Fort Bend Independent School District

District Improvement Plan

2017-2018 Improvement Plan

Accountability Rating: Met Standard

Board Approval Date: November 13, 2017
Public Presentation Date: November 6, 2017

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 and Commitments

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

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

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

    A …through effective teachers that inspire learning.

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

    B …in a supportive climate and safe environment.

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

    C …by empowered and effective leaders throughout the system.

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

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

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

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Fort Bend ISD is Texas' eighth largest district with approximately 75,000 students and is one of the most diverse districts in the nation. FBISD currently has 78 campuses: 11 high schools, 14 middle schools, 50 elementary campuses and three unique program campuses to address the academic and vocational interests of students.

Fort Bend ISD received a 2017 District accountability rating of Met Standard, and 71 of 72 rated campuses received a Met Standard rating based on overall student achievement, progress, closing the gaps in performance of identified student groups and post-secondary readiness. Under the state's accountability system based on the STAAR test, campuses and districts receive either Met Standard or Improvement Required ratings. FBISD campuses also earned a total of 108 distinctions – 41 at the high school level, 42 at the middle school level, and 59 at the elementary school level – for high student performance compared to their 40 TEA-selected peer campuses.

**Please see the attached Comprehensive Needs Assessment addendum for more details regarding demographic and district data.

Methodology for Assessing Patterns and Trends

Annually, upon receiving the district STAAR accountability data, the Academic Affairs team analyzes the data for patterns and trends that indicate where we have need to leverage performance for growth and improvement. However, STAAR data is only one form of data utilized. The team also analyzes TELPAS, PBMAS, Advanced Placement, Dual Credit, Attendance, Graduation Rate, Dropout Rate, Special Programs data, ACT, SAT, TSI, Discipline and other assessment, accountability, enrollment, and other data to determine where we can best impact overall performance. Furthermore, we seek to narrow the number of Performance Objectives, to a meaningful number of targets which fulfill our compliance indicators and keep our efforts focused on where we can make the greatest growth. As a result of reviewing the 2016-17 data, the Academic Affairs team, Academic Advisory Council, and Executive Team have concluded there are several areas of performance that can be impacted positively by setting performance objectives which are laser focused on improving the problem areas. Following is a summary of the identified Problems and Root Causes developed as part of the Comprehensive Needs Assessment.

Problem Statements and Root Causes:

Problem Statement 1: Students are not proficient in literacy skills associated with inferencing, summarizing, text-to-text comparisons, and identification of text features including author's purpose. **Root Causes:** Students do not have consistent exposure to technical/expository texts and do not have strategies to

process the reading content effectively. Reading experiences have been in isolation by genre rather than including multiple genres within an instructional unit leading to a lack of experience with text-to-text comparisons.

Problem Statement 2: Writing performance is declining across grade levels as shown by STAAR test scores. **Root Causes:** There are limited opportunities for students to engage in the entire writing process authentically from K through 12 and across content areas. The curriculum has been limited in support for writing in English Language Arts and across all content areas.

Problem Statement 3: Students are not performing as well as expected in the area of Problem Solving using multistep problems in elementary and using multiple representations in secondary. **Root Causes:** When using representations, usually instruction is limited to a single representation of data per problem instead of students being required to analyze and choose the best method from multiple representations. Regarding multistep problems, students lack the skill to deconstruct the problem and then fully respond through all steps to completion.

Problem Statement 4: Science performance is declining across grade levels as shown by STAAR test scores specifically in the areas of Organisms and Environment at the elementary level and Scientific Process at the secondary level. **Root Causes:** Funds were available for purchasing living organisms; however, in some cases, the funds were not used to purchase and utilize the living organisms. There were limited lab opportunities provided throughout elementary grade levels and the curriculum did not have explicit labs included. Science has not been consistently taught from Kindergarten through 5th grade and did not meet the 80% to 60% labs expectations from the Science TEKS.

Problem Statement 5: Students are not proficient in analysis of primary and secondary sources and drawing inferences. **Root Causes:** Students do not have consistent exposure to multiple sources of data in order to practice inferencing and text-to-text comparisons. Students are not regularly required to analyze primary and secondary sources.

