

Fort Bend Independent School District

District Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

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

Vision

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

Core Beliefs

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

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

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

A ...through effective teachers that inspire learning.

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

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

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

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

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

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

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Fort Bend ISD

2021 Comprehensive Needs Assessment

Demographics

Data Overview

Demographics

FBISD is a suburban school district consisting of 81 campuses with an enrollment of 76,735 students consisting of 48% female and 52% male students (as of PEIMS snapshot 2020-21). Over the last three years, the total student count has ranged from 76,122 (2018-19) to 77,756 (2019-20) resulting in an overall stable enrollment.

The current demographics for FBISD indicate a diverse student population based on race/ ethnic groups. As of the PEIMS 2020-21 upload, FBISD ethnic make-up consists of the following:

- Hispanic- 26%
- American Indian- 0.4%
- Asian- 27%
- Black/ African American- 28%
- Native Hawaiian- Pacific Islander- 0.2%
- White- 15%
- Two or More Races- 4%

Programs

The Gifted and Talented program enrollment has been consistent over the past three years ranging from 5,180 in 2018-19 to 5,286 in 2019-20. The number of students identified is 7% of the overall student population of FBISD. Of the 5,281 students coded as Gifted and Talented in 2020-21, 3,342 (63%) are within the Asian student group followed by White with 880 (17%).

The number of students identified as receiving special education services over the last three years has increased each year beginning with 6,714 (9% of the total student population) in 2018-19 to 8,348 (11% of the total student population) in 2020-21 (as shown by PEIMS upload).

Limited English Proficient (LEP) within FBISD has a total of 12,940 students identified as shown from the PEIMS submission. 51% of the population identify as Hispanic while 35% identify as Asian, respectively. Throughout this document, English learners will be referred to as ELs. The TEA has shifted the name from English Learner (EL) to Emergent

Bilingual (EB) beginning in September 2021.

Students coded At Risk in 2020-21 decreased from 31,791 students in 2019-20 to 30,286 in 2020-21 resulting in a 5% decrease. The Hispanic student group make up 38% of the total population within the program followed by the African American students with 27% of the group.

The number of Economically Disadvantage students total 32,482 (42%) in FBISD for the 2020-21 school year. The number of students identified decreased by 1,360 students compared to 2019-20.

Mobility

The mobility rate across FBISD has experienced a decrease over the past 3 years beginning at 10% in 2018-19 and decreasing to 8% in 2020-21. Due to the pandemic and other factors, mobility rates from 2018-19 to 2020-21 have increased in FBISD, especially in the Willowridge HS and Marshall HS feeder patterns.

Attendance

FBISD overall has maintained a high rate of attendance for several years. Title I schools have not maintained attendance rates at the district average consistently over the last three years. Our average attendance rate has been 96% for the past few years. Students in grades EE, PK and kindergarten had less than 96% in 2018-2019, 2019-2020, and in 2020-2021. In 2018-19, all of our ES had cumulative attendance rates about 95% except 1--same for 2019-2020. In 2020-2021, we had 30 of them were above 95% due to remote learning/pandemic. 30 of the 51 elementary campuses have had attendance rates above 95% from 2018-19 through 2020-21. 8 of the 51 elementary campuses have experienced a 5% percentage point or greater decrease in attendance rate from 2019-20 to 2020-21. 4 of the elementary campuses are Title I schools.

Staffing

FBISD, as shown in the 2019-20 Texas Academic Performance Report (TAPR), had 4,856 teachers, 1,308 professional staff, 246 campus administration staff and 46 central administration staff members.

The breakdown of years of teaching experience (as shown in 2020-21 PEIMS upload) is below:

- Beginning Teacher 7.3%
- 1-5 years' experience 26.0%
- 6-10 years' experience 21.5%
- 11-20 years' experience 31.7%
- Over 20 years' experience 13.6%

Student Engagement Survey

The Secondary Student Engagement survey was administered in March/April of 2021. Over 22,700 students out of 36,000 eligible secondary students (63%) participated in Student Engagement Survey. A strong survey response is indicated when sample responses exceed 50% of sample size. Students self-reported their demographic information during the

survey process. Some students (7.4%) of students who participated chose not to identify their ethnicity. The results from the survey instrument were compared to the overall FBISD secondary student demographic distributions as shown in the Table below.

Student Group	% of Secondary Students in FBISD	% Self-Reported from Survey
Native American	0.4%	1.1%
Asian	26.6%	27%
African American	29.0%	21%
Hispanic	26.1%	16%
White	14.8%	11%
Hawaiian/Pacific Islander	0.12%	0.2%
2 or More	3.1%	13%
Special Education	10.1%	0.9%
Gifted & Talented	8.1 %	6.8%
English Learners	9.7%	1.0%

Students' responses as to why they attend school were 87% because of parents, 80% because of friends, and 53% because of teachers (Pg. 12).

Asian, GT, SPED, and EL students had higher agreement as for feeling part of their school community, than Hispanic or African American students (Pg. 19).

Problem Statement 1

FBISD Title I schools exhibit lower attendance rates than most non-Title I elementary schools, including the Early Childhood Center.

Root Cause 1.1 - Impact of Attendance

A consistent response to attendance data dropping below standard is lacking and a clear understanding of impact to accountability varies.

Root Cause 1.2 - Expectations

As most students attend school based on parental expectations and connections to friends, the perception of the community is a large factor in attendance and a possible factor in mobility.

Root Cause 1.3 - Engagement

Certain student groups identify themselves as part of the school community, which impacts attendance and participation in school events, but fewer Hispanic and African American students feel this way. This can impact attendance and participation of these groups in special programs.

Student Learning & Progress

Data Overview

Learning and Progress

Student Learning & Progress was analyzed using various data points related to student achievement and growth including STAAR (State of Texas Assessments of Academic Readiness) longitudinal data, Ren360 data, TELPAS (Texas English Language Proficiency Assessment System), and Campus Support Team classroom walk through data. Analysis of this data revealed several trends and patterns that may be addressed through the development of additional strategies to support student learning.

Overall, STAAR data over three years shows that the percent of students who attain approaches, meets, or master's performance in all content areas and grade levels remains consistent over time with minimal fluctuations, except the Spanish STAAR assessment through 2019. STAAR was not administered in 2020, and the 2021 STAAR results indicate a decrease in the percentage of students who attained approaches, meets, or master's performance in all content areas and grade levels. We can infer from the TELPAS data that English Learners (EL) in FBISD may be receiving the appropriate linguistic accommodations because there are fewer ELs at the Beginner and Intermediate level when compared to the number of ELs at Advanced and Advanced High.

The impacts of COVID on instruction and student performance are evident through the decreases in student performance compared to pre-COVID. Future efforts will need to help address learning gaps across content areas and grade levels.

Achievement Data

The 2019 STAAR growth measure data provides information on the percentage of students that meet limited, expected, or accelerated growth. Limited growth is defined as students not meeting adequate growth on STAAR. The data reveals that:

- 64% of elementary campuses, 73% of middle school campuses, and 73% of high school campuses have more than 30% of students showing limited growth in STAAR Reading/EOC (2019).
- 37% of elementary campuses, 87% of middle school campuses, and 85% of high school campuses have more than 30% of students showing limited growth in STAAR Math/EOC (2019).
- Student growth data was not calculated by TEA for 2021 due to STAAR not being administered in 2020.
- Ren360 data from middle of the year (2020-21) also shows a 17% decrease in the percent of students meeting the Student Growth Percentile (SGP) in math and reading.

Achievement Gaps

STAAR and Ren360 data show an achievement gap with specific student groups: African American, Hispanic, SPED (Special Education), Economically Disadvantaged, English Learners. The achievement data for these identified student groups shows a difference in the percent of students meeting performance levels of between 10% to 25% when compared to other student groups for all grade levels and content assessments. The 2019 data also demonstrates that 63% of our Title 1 campuses received a score of D or F in Domain 1 (Student Achievement Score). The District and campuses did not receive an A-F accountability rating for any domain in 2021 due to the TEA declaration of a State of Disaster.

Student Engagement Survey

Lower emotional engagement, including the Motivation for Learning and Emotional Engagement with School dimensions, were noted in African American, White, Hispanic, and EL populations, more so with High School than Middle. Asian and GT students scored highest at 3.08, where African American was 2.95, Hispanic 2.96, White 2.98, and EL 2.95 (Pgs. 15-16).

Hispanic, White, and EL students showed lower cognitive engagement, including levels of Effort in Academic Pursuits and Attitudes Toward Learning, than other student groups. The overall score of the district was 2.92, which is in the moderate range. Hispanic scored 2.86, White 2.88, EL 2.86. African American, Asian, Economically Disadvantaged, SPED and GT scored the highest, 2.94-3.00 (Pg. 26).

Only 51% of students responded that “most” or “all” of their classes challenged them to reach their full potential: 54% of Middle School and 48% of High School (Pg. 27).

60% of students discussed grade with teachers; 71% engaged in reflection around their own work, but only 56% used tool other than grade to monitor progress (Pg. 44).

Reasons students gave for being bored in class – 73% Material Wasn’t Interesting; 55% Teacher Methods Not Interesting; 42% No Interaction with Classmates; 33% Material Wasn’t Relevant to Me; 26% No Interaction with Teacher; 20% Work wasn’t Challenging Enough (Pg. 51).

Problem Statement 1

Data from STAAR indicates that student performance in all content areas and grade levels was consistent over time with very few variances in the percent of students who attain “approaches grade level or above” through 2019. In 2021 the percent of students who attained “approaches grade level or above” on STAAR decreased in all content areas and grade levels. This data shows a problem of increasing the percentage of students reaching “approaches grade level or above” and increasing the percentage of students in the “meets grade level or above” over time.

Root Cause 1.1 - Intervention Systems

Every student is not achieving one year’s growth or more in math. There is not an identified system-wide approach for all teachers to identify student deficiencies from prior grade levels in math.

A comprehensive intervention program was not in place for mathematics. Fidelity metrics for measuring Tier 3 math intervention (Number Worlds) are not currently in place system wide to ensure correct implementation and measurement of student growth.

PLC structures and protocols do not clearly provide dedicated time for planning of Tier 2 intervention. Classroom Tier 2 intervention and enrichment have not been clearly defined for teachers.

Root Cause 1.2 - Planning and Analyzing Authentic Student Work

CST walk through data shows that 43% of teachers collected evidence of student learning and 37% used authentic student work to gather evidence of student learning. Progress monitoring is an important part of the formative assessment process and provides information for differentiating instruction to meet the needs of all students. The student engagement survey shows that only half of students used anything other than grade to monitor their progress.

There is not a system for campuses to monitor and measure the effectiveness of PLCs to ensure teachers are planning for collection of authentic student work and analysis of authentic student work.

Root Cause 1.3 - Inconsistent Monitoring of Classroom Instruction

Teachers need feedback to refine their practice. The District has aligned the Campus Visit Tool, the Campus Support Team walk through tool, and T-TESS. The Campus Visit Tool data shows that there is not a system wide implementation of campus walk-throughs outside of the defined district CST process and T-TESS. System-wide expectations related to ongoing instructional walk-throughs outside of the CST process and T-TESS (Texas Teacher Evaluation and Support System) have not been developed, implemented, and monitored

Root Cause 1.4 - Rigor of Instruction

Significant changes have been made to the curriculum in various content areas, and implementation of new TEKS in ELA, however CST walk-through data and Student Engagement Survey data suggests a lack of consistent rigor in instruction. When students do not have access to instruction at the rigor of the standards it is hard to obtain proficiency on various student achievement metrics.

Root Cause 1.5 - Highly Qualified Staff (ELs)

The district offers an ESL pull-out program model (which requires for the ELA teacher to be ESL certified), but allows for non-ESL certified teachers to be hired for ELA teaching assignments; therefore, ELs do not have access to appropriately certified and highly trained teaching staff.

