or Above" on STAAR Social Studies - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).

Staff Responsible for Monitoring: * Director, STEM

* Director, Literacy C & I

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 3: Create and provide resources to support Tier 1, 2, & 3 instruction in both face-to-face and online models through ongoing curriculum revision.

Strategy's Expected Result/Impact: * Each School 1

* Meet all established percentages on Campus Support Team (CST) walk data for alignment of social studies and science instruction to the curriculum (pacing, Depth of Knowledge, and instructional model)--Social Studies; Science

* Each School 2

* Increase the percentage of students who achieve "Meets Grade Level or Above" on STAAR Science - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).

* Each School 3

* Increase the percentage of students who "Meets Grade Level or Above" on STAAR Social Studies - subject to change based on STAAR performance data availability (Domain 1: Student Achievement).

Staff Responsible for Monitoring: * Director, STEM

* Director, Literacy C & I

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

Performance Objective 5: By June 2021, each school in FBISD will demonstrate progress toward achieving equitable access to a safe, challenging and engaging learning environment as demonstrated on the expected results measures reflected in district, state and federal/national data reports.

HB3 Goal

Evaluation Data Sources: Evaluation Metrics and Milestones for the district:

1. Maintain or improve RDA (formerly PBMAS/DVM) on all indicators that have a performance level of 1 or 2, improve on any indicators that have a performance level of a 3 for discipline, Special Education, Bilingual/ESL, Career and Technical Education and Title I.

Evaluation Metrics and Milestones for each school:

1. Increase the percentage of proportionality (ethnicity) in College, Career and Military Readiness programs, including Pre-Advanced Placement, Advanced Placement, Dual Credit, Career and Technical Education, AVID and Gifted and Talented courses/services as evidenced by the ratio of campus enrollment compared to the indicated courses/services enrollment.
2. Decrease disproportionality (African American, Hispanic, Special Education) in discipline data (ISS, OSS, DAEP--mandatory and discretionary) as it relates to campus enrollment ratios as compared to the demographic ratios of discipline data for the campus.
3. Increase the percentage of students who achieve at least one College, Career and Military Readiness indicator as defined for state accountability. - subject to change based on STAAR performance data availability [HS]
4. Increase graduation rates for each student group, as defined in state accountability. (Maintain if the student group is at least 95%.) [HS]
5. Increase attendance rates, as reported in PEIMS for the year. [Maintain if the student group is at least 95%.]

Strategy 1: * Increase inclusive opportunities for early childhood students (3-5 year olds).

* Provide targeted training support to Classroom teachers (Sped and Gen Ed), SLPs, CCC, Evaluation Staff, and ADAs to support collaborative practices, coding, and LRE recommendations for early childhood special ed students.

* Monitor data to ensure effectiveness of training and systems implemented to ensure LRE considerations and adjust as needed.

Strategy's Expected Result/Impact: * District

* Maintain or improve RDA (formerly PBMAS/DVM) on all indicators that have a performance level of 1 or 2, improve on any indicators that have a performance level of a 3 for discipline, Special Education, Bilingual/ESL, and Title I.

Staff Responsible for Monitoring: * Director, SPED

Strategy 2: Social Workers and Check and Connect Monitors are assigned to monitor McKinney -Vento and Foster Care students, In addition, the Social Workers and Check and Connect Monitors conduct home visits, phone calls, and schedule individual meetings with students to check on their needs, grades, and attendance. The State and Federal Programs Department provides financial assistance for students needing school supplies, transportation, payment of summer school fees, technology needs, and payment of graduation caps and gowns.

Strategy's Expected Result/Impact: * District 1

* Maintain or improve RDA (formerly PBMAS/DVM) on all indicators that have a performance level of 1 or 2, improve on any indicators that have a performance level of a 3 for discipline, Special Education, Bilingual/ESL, and Title I.