Problem Statement 6: Gaps in student performance exist on various district, state and national assessments. The district has experienced elevated risk levels on PBMAS accountability. **Root Causes:** Support for student planning and course selection has not been as accessible or informative as needed to support all learners. Course and program enrollment has not been equitable for all student populations. Disciplinary actions of ISS, OSS, DAEP, and Expulsions are not equitable among our student sub-populations.

Problem Statement 7: Special Education students did not meet the state system safeguard standard performance levels in Reading, Writing, Math, Science, and Social Studies as measured by the 2017 STAAR, EOC, and state accountability measures. ARD Committee assessment, placement, and behavior/discipline decisions have resulted in increased STAAR Alt 2 participation rates, LRE rates, and disciplinary placement decisions for students receiving special education services. Six campuses have been identified as Focus, Priority, or Improvement Required schools under the state accountability system. Disciplinary actions of ISS, OSS, DAEP, and Expulsions are not equitable among our student sub-populations. **Root Causes:** Special Education and English Language Learner students are assessed by STAAR on the same level of difficulty as other non-disabled students. Our Special Education and ELL students need strong academic supports and interventions, while receiving on grade level instruction in order to demonstrate annual growth on the state assessments. Our leaders and teachers need training in supporting all children of various backgrounds in positive behavioral actions to increase expected behavior and diminish unacceptable behavior. Our students need to be inspired and engaged and to feel ownership of their learning.

Problem Statement 8: There are coding errors in our attendance and PEIMS reporting that can impact funding and accountability. **Root Causes:** Training

has not been consistent for campus leaders regarding the Student Attendance Accounting Handbook and PEIMS Manual. Campus leaders do not consistently review and approve their weekly reports.

Problem Statement 9: Sporadic implementation of the curriculum and instructional priorities/programs leads to inequitable and inconsistent implementation of instructional practices. **Root Causes:** Lack of instructional capacity to guide core content implementation. Reliance on people to guide strong instructional practice rather than systems.

Problem Statement 10: Teachers were not regularly accessing and planning with the written curriculum, and students were not provided with opportunities to self or peer assess. **Root Causes:** The written curriculum defined what should be taught, but did not provide resources or instructional guidance to develop student ownership. Teachers were sporadically accessing the curriculum within PCG to plan instruction. The teacher was the primary source of feedback for student reflection or improvements related to learning.

Problem Statement 11: District level data did not provide information to make actionable instructional decisions to affect specific student needs and improve understanding. **Root Causes:** Standard data protocols related primarily to STAAR data resulting in a misuse of STAAR data. Assessment development has been too closely tied to explicit content knowledge rather than overarching learning priorities within grade bands based upon trends in data. There has been a lack of trust in the validity of the assessment and reliability of the data to make instructional decisions.

Problem Statement 12: Inconsistent and inequitable discipline practices have negatively impacted campus culture, student engagement, and student access to instruction. **Root Causes**: Professional Development, coaching/support, and monitoring of the implementation has not been consistent regarding PBIS.

Problem Statement 13: Students have inequitable access to wellness programs. Lack of student involvement in health and wellness related activities leads to poor choices. **Root Causes:** There is a lack of systematic student wellness programs and equitable access to wellness programs and lack of interest in current offerings.

Problem Statement 14: Inequities exist regarding student identification and student awareness for participation in advanced and enriched classes and opportunities. **Root Causes:** The causes are lack of teacher credentials to teach AP, DC, or GT; inconsistent accountability for completion of student guidance and planning activities; lack of student and parent awareness of available courses/opportunities; lack of sufficient course enrollment requests; time for guidance and planning is not prioritized; and opportunities for advanced academics and enrichment need to be more broadly marketed to parents and students.

Problem Statement 15: Grade-level standards for the attributes of the Profile of a Graduate do not exist. **Root Causes:** The Profile of a Graduate was only recently adopted by the Board in January 2017. The unique nature of the Profile calls for grade-level standards to be written since the State does not provide such standards.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: All FBISD student groups will increase or sustain literacy performance by demonstrating expected academic performance in reading on at least 9 out of 13 Expected Results Measures as reflected in district, state, and national data reports.