- The HR and Multilingual Programs Department authorizes the District to hire non-ESL certified teachers for ELA classrooms with an ESL contract addendum that provide expectations for completion of the ESL certification within a given timeframe. As a result, teachers (non-ESL certified and ESL (English as a Second Language) certified) require differentiated, ongoing, and job-embedded professional learning related to effectively meeting the needs of English learners.
- Master scheduling practices do not address the need for appropriately certified teachers for English learners. Campuses are provided with guidance on how to schedule emergent bilingual students with appropriately certified teachers. The department has provided master schedule support via presenters/videos/guidance docs. Scheduling of EB students should be prioritized similarly to how SPED students are scheduled before gen ed students.
- Teacher planning time needs to allow sufficient time for creating linguistically accommodated learning experiences and assessment opportunities

Problem Statement 2

Longitudinal STAAR data for all grade level and content areas reveals an achievement gap for identified student groups (African American, Hispanic, SPED, Economically Disadvantaged, English Learners) when compared to all other groups (White, Asian, Two or More Races, and Pacific Islander). The “Identified Groups” had between 40% to the low 70% of students meeting expectations on STAAR in 2018 and 2019. In the “Other Group” the percent of students meeting expectations was in the high 80% to 90% in 2018 and 2019. In 2021, the identified group had between 48% to 68% of students meeting expectations on STAAR by scoring in the “approaches grade level or above performance level. The “Other Group” scored in the range of 77% to 90% of students meeting expectations on STAAR in 2021. The American Indian population fluctuated between these two groups. The gap between these groups should be minimized. (HB 3 goals)

Root Cause 2.1 - Lack of Data Cycles

The available data is not sufficient enough to determine why the achievement gaps exist between student groups. There is no strategic review of achievement and other types of data consistently across campuses and at the district level. Need to establish an initial review of data sources needed versus data available and determine the true root causes of achievement gaps between student groups in order to develop a plan of action. Many students also did not participate in STAAR/EOC in Spring 2021.

Root Cause 2.2 - Meeting the Needs of ELs

Teachers require ongoing, job-embedded professional learning related to effectively meeting the needs of English learners.

- The District has teachers each year that must be placed on a waiver because they are not ESL certified and teach English Learners in the ELA classroom.

- Beginner/intermediate (B/I) ELs and advanced/advanced high (A/AH) ELs require similar and different instructional approaches.
- A/AH ELs have sufficient English language proficiency to engage in rigorous content instruction with minimal (if any) linguistic accommodations. Yet, A/AH ELs do not have access to rigorous content instruction and/or A/AH ELs are not receiving the targeted linguistic accommodations commensurate with their level of English language proficiency.

Student Readiness

Data Overview

Readiness

Student Readiness for college, career, or military was analyzed by looking at data from the TSIA (Texas Success Initiative Assessment), SAT, PSAT, AP (Advanced Placement), and ACT reports to analyze the trends in the data. This review led to the development of posted strategies to close the achievement gaps and to create a more equitable offering of opportunities for all students now and into the future. The proposed strategies we believe will also lead to opportunities and access to help students build self-confidence.

Currently not all students take the TSIA during high school. Only students wanting to take a Dual Credit course/s or need the exam for entrance into a community college or to meet the IGP for graduation. The number of students taking the exam rose between 2016 and 2017 when FBISD entered into an agreement with HCC (Houston Community College) to offer Dual Credit courses at no cost to students that reside in the HCC attendance zone and charge a reduced fee for those that do not. Students that are considered out of district by HCC have their course costs paid for by the district. As part of this agreement, all high schools became TSIA testing sites and the district also utilizes Title IV funds to pay for students to be able to take the TSIA on their campus. Thus, ending the need for students to travel to HCC to take the assessment or pay the testing fee.

Data revealed that Closing the Gap needs are paramount to creating a more equitable environment of opportunities for all students now and into the future. Opportunity, Equity, and Access all must be considered when setting expectations and working to build the students' beliefs in themselves. African American and Hispanic students perform below other student groups on the ACT and SAT.

Student Engagement Survey

Only 51% of students responded that “most” or “all” of their classes challenged them to reach their full potential: 54% of Middle School and 48% of High School (Pg. 27).

94% of students attend school so they can graduate and go to college and 90% to learn skills to get a job (Pg. 27). The data shows that a high percentage of students attend school to go to college, however only 51% show they are challenged to reach their full potential – something important to readiness for higher education.

94% of students attend school so they can graduate and go to college and 90% to learn skills to get a job (Pg. 37). However, High School students' data shows that only 39% have talked to an adult in school about applying for college and 28% percent have talked about career goals (Pg. 37).

SAT Data

SAT data comparisons by sub pop for the district between the classes of 2019-21 showed fluctuations in scores for the following and was pulled from College Board Reports provided to the district yearly:

- African American students fluctuated each year with 31%, 22%, and 28% in meeting the SAT Math benchmark, and 63%, 65%, and 54% respectively in meeting the English Benchmark.
- Asian students fluctuated each year with 91%, 83%, and 79% respectively in meeting the SAT Math benchmark, and 87%, 88% and 86% respectively in meeting the English Benchmark.

- White students fluctuated each year with 68%, 73%, and 70% respectively between 2019-2021 for the SAT Math benchmark, and 87%, 90%, and 84% respectively in meeting the English Benchmark
- Hispanic fluctuated each year with 41%, 48%, and 36% in meeting the SAT Math Benchmark, and 70%, 76%, and 56% respectively for meeting the English Benchmark.

The TEA TAPR does not reflect the data for students meeting the SAT or ACT benchmarks separately and College Board and ACT, do not report Economically Disadvantaged, English Learner, or SPED information in their district reports. Therefore, demographic information is limited in these areas.

Student readiness indicators above show a gap for all students. This is partially due to the pandemic. In March of 2020, when the pandemic started, College Board canceled testing until August of 2020. Many students did not feel comfortable taking the test in a face-to-face situation and College Board did not administer an online test, and many colleges and universities did not use SAT and a requirement for admissions for the classes of 2020 and 2021.

The District was able to administer an SAT School Day in March of 2021 for all juniors in the district. According to the data provided by College Board, of our 5,992 juniors enrolled in 2020-2021, 3,410 students participated in the SAT School Day. That is 56% of our students participating. Students that were utilizing the online learning system were given the option to take the test face to face on the day. The following outcome data of this testing day gives us an indicator of the percentage of students that have met the Benchmarks to date.

- 21% of African American students met the Math Benchmark and 51% met the English Benchmark,
- 75% of Asian students met the Math Benchmark and 66% met the English Benchmark
- 27% of Hispanic students met the Math Benchmark and 51% met the English Benchmark.
- 58% of White students met the Math Benchmarks and 51% met the English Benchmark

ACT Data

ACT data comparisons by sub pop for the district over the 2018-19, 2019,20, and 2020,21 school years show the following.

The ACT - Met English Benchmark

African American: grew from 38%, 30%, to 44% respectively.

Asian: fluctuated from 82%, 77%, and 85% respectively

Hispanic: fell from 47% to 45% between 2018-2019 and 2020-2021.

White: fell from 72% to 70% between 2018-2019 and 2020-2021. It is important to note that there was growth from 72% to 80% in 2019-2020.

The ACT - Met Math Benchmark

African American: fell from 25% to 117% between 2018-2019 and 2020-2021.

Asian: grew from 82% to 85% between 2018-2019 and 2020-2021.

Hispanic: fell from 42% to 37% between 2018-2019 and 2020-2021.

White: grew from 63% to 68% between 2018-2019 and 2020-2021.

Texas Success Initiative Data

Data pulled for TSIA English benchmarks show a decline in areas across all demographics. When the pandemic hit in March of 2020, TSIA testing was halted in the district and in June when Accuplacer initiated an online test for at maximum 5 students at a time. Students that participated were those that needed it to enter college for the 2020-2021 academic year, and many colleges and universities did not require it for enrollment. Those colleges and universities relied on a holistic approach to student applications.

TSIA English (annual graduates)

- African American: 27.9% met or exceeded the criterion in 2016 and it fell by 13.9% to 14% in 2020.
- Asian: 24% met or exceeded the criterion in 2016 and it fell by 18% to 6% in 2020.
- Hispanic: 28.9% met or exceeded the criterion in 2016 and it fell by 12.9% to 16% in 2020.
- White: 26.7% met or exceeded the criterion in 2016 and it fell by 18.7% to 8% in 2020
- Economically Disadvantaged: 29.2% met or exceeded the criterion in 2016 and it fell by 15.2% to 14% in 2020.
- English Learners: 13.6% met or exceeded the criterion in 2016 and fell by .6% to 13% in 2020.
- SPED: 7.7% passed in 2016 and fell by 3.7% to 3% in 2020

AP Participation Data

Between 2016 and 2020 African American participation in an AP exam went from 728 (44%) students to 566 (32%) students; however, 1,640 African American students were enrolled in AP courses in 2016 and 1,737 in 2020. Asian students participating in an AP Exam 2,400 (42%) to 2,619 (41); however, 3,163 Asian students were enrolled in an AP course in 2016 and 3,120 in 2019. Hispanic students participating went from 792(57%) students to 720(45%); however, 1,393 Hispanic students were enrolled in one or more AP courses in 2016 and 1,590 in 2020. White students participating in an AP exam went from 885 (23%) students to 823 (21%); however, 1,358 white students were enrolled in a course in 2016 and 1,088 in 2019.

Problem Statement 1

Based on three years of data, it is noticed that the number of students taking an AP exam was lower than the number of students who took the course. The percentage of students enrolled, who attempted the exam and who passed the AP Exam with a 3 or higher is low as well.

Root Cause 1.1 - Awareness

Lack of awareness that the cost of the exam can be minimized by applying for reduced exam costs with CollegeBoard or students not feeling prepared to take the exam. Many students are on a limited budget and while they are taking multiple AP courses, they may not have the funds to pay for the number of tests equal to the number of courses they are taking. As the Student Engagement survey shows about half of secondary students feel they are challenged to their full potential, and this may suggest why some students do not feel prepared.

The cost for a 2022 AP exam is \$96. The College Board provides a \$34 fee reduction per AP exam taken by an eligible student. In addition, schools are expected to forgo their \$9 administrative fee for these students. With the Texas subsidy of \$40, the resulting cost of an AP exam taken by an eligible student is \$56.

Root Cause 1.2 - Systematic Professional Learning Plan

AP training for teachers that lead to AP course work may assist with alignment of consistent teaching and understanding. AP Teachers receive training prior to the first time teaching the AP course and then on a 3-year rotation. The district supports educators yearly with a limited number of spots per campus that will receive payment for AP training with Rice. In the summer of 2021, the district was able to send 29 teachers from around the district. TEA reimburses districts and campuses up to \$450 per teacher for every other year of AP training. Some principals may also be unaware of the TEA reimbursement and do not encourage teachers to attend. Lack of consistent and comprehensive training means little support for the PLC work teachers are doing to meet the varying needs of all students from where the students are so they can grow.

Root Cause 1.3 - Lack of Data Review

No strategic review of AP data is implemented consistently across campuses. Need to establish an initial review of access, participation in classes, participation on tests, and retention in an AP track from AAC to AP courses.

Root Cause 1.4 - Course Selection Process

No clear system to ensure inconsistent or siloed practices for how students are recommended for AP courses. Use of AP potential to counsel students for course selection may not be consistent across campuses.

Root Cause 1.5 - Student Engagement in Coursework/AP Exam

Lack of feedback from students: on why are they dropping- AP and PAP/AAC courses, why are some sub pops not taking some of the courses? And why are some students not taking an AP exam?

Root Cause 1.6 - Lack of Intervention for Student Course Drop

No review of the data trends by campus of three-week course drops by student groups. So that intervening can occur. Intervention may be needed in various forms. The course drops could be caused by the school staff not properly evaluating all student performance prior to scheduling, lack of parent/student understanding of the course demands and/or course benefits, lack of scaffolding by the teacher, and/or lack of differentiated instruction focused on growth of the discreet skills needed to pass and AP exam.

Problem Statement 2

Based on data from TAPR in the forms of: SAT, PSAT, AP, ACT, and TSIA, there needs to be additional support for African American, Hispanic, SPED, ECO Dis, and EL students to ensure support for students to demonstrate and prepare or improve in college readiness.

Root Cause 2.1 - Lack of Use of College Ready Tools with Parents/Students

District and campuses do not effectively target these student groups specifically with parent classes, literature, and marketing that encourages involvement consistently throughout a student's educational career. 7th and 8th grade counselors, teachers, and administrators do not start examining students and preparing them for college level coursework and opportunities effectively. A deeper understanding of what "college Ready" means is not consistent across all middle and high school campuses.

Campuses are currently not effectively utilizing PSAT AP potential data or TSIA2 testing to either help students create course pathways that will stretch their learning with college level course work and opportunities, or in helping students that have not met college ready standards on STAR EOC to engage in using the TSIA as an Individual Graduation Committee (IGC) or an indicator of a good candidate for taking College Prep English or Math.