Staff Responsible for Monitoring: * Director, SPED

* Director, State and Federal Programs

<p>Strategy 3: * Create and provide resources to support Tier 1, 2, & 3 instruction through ongoing curriculum revision specific to bilingual Spanish and ESL programming</p> <ul style="list-style-type: none"> * Align curriculum, instruction, assessment resources, professional learning and practices to address the needs of English learners. * Create asynchronous professional learning modules for teachers of English learners. * Provide job-embedded professional learning to campus teachers leaders (Elementary ESL Support Teachers and Bilingual Specialists) so that they can build capacity of the teachers of English learners on their campus. <p>Strategy's Expected Result/Impact: * District 1</p> <ul style="list-style-type: none"> * Maintain or improve RDA (formerly PBMAS/DVM) on all indicators that have a performance level of 1 or 2, improve on any indicators that have a performance level of a 3 for discipline, Special Education, Bilingual/ESL, and Title I. <p>Staff Responsible for Monitoring: * Director, Multilingual Programs</p>
<p>Strategy 4: Support campuses in the recruitment of students for AVID, CTE, Advanced Academic Courses (previously Pre-AP), AP, and Dual Credit courses.</p> <p>Strategy's Expected Result/Impact: * Each School 1</p> <ul style="list-style-type: none"> * Increase the percentage of proportionality (ethnicity) in College, Career and Military Readiness programs, including Pre-Advanced Placement, Advanced Placement, Dual Credit, Career and Technical Education, AVID and Gifted and Talented courses/services as evidenced by the ratio of campus enrollment compared to the indicated courses/services enrollment. <p>Staff Responsible for Monitoring: * Director, CTE</p> <ul style="list-style-type: none"> * Director, SEL & Enrichment Programs
<p>Strategy 5: * Implement Local Norms and track proportionality by campus (GT)</p> <ul style="list-style-type: none"> * Integrate VISTAS supports in 1-5 curriculum to support talent pool goals. <p>Strategy's Expected Result/Impact: * District 1</p> <ul style="list-style-type: none"> * Maintain or improve RDA (formerly PBMAS/DVM) on all indicators that have a performance level of 1 or 2, improve on any indicators that have a performance level of a 3 for discipline, Special Education, Bilingual/ESL, and Title I. <p>Staff Responsible for Monitoring: * Director, GT</p>
<p>Strategy 6: * Provide access to CTE courses at all MS and HS campuses. Promote free and open recruitment activities through the District website to all students and parents.</p> <ul style="list-style-type: none"> * Actively plan for increased dual credit options in Diesel Mechanics, Automotive Mechanics, Plumbing, HVAC, and Welding. <p>Strategy's Expected Result/Impact: * Each School 2</p> <ul style="list-style-type: none"> * Decrease disproportionality (African American, Hispanic, Special Education) in discipline data (ISS, OSS, DAEP--mandatory and discretionary) as it relates to campus enrollment ratios as compared to the demographic ratios of discipline data for the campus. <p>Staff Responsible for Monitoring: * Director, CTE</p>
<p>Strategy 7: * Analyze Campus and District Data over the last three years for students served with special education services and for students not served with special education services in the area of ISS, OSS, and DAEP placements</p> <ul style="list-style-type: none"> * Principals will utilize the Campus report card (CSP) process to monitor progress and improve the Risk/Ratio to get closer to a 3.1 or less threshold. * Establish protocol for campus leaders to utilize with their PBIS Culture team to include a review of campus discipline data and development of a campus-based strategic plan to address individual root causes contributing to significantly disproportionate (SD) discipline specific to ISS, OSS, and DAEP placements. * Develop a comprehensive *PD plan to include a training series on new FBISD Student Ownership of Behavior Framework (PBIS, Restorative Practices, Trauma Informed Care, and SEL Curriculum) <p>Strategy's Expected Result/Impact: * Each School 2</p> <ul style="list-style-type: none"> * Decrease disproportionality (African American, Hispanic, Special Education) in discipline data (ISS, OSS, DAEP--mandatory and discretionary) as it relates to campus enrollment ratios as compared to the demographic ratios of discipline data for the campus. <p>Staff Responsible for Monitoring: * Director, SPED</p>

Strategy 8: * Support campuses in providing students access to rigorous courses and enrichment opportunities.

* Support campuses in providing multiple opportunities and access to testing at the campus.

* Support campuses in providing Students with access to teacher-created targeted instruction to meet their individual strengths and weaknesses.

Strategy's Expected Result/Impact: * Each School 3

* Increase the percentage of students who achieve at least one College, Career and Military Readiness indicator as defined for state accountability. - subject to change based on STAAR performance data availability [HS]

Staff Responsible for Monitoring: * Director, CTE

* Director, SEL & Enrichment Programs

Strategy 9: * Actively plan for increased dual credit options in Diesel Mechanics, Automotive Mechanics, Plumbing, HVAC, and Welding.