Evaluation Data Source(s) 1: Expected Results Measures:
1. Student DLA rubric scores improved from Fall to Spring--establish baseline performance in 2017-18
2. Analyzed universal screener data to determine patterns impacting reading readiness--establish baseline performance 2017-18
3. Increased numbers of TSI ready students
4. Increased number of students who qualify for AP Potential (on PSAT)
5. Increased number of National Merit qualifiers
6. Completed K-12 literacy plan and implementation plan
7. Increased number of students who Meet or Exceed Progress Measure on STAAR Reading
8. Increased number of Title I students who Meet or Exceed Progress Measure on STAAR Reading (ESSA goal, 3% or higher)
9. Increased number of English Language Learners, Special Education, who Meet or Exceed Progress Measure on STAAR Reading
10. Increase number of identified lab classrooms and teacher leaders to promote balanced literacy (K-2 and 3-5)
11. Increased number of Distinction Designations
12. Increased number of System Safeguards met
13. Reduced risk levels in PBMAS (i.e. 2's, 3's, 4's--at least 70% of risk levels reduced by one or more level)

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
System Safeguard Strategy **Critical Success Factors** CSF 1 1) The curriculum for identified English Language Arts courses will be written and released in phases during the 2017-2018 school year.	2, 3, 4, 9	Director of Literacy	Students' literacy skills will increase as reflected on formative and state level assessments. Title 1 Literacy Coaches will provide support for staff with professional development opportunities , modeling lessons, and PLC lesson planning. Title 1 - Interventionist will provide small group instruction to help increase individual reading levels.

System Safeguard Strategy **Critical Success Factors** CSF 1 2) The PreK-12th Literacy Plan will be created and finalized during the 2017-2018 school year for implementation during the 2018-2019 school year.	2, 3, 4	Director of Literacy	The Literacy Plan will include information on literacy instruction, assessment, professional development, intervention, and enrichment for students across grade levels along with a plan for implementation including professional learning.
Critical Success Factors CSF 2 3) Data will be collected during the 2017-2018 school year to measure student growth/improvement in reading using a district universal screener three times a year and learning assessments twice a year.		Assistant Director of Literacy	Analyzed universal screener data to establish baseline performance and to measure student growth. Establish baseline data for fall/spring learning assessments to track improvement in 2017-18 related to reading skills.
Critical Success Factors CSF 1 CSF 7 4) Professional Learning opportunities will be provided to various stakeholders to reinforce the implementation of the ELA curriculum and best practices for Balanced Literacy instruction.	4	Director of Literacy	Identified elementary teachers will participant in the Balanced Literacy cadre (5 sessions) to create lab classrooms. Each secondary campus will have representation of one ELA teacher per grade level at Team Leader trainings (3 sessions). Literacy Intervention Teachers and Literacy Instructional Coaches will participate in ongoing professional learning in Balanced Literacy implementation. Title 1 Campuses - Reading Coaches will provide support for staff with professional development opportunities , modeled lessons, and PLC lesson planning that will help teachers deliver quality lessons to students.
Critical Success Factors CSF 1 5) Identify exemplar resources for expository (non-fiction) reading across content areas.		Director of Literacy	All identified resources written into existing curriculum units related to expository text. All campuses have access to identified resources. Identified resources are tiered and included in the PK - 12 literacy plan and instructional resource list.
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 7 6) The Project Read implementation framework will be developed and finalized during the 2017-2018 school year for campus implementation during the 2018-2019 school year.		Executive Director, Special Education & Learning Support	All campuses will have a minimum of 1 teacher trained in Phonics (Elementary) or Linguistics (Secondary) component of the Project Read Literacy Intervention Program.