Root Cause 2.2 - One Time Testing

Not all students take the Saturday administrations of the SAT or ACT exam, take it more than once, or it is not required for admittance to their college or university of choice. Students may be unaware of waivers and counselors, or College and Career Readiness Advisors, may not have an effective system of sharing waiver information with students, or an understanding of which test their college or university of choice prefers, or which test would benefit them more. (Note: the 2020-2021 school year was the first year that SAT school day was able to be given at all high schools for all juniors and catching up the seniors if they did not take the SAT school day the year before. Therefore, all students take at least one administration of the SAT without an essay exam.)

Root Cause 2.3 - No Monitoring System for Advertising/Communication

Information and advertising of opportunities that will support college readiness are not monitored or systematized across the district to ensure that all students and families receive the necessary information to make informed decisions.

Root Cause 2.4 - Lack of Data Review System

FBISD does not analyze the proportionality of students participating in opportunities that support college readiness, such as taking an advanced class. This data can illuminate inconsistencies across student groups and allow campuses to better understand, and target, specific groups that are underrepresented in advanced courses.

Root Cause 2.5 - Lack of Training and Monitoring Student Identification

No consistent training and monitoring of campuses utilizing data to identify students that would benefit from advanced level or specialized courses, the campus implementing those needed courses into the master schedule, and difficulty in moving teachers to needed areas of teaching for courses not established on the campus.

Engaged & Well-Rounded Students

Data Overview

Data and trends were analyzed from the Secondary Student Engagement Survey that was administered in April 2021, which included data and elements from the Campus Support Team (CST) observations. A total of 22,707 secondary students (or 53% of FBISD total secondary students) participated in the engagement survey administration.

Data shows that student confidence remains high. There are opportunities for growth around engagement, as well as progress monitoring noted in another theme as well. Data measuring student feelings around community showed the need for growth and considerations, but also relate to the year where the school community was not as active and connected as in the past when school was a fully face to face experience.

Student Confidence

Students in Fort Bend ISD report high levels of confidence in their ability to do the work they are asked to do and are highly motivated by developing career skills and readiness for college beyond their high school graduation.

- 95% of students feel like they have the skills to complete their work,
- 91% of student go to school because they are motivated to learn by the desire to succeed in the world outside of school,
- 94% go to school because they want to graduate and go to college,
- Native American, Asian, and African American groups scored higher across the engagement dimensions in most reported areas,
- Students who self-reported free-reduced lunch status trended with higher levels of engagement across all engagement dimensions,
- GT (Gifted and Talented) students demonstrated higher levels of engagement across all areas, with higher effect sizes in their motivation for learning and emotional engagement in school.

Student Engagement

Students experienced a low level of connection to future planning beyond high school, finding the relevance in their learning, and developing career goals/college plans. This corresponds with a negative shift in levels of engagement as students' progress in school, as well as variations in engagement from the student group data, particularly in the age and grade level.

- 44% of all students sampled (50% in Middle and 39% in High) reported that they have never spoken to an adult in school about applying to college.
- 30% of all students sampled (33% in Middle and 20% in High) reported that they had never spoken to an adult in school about career goals.
- 66% of students responded that there is at least one adult in school who knows them well, meaning (1/3) of students have not established a relationship with an adult whom they feel knows them well,
- 66% of students felt that their school help them understand why what they are learning in school will be important in life, acquire skills for a job after high school, and apply school-based knowledge to everyday life.
- Behavioral, Emotional, and Cognitive levels of engagement dropped as students progressed from sixth grade through high school and increased slightly in twelfth grade.

School Community

Lower levels of engagement around feelings of belonging to the school community connect with lower levels of excitement and motivation around what students are learning based on survey results. There is currently not a system to monitor student engagement and involvement in school activities as a means of ensuring student engagement and feelings of belonging.

- 78% of students spend less than 3 hours a week (52% less than 1 hour) outside of school involved in clubs/activities/volunteer work,
- only 68% feel like they are important part of community,
- 60% of students are excited about their classes,
- 20% of students feel like their opinions are not respected and like they are not comfortable being themselves at school,

- 26% of students reported being picked on or bullied at school.

Progress Monitoring and Feedback

An emphasis on grades as tools for feedback, progress monitoring and goal setting, which conflicts with district instructional priorities of using success criteria as the basis for student ownership practices, remains clear in student survey responses. This confirms the lower Campus Support Team (CST) observation percentages of these elements as CST teams are looking for student ownership-based practices.

- 46% of students have rarely or never used something other than grades to monitor progress on learning, while 60% of students reported “sometimes” or “often” discussing grades with teachers,
- 80% of students reported “sometimes” or “often” getting feedback from teachers, but clarification in what the feedback looked like was not addressed in survey questions.
- Student's report being more motivated by getting good grades than desire to learn or by teachers (90% grade/ ~70% learn/teachers)
- Academically only 53% of students feel like most or all their classes challenge them to their full potential.

Problem Statement 1

Forty-four percent of students in grades 6-12 report never having had a conversation with an adult at school about applying to college. Additionally, thirty percent of students in grades 6-12 report never having had a conversation with an adult at school about career goals.

Root Cause 1.1 - Lack of Student Support College & Career

Current systems in place to provide opportunities for students to have conversations about college and career goals need to be reviewed and refined to ensure that all students have the opportunities. Staff members also may not have the knowledge or understanding that all staff should communicate and engage in future planning with students; it is not limited to a counselor or advisory period.

Root Cause 1.2 - College Career Supports Occur Outside of School Day

There is no intentional planning for having future planning (career/college) conversations built into the school day.

Problem Statement 2

Currently there is no system to track extracurricular activities, clubs, and other areas of student engagement that allows for monitoring of student wellness and achievement in connection with their engagement in school activities.

Root Cause 2.1 - Data Tracking System Not in Place

Evidence of impact of student engagement in extracurricular activities, clubs, and other engagement opportunities has not been highlighted or used as a strategy to improve achievement.

Problem Statement 3

An emphasis on grades is limiting development of student ownership of learning and behavior as students focus on obtaining specific grades as opposed to engaging in the formative assessment cycle.

Root Cause 3.1 - Grading Pilot Implementation Slowed

The delay in Grading Pilot expansion has slowed or stopped district progress on learning about standards-based grading and student ownership practices.

Root Cause 3.2 - Misunderstanding of Goal vs Grades

A fundamental misunderstanding of goal setting associated with grades versus goal setting through success criteria aligned with learning intentions exists across the organization.

Root Cause 3.3 - Implementation with Fidelity

While district training has been employed, consistency of application has not been tracked. The evidence of practice model was designed to address this but has not been applied until the current school year – 2021-22.

Community Engagement & Partnerships

Data Overview

The Board of Trustees developed Policy GK (Local) aligned with District Goal 4 and the overall District Strategic Plan. This policy informs how District partnerships should be initiated, maintained and executed with clearly defined goals and established metrics. The Department of Collaborative Communities has been leveraging the policy to embark on new partnerships and build capacity of existing partnerships within the District. Each partnership is accountable to established metrics to ensure that the primary goal of student success and support has been achieved. In addition, comprehensive partnership procedures are in development to help inform internal departments on how best to engage in partnerships and ensure that partnerships are managed with the same level of accountability across the district.

Stakeholder Feedback

There have been numerous opportunities to garner community stakeholder feedback and input throughout the 2020-2021 school year including but not limited to the following:

- District Planning Advisory Council (led by Organizational Transformation)
- District-Wide Parent Organization Collaborative (led by Collaborative Communities)
- Focus Groups and Thought Exchanges (led by Human Resources)
- School Health Advisory Council (led by Social Emotional Learning & Comprehensive Health)

- Volunteers in Public Schools (led by Collaborative Communities)

We recognize that there are current gaps internally to best understand the landscape of stakeholder groups and engagement across the District. Hence, Collaborative Communities plans to initiate an internal survey to collect all stakeholder groups that are currently in existence and led by various departments. It will be vital for internal teams to remain abreast of all opportunities to best leverage existing groups for feedback and / or support for all initiatives and help to reduce redundancies. Plans are currently underway to lead, coordinate and support ongoing communication of stakeholder engagement opportunities and partnership procedures.

In addition, there are plans to launch Community Advisory Teams (CATs) in the 2021-2022 school year to provide an avenue for the community, District staff and students to have a voice and share feedback by feeder pattern. There will be a total of 11 CATs led by a District facilitator to help ensure needs are shared and potential solutions presented.

Problem Statement 1

There is a strong need to develop comprehensive processes and procedures at all levels of the District (campus to Admin) to manage community involvement effectively and efficiently to help ensure equity in resource distribution and program implementation, accountability, and metrics collection to assess the value of partnerships.

Root Cause 1.1 - Communication

There is a lack of transparent and ongoing communication internally across departments and campuses about the amount of community donations provided to a campus and existing partnerships that may exist to help students.

Root Cause 1.2 - Tracking Systems

While tracking systems may exist within departments, there is a lack of shared tracking systems to ensure all are kept informed; this can help reduce redundancy.

Problem Statement 2

The District lacks clear definitions of roles, responsibilities, and related programs and initiatives across departments, resulting in a gap of internal awareness as to existing resources that can potentially be leveraged.

Root Cause 2.1 - Misunderstanding of Roles/Responsibilities

Due to frequent reorganization within the District, there is a lack of transparency and knowledge of established roles and responsibilities within departments.

Root Cause 2.2 - Reactive Approaches

Based upon traditional methods, the District has often employed reactive versus proactive approaches; thus, negatively affecting team focus on long-term outcomes and goals.

Root Cause 2.3 - Alignment of Work Priorities

There is a lack of opportunities to share work taking place across all departments and campuses / need for information to best speak to District programs and partnerships and serve as a District Ambassador.

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Data Overview

High Quality Staff

Teacher certification and placement is tracked and verified by HR at initial hiring; however, sometimes campus leaders do not formally make changes in a teacher’s position within PeopleSoft when teachers are moved within the campus and master schedule is updated. As a result, HR is unaware when teachers are being moved into classrooms to teach levels/subjects for which they are not certified. Additionally, data to find trends and patterns related to why staff choose to leave their campus and/or district could be beneficial to finding root cause and aligned supports.

Turnover rate data for 2020-21, shows a 1% difference (16% vs 15%) between Title and non-Title campuses last year and a 4% (19% vs 15%) difference between SPED teachers vs non-SPED teachers. In both cases turnover is higher for Title I and SPED teachers. While the difference is not statistically significant, it is still an indication that this should be monitored.

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According to baseline data on vacant teaching positions on Title I campuses,

- the first 30 days (August 12- Sept 12) of the 2020/2021 school year, FBISD had 43 teacher vacancies at Title I campuses including intervention positions.
- the first 30 days of the Second Semester (Jan 7 – Feb 7) for the 2020/2021 school year, FBISD had 63 FTE teacher vacancies (including intervention positions) at Title I campuses.

A comparison of the vacancies on Title campuses from 2019-20 to 2020-21 shows an increase in elementary and middle, but a decrease of 3% in High school.

2020-21 Title I Classroom Vacancies Exceeding 30 Days				
	2019-20		2020-21	
	# of Classroom Vacancies Exceeding 30 days for Semester 1	# of Classroom Vacancies Exceeding 30 days for Semester 2	# of Classroom Vacancies Exceeding 30 days for Semester 1	# of Classroom Vacancies Exceeding 30 days for Semester 2
Elementary	49	71	29	74
Middle	3	16	2	18
High	11	17	8	14

Data Sources: FBISD Employee Information System – People Soft

A focus on SPED teacher vacancies was also noted. Elementary decreased 6%, while Middle and High showed an increase.

2020-21 SPED Classroom Vacancies Exceeding 30 Days

	2019-20		2020-21	
	# of Classroom Vacancies Exceeding 30 days for Semester 1	# of Classroom Vacancies Exceeding 30 days for Semester 2	# of Classroom Vacancies Exceeding 30 days for Semester 1	# of Classroom Vacancies Exceeding 30 days for Semester 2
Elementary	26	28	9	22
Middle	6	7	1	12
High	6	8	6	10

Data Sources: FBISD Employee Information System – People Soft

FBISD Professional Learning

Data over the past three years evidence that approximately 95-98% of teachers attend professional learning and complete all required courses each year. The 2019 Academic Program Audit recommended that professional learning shift to an evidence of practice model. In 2019-20, FBISD launched its first evidence of practice model for teachers. Due to the workload of teachers, FBISD cancelled professional learning during the 2019-20 school year. Overall, CST Data illustrates a gap in our system between learning and doing, meaning that the learning tied to student ownership is not consistently implemented in classrooms.