* Provide opportunities in numerous classes for students to obtain an industry certification.

Strategy's Expected Result/Impact: * Each School 3

* Increase the percentage of students who achieve at least one College, Career and Military Readiness indicator as defined for state accountability. - subject to change based on STAAR performance data availability [HS]

Staff Responsible for Monitoring: * Director, CTE

Strategy 10: Develop and monitor tools to measure campus implementation of Responsive Instruction systems and practices including the Student support Team (SST) process.

Strategy's Expected Result/Impact: * Each School 4

* Increase graduation rates for each student group, as defined in state accountability. (Maintain if the student group is at least 95%.) [HS]

* Each School 5

* Increase attendance rates, as reported in PEIMS for the year. [Maintain if the student group is at least 95%.]

Staff Responsible for Monitoring: * Director, Literacy C & I

* Assistant Director, STEM

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 11: Develop and implement a comprehensive set of supports to engage students in varied options for grade repair, credit attainment, and goal setting.

Strategy's Expected Result/Impact: * Each School 4

* Increase graduation rates for each student group, as defined in state accountability. (Maintain if the student group is at least 95%.) [HS]

Staff Responsible for Monitoring: * Department of School Leadership

Title I Schoolwide Elements: 2.4, 2.6

Strategy 12: * Develop and provide an attendance accountability checklist for campus administrators to support Campus Attendance Committee and Data Integrity Team meetings that are to be conducted at all FBISD campuses throughout the school year.

* Collaborate with Department of School Leadership and the Student Affairs Department on campus attendance rates that are below 95%.

* Monitor attendance data and provide campus administrators with weekly attendance, six weeks and semester reports that provide two years of comparative attendance rate data for each campus.

Strategy's Expected Result/Impact: * Each School 5

* Increase attendance rates, as reported in PEIMS for the year. [Maintain if the student group is at least 95%.]

Staff Responsible for Monitoring: * Director of Student Attendance

* Executive Director of Student Affairs

* Department of School Leadership

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.

Performance Objective 6: By June 2021, the District will recruit, develop and retain professional staff to meet the needs of students served through Title I, Special Education, and English Learner services.

Evaluation Data Sources: Evaluation Metrics and Milestones for the District:

1. Decrease the number of Special Education classroom/courses that do not have a certified teacher for 30 or more school days throughout the year.
2. Establish benchmark for the number of vacant teacher positions serving as teacher of record in Special Education during the first 30 days of each semester.
3. Increase the percentage of English Learner teachers who are certified/endorsed.
4. Decrease the number of Title I classroom/courses that do not have a certified teacher for 30 or more school days throughout the year.
5. Establish benchmark for the number of vacant teacher positions serving as teacher of record in Title I during the first 30 days of each semester.

Strategy 1: Establish a baseline of special education classrooms that do not have a certified teacher for 30 or more days throughout the 20/21 school year.

Strategy's Expected Result/Impact: * District 1

* Decrease the number of Special Education classroom/courses that do not have a certified teacher for 30 or more school days throughout the year.

Staff Responsible for Monitoring: * Director, SPED

* Director, Talent Acquisition and Operations

Strategy 2: Establish Baseline data to determine the number of teacher vacancies for the first 30 days of the 20/21 school year and develop a plan to increase the number of certified special education teachers in classrooms for the 21/22 school year.

Strategy's Expected Result/Impact: * District 2

* Establish benchmark for the number of vacant teacher positions serving as teacher of record in Special Education during the first 30 days of each semester.

Staff Responsible for Monitoring: * Director, SPED

* Director, Talent Acquisition and Operations

Strategy 3: * Prioritize the hiring of ESL certified ELA/English-designated teachers.

* Provide a 3-pronged support plan (including coaching support, preparation for ESL certification testing, and asynchronous professional learning modules) for teachers hired without ESL certification.

Strategy's Expected Result/Impact: * District 3

* Increase the percentage of English Learner teachers who are certified/endorsed.

Staff Responsible for Monitoring: * Director, Talent Acquisition and Operations

* Director, Multilingual Programs

Strategy 4: * Hire certified teachers early in the season who can be placed later in the hiring season at Title I campuses and other hard to fill vacancies.

Strategy's Expected Result/Impact: * District 4

* Decrease the number of Title I classroom/courses that do not have a certified teacher for 30 or more school days throughout the year.