System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 7 7) Special Education teachers who participated in the Project Read training will receive direct job embedded coaching and support regarding the implementation of the program.		Executive Director, Special Education & Learning Support	Each teacher trained will receive 1 direct job embedded coaching experience to ensure accountability and fidelity of Project Read implementation. When implemented, students receiving special education services will increase or sustain reading performance as reflected on formative and state reports.
Critical Success Factors CSF 1 CSF 2 8) District criteria developed for early identification of students with dyslexia using universal screening data and campuses are trained in the use of the criteria		Executive Director, Special Education and Learning Support	Campuses will understand and utilize the early intervention criteria; Students are identified for dyslexia and begin receiving intervention
Critical Success Factors CSF 1 CSF 2 9) Each dyslexia initial evaluation is reviewed using a department created rubric, which outlines data needed to support dyslexia		Executive Director, Special Education and Learning Support	Identification of dyslexic students will contain consistent data outlined in the department rubric
Critical Success Factors CSF 7 10) Continue implementation of District Dyslexia Professional Learning Plan with Neuhaus Education Center for reading specialists related to dyslexia intervention		Executive Director, Special Education and Learning Support	Students identified with dyslexia will receive dyslexia intervention aligned to the Neuhaus curriculum
Critical Success Factors CSF 1 11) All prekindergarten units and center activities will integrate informational texts with materials for students to interact and connect their learning.		Supervisor of Early Childhood	Increased vocabulary scores in CLI Assessment Rapid Vocabulary Section at the End of the Year Administration compared to the Beginning of the Year Administration. Curriculum writers will integrate informational texts into applicable PreK curriculum units.
12) Collaborate to align curriculum, instruction, and assessment resources, PD, and practices to appropriately address the needs of English Learners.		Director Multilingual Programs	Curriculum - embed ELL supports, linguistic accommodations in each unit of instruction for the core content areas. Instruction - embed ELL supports for instruction into content area professional learning. Assessment - provide accommodated versions and linguistic accommodation guides and Spanish translations for all learning assessments.

PBMAS **Critical Success Factors** CSF 1 CSF 2 13) CTE teachers will receive targeted professional development on identifying, monitoring, and supporting students as reported through PBMAS data for CTE		Director of Career and Technical Education	Teachers will identify students currently enrolled in their CTE classroom that need additional support strategies to improve performance on EOC exams. Instruction - ELL and SPED support strategies will be embedded into content area professional learning; implementation in instructional delivery will be documented CTE student performance on the STARR / EOC will improve
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 14) The Special Education Department will ensure students with disabilities have access to the general curriculum, inclusive service delivery options, learning assessments and best practices to appropriately address their individual needs.		Executive Director, Special Education and Learning Support	Curriculum - embed Specially Designed Instructional (SDI) strategies and universal accommodations in each unit of instruction for the core content areas. Instruction - job embedded coaching for Co-Teach partners will result in students receiving rigorous academic instruction that will result in increased or sustained academic performance as reflected on formative and state reports. Assessment - provide accommodated versions for all learning assessments.
15) Provide training and collaborative opportunities with Curriculum and Assessment Coordinators on the PSAT/SAT Question and Content Analysis Report to strengthen alignment of the Curriculum and District Assessments with the format of the PSAT/SAT.		Director of Counseling and Postsecondary Readiness	By June 2018, determine baseline data (using Class of 2018) of TSI readiness in English based on first district-wide administration of TSI and on SAT/ACT benchmarks. By June 2018, develop program to target and support potential National Merit finalists (based on 10th grade PSAT scores). By 2018 analyze recent trends and develop action plan to increase number of students demonstrating AP Potential in English (next data report in November 2018).

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

Performance Objective 2: All FBISD student groups will increase or sustain literacy performance by demonstrating expected academic performance in writing on at least 6 out of 9 Expected Results Measures as reflected in district and state reports.

Evaluation Data Source(s) 2: Expected Results Measures:
1. Student Writing Sample/Learning Assessment scores improved from Fall to Spring--establish baseline performance in 2017-18
2. Increased numbers of students who are TSI ready
3. Increased number of students progressing at least one level on TELPAS Writing
4. Completed K-12 literacy plan and implementation
5. Increased number of students who meet or exceed passing standard on STAAR Writing
6. Increased number of identified lab classrooms and teacher leaders to promote authentic writing as part of balanced literacy
7. Increased number of Distinction Designations
8. Increased number of System Safeguards met
9. Reduced risk levels in PBMAS (i.e. 2's, 3's, 4's--at least 70% of risk levels reduced by one or more level)