Student Engagement Survey

- Motivation for Learning and Emotional Engagement with School both showed lower scores in African American, Hispanic, White, and EL student groups. Asian and GT scored significantly higher in this domain.
- 69% of students feel they are motivated to learn by teachers who encourage them (Pg. 16).
- 51% of students reported in “all” or “most” of their classes they are challenged to reach their full potential; 54% at Middle School, 49% at High School (Pg. 27).
- 68% reported that in “all” or “most” of their classes they give maximum effort (Pg. 32).

Problem Statement 1

Although teachers are certified to teach in their certification area when hired, they may be moved by their campus leaders to other teaching positions outside of their teaching certification, without officially submitting a personnel action form to Human Resources. Therefore, there are times when teachers are instructing students outside of their certification areas and Human Resources is unaware of the teacher movement.

Root Cause 1.1 - Lack of Tracking System Certifications

There is no system to track teacher certification after initial hire. Need to have a way for two systems to talk (Skyward and Peoplesoft). Note: A team of cross functional staff are currently working on an IT solution to address this issue.

Problem Statement 2

Need to improve systems to monitor and track teacher retention and turnover for SPED and Title I campuses.

Root Cause 2.1 - Lack of Established Processes

Need for a more robust process for monitoring, analyzing, and creating strategy for reviewing exit data for SPED and Title I campuses. A process that allows understanding as to why SPED and Title I teachers leave their positions.

Root Cause 2.2 - Lack of SPED Certifications

When a teacher of record is hired for a SPED position, they are required by state law to have SPED certification in addition to content certification (example: SPED EC-12 and Generalist EC-6). The majority of SPED positions require both certifications, so this limits opportunities for SPED teachers to be hired if they do not have dual certifications. There is a national shortage of SPED teachers. The district is collaborating with Alternative Certification Programs and Colleges to find solutions to the current shortage.

Problem Statement

Inconsistent implementation of student ownership best practices in classrooms across FBISD.

Root Cause 3.1 - Inconsistent PLC Time/Practices

Teachers do not have consistent time dedicated to support the planning of instruction in order to plan for student ownership learning experiences.

Root Cause 3.2 - Feedback

Teachers do receive consistent feedback on their practice to support refinement of learning experiences. The ongoing classroom walk throughs are limited to those required in T-TESS or the scheduled CST process.

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Safety & Well-Being

Data Overview

Exclusionary discipline, threat assessment, and PRIDE Survey data (2019-20) were analyzed to find trends and patterns on student safety and well-being. Upon analysis of this data, these trends and patterns may be addressed through the development of strategies to increase awareness, understanding, and use of behavioral health practices that will decrease exclusionary practices and lower instances of threat at the campus level.

Overall data showed higher rates of disciplinary actions for African American students as well as 504 and SPED students. There are numerous growth opportunities for the district to research and pinpoint reasons for high numbers in certain populations. Focusing on consistency of disciplinary actions can impact the rise in incidents as well as more focus on training teachers to manage Tier 1 responses.

Discipline

Exclusionary Data:

- Elevated ISS rates at middle school in these student populations
- Higher rates of OSS for SPED (Special Education), 504, and African American students
- Elevated rates for SPED and African American students assigned to DAEP (Disciplinary Alternative Education Program).

Threat Assessment Data:

- Campuses are mandated to conduct threat assessments based on threats made and it is not discretionary to waive them; conducting a threat assessment does not indicate disciplinary action will result but the contrary. Preventive strategies will result instead of discipline, particularly in transient threats.
- 2020-2021 there were 133 total threats and 49 of the reported threats were determined to be substantive.
- Higher rates for African American students; 29 substantive threats were made by African Americans. (This was the data for 19-20 school year.)
- There was a decrease in the total number of threats from 225 in the 2019-2020 school year to 133 in the 2020-2021 school year.
- Four high schools had high numbers when compared to the others.
- High schools by number of substantive threats: THS (7), BHS (4), CHS (3), HHS (2)

Mental and Emotional Health Needs

PRIDE Survey Data (from 2019-2020 – survey given every two years):

- Decision to use drugs at an early age range (10-12), despite high rates of parents and teachers speaking to the risks and not condoning the behaviors.
- Higher use of alcohol and marijuana when compared to other risky behaviors (suicidal ideation, trouble with adults, police, etc., feelings of being overweight, etc.)
- 46% of students surveyed are involved in extracurricular activities.

Counselor Needs Assessment

- The counselor Needs Assessment gathered data from 3rd to 12th grade students this year.
- It allowed counselors to quickly see students with more pressing issues to allow a quicker, more focused response to mental health needs.
- This year was focused on piloting the process and gathering baseline data around mental health needs across the district.

Student Engagement Survey

- Overall, students felt that school discipline was fair: 76% felt school rules were fair and 83% felt rules were applied and enforced consistently (Pg. 19).

- Only 66% of students responded that there was at least one adult at school that knew them well. Students that strongly agreed with this statement was much less at high school level: Teachers 17%. Administrators 13%, counselors 14%, and other adults at school 15% (Pg. 22).

Problem Statement 1

Black/African American students ages 3-21 served with special education services in Fort Bend ISD received Out of School Suspension (OSS) at a risk ratio of 3.1 which exceeds the state established risk ratio threshold of 2.5 for any racial/ethnic group category defined as significantly disproportionate (SD). Additionally, OSS data shows that discipline rates for this population of students is similar to non-SPED students.

Root Cause 1.1 - Inconsistent Discipline Systems

There are no systems in place to ensure consistency across campuses in tolerance and handling of low-level behaviors, cultural awareness and bias of staff members, and punitive vs restorative and trauma-informed practices. Because of this, campus monitoring systems for misbehavior in shared areas are inconsistent.

Problem Statement 2

Students are bringing high level mental health needs to the classroom. The Threat assessment, the Pride Survey as well as the Counselor Needs Assessment illustrated the need for more interventions by school staff.

Root Cause 2.1 - Response to Behavior

Teachers and campus staff lack Tier 1 skills to respond effectively to student behavior and mental health needs. Campuses lack effective systems to assess and connect students with the right Tier 2 and Tier 3 interventions.

Problem Statement 3

There is significant disproportionality in Risk Assessments (suicide and homicide assessments).

Root Cause 3.1 - Awareness of Disproportionality Data

Staff are not aware of the disproportionality of the risk assessment data. Further training and information should be shared with staff so they are aware of this disproportionality and can work to better support African American students mental and emotional health.

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Culture

Data Overview

Based upon available evidence related to culture obtained through focus groups, Thought Exchanges, surveys, and the like, reflections of students, families, teachers, and other non-

teaching staff show patterns and trends in the following areas:

- Mental health
- Work and life balance
- Meaningful expectations and work demand.
- Effective and streamlined tools, collaboration, and communication to conduct learning, support balance, and provide focus.

An organizational health inventory was paused during COVID.

A pattern of inconsistency and lack of communication across the organization was reported through stakeholder feedback collected throughout the year. The quick pivots and shifts due to COVID caused concerns around the numerous demands and lack of information from the district. Frustrations with the LMS and technical difficulties were noted as well as a need to define equity to promote clarity and consistency across the district.

Student Engagement Survey

- Overall, 68% of students agreed they were an important part of the school community. Asian, GT, SPED and EL students had higher agreement as for feeling part of their school community, than Hispanic or African American students (Pg. 19).
- 43% of students spent less than an hour in activities outside of school; 35% spent 2-3 hours and only 15% spent 4-7 hours (Pg. 12). As a typical athlete or fine arts students usually spends 4-7 hours participating in extracurricular activities, 2020-21 showed less participation than prior years.
- Only 66% of students responded that there was at least one adult at school that knew them well. Students that strongly agreed with this statement was much less at high school level: Teachers 17%. Administrators 13%, counselors 14%, and other adults at school 15% (Pg. 22).

Problem Statement 1

Feedback from students and staff reflect a need to offer effective and specific mental health talk, resources, and options.

Root Cause 1.1 - Work Load Balance

The pandemic has deepened feelings around lack of meaningful choice and balance related to work loads. It shows up in feedback on master schedules, calendars, professional development, online and face-to-face learning, etc. As the district pivoted online, the system was unable to quickly understand and adjust school demands as they differ in the online environment than in a face-to-face environment. This may have been exacerbated in some cases once students were learning face to face and online, as juggling the expectations between the environments remained a challenge.

Root Cause 1.2 - Limited Meaningful Extracurricular Engagement

Based on the Student Engagement Survey, students did not spend much time engaging in meaningful extracurricular activities which support school culture, self-worth, relationships, and allow students to be an active part of the community. Without this connection, students struggled with lack of connection to the campus.

Root Cause 1.3 - Lack of Direct Mental Health Surveys

Awareness has occurred through mental health check-ins, but there is a need for more direct services and support for mental health.

Problem Statement 2

Feedback from students and staff reflects a need for planning and predictability, control, and balance over work expectations, including timing and demands. There is a desire for meaningful balance. Lack of balance negatively impacts culture.

Root Cause 2.1 - Demands and Expectations

There is a belief that there are too many demands and expectations to fulfill and that the demands are not meaningfully engaging students with each other and the teacher.

Root Cause 2.2 - Lack of Organization

Evidence shows there is a lack of organization and collaboration to set priorities for the work coming from students and staff.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data

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 Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Board Objective 1: FBISD will implement systems and develop a curriculum that supports closing student achievement gaps among all student groups.

Board Objective 2: FBISD will implement systems and develop a curriculum that supports academic growth among all student groups.

Board Objective 3: FBISD will implement an assessment system to monitor and measure student, campus, and District growth.

Performance Objective 1: By June 2022, FBISD will improve student outcomes in literacy as defined by the evaluation metrics by ensuring strong Tier one classroom instruction targeting student ownership instructional strategies.

HB3 Goal

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

1. By June 2024, 86% of kindergarten students will score "at/above benchmark" on the reading universal screener (Ren Early Literacy) with incremental gains each year (82% by 2022, 84% by 2023). [HB3]

2. Increase the percent of 3rd Grade students who score "meets" grade level or above on STAAR Reading to 57%. [HB3]

3. By June 2024, 73% of 1st and 2nd grade students will score "at/above benchmark" on the reading universal screener with incremental gains each year (68% by 2022, 71% by 2023). [HB3]

4. 80% of all Kindergarten, 1st grade, and 2nd grade students will demonstrate "at or above" instructional reading level on the EoY Benchmark Assessment System (BAS)/ Sistema de evaluacion de la lectura assessment (SEL)

Expected Metric and Milestones for each school:

1. Overall, in 2021-22, 30% of campuses will meet all established percentages on the Campus Support team walk-through data for rigor, instructional model, and scope & sequence for ELA instruction. (Campus and District)

2. Increase the percentage of students who demonstrate "at or above" instructional reading level on the BAS/SEL assessment from the initial data point (MOY) to EOY for kindergarten.

3. Increase the percentage of students who demonstrate "at or above" instructional reading level on the BAS/SEL assessment from the initial data point (BOY) to MOY to EOY for 1st and 2nd grades.

4. Increase the percentage of students demonstrating growth (SGP) in reading as indicated by SGP at EOY on the universal screener (REN360).

5. Increase the percentage of students who demonstrate "At or Above Benchmark" in reading at EOY on the universal screener (REN360) for each grade level (K-10).

6. Increase the percentage of students who demonstrate growth on STAAR Reading. - subject to change based on STAAR performance data availability (Domain 2A: Academic Growth). (Campus and District)

7. Increase the percentage of students achieving "Meets Grade Level or Above" on STAAR Reading. - subject to change based on STAAR performance data availability (Domain 1: Student Achievement). (Campus and District)

Strategy 1 Details

Strategy 1: Calibrate curriculum alignment metrics with Campus Support Teams (CST); Engage in quarterly data review with CST teams to identify progress and provide supports to designated PLCs; monitor CST data for student use of ownership tools.

Results Driven Accountability

Strategy 2 Details

Strategy 2: Implementation of job embedded professional learning to analyze student work with artifacts.