Staff Responsible for Monitoring: * Director, Talent Acquisition and Operations

Strategy 5: * State and Federal Programs Department interview and recruit teacher applicants at the FBISD district teacher's job fair and FBISD Transfer Fair to help staff Title 1 schools in the district.

* State and Federal Programs request at the beginning of the school year all Title 1 teachers' certifications and monitor Title 1 staffing.

* State and Federal Programs Department conducts a fall semester and spring semester presentation titled "Understanding Title 1" to all student teachers in the district to help recruit teachers.

* State and Federal Programs developed an Equity Plan to address vacancies and teacher turnover at Title 1 campuses, mentor support program for first year teachers, and professional development for all Title 1 teachers.

Strategy's Expected Result/Impact: * District 5

* Establish benchmark for the number of vacant teacher positions serving as teacher of record in Title I during the first 30 days of each semester.

Staff Responsible for Monitoring: * Director, State and Federal Programs

Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

Performance Objective 1: By June 2021, each school in FBISD will utilize positive behavioral interventions and supports (PBIS) to improve student owned behavior and the culture and climate of the campus for students and staff as measured on the Evaluation Metrics and Milestones.

Evaluation Data Sources: Evaluation Metrics and Milestones for each school:

1. Reduce the percentage of ISS, OSS, and DAEP (mandatory and discretionary) actions. [Report by All Students and Student Groups.]
2. Increase attendance rate. [Maintain if 95% or higher.] [Report by All Students and Student Groups.]
3. Monitor the number of requests for threat assessments.

Strategy 1: * The Department of Student Affairs will work in collaboration with SEL to provide quarterly discipline and behavior management training to all Campus Behavior Coordinators.

* The Department of Student Affairs will review and track all mandatory and discretionary request for DAEP placement.

Strategy's Expected Result/Impact: * Each School

* Reduce the percentage of ISS, OSS, and DAEP (mandatory and discretionary) actions. [Report by All Students and Student Groups.]

Staff Responsible for Monitoring: * Director, Student Affairs

Strategy 2: * Utilize a tiered system of support for campuses to address truancy prevention and intervention.

Strategy's Expected Result/Impact: * Each School 2

* Increase attendance rate. [Maintain if 95% or higher.] [Report by All Students and Student Groups.]

Staff Responsible for Monitoring: * Director, Student Affairs

Strategy 3: * The Department of Student Affairs and District Threat Assessment Team will provide quarterly training to all CSTAT members and track all data related to transient and substantive threats.

* The District Threat Assessment Team will provide guidance to the CSTAT for all transient and substantive threats to ensure campus safety protocols and student support systems are evident.

Strategy's Expected Result/Impact: * Each School 3

* Monitor the number of requests for threat assessments.

Staff Responsible for Monitoring: * Executive Director, Student Affairs

Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.

Performance Objective 2: By June 2021, each school in FBISD will develop a framework for social emotional learning, and mental health programs and implement student safety and wellness programs to support healthy and productive lifestyles as demonstrated through Evaluation Metrics and Milestones.

Evaluation Data Sources: Evaluation Metrics and Milestones for each school:

1. Increase the number of campuses scoring Gold on Wellness Self-Assessment.
2. Increase the number of campuses that offer a before and/or after school physical activity club.
3. Monitor data on counselor needs assessment conducted with students.
4. Decrease risky behaviors as assessed on the Pride Survey.
5. Establish baseline data on requests for support to Mental Health Counselors and Coordinator of Mental Health & Social Work Services.
6. Monitor data tracked through Campus Visit Support App.

Strategy 1: * Support campuses with resources through Virtual Healthy Schools.

* Support wellness committee with campus support.

* Create awareness of the Wellness Handbook.

Strategy's Expected Result/Impact: * Each School 1

* Increase the number of scoring Gold on Wellness Self-Assessment.

Staff Responsible for Monitoring: * Director, Behavior Health & Wellness

Strategy 2: Support campuses with resources for activities through the Virtual Healthy Schools.

Strategy's Expected Result/Impact: * Each School 2

* Increase the number of campuses that offer a before and/or after school physical activity club.

Staff Responsible for Monitoring: * Director, Behavior Health & Wellness

Strategy 3: * Review Naviance survey data by campus.

* Deploy district support to campuses to address critical responses.