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 1) The curriculum for identified English Language Arts courses will be written and released in phases during the 2017-2018 school year.		Director of Literacy	Students' literacy skills will increase as reflected on formative and state level assessments. Title 1 Literacy Coaches will provide support for staff with professional development opportunities , modeling lessons, and PLC lesson planning.
Critical Success Factors CSF 7 2) The PreK-12th Literacy Plan will be created and finalized during the 2017-2018 school year for implementation during the 2018-2019 school year.		Director of Literacy	The Literacy Plan will include information on FBISD's literacy instructional practices, assessment, professional development, intervention, and enrichment across grade levels along with a plan for implementation including professional learning.
Critical Success Factors CSF 2 3) Data will be collected during the 2017-2018 school year to measure student growth in writing using student writing samples in grades K-7.		Assistant Director of Literacy	Improvement in student writing sample scores from Fall 2017 to Spring 2018 and establish baseline performance.

Critical Success Factors CSF 7 4) Professional Learning opportunities will be provided to various stakeholders to reinforce the implementation of the ELA curriculum and best practices for Balanced Literacy instruction.	2	Director of Literacy	Identified elementary teachers will participate in the Balanced Literacy cadre (5 sessions) to establish lab classrooms. Each secondary campus will have representation of one ELA teacher per grade level at Team Leader trainings (3 sessions). Literacy Intervention Teachers and Literacy Instructional Coaches will participate in ongoing professional learning in Balanced Literacy implementation. Title 1 -Literacy Coaches will provide Balance Literacy professional development and assist with lesson planning.
Critical Success Factors CSF 1 5) Identify exemplar resources that support informative/expository writing across content areas.		Director of Literacy	Increased opportunities to respond to expository prompts will increase writing skills across content areas as reflected on local, state, and national assessments. All identified resources will be written into existing curriculum units to support expository/informative writing. (in all content areas) All campuses will have access to identified resources. Identified resources are tiered and included in the PK - 12 literacy plan and instructional resource list to support writing across the curriculum.
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 6) The Project Read implementation framework will be developed and finalized during the 2017-2018 school year for campus implementation during the 2018-2019 school year.		Executive Director, Special Education and Learning Support	All campuses will have a minimum of 1 teacher trained in the Project Read Literacy Intervention Program Written Expression component.
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 7) Special Education teachers who participated in the Project Read training will receive direct job embedded coaching and support regarding the implementation of the program.		Executive Director, Special Education and Learning Support	When implemented, students receiving special education services will increase or sustain writing performance as reflected on formative and state reports. Each teacher trained will receive 1 job embedded coaching experience to ensure accountability and fidelity of Project Read implementation.

Critical Success Factors CSF 1 8) All prekindergarten units and center activities will integrate writing with materials for students to interact and connect their learning. The teacher will model the writing process and students will engage in pre-writing/brainstorming, writing/drafting, revising, editing, and publishing/sharing in a way that Prekindergarten children understand. Journal writing daily will support the instruction of the writing process.		Supervisor of Early Childhood	CLI Early Writing Skills Checklist will indicate students can consistently demonstrate the conventions of writing and understanding that writing is a process. The End of the Year Administration scores will demonstrate an increase when compared to the Beginning of the Year Administration scores. Curriculum writers will integrate the writing process into applicable PreK curriculum units.
9) Collaborate to align curriculum, instruction, and assessment resources, PD, and practices to appropriately address the needs of English Learners.		Director Multilingual Programs	Curriculum - embed ELL supports, linguistic accommodations in each unit of instruction for the core content areas. Instruction - embed ELL supports for instruction into content area professional learning. Assessment - provide accommodated versions and linguistic accommodation guides and Spanish translations for all learning assessments.
PBMAS 10) CTE teachers will receive targeted professional development on identifying, monitoring, and supporting students as reported through PBMAS data for CTE		Director of Career and Technical Education	Teachers will identify students currently enrolled in their CTE classroom that need additional support strategies to improve performance on EOC exams. Instruction - ELL and SPED support strategies will be embedded into content area professional learning; implementation in instructional delivery will be documented CTE student performance on the STARR / EOC will improve
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 11) The Special Education Department will ensure students with disabilities have access to the general curriculum, inclusive service delivery options, learning assessments and best practices to appropriately address their individual needs.		Executive Director, Special Education and Learning Support	Curriculum - embed Specially Designed Instructional (SDI) strategies and universal accommodations in each unit of instruction for the core content areas. Instruction - job embedded coaching for Co-Teach partners will result in students receiving rigorous academic instruction that will result in increased or sustained academic performance as reflected on formative and state reports. Assessment - provide accommodated versions for all learning assessments.