Results Driven Accountability

Strategy 3 Details

Strategy 3: Implementation of diagnostic and universal screeners in grades PreK-10 and identified 11th, 12th graders.
- Campus formative data review cycles for MoY & EoY SGP analysis to assess campus attainment of goal and determine supports for campuses not on track.
- Campus formative data review of BAS/SEL at end of testing window to assess campus attainment of goal and determine supports for campuses not on track.

Results Driven Accountability

Strategy 4 Details

Strategy 4: Implement PLC protocols. Engage teachers in PLC unit and concept planning protocols. PLC supports for CST focus campuses, impact teams, and grading pilot campuses.

Results Driven Accountability

Strategy 5 Details

Strategy 5: Model Instructional Model implementation within teacher professional learning including (Team Leader, Department Head, IC)

Results Driven Accountability

Strategy 6 Details

Strategy 6: Balanced Literacy Cadre - Professional Learning (48 teachers) & Balanced Literacy Host Sites (8 campuses)

Results Driven Accountability

Strategy 7 Details

Strategy 7: Monitor degree of implementation of interventions at the campus level

- Leveled Literacy Intervention implemented with fidelity
- SST progress monitoring meetings
- MS/HS Intervention courses

Results Driven Accountability

Strategy 8 Details

Strategy 8: Strategic placement of additional staffing for identified campuses (itinerate LITs), additional LITs or BLITs based on formative review cycles.

Results Driven Accountability

Strategy 9 Details

Strategy 9: Systematic intervention systems for all campuses to meet accelerated instruction requirements (HB 4545)

Results Driven Accountability

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

Board Objective 1: FBISD will implement systems and develop a curriculum that supports closing student achievement gaps among all student groups.

Board Objective 2: FBISD will implement systems and develop a curriculum that supports academic growth among all student groups.

Board Objective 3: FBISD will implement an assessment system to monitor and measure student, campus, and District growth.

Performance Objective 2: By June 2022, FBISD will improve student outcomes in numeracy as defined by the evaluation metrics by ensuring strong Tier One classroom instruction targeting student ownership instructional strategies.

HB3 Goal

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

1. By June 2024, 64% of 3rd grade students will score "meets" grade level or above on STAAR Math with incremental gains (58% in 2022, 61% in 2023) [HB3]
2. By June 2024, 65% of 1-2nd grade students will demonstrate "Projected to Meet State Standards" on Ren EOY; Incremental gains will be demonstrated (55% in 2022, 60% in 2023) [HB3]
3. By June 2024, 80% of Kindergarten students will demonstrate "on grade level" in mathematics on TxKea; Incremental gains will be demonstrated (73% in 2022, 76% in 2023) [HB3]

Expected Metric and Milestones for each school:

1. Overall, in 2021-22, 30% of campuses will meet all established percentages on the Campus Support team walk-through data for rigor, instructional model, and scope & sequence for math instruction. (Campus and District)
2. Increase the percentage of kindergarten students who demonstrate at/above grade level achievement on the TX-KEA assessment from initial data point (BOY) to MOY to EOY (Campus and District)
3. Increase the percentage of students demonstrating growth (SGP) in Mathematics as indicated by SGP at EOY on the universal screener (REN360)
4. Increase the percentage of students who demonstrate "At or Above Benchmark" in math at EOY on the universal screener (REN360) for each grade level (K-10).
5. Increase the percentage of students who demonstrate growth on STAAR Math from 2021 to 2022. - Subject to change based on STAAR performance data availability. (Domain 2A: Academic Growth) (Campus and District)
6. Increase the percentage of students achieving "Meets Grade Level or Above" for mathematics on STAAR. - subject to change based on STAAR performance data availability (Domain 1: Student Achievement) (Campus and District)

Strategy 1 Details

Strategy 1: Calibrate curriculum alignment metrics with Campus Support Teams (CST); Engage in quarterly data review with CST teams to identify progress and provide supports to designated PLCs; monitor CST data for student use of ownership tools

Strategy 2 Details

Strategy 2: Implement PLC protocols. Engage teachers in PLC unit and concept planning protocols. PLC supports for CST focus campuses, impact teams, and grading pilot campuses.

Results Driven Accountability

Strategy 3 Details

Strategy 3: Implementation of job embedded professional learning to analyze student work with artifacts.

Results Driven Accountability

Strategy 4 Details

Strategy 4: Implementation of diagnostic and universal screeners in grades PreK-10 and identified 11th, 12th graders; Campus data review cycles for MOY & EOY SGP analysis

Results Driven Accountability

Strategy 5 Details

Strategy 5: Model Instructional Model implementation within teacher professional learning including (Team Leader, Department Head, IC)

Results Driven Accountability

Strategy 6 Details

Strategy 6: Monitor degree of implementation of interventions at the campus level

- Number Worlds Intervention implemented with fidelity
- SST progress monitoring meetings
- Middle School Math Intervention Curriculum

Results Driven Accountability

Strategy 7 Details

Strategy 7: Strategic placement of additional staffing for identified campuses (itinerate MITs), additional math interventionists based on formative review cycles.

Results Driven Accountability

Strategy 8 Details

Strategy 8: Systematic intervention systems for all campuses to meet accelerated instruction requirements (HB 4545)

Results Driven Accountability

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

Board Objective 1: FBISD will implement systems and develop a curriculum that supports closing student achievement gaps among all student groups.

Board Objective 2: FBISD will implement systems and develop a curriculum that supports academic growth among all student groups.

Board Objective 3: FBISD will implement an assessment system to monitor and measure student, campus, and District growth.

Performance Objective 3: By June 2022, FBISD will improve student outcomes in social studies and science as defined by the evaluation metrics by ensuring strong Tier One classroom instruction targeting student ownership instructional strategies.

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

1. Overall, in 2021-22, 30% of campuses will meet all established percentages (scope & sequence - 85%, rigor - 70%, and instructional model - 75%) on the Campus Support team walk-through data for rigor, instructional model, and scope & sequence for science instruction.

2. Overall, in 2021-22, 30% of campuses will meet all established percentages (scope & sequence - 85%, rigor - 70%, and instructional model - 75%) on the Campus Support team walk-through data for rigor, instructional model, and scope & sequence for social studies instruction.

3. 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).

4. 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).

5. Increase the percentage of students who meet proficient or advanced in process standards on the Social Studies District Learning Assessment from the first to the final DLA in grade levels 6-8 and high school courses (World Geography, World History, and U.S. History).

6. Increase the percentage of students who meet proficient or advanced in process standards on the Science District Learning Assessments from the first to the final DLA in grade levels 2-8 and high school courses (Biology, Chemistry, and Physics).

Strategy 1 Details
Strategy 1: Calibrate curriculum alignment metrics with Campus Support Teams (CST); Engage in quarterly data review with CST teams to identify progress and provide supports to designated PLCs; monitor CST data for student use of ownership tools.
Results Driven Accountability

Strategy 2 Details
Strategy 2: Implement PLC protocols. Engage teachers in PLC unit and concept planning protocols. PLC supports for CST focus campuses, impact teams, and grading pilot campuses.
Results Driven Accountability

Strategy 3 Details

Strategy 3: Implementation of job embedded professional learning to analyze student work with artifacts

Results Driven Accountability

Strategy 4 Details

Strategy 4: Model Instructional Model implementation within teacher professional learning including (Team Leader, Department Head, IC)

Results Driven Accountability

Strategy 5 Details

Strategy 5: Systematic intervention systems for all campuses to meet accelerated instruction requirements (HB 4545)

Results Driven Accountability

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

Board Objective 1: FBISD will implement systems and develop a curriculum that supports closing student achievement gaps among all student groups.

Board Objective 2: FBISD will implement systems and develop a curriculum that supports academic growth among all student groups.

Board Objective 3: FBISD will implement an assessment system to monitor and measure student, campus, and District growth.

Performance Objective 4: By June 2022, FBISD will close gaps in performance for all student groups as defined in the HB3 Student Outcome goals and progress measures by ensuring strong Tiered classroom instruction through targeted intervention and support programs.

HB3 Goal

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

1. Meet HB 3 goals for 2022 STAAR Reading for the following student groups (African American, Hispanic, White, American Indian, Asian, Pacific islander, Two or More Races, Special Education, Economically Disadvantaged, Special Ed (Former), Emergent Bilingual, Continuously Enrolled, and Non-Continuously Enrolled). [HB3]

2. Meet HB 3 goals for 2022 STAAR Math for the following student groups (African American, Hispanic, White, American Indian, Asian, Pacific islander, Two or More Races, Special Education, Economically Disadvantaged, Special Ed (Former), Emergent Bilingual, Continuously Enrolled, and Non-Continuously Enrolled). [HB3]

3. Establish benchmark data on Homeless, Military, Foster, Dyslexia, in the areas of:

- are At/Above Benchmark on REN360 Reading from BOY to EOY
- are At/Above Benchmark on REN 360 Math from BOY to EOY,
- meet Student Growth Percentile (SGP) on REN 360 Reading from BOY to EOY,
- meet Student Growth Percentile (SGP) on REN 360 Math from BOY to EOY

*subject to change based on availability of data for the student groups.

Expected Metric and Milestones for each school:

1. Increase student growth outcomes within 2021-22 school year for Emergent Bilingual (Bilingual), Emergent Bilingual (ESL), Title I, Special Ed student groups who met either Benchmark or SPG in Reading from BOY to EOY. (Campus and District)

- At/Above Benchmark on REN 360 Reading from BOY to EOY
- Meet Student Growth Percentile (SGP) on REN 360 Reading from BOY to EOY

2. Increase student growth outcomes within 2021-22 school year for Emergent Bilingual (Bilingual), Emergent Bilingual (ESL), Title I, Special Ed student groups who met either Benchmark or SPG in Math from BOY to EOY. (Campus and District)

- At/Above Benchmark on REN 360 Math from BOY to EOY
- Meet Student Growth Percentile (SGP) on REN 360 Math from BOY to EOY

3. Increase student growth outcomes within 2021-22 school year for African American, Hispanic, White, Asian student groups who met either Benchmark or SPG in Reading from BOY to EOY. (Campus and District)

- At/Above Benchmark on REN360 Reading from BOY to EOY
- meet Student Growth Percentile (SGP) on REN 360 Reading from BOY to EOY

4. Increase student growth outcomes within 2021-22 school year for African American, Hispanic, White, Asian student groups who met either Benchmark or SPG in Math from BOY to EOY. (Campus and District)

- At/Above Benchmark on REN 360 Math from BOY to EOY
- meet Student Growth Percentile (SGP) on REN 360 Math from BOY to EOY

5. Increase the percentage of students at Approaches or Above on STAAR ELA, Math, Science, and Social Studies in Domains I OR II OR III in the following student groups: African American, Hispanic, White, Asian, American Indian, Pacific Islander, Special Ed (Current), Special Ed (Former), Economically Disadvantaged, Emergent Bilingual (Current and Monitor) (Campus and District)

*subject to change based on availability of data for the student groups.

6. Increase the percentage of Emergent Bilingual (previously English Learners - EL) students who demonstrate growth in performance of at least one proficiency level on TELPAS-Composite (Campus and District)

7. In alignment with the required components of the TEA Equity Plan, lessen the gap between economically disadvantaged and Not Economically Disadvantaged student groups as measured by:

- % of students at or above benchmark in Ren 360 Reading BOY to EOY
- % of students at or above benchmark in Ren 360 Math BOY to EOY
- % of students at approaches or above on STAAR/EOC Reading/ELA
- % of students at approaches of above on STAAR/EOC Math
- % of students who are at meets and above on all tests for STAAR Progress Measures

In the following student groups: African American , White , Hispanic , Economically Disadvantaged, Non-Economically Disadvantaged (Campus and District)

8. Increase or maintain (at 95%) attendance rates of all student groups, as reported in PEIMS (Public Education Information Management System) for the year. (Campus and District)

Strategy 1 Details
Strategy 1: Engage in a monthly review of Service and Support Tool data to ensure fidelity of instructional coach role.
Results Driven Accountability
Strategy 2 Details
Strategy 2: Special Education Department will build capacity of special education teachers by providing PD, Coaching, Modeling, etc. and monitor using the special education service and support tool.
Results Driven Accountability
Strategy 3 Details
Strategy 3: Implement year-long professional learning plan to support coaching in following results-based coaching model.
Results Driven Accountability

Strategy 4 Details

Strategy 4: Clearly define instructional coach role and align evaluation tool to include instructional coach rubric. Quarterly using the rubric, coaches will self-assess, administrators will rate, and Teacher Development will rate to determine areas of strength and growth for individual coaches.