* Provide case consultation to school counselors to identify mental health supports for students.

Strategy's Expected Result/Impact: * Each School 3

* Monitor data on school counselor needs assessment conducted with students.

Staff Responsible for Monitoring: * Director, SEL & Enrichment Programs

Strategy 4: * Support campuses with resources through Virtual Healthy Schools.

* Provide health & Profile of a Graduate curriculum supports.

Strategy's Expected Result/Impact: * Each School 4

* Decrease risky behaviors as assessed on the Pride Survey.

Staff Responsible for Monitoring: * Director, Behavior Health & Wellness

Strategy 5: * Provide district coordinated support through campus assigned social workers and mental health counselors.

* Monitor use of online referral form to request tiered supports.

Strategy's Expected Result/Impact: * Each School 5

* Establish baseline data on requests for support to Mental Health Counselors and Coordinator of Mental Health & Social Work Services.

Staff Responsible for Monitoring: * Director, Behavior Health & Wellness

Strategy 6: * Review monthly report data by campus.

* Provide campus consultations to identify behavioral and/or mental health supports for students.

* Deploy district behavioral and mental health support to campuses to address critical needs.

Strategy's Expected Result/Impact: * Each School 6

* Monitor data tracked through Campus Visit Support App.

Staff Responsible for Monitoring: * Director, Behavior Health & Wellness

Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

Performance Objective 1: By June 2021, each school in FBISD will facilitate student choice through diverse programming and differentiated student learning experiences as demonstrated through the Evaluation Metrics and Milestones.

Evaluation Data Sources: Evaluation Metrics and Milestones for each school:

1. Increase the percentage of students engaged in enrichment and/or leadership opportunities.
2. Increase the enrollment at ECHS (MHS) and P-TECH (HHS, WHS) by student groups. [HS]
3. Increase PK enrollment. [Elementary]
4. Examine any changes in proportionality of student groups tested and identified for GT Services over the last two years. (19-20 and 20-21)
5. Increase district compliance with the state GT plan in at least five of the nine out-of-compliance standards.

Strategy 1: Support campus recruitment efforts with program-specific recruitment resources.

Strategy's Expected Result/Impact: * Each School 1

* Increase the percentage of students engaged in enrichment and/or leadership opportunities.

Staff Responsible for Monitoring: * Director, SEL & Enrichment Programs

Strategy 2: * Provide continued education/training to assist MS school counselors in identifying applicants.

* Support program campuses in creating relationships with middle schools starting with 6th grade.

* Support program campuses in recruitment of students.

Strategy's Expected Result/Impact: * Each School 2

* Increase the enrollment at ECHS (MHS) and P-TECH (HHS, WHS) by student groups. [HS]

Staff Responsible for Monitoring: * Director, SEL & Enrichment Programs

Strategy 3: * Launch targeted marketing plan for areas of the district with low PreK registration.

* Provide virtual workshops to help families navigate PreK registration process.

* Improve customer experience and minimize waiting time by setting time-bound enrollment tasks and registration steps.

* Recruit, train, guide, and supervise a select group of ADAs to support PreK registration during extended summer hours.

* Increase language testing capacity at the campus level.

Strategy's Expected Result/Impact: * Each School 3

* Increase PK enrollment. [Elementary]

Staff Responsible for Monitoring: * Department of School Leadership

Title I Schoolwide Elements: 2.4

Strategy 4: Compare changes in disaggregated 2019-20 GT identification numbers by campus and populations with disaggregated 2020-21 GT identification numbers by campus and populations.

Strategy's Expected Result/Impact: * Each School 4

* Examine any changes in proportionality of student groups tested and identified for GT Services over the last two years. (19-20 and 20-21)

Staff Responsible for Monitoring: * Director, GT

Strategy 5: * Develop GT resources evaluation tool.

* Develop and implement system for annual evaluation (and modification) of GT curriculum.

* Develop and implement Curricular Alternatives in grades 1-5 curriculum.

* Develop and implement ELL (VISTAS) curricular supports.

* Develop plan and provide training for GT training for the Board of Trustees.

Strategy's Expected Result/Impact: * Each School 5

* Increase district compliance with the state GT plan in at least five of the nine out-of-compliance standards.

Staff Responsible for Monitoring: * Director, GT

Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school.

Performance Objective 2:

By June 2021, the District will evaluate the effectiveness of instruction for the various learning models: online instruction, face-to-face instruction, distance learning, and concurrent teaching.