12) Provide training and collaborative opportunities with Curriculum and Assessment Coordinator on the PSAT/SAT Question and Content Analysis Report to strengthen alignment of the Curriculum and District Assessments with the format of the PSAT/SAT.		Director of Counseling and Postsecondary Readiness	By June 2018, determine baseline data (using Class of 2018) of TSI readiness in English based on first district-wide administration of TSI and on SAT/ACT benchmarks. By June 2018, develop program to target and support potential National Merit finalists (based on 10th grade PSAT scores). By 2018 analyze recent trends and develop action plan to increase number of students demonstrating AP Potential in English (next data report in November 2018).

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

Performance Objective 3: All FBISD student groups will increase or sustain mathematics performance related to algebra readiness and functional relationships by demonstrating expected academic performance on at least 8 out of 12 Expected Results Measures as reflected in district, state, and national performance reports.

Evaluation Data Source(s) 3: Expected Results Measures:
1. Student DLA rubric scores improved from Fall to Spring--establish baseline performance in 2017-18
2. Analyzed universal screener data to determine patterns impacting math readiness--establish baseline performance 2017-18
3. Increased numbers of TSI ready students
4. Increased number of students who qualify for AP Potential
5. Increased number of National Merit qualifiers
6. Completed K-12 math plan and implementation
7. Increased number of students who Meet or Exceed Progress Measure on STAAR Math
8. Increased number of Title I students who Meet or Exceed Progress Measure on STAAR Math (ESSA goal, 3% or higher)
9. Increased number of identified lab classrooms and teacher leaders to promote guided math
10. Increased number of Distinction Designations
11. Increased number of System Safeguards met
12. Reduced risk levels in PBMAS (i.e. 2's, 3's, 4's--at least 70% of risk levels reduced by one or more level)

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
System Safeguard Strategy **Critical Success Factors** CSF 1 1) The curriculum for identified Math courses will be written and released in phases during the 2017-2018 school year.		Director of STEM	Students' math skills will increase as reflected on formative and state level assessments.
Critical Success Factors CSF 7 2) The PreK - 12th Math Plan will be created and finalized during the 2017-2018 school year for implementation during the 2018-2019 school year		Director of STEM	The Math Plan will provide teachers guidance and information on FBISD's math instructional practices, assessment, professional development, intervention, and enrichment across grade levels along with a plan for implementation plan including professional learning .

Critical Success Factors		Assistant Director of STEM	Analyzed universal screener data to establish baseline performance and to measure student growth.
CSF 2			
3) Data will be collected during the 2017-2018 school year to measure student growth/improvement in math using the district universal screener three times a year and learning assessments twice a year.			Establish baseline data for fall/spring learning assessments to track improvement in 2017-18 related to math skills.
Critical Success Factors	4	Director of STEM	Identified elementary teachers will participant in Guided Math cadre (5 sessions) to establish lab classrooms.
CSF 7			
4) Professional Learning opportunities will be provided to various stakeholders to reinforce the implementation of the math curriculum and best practices for math instruction.			Each secondary campus will have representation of one Math teacher per grade level at Team Leader trainings (3 sessions).
			Math Specialists and Math Instructional Coaches will participate in ongoing professional learning in Guided Math implementation and content knowledge support
			Title 1 - Math Coaches will provide on-going professional development focusing on the math TEKS.
Critical Success Factors		Director of STEM	Students' math skills will increase as reflected on local, state, and national assessments.
CSF 1			
5) Tier current instructional resources and identify resource needs for PK - 12 math.			All campuses have access to identified resources.
			Tiered resources are written into the PK - 12 math plan, curriculum units and the instructional resources list.
Critical Success Factors		Supervisor of Early Childhood	CLI Composite Math Assessment scores will indicate an increase in the number of students on target compared to the Beginning of the Year scores.
CSF 1			
6) All prekindergarten units and center activities will integrate concrete and pictorial representations to prepare students for abstract representations.			Curriculum writers will include concrete and pictorial representations in the curriculum.
Critical Success Factors		Director Multilingual Program	Curriculum - embed ELL supports, linguistic accommodations in each unit of instruction for the core content areas.
CSF 1 CSF 7			
7) Collaborate to align curriculum, instruction, and assessment resources, PD, and practices to appropriately address the needs of English Learners.			Instruction - embed ELL supports for instruction into content area professional learning.
			Assessment - provide accommodated versions and linguistic accommodation guides and Spanish translations for all learning assessments.