Results Driven Accountability

Strategy 5 Details

Strategy 5: Establish and monitor implementation of a support model to provide tiered support to instructional coaches based on instructional coach and administrator input.

Results Driven Accountability

Strategy 6 Details

Strategy 6: Conduct a comprehensive needs assessment and root cause determination in order to develop a plan for addressing and reducing achievement gaps between student groups.

Results Driven Accountability

Strategy 7 Details

Strategy 7: Strategic placement of additional staffing for identified campuses (itinerate LITs), additional LITs or BLITs

Results Driven Accountability

Strategy 8 Details

Strategy 8: Use supplemental staffing packages (instructional coach, interventionist, parent educators, etc.) at Title I campuses to support instruction, intervention practices, and parent/family engagement based on needs identified at the campus level and the campus allocation of Title I funds using the February percentage of economically disadvantaged students for campus allocation purposes

Results Driven Accountability

Strategy 9 Details

Strategy 9: Campus data review cycles for MOY & EOY analysis based on student groups.

Results Driven Accountability

Strategy 10 Details

Strategy 10: Implement Student-Friendly Performance Level Descriptors (SFPLDs) targeting Emergent Bilingual (EB) students to promote student ownership of language

Results Driven Accountability

Strategy 11 Details

Strategy 11: Leverage campus EL Specialists and Bilingual Specialists to build capacity of all teachers of EB students

Results Driven Accountability

Strategy 12 Details

Strategy 12: Implement Dual Language Immersion (DLI) Learning Cohort for professional learning needed to implement DLI.

Results Driven Accountability

Strategy 13 Details

Strategy 13: Implement the Sheltered Instruction Cadre for professional learning targeting Emergent Bilingual student needs.

Results Driven Accountability

Strategy 14 Details

Strategy 14: Cross-campus PLCs for secondary ESL teachers

Results Driven Accountability

Strategy 15 Details

Strategy 15: Utilize Dyslexia Intervention (Project Read; Reading by Design) for identified students and progress monitoring for fluency.

Results Driven Accountability

Strategy 16 Details

Strategy 16: Gather benchmark data and plan for progress monitoring in the area of comprehension for students served in Project Read or Reading by Design.

Results Driven Accountability

Strategy 17 Details

Strategy 17: Coordinate interdepartmental services for students experiencing homeless and/or foster care status including:

- Assigning social workers and Check Connect Monitors for all McKinney-Vento and foster care students
- Conducting enrollment conferences for new students to the campus
- Monitoring of needs, grades, and attendance through social worker/Check Connect Monitor home visits, calls, meetings
- Providing school supplies, free meals, hygiene kits, transportation, summer school access, graduation caps and gowns based on need
- Providing FAFSA letters for all graduating McKinney-Vento students
- Providing transportation to school of origin for identified McKinney-Vento students

Results Driven Accountability

Strategy 18 Details

Strategy 18: Gather benchmark data and plan for monitoring of Military Connectedness coding and associated data

Results Driven Accountability

Strategy 19 Details

Strategy 19: Transition monitoring of State Compensatory Education (SCE) funds and activities to the State & Federal Programs Department including development of procedures and progress monitoring processes for identification of at-risk students and use of SCE funds to support at-risk and economically disadvantaged students

Results Driven Accountability - Equity Plan

Strategy 20 Details

Strategy 20: Drop-out Prevention Specialists and District Student Attendance Specialists (SAS) work with campus attendance teams to monitor intervention strategies and implement truancy prevention for students with excessive absences.

Results Driven Accountability

Strategy 21 Details

Strategy 21: Leverage the Title I Parent Advisory Committee (TPAC) at all Title I campuses to engage in needs assessment, campus improvement planning/monitoring, development of grade level compacts, and lowering of barriers to parent engagement to support increased achievement for Title I students

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Board Objective 3: FBISD will implement an assessment system to monitor and measure student, campus, and District growth.

Performance Objective 5: By June 2022, FBISD will increase the percentage of students who demonstrate readiness in early childhood and CCMR measures (College, Career, & Military Readiness) through access to all academic options, student programs, and support systems such as engagement in college/career planning.

HB3 Goal

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

1. Increase the percentage of students who meet the TEA indicator for obtaining an Industry-Based Certification in an aligned CTE Coherent Sequence of Courses, from 15% to 23%. [HB3]
2. Increase the enrollment of eligible students in the Prekindergarten program from 2020-21 to 2021-22.
3. Increase the percentage of PreK students who are "On Track" in numeracy development from BOY to EOY on CIRCLE assessment to 75%. [HB3]
4. Increase the percentage of PreK students who are "On Track" in literacy development from BOY to EOY on CIRCLE assessment to 82%. [HB3]
5. Increase the number of community events surrounding career opportunities for post-secondary options .

Expected Metric and Milestones for each school:

1. Increase the participation rates for all students across all student demographic subpopulations on the SAT, Advanced Placement Exams (AP), Advanced Academic Courses (AAC), Dual Credit (DC), and OnRamps Dual Enrollment. (Campus and District)
2. Increase percentages of students in AP courses that sign up to take the AP exam/s related to the course/s they are taking. (Campus and District)
3. Increase the percentage of students meeting college ready benchmarks in English (Reading/Writing) and Math on the SAT or ACT or TSIA. (Campus and District)
4. Increase the number of students that take an advanced course (AAC, AP, or Dual Credit) either after receiving a score on PSAT 8/9, 10/11 NMSQT showing AP Potential, or based on their interests for future endeavors. (Campus and District)
5. Establish baseline for Middle School and High School CCMR Benchmarks for PSAT 8/9, PSAT 10, PSAT NMSQT/11, SAT, and ACT that students struggle with the most to understand where additional support or focus is needed. (Campus and District)
6. Establish processes and systems to allow SEL and T&L to consistently communicate to ensure CCMR measures and TEKs are aligned to allow for collaborative conversation and work towards cross walk documents 7th - 12th grades. (Campus and District)
7. Increase student participation in college readiness English/Math courses and use the TSIA assessment to determine which juniors will benefit from taking the course their senior year. (Campus and District)
8. Increase by 1% graduates completing and earning one of the following (Campus and District):
 - credit for at least three dual credit hours in ELA

- At least 3 credit hours in dual credit mathematics
- at least nine credit hours in any subject Dual Credit Courses
- OnRamps Dual Enrollment Course participation
- score of 3, 4, or 5 on an AP exam.

9. Increase the percent of students who meet college ready standards through one of the College Ready Indicators (TSIA, SAT, AP, DC, OnRamps, Associates Degree, ACT, PSAT, EOC) from 60% to 62%. (Campus and District) [HB3]

10. Increase the percentages of CTE completion rates for students in all CTE pathways by 3% annually.

11. Increase STAAR/EOC passing rates of CTE students by 1% in Math, Science, and English.

12. Establish a baseline of College Career Readiness Advisors (CCRA) interactions with students to promote attendance and retention in CCMR programs. (HS Campus)

Strategy 1 Details
Strategy 1: Track and monitor students participating in and are successful in Dual Credit courses.
Strategy 2 Details
Strategy 2: Track and monitor ECHS and P-TECH completion of Associates degree.
Strategy 3 Details
Strategy 3: Track and monitor On Ramps data. (Onramps class participation would support the success of students that could be the first generation in their family to attend college. Being a Dual Enrollment structured college opportunity delivered by our teachers supported by UT Austin.)
Strategy 4 Details
Strategy 4: Provide support to teachers in supporting Students in earning a 3 or higher on the AP Exams
Strategy 5 Details
Strategy 5: Impact students' participation and successful completion in College Readiness English or Math their senior year, by offering as many sections as needed of these courses
Strategy 6 Details
Strategy 6: CTE teachers will participate in appropriate training sessions annually regarding implementation and monitoring of Industry-Based Certification
Strategy 7 Details
Strategy 7: CTE will publish a certification testing calendar by August 1, 2022, in order to assist campus leaders in monitoring ability.

Strategy 8 Details

Strategy 8: CTE teachers will obtain job aligned industry-based certifications within 6 months of hire.

Strategy 9 Details

Strategy 9: Enrollment trends analysis by district area (PASA, building capacity, FTE allocations, student performance, etc.)

Strategy 10 Details

Strategy 10: Enrollment trends analysis by district area (PASA, building capacity, FTE allocations, student performance, etc.)

Strategy 11 Details

Strategy 11: Track the number of processed PreK applications and applications in the queue.

Strategy 12 Details

Strategy 12: District-wide PreK marketing campaign.

Strategy 13 Details

Strategy 13: Tiered system of support to schools based on BOY data.

Strategy 14 Details

Strategy 14: Job embedded professional learning opportunities that target CIRCLE areas of need.

Strategy 15 Details

Strategy 15: Support campus administrators with curriculum implementation, instructional delivery, and progress monitoring through classroom visit cycles that include debrief and feedback.

Strategy 16 Details

Strategy 16: Bi-weekly PreK Teacher Newsletter that includes early childhood best practices.

Strategy 17 Details

Strategy 17: CTE will provide at least 1 community event regarding post-secondary career opportunities; this event will include information relating to internships, apprenticeships, and/or job opportunities that might provide work and school options.

Strategy 18 Details

Strategy 18: Collaboration between CCRA's and CTE to ensure consistency of messaging so expectations at the campus level for CCRA's are established to understand CTE industry certifications, internship, and apprenticeship programs in order to support student interest areas, include this information in memorialized process documents like manuals, or operating procedures.

Strategy 19 Details

Strategy 19: Create targeted Advertising for reaching various groups of students - female or male nontraditional as well as all demographic groups are represented.

Strategy 20 Details

Strategy 20: Provide District and Campus events: Face to face and online opportunities

Strategy 21 Details

Strategy 21: Track number of attendants to events that are College or Career related.

Strategy 22 Details

Strategy 22: Gather feedback from students: to determine why students drop- AP and PAP/AAC courses, why are some sub pops not taking some of the courses? And why are some students not taking an AP exam?

Strategy 23 Details

Strategy 23: Monitor the following Data:

- Review data related to those who took AP courses and did not take AP exams.
- Enrollment of students by demographic in AP courses.
- number of students enrolled by demographic who participated in the AP exam/s related to the course/s they are taking
- number of students enrolled by demographic that scored a 3 or higher

Strategy 24 Details

Strategy 24: SEL & CH will provide CCMR data, connected to the specific objectives assessed on CCMR measures (SAT, AP, ACT, TSIA), to T&L to align CCMR to the TEKS and support the advancement of CCMR for students across all related curriculum areas for all grade levels.

Strategy 25 Details

Strategy 25: Increase alignment of students entering College Readiness English and College Readiness Math to support preparing students to demonstrate college readiness, by providing campuses with the indicator metrics to identify those who need these courses, can access these courses to become CCM ready.

Strategy 26 Details

Strategy 26: Create a district wide system for master scheduling, to ensure universal course selection is monitored, supported, and implemented across all campuses.

Strategy 27 Details

Strategy 27: Provide AP teachers' training on the AP courses they teach, as well as a monitoring system, for providing AP teachers access to the AP course training on a 5-year cycle to stay up to date on best practices to support student success.

Strategy 28 Details

Strategy 28: Analyze AP potential data from the PSAT and compare to Course selection requests for AAC, AP, DC courses

Strategy 29 Details

Strategy 29: Ensure there are dedicated school days to administer the PSAT 8/9, 10/NMSQT testing.

Strategy 30 Details

Strategy 30: Share Data from PSAT, SAT, ACT, and AP exams with T&L and have collaborative conversations with the T&L teams around ensuring the CCMR measures are aligned to the TEKS and curriculum overall in the core content to ensure we are improving alignment in all core content areas to improve student improvement and success in CCMR.

Strategy 31 Details

Strategy 31: Create cross walk documents created to show alignment of the TEKS and CCMR measures for all core content areas impacted by CCMR measures. Chart to show how many standards are aligned and how many still need to be aligned.

Strategy 32 Details

Strategy 32: Establish and put systems in place for counselors to review Accuplacer/TSIA data to ensure appropriate placement.

Strategy 33 Details

Strategy 33: Training and monitoring CCRA's in their work to monitor students at HSs to see who has yet to meet College Ready Benchmarks.

Strategy 34 Details

Strategy 34: Monitor use of the College Readiness English and Math courses for seniors

Strategy 35 Details

Strategy 35: CTE will provide a minimum of 2 community information sessions before the close of course selection regarding coherent sequence opportunities.