Evaluation Data Sources: Expected Metrics and Milestones for each school:

1. Establish baseline alignment data (learning framework) through classroom walkthroughs in all learning models, beginning in second semester.
2. Evaluate student achievement data (ie. academic grades) by learning model (face to face vs. online).
3. Percentage of devices deployed and in utilization.
4. Increase percentage of student access and use per Schoology data.
5. Increase utilization of bandwidth to ensure consistent user experience.

Strategy 1: * Implement the Campus Support Team process to improve organizational capacity for setting instructional expectations, inspecting those expectations, and providing feedback to support continuous improvement.

* Compare learning delivery models for impact on defined student progress/achievement metrics using identified data points.

* Engage all stakeholders in professional learning tied to instructional framework expectations and how they are implemented across instructional delivery models.

* Engage stakeholders in feedback tied to their experience within learning models.

Strategy's Expected Result/Impact: * Each School 1

* Establish baseline alignment data (learning framework) through classroom walkthroughs in all learning models, beginning in second semester.

* Each School 2

* Evaluate student achievement data (ie. academic grades) by learning model (face to face vs. online).

Staff Responsible for Monitoring: * Director, Leadership Transformation

Strategy 2: Utilize a proactive approach to upgrade network infrastructure by leveraging intentional collaborative opportunities between Information Technology, Teaching and Learning, and supporting departments to facilitate current and future demand for network bandwidth with the end-goal of delivering predictable, timely and reliable solutions that best meets district goals and objectives.

Strategy's Expected Result/Impact: * Each School 3

* Percentage of devices deployed and in utilization.

Staff Responsible for Monitoring: * Director, Information Technology and Support Services

Strategy 3: Identify and track the fidelity of implementation of student ownership instructional practices by instructional delivery model in order to identify the instructional model that best serves students (All, subpop, etc).

Strategy's Expected Result/Impact: * Each School 2

* Evaluate student achievement data (ie. academic grades) by learning model (face to face vs. online).

* Each School 4

* Increase percentage of student access and use per Schoology data.

Staff Responsible for Monitoring: * Executive Director, T&L

Strategy 4: Examine current remote learner access, campus ratios, and future enrollment in order to predict upcoming needs with a satisfactory interval to ensure on-time implementation as well as to maintain targeted device access ratios and students access to technology.

Strategy's Expected Result/Impact: * Each School 4

* Increase utilization of bandwidth to ensure consistent user experience.

Staff Responsible for Monitoring: * Director, Information Technology and Support Services

Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

Performance Objective 1: By June 2021, each school in FBISD will implement a system to engage and increase family engagement and collaborative school and community partnerships as demonstrated through the Evaluation Metrics and Milestones.

Evaluation Data Sources: Evaluation Metrics and Milestones for the District:

1. Increase or maintain the number of campuses and students impacted by stakeholder engagement, collaboration and support.
2. Increase or maintain the percentage of families/parents engaged in meaningful activities at Title I campuses that build family capacity.

Strategy 1: * Conduct environmental scan of campuses participating in the District Mentoring Program and provide additional support to campuses that do not have mentoring currently in place.

* Expand District exemplary partnership initiative to provide sustainable and collective community support to designated feeder patterns.

Strategy's Expected Result/Impact: * District 1

* Increase or maintain the number of campuses and students impacted by stakeholder engagement, collaboration and support.

Staff Responsible for Monitoring: * Executive Director, Collaborative Communities

* Director, Collaborative Communities

Strategy 2: * Increase District-level support provided to Title 1 Parent Educators to align family engagement activities to District activities (e.g., mentoring).

* Create a metrics tracking system to capture family engagement activities facilitated by Parent Educators across Title 1 campuses.

Strategy's Expected Result/Impact: * District 2

* Increase or maintain the percentage of families/parents engaged in meaningful activities at Title I campuses that build family capacity.

Staff Responsible for Monitoring: * Director, Collaborative Communities

Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

Performance Objective 2: By June 2021, the District will create a system to engage families in supporting and increasing literacy.

Evaluation Data Sources: Evaluation Milestones and Baseline Metrics:

1. Increase the resources available on the webpage to support family engagement.
2. Increase the number of opportunities where students are engaged in literacy activities, including listening to books being read to them.
3. Increase the number of opportunities students have to receive free books.
4. Increase family engagement in summer face to face or virtual library activities.