PBMAS **Critical Success Factors** CSF 1 CSF 2 8) CTE teachers will receive targeted professional development on identifying, monitoring, and supporting students as reported through PBMAS data for CTE		Director of Career and Technical Education	Teachers will identify students currently enrolled in their CTE classroom that need additional support strategies to improve performance on EOC exams. Instruction - ELL and SPED support strategies will be embedded into content area professional learning; implementation in instructional delivery will be documented CTE student performance on the STARR / EOC will improve
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 9) The Special Education Department will ensure students with disabilities have access to the general curriculum, inclusive service delivery options, learning assessments and best practices to appropriately address their individual needs.		Executive Director, Special Education and Learning Support	Curriculum - embed Specially Designed Instructional (SDI) strategies and universal accommodations in each unit of instruction for the core content areas. Instruction - job embedded coaching for Co-Teach partners will result in students receiving rigorous academic instruction that will result in increased or sustained academic performance as reflected on formative and state reports. Assessment - provide accommodated versions for all learning assessments.
10) Provide training and collaborative opportunities with Curriculum and Assessment Coordinator on the PSAT/SAT Question and Content Analysis Report to strengthen alignment of the Curriculum and District Assessments with the format of the PSAT/SAT.		Director of Counseling and Postsecondary Readiness	By June 2018, determine baseline data (using Class of 2018) of TSI readiness in Math based on first district-wide administration of TSI and on SAT/ACT benchmarks. By June 2018, develop program to target and support potential National Merit finalists (based on 10th grade PSAT scores). By 2018 analyze recent trends and develop action plan to increase number of students demonstrating AP Potential in Math (next data report in November 2018).

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

Performance Objective 4: All FBISD student groups will increase or sustain science performance by demonstrating expected academic performance on 5 out of 8 Expected Results Measures as reflected in district, state, and national performance reports.

    Evaluation Data Source(s) 4: Expected Results Measures:
    1. Student DLA rubric scores improved from Fall to Spring--establish baseline performance in 2017-18
    2. Increased number of students who qualify for AP Potential
    3. Increased number of students who meet or exceed the passing standard on STAAR Science
    4. Increased number of identified lab classrooms and teacher leaders to promote inquiry based science instruction
    5. Increased number of Distinction Designations
    6. Increased number of System Safeguards met
    7. Reduced risk levels in PBMAS (i.e. 2's, 3's, 4's--at least 70% of risk levels reduced by one or more level)
    8. Developed exemplar documents of a model science classroom/lab

    Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 1) The curriculum for identified science courses will be written and released in phases during the 2017-2018 school year.		Director of STEM	Students' science skills will increase as reflected on formative and state level assessments.
Critical Success Factors CSF 1 CSF 2 2) Data will be collected during the 2017-2018 school year to measure student growth in science using district learning assessments twice a year in identified elementary and secondary courses.		Assistant Director of STEM	Establish baseline data for fall/spring learning assessments to track improvement in 2017-18 related to science skills.