Strategy 36 Details

Strategy 36: CTE will provide campus leadership, counselor, and teacher training regarding CTE coherent sequences of courses.

Strategy 37 Details

Strategy 37: CTE teachers will tie core content standards into CTE courses in order to support the advancement of CTE students on their STAAR / EOC tests.

Strategy 38 Details

Strategy 38: Monitor the Student meeting tracking documents have campus CCRA's provide that documentation to the district team over CCRA's.

Strategy 39 Details

Strategy 39: Review Data on CCMR indicators by campus and by student groups to support additional ways for CCRA's to help students show readiness.

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Board Objective 3: FBISD will implement an assessment system to monitor and measure student, campus, and District growth.

Performance Objective 6: By June 2022, FBISD will establish an evidenced based retention strategy to retain high quality staff including evaluation of baseline data and ongoing development of teachers.

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

1. Establish a baseline for teacher turnover rate to inform creation of an evidence-based retention strategy.
2. Decrease the number of Special Education classroom/courses that do not have a certified teacher or certified substitute teacher for four or more consecutive weeks for Title 1 and 30 instructional days in non-Title 1 classrooms. [RDA]
3. Increase the percentage of teachers who serve ESL program students in ELA classrooms who are ESL certified/endorsed. Refine tracking and collaboration processes with Multilingual to ensure teachers gain ESL certification in a timely manner and students have access to appropriately certified teachers. [RDA]
4. Establish a process to track and ensure that teachers teach only in their areas of certification, as campuses change and shift teacher assignments after initial hire. The system will allow HR to know when and if this happens in order to intervene and ensure certification compliance.
5. Decrease the number of Title I classrooms/courses that do not have a certified teacher or certified substitute teacher for four or more consecutive weeks. [RDA]

Expected Metrics and Milestones for each school:

1. Establish benchmark for the number of teachers demonstrating proficiency in the evidence of practice required district professional learning.

Strategy 1 Details

Strategy 1: Develop an evidence-based retention strategy through collaboration with a cross-functional design team to support teacher retention, including strategies for employing ACP interns and student teachers who serve in our schools during their programs.

Collect -

Data that illustrates the reasons teachers indicate on their exit forms as to why they are leaving.

Data regarding the percentage of ACP interns and student teachers who become full-time teachers in FBISD.

Strategy 2 Details

Strategy 2: Expand the Grow Your Own (GYO) program to provide test preparation for the Special Education test for current FBISD paraprofessionals who are interested in becoming certified as special education teachers.

Results Driven Accountability

Strategy 3 Details

Strategy 3: SPED department provides support to build capacity of SPED teachers (e.g., training, coaching, modeling, etc.) in order to retain teachers currently in the positions.

Results Driven Accountability

Strategy 4 Details

Strategy 4: Implement ESL Structured Support Plan (3-pronged approach to supporting teachers: synchronous learning opportunities, asynchronous learning opportunities, coaching support)

Results Driven Accountability

Strategy 5 Details

Strategy 5: Utilize a cross functional team to develop an IT solution to track and monitor teacher changes.

Strategy 6 Details

Strategy 6: Implement Equity Plan submitted to TEA to address teacher turnover at Title 1 campuses, mentor support program for first year teachers, and professional development for all Title 1 teachers.

Results Driven Accountability - Equity Plan

Strategy 7 Details

Strategy 7: Create system to track who completes assignments and demonstrates proficiency through evidence turned in as part of evidence of practice professional learning.

Strategy 8 Details

Strategy 8: Establish a communication plan to provide Principals quarterly progress updates on teachers demonstrating proficiency based on evidence of practice.

Strategy 9 Details

Strategy 9: Document teachers who show proficiency through a badging system.

Strategy 10 Details

Strategy 10: Create a repository of proficient exemplars from the evidence submitted as part of evidence of practice required professional learning.

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

Board Objective 1: FBISD will implement a student-centered assessment system to monitor and measure student growth.

Board Objective 2: FBISD will implement systems that enable students to own and be responsible for their learning and behavior.

Board Objective 3: FBISD will implement curriculum and systems designed to support whole-child wellness and develop students' life skills.

Performance Objective 1: By June 2022, FBISD will increase campus implementation of student safety through the multi-tiered systems of support provided to improve student mental health, safety, and well-being.

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

1. Establish the system to determine the level of need, based on the following criteria:

- Pride Survey comparison 2019 to 2021 to develop targeted areas of strategic
- Discipline Referrals
- Attendance
- Enrollment
- Dropout %
- Graduation Rates
- Student perceptions

2. Establish the system and baseline data to evaluate support related to the highest need individuals (students or teachers) based on discipline, attendance, and academic data evidencing the effectiveness of intensive support and to address the disproportionately in homicidal risk assessment data.

Expected Metrics and Milestones for each school:

1. Increase campus implementation of Multi-tiered Systems of Support (MTSS) & Whole Child Health processes that promote student health and wellness. Through reviewing a balance between needs, preventative services, and interventions. (Campus and District)

Tier 1 - The number of counseling services provided that align to the model school counseling program

Tier 2 - The number of requests for tier 2 & 3 counseling services (via the Whole Child Health Referral form) for social workers, mental health counselors, safe and drug free school specialists, and behavioral health team members & number of services and types provided by each of these like job roles.

Tier 3 - Establish a baseline of the number of Whole Child health referrals for more frequent or intensive services aligned to the need.

Strategy 1 Details

Strategy 1: Monitor data to establish baseline data for:

- Pride Survey comparison 2019 to 2021 to develop targeted areas of strategic
- Discipline Referrals
- Attendance
- Enrollment
- Dropout %
- Graduation rates
- Student perceptions

Strategy 2 Details

Strategy 2: Create formulas and processes to establish use of criteria to determine level of need.

Strategy 3 Details

Strategy 3: Review and analyze:
- Pre and post student surveys of students and parents
- Attendance and discipline improvement for individual students receiving support

Strategy 4 Details

Strategy 4: Plan to monitor and increase student's feelings of well-being after receiving services and support from mental health professionals in district or through our partner organizations by measuring with a survey the effectiveness of the services based on student and parent feedback. (Resiliency scale)

Strategy 5 Details

Strategy 5: Continue and grow communication efforts around the Whole Child Health Initiative/Campaign to ensure students and families regardless of access to internet can learn about resources available to students and families across the District including suicide prevention and conflict resolution programs.

Strategy 6 Details

Strategy 6: Review the campus requests for support and services via the whole child health request form where requests for mental, behavioral, social, and emotional support.

Strategy 7 Details

Strategy 7: Principal, CBC, counselor, nurse, and teacher professional development around Whole Child Health Wellness Plan, Campus Self-Assessment, the Virtual Healthy Schools resource toolkit, and FBISD's MTSS.

Strategy 8 Details

Strategy 8: Implement and monitor consistent pre and post assessment process with mental health counselors and social workers.

Strategy 9 Details

Strategy 9: Social workers and mental health counselors will meet with school counselors to share how they can support higher needs students and to provide support and collegial conversations about how to support students and how to refer students to additional services.

Strategy 10 Details

Strategy 10: Draft and adopt a district policy for Human Trafficking and Dating Violence; create a plan for implementation of policy; evaluate curriculum and programs aligned to policy; create an opt-in process for students and families.

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

Board Objective 1: FBISD will implement a student-centered assessment system to monitor and measure student growth.

Board Objective 2: FBISD will implement systems that enable students to own and be responsible for their learning and behavior.

Board Objective 3: FBISD will implement curriculum and systems designed to support whole-child wellness and develop students' life skills.

Performance Objective 2: By June 2022, FBISD will increase utilization of the student ownership of behavior framework practices to improve the culture and climate of all campuses.

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

1. Increasing % of Student Ownership of Learning and Behavior practices (POG 1-6) observed during CST walkthroughs. (Campus and District)
2. Establish systems and baseline data for supporting implementation of student ownership of behavior practices through SEL coaches. (Campus and District)

Strategy 1 Details
Strategy 1: Professional Development provided to calibrate for the look fors to support understanding for the CST Teams.
Strategy 2 Details
Strategy 2: Professional Development offerings to District leaders, Principals, Teachers, etc. Related to: <ul style="list-style-type: none">- Positive Behavior Intervention and Supports (PBIS),- Restorative Practices (RP),- Trauma Informed Practices, &- Profile Attributes via SEL practices of dispositions
Strategy 3 Details
Strategy 3: SEL Coaches established at 10 campuses with district supported training from SEL & Comprehensive Health
Strategy 4 Details
Strategy 4: Grading Pilot - SEL Dispositional grading related to the Profile of a Graduate Attributes in a growth mindset.

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Board Objective 3: FBISD will implement curriculum and systems designed to support whole-child wellness and develop students' life skills.

Performance Objective 3: By June 2022, FBISD will decrease disproportionality rates of student groups, as demonstrated in disciplinary actions (ISS, OSS, DAEP) and ensure that threat assessment protocols are followed as well as strong implementation of established FBISD Multi-Tiered System of Support (MTSS).

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

1. The disproportionality rate for In-school suspension (ISS), out-of-school suspension (OSS) and discretionary placement into the Discipline Alternative Education Program (DAEP) will maintain a rate of less than 2.0 in the following student groups (African American, Hispanic, and Special Education) utilizing the Data Validation Monitoring (DVM) & Results Driven Accountability (RDA) indicator triggers from 2020-21 to 2021-22.

2. The disproportionality rate will decrease utilizing the RDA risk ratio (Special Ed only) for ISS, OSS, Total Disciplinary Removals, and DAEP from 2020-21 to 2021-22 [RDA]

Expected Metrics and Milestones for each school:

1. Gather baseline data and monitor the number of substantive threats across all campuses for all student groups. (Campus and District)

Strategy 1 Details
Strategy 1: The Department of Student Affairs discipline committee will review all proposed DAEP placements to examine evidence, due process, mitigating circumstances, potential bias, recidivism, and MDR results to approve/deny placements to alleviate disproportionality.
Strategy 2 Details
Strategy 2: Provide quarterly training to Campus Behavior Coordinators (CBC) on discipline, behavior management, and appropriate coding in Skyward.
Strategy 3 Details
Strategy 3: Campus Behavior Coordinators must provide supporting documentation to the Department of Student Affairs, that they have trained all campus administrators after each quarterly meeting on discipline updates.
Strategy 4 Details
Strategy 4: Implement Student Ownership of Behavior Framework like Restorative Practices (RP), Positive Behavior Interventions and Supports (PBIS), and school-based strategies to decrease ISS as well as OSS and improve equitable practices across all campuses.

Strategy 5 Details

Strategy 5: The RDA Task Force will meet quarterly to implement the TEA Strategic Support Plan related to discipline.

Results Driven Accountability

Strategy 6 Details

Strategy 6: Implement the Instructional Coach, Social Emotional Learning (SEL) model on identified campuses to build a culture of inclusive positive behavior support practices

Results Driven Accountability

Strategy 7 Details

Strategy 7: Principals will utilize the Special Ed Campus Report Card to monitor progress, implement interventions, and decrease disproportionality discipline actions at the campus level.

Results Driven Accountability

Strategy 8 Details

Strategy 8: Provide quarterly training to Campus Student Threat Assessment Team (CSTAT) on threat management protocols.

Strategy 9 Details

Strategy 9: Provide targeted support, based on campus needs, for students that make a transient or substantive threat.

Strategy 10 Details

Strategy 10: Monitor disproportionality and provide preventative measures to improve safety for all student groups.

Strategy 11 Details

Strategy 11: Utilize trend data to coordinate intervention efforts with the appropriate departments to provide supportive measures to maintain the safety of all students.

Strategy 12 Details

Strategy 12: Ensure all campuses have a CSTAT team, analyze threat assessment data by sub-pop and track and monitor student safety plans for effectiveness

Strategy 13 Details

Strategy 13: Ensure implementation and use of safety and threat management protocols are in place at all campuses.

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.

Board Objective 1: FBISD will use innovative teaching strategies with the integration of technology to provide opportunities for blended and project-based learning experiences.

Board Objective 2: Fort Bend ISD will provide student choice through diverse programming and differentiated learning experiences

Performance Objective 1: By June 2022, FBISD will increase the engagement of students in differentiated learning opportunities, extracurricular, co-curricular, leadership and other club/organization activities that help students explore their talents, gifts, interests and leadership while developing the attributes of the Profile of a Graduate.