Strategy 1: Revamp the Collaborative Communities website to include information about family engagement priority efforts and resources.

Strategy's Expected Result/Impact: * District 1

* Increase the resources available on the webpage to support family engagement.

Staff Responsible for Monitoring: * Executive Director, Collaborative Communities

Strategy 2: Align District Mentoring program efforts to virtual platforms (e.g., myON) to promote literacy and address face-to-face barriers across the District.

Strategy's Expected Result/Impact: * District 2

* Increase the number of opportunities where students are engaged in literacy activities, including listening to books being read to them.

Staff Responsible for Monitoring: * Executive Director, Collaborative Communities

* Director, Collaborative Communities

Strategy 3: Leverage district resources to support communication around literacy for all students in both online and face-to-face learning models (MyON, Common Lit, Fountas & Pinnell resources, Learning A-Z, etc.).

Strategy's Expected Result/Impact: * District 3

* Increase the number of opportunities where students are engaged in literacy activities, including listening to books being read to them.

Staff Responsible for Monitoring: * Director, Literacy C & I

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Strategy 4: Align Board, District and community engagement efforts to promote literacy via Literacy Tours and book donation drives to develop and / or build student at-home libraries.

Strategy's Expected Result/Impact: * District 3

* Increase the number of opportunities students have to receive free books.

Staff Responsible for Monitoring: * Director, Collaborative Communities

Strategy 5: * Advertise public library resources and link to Fort Bend County Library System and other public library websites on the FBISD Summer Reading webpage throughout the summer.

* Equip students with books to build their home libraries and increase access to books during school breaks.

* Promote County Library summer reading programs to families through various communication channels. eg email, website, social media.

Strategy's Expected Result/Impact: * District 5

* Increase family engagement in summer face to face or virtual library activities.

Staff Responsible for Monitoring: * Director, Literacy C & I

* Director, Collaborative Communities

Goal 5: Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

Performance Objective 1: By June 2021, the District will assess the organizational culture and utilize the information to develop action items to improve the organizational culture.

Evaluation Data Sources: Evaluation Data Sources:

1. Established district action items defined in the strategic path forward for 2021-22.

Strategy 1: Refine systems for organizational growth.

- * Build stakeholder feedback systems including protocols for ongoing feedback to inform decision-making.
- * Build organizational systems that facilitate strategic planning to support development of defined priorities and the strategic path forward.
- * Establish Data review cycles to promote understanding of progress towards defined metrics and milestones for each identified priority.

Strategy's Expected Result/Impact: * District

- * Established district action items defined in the strategic path forward for 2021-22

Staff Responsible for Monitoring: * Director, District Strategic Transformation

Strategy 2: Create strategic, collaborative meeting structures to ensure alignment and fidelity of planning.

- * Engage District leaders (including strategic planning committees) in the identification of defined District priorities for the 2021- 22 school year and inventory of all programs/initiatives.
- * Facilitate development of department planning including milestones and metrics to evaluate success tied to defined priorities.

Strategy's Expected Result/Impact: * District 1

- * Established district action items defined in the strategic path forward for 2021-22

Staff Responsible for Monitoring: * Director, District Strategic Transformation

District Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Staffing for cohort leaders	6119, 6142, 6141, 6146	\$159,853.78
1	5	6	marketing materials, equipment distribution and standardization	199.11.265	\$200,000.00
1	5	8	Industry certification expenditures; teacher training associated with industry certifications,	199.11.265	\$250,000.00
1	5	9	Equipment to build out programs in alignment with dual credit course options	199.11.265	\$25,000.00
3	1	3	Extra-duty pay for extended summer hours - PK Registration and Language Testing		\$45,000.00
3	1	3	Video commercial production and marketing materials		\$5,000.00
Sub-Total					\$684,853.78
263 Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$800,000.00
Sub-Total					\$800,000.00
244 Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4	Supplemental pay for CTE Counselor Liaisons		\$35,000.00
1	5	6	Teacher professional learning, marketing coordinator,		\$25,000.00
1	5	8	Curriculum development and revision to ensure alignment with updated industry certifications; teacher training in alignment with workforce updates		\$50,000.00
1	5	9	Teacher training associated with dual credit courses		\$50,000.00
Sub-Total					\$160,000.00
Grand Total					\$1,644,853.78