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

1. Increase the percentage of students participating in Programs of Choice that tie to a class and have selection criteria. (Campus and District)

Programs to evaluate:

- Academies, GT Academy, or all Programs of Choice
- Athletics
- AVID
- CTE
- Fine Arts
- GT program by student groups - GT data should include all grade levels starting with Kinder by sub pop and by campus

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

3. Establish systems to collect baseline data on students participating in extra and co-curricular programs and clubs.

- 21-22 will provide baseline data for Extra and Co-Curricular Programs and Clubs,
- Metric for this year would be to increase overall for 21-22; looking at increases in student groups would be the goal for the 22-33 school year.
- All other outside of school activities (FA, Athletics, Enrichment Opportunities, clubs, leadership organizations.

4. Gather baseline data on student engagement in enrichment and/or leadership opportunities related to proportionality of student groups. (Campus and District)

5. Increase the enrollment, retention, and success of students in ECHS (MHS) and P-TECH (HHS, WHS) programs by specific student groups in line with the required outcome-based measures (OBM). (Campus and District)

6. Increase the proportionality of student groups, African American, Hispanic, and Eco Dis, that are identified as GT and have opportunities to receive GT services. (Campus and District)

7. Meet or improve the prior year percentage of overall identified GT to 5% per campus, as per the state standards for GT identification. (Campus and District)

Strategy 1 Details

Strategy 1: Review current practices and criteria used:

- recruitment practices for programs of choice
- entry criteria
- support by campus
- staffing for courses that align to prepare students to enter academies by campus
- Use of AVID strategies for students in AP and Dual Credit
- Use of intervention strategies for students in AP and Dual Credit Courses
- application process/criteria for Programs of Choice

Develop plan based on findings to improve participation.

Strategy 2 Details

Strategy 2: Review and analyze the clubs available at each campus and the number of students participating in each before or after school club

Strategy 3 Details

Strategy 3: Review and improve the process to add clubs at campuses

Strategy 4 Details

Strategy 4: Gather Baseline Data:

- Review Student enrollment in HS Academies by campus for the 2021-2022 school year to serve as baseline data.
- Review Participation in extra and co-curricular activities campus by campus for the 2021-2022 school year to serve as baseline data.
- CTE will provide participation rates for each Career and Technical Student Organization (CTSO) by campus for the 2021-2022 school year to serve as baseline data.
- Athletics will provide baseline data participation data by campus and sport for the 2021-22 school year

Strategy 5 Details

Strategy 5: Collect data on the following:

- Student Leadership 101 and 102 enrollments
- Participation in Enrichment Programs: DI, UIL, UIL A+, History Day, Spelling Bee, Science Fair
- Student enrollment in Voices
- Campus and club usage of ROPES
- CTE Student Ambassador Program in order to provide student leadership opportunities
- Athletics will continue the Student-Athlete Leadership Summit to provide leadership opportunities
- Fine Arts student leaders

Based on data, create a plan to review and increase proportionate opportunities for diverse student populations.

Strategy 6 Details

Strategy 6: Review the yearly recruitment practices. Focus efforts for targeted recruitment at certain campuses.

Strategy 7 Details

Strategy 7: Provide Professional Development for campus-based intervention strategies for students (OBM subgroups)

Strategy 8 Details

Strategy 8: Creation of GT Representation workstream to examine disproportionality, pinpoint root causes and create plans to address issues.

Strategy 9 Details

Strategy 9: 1st Grade VISTAS Program refinement: Develop and implement VISTAS specific curriculum, Job Embedded PD, and direct district support of the VISTAS program.

Strategy 10 Details

Strategy 10: Increase advocacy on campuses with low numbers through parent outreach and education.

Strategy 11 Details

Strategy 11: GT PAC education, communication and advocacy for all campuses to be represented on PAC

Strategy 12 Details

Strategy 12: Analyze data to pinpoint where proportionality of Student Groups breaks down - the initial testing, parent communication, retention in the program, etc.

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.

Board Objective 1: FBISD will support student achievement and success through collaborative partnerships with parents, other educational entities, charities and faith-based entities, and businesses.

Board Objective 2: FBISD will support a system of school-to-school partnerships.

Performance Objective 1: By June 2022, FBISD will track the number of community engagement opportunities and effectiveness of community partnerships through the development of systems that allow for shared measurement, ongoing monitoring and implementation of Collaborative Communities Strategic Priorities.

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

1. Gather baseline data on diverse stakeholder feedback groups and community collaboratives that exist at District and Campus levels.
2. Increase accountability measures between district and community partners to help assess effectiveness of the partnership, ensure shared goals have been met and streamline distribution of resources across the District.
3. Increase number of initiatives/ activities through Collaborative Communities strategic priorities (e.g., mentoring, family engagement and exemplary partnerships, community impact) that provide non-academic supports to\ students

Strategy 1 Details
Strategy 1: Conduct an internal review of existing stakeholder feedback groups to create a comprehensive list of available opportunities for internal/external audiences, maximize efficiency and reduce redundancies in work across internal departments
Strategy 2 Details
Strategy 2: Increase visibility/ access of available opportunities for the community to engage in feedback loops
Strategy 3 Details
Strategy 3: Establish a tracking system for stakeholder feedback groups for ongoing monitoring and assessment.
Strategy 4 Details
Strategy 4: Develop formalized agreements process documents, and / or assessment tools between District and community organizations outlining purpose, goals, and expected outcomes of the partnership
Strategy 5 Details
Strategy 5: Finalize District partnership procedures that define terms of partnership contribution and shared measurement.
Strategy 6 Details
Strategy 6: Create a standardized partnership MOU template to ensure shared understanding and accountability in collaboration with Legal Department

Strategy 7 Details

Strategy 7: Engage in annual review of MOU documents and / or stakeholder engagement to assess partnership and evaluate alignment to established criteria and guidelines

Strategy 8 Details

Strategy 8: Create a tracking system to outline distribution of Collaborative Communities programs and resources across the District to ensure equity in resource distribution and program implementation.

Strategy 9 Details

Strategy 9: Engage in formative reviews of community engagement activities to identify trends and patterns

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.

Board Objective 1: FBISD will support student achievement and success through collaborative partnerships with parents, other educational entities, charities and faith-based entities, and businesses.

Board Objective 2: FBISD will support a system of school-to-school partnerships.

Performance Objective 2: By June 2022, FBISD will increase community and family partnerships to support early literacy, early childhood development, and kindergarten readiness through access to programs and resources.

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

1. Increase the number of family engagement opportunities / events to support children's early literacy, early childhood development, and kindergarten readiness.
 - Parent access and participation will increase 5% annually and will be quantified through several methods:
 - ReadyRosie usage
 - Parent Newsletter readership
 - Attendance and survey feedback following parent learning events.

2. Increase number of Public-Private Partnerships (PPP) to offer PreK3 programming in District areas demonstrating programmatic need.

Strategy 1 Details
Strategy 1: The Early Childhood Coordinator will facilitate monthly monolingual and bilingual parent learning sessions: <ul style="list-style-type: none">- Pre-K orientation- FBISD Pre-K curriculum- Navigating Pre-K Schoology courses- Pre-K report card- Digital bookshelf/interactive games- CLI/CIRCLE assessment- Pre-K daily learning schedule- ReadyRosie
Strategy 2 Details
Strategy 2: Partner with Collaborative Communities to leverage Parent Educators/ Family & Community Educators in engaging Pre-K families in the use of curriculum tools that support literacy and Kinder readiness in school and at home.
Strategy 3 Details
Strategy 3: Distribute PreK Family Newsletter, Ready Rosie subscription invitations
Strategy 4 Details
Strategy 4: Fueling Brains Parent University (FBISD Fueling Brains Academy)

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

Board Objective 1: FBISD will educate students in a culture that is safe, secure, and conducive to learning at every school.

Board Objective 2: FBISD will develop teachers and other staff that demonstrate care toward students and other team members.

Board Objective 3: FBISD will implement effective and efficient systems with resources that support progress toward fulfilling the District's Vision

Performance Objective 1: By June 2022, FBISD will improve District culture through an intentional focus on staff wellness programs and engagement opportunities and stakeholder feedback processes as evidenced by evaluation metrics including analysis of survey results.

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

1. Increase employee participation in physical fitness programs and utilization of stress management resources.
2. Increase vaccine mitigation efforts to support employee health and safety.

Expected Metrics and Milestones for each school:

1. Design and develop structures for employee engagement and pulse survey to measure employee levels of commitment, motivation, and sense of purpose. (Campus and District)

Strategy 1 Details
Strategy 1: Analyze self-reported data to determine engagement baseline for physical fitness and stress management resources.
Strategy 2 Details
Strategy 2: Review cost and utilization through claims data to determine levels of engagement in preventive care and EAP programs and services.
Strategy 3 Details
Strategy 3: Build awareness of resources that are available to address employee fitness and emotional wellbeing.
Strategy 4 Details
Strategy 4: Continue partnership with local providers to offer on-site vaccination efforts.
Strategy 5 Details
Strategy 5: Monitor employee vaccination rates.
Strategy 6 Details
Strategy 6: Track use of board resolution days for quarantine/COVID-19 positive

Strategy 7 Details

Strategy 7: Partner with third-party vendor to create, initiate, analyze, and report data results.

Strategy 8 Details

Strategy 8: Use industry benchmarks to determine baseline

Strategy 9 Details

Strategy 9: Determine organizational needs based on survey results.

Strategy 10 Details

Strategy 10: Develop structure for communicating trends and responses to stakeholder feedback.

Strategy 11 Details

Strategy 11: Implement the Leadership Acts Project to support leaders in intentionally incorporating culture building into department structures.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$49,631,861.00

Total FTEs Funded by SCE: 42.2

Brief Description of SCE Services and/or Programs

In Fort Bend ISD, State Compensatory Education (SCE) funds are used in a wide variety of ways to supplement regular education programs for students that meet one or more of the 15 eligibility criteria for being At-Risk and/or are educationally disadvantaged as defined by the TEA. FBISD offers additional accelerated instruction to each student who meets one or more criteria in order to reduce any disparity in performance on state assessment instruments or disparity in rates of high school completion. Therefore, FBISD uses SCE funds to supplement regular/basic education programs with intensive, and/or accelerated instruction, interventions (core subjects or behavioral) and additional supportive staffing specifically addressing At-Risk student needs. Needs assessments at the district level and at each campus are used to design the specific strategies used to supplement and support the most At-Risk students. FBISD uses SCE funds for additional district/campus staff for the purpose(s) of class size reduction (core subject Teachers at identified campuses), providing core content intervention/acceleration classes (Math Specialist and core content teachers at identified campuses), addressing social-environment issues (Social Workers, Behavioral Health Facilitators, PBIS Interventionists, Progressive High School Program teachers and staff, JJAEP teachers and aides, Drop Out Prevention Caseworkers at identified campuses), identifying and coordinating assessment and academic interventions (Campus Assessment Coordinators). In addition, SCE funds are allocated to each campus to be expended for tutorial transportation costs and other intervention/acceleration needs to supplement the regular instructional program based on the needs of each specific campus. The SCE campus allotment is calculated for Fund 199 using the following calculations for 2021-22: Basic Allotment per Student: HS- \$107 MS- \$101 ELC/ES- \$97 Transportation Allocation per Campus: HS- \$8,000 MS- \$5,000 ELC/ES- \$1,000 Comp Ed Allotment per Student: HS- \$21 MS- \$20 ELC/ES- \$19 The SCE rate/student is 20% of basic allotment, rounded to the dollar. The campus comp ed allotment is $\text{Comp Ed Rate} \times \text{At-Risk Headcount from 2020-21 PEIMS Fall enrollment (On-suite)} + \text{Transportation allocation as listed above}$. Additional staff required for clerical support and monitoring of compliance of At-Risk student identifications as well as coordination of summer credit recovery programs are also SCE funded. Identification and the responsibility of delivery of services of At-Risk students are initiated by campuses while district level oversight concerning related Student Information Services (SIS) coding, program implementation and general SCE fiscal compliance (including training and updates) are the direct responsibility of the State and Federal Programs department. Finally, SCE funds beyond the 55% required by state law are also used for a variety of other allowable expenses as described in TEA guidance. Finally, SCE funds are also used to support the supplemental intervention/acceleration and social emotional needs of students identified as At-Risk enrolled in certain district programs including the Progressive High School Program specifically targeting dropout prevention, the James Reese CTE Center program, and the DAEP/JJAEP Programs (elementary and secondary).