Critical Success Factors		Director of STEM	Identified elementary teachers will participant in Inquiry Based Science cadre at two schools to establish lab classrooms (5 sessions).
CSF 7			
			Each secondary campus will have representation of one Science teacher per grade level up to Chemistry at Team Leader trainings (3 sessions).
3) Professional Learning opportunities will be provided to various stakeholders to reinforce the implementation of the science curriculum and best practices for inquiry based science instruction.			
			Each secondary campus will have representation at Secondary Department Chair meetings (6 sessions)
			Elementary campus will have the opportunity to have representation of one 4th grade science teacher at Science Lead Teacher trainings.
			Elementary campuses have the opportunity to participate in after school professional learning for K-5 science teachers.
Critical Success Factors		Director of STEM	Students' science skills will increase as reflected on local, state, and national assessments.
CSF 1			
			All campuses have access to identified resources.
4) Tier current instructional resources and identify resource needs for PK-12 science			
			Tiered resources are written into the PK-12 curriculum units and the instructional resources list.
Critical Success Factors		Supervisor of Early Childhood	Prekindergarten students will demonstrate understanding of organisms and properties of objects as documented in observation checklists.
CSF 1			
5) Curriculum revisions of Prekindergarten Units will explicitly address science skills and embed hands on, inquiry based and experiential learning opportunities to build background knowledge.			Curriculum writers will include hands-on, inquiry based and experiential learning opportunities in applicable PreK units.
Critical Success Factors		Director Multilingual Program	Curriculum - embed ELL supports, linguistic accommodations in each unit of instruction for the core content areas.
CSF 1 CSF 7			
6) Collaboration to align curriculum, instruction, and assessment resources, PD, and practices to appropriately address the needs of English Learners			Instruction - embed ELL supports for instruction into content area professional learning.
			Assessment - provide accommodated versions and linguistic accommodation guides and Spanish translations for all learning assessments.

PBMAS **Critical Success Factors** CSF 1 CSF 2 7) CTE teachers will receive targeted professional development on identifying, monitoring, and supporting students as reported through PBMAS data for CTE		Director of Career and Technical Education	Teachers will identify students currently enrolled in their CTE classroom that need additional support strategies to improve performance on EOC exams. Instruction - ELL and SPED support strategies will be embedded into content area professional learning; implementation in instructional delivery will be documented CTE student performance on the Science EOC will improve
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 8) The Special Education Department will ensure students with disabilities have access to the general curriculum, inclusive service delivery options, learning assessments and best practices to appropriately address their individual needs.		Executive Director, Special Education and Learning Support	Curriculum - embed Specially Designed Instructional (SDI) strategies, universal accommodations and a continuum of individualized modification options in each unit of instruction for the Science content area. Instruction - job embedded coaching for Co-Teach partners will result in students receiving rigorous academic instruction that will result in increased or sustained academic performance as reflected on formative and state reports. Assessment - provide accommodated versions for all learning assessments.
9) Provide training and collaborative opportunities with Curriculum and Assessment Coordinator on the PSAT/SAT Question and Content Analysis Report to strengthen alignment of the Curriculum and District Assessments with the format of the PSAT/SAT.		Director of Counseling and Postsecondary Readiness	By 2018 analyze recent trends and develop action plan to increase number of students demonstrating AP Potential in Science (next data report in November 2018).

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

Performance Objective 5: All FBISD student groups will increase or sustain social studies performance by demonstrating expected academic performance on 4 out of 6 Expected Results Measures as reflected in district, state, and national performance reports.

Evaluation Data Source(s) 5: Expected Results Measures:
1. Student DLA rubric scores improved from Fall to Spring--establish baseline performance in 2017-18
2. Increased number of students who qualify for AP Potential
3. Increased number of students who meet or exceed passing standard on STAAR Social Studies (all sub-populations)
4. Increased number of Distinction Designations
5. Increased number of System Safeguards met
6. Reduced risk levels in PBMAS (i.e. 2's, 3's, 4's--at least 70% of risk levels reduced by one or more level)

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 1) The curriculum for identified social studies courses will be written and released in phases during the 2017-2018 school year.		Director of Literacy	Students' literacy and social studies skills will increase as reflected on formative and state level assessments.
Critical Success Factors CSF 1 CSF 2 2) Data will be collected during the 2017-2018 school year to measure student growth in social studies using district learning assessments twice a year in identified elementary and secondary courses.		Assistant Director of Literacy	Establish baseline data for fall/spring learning assessment to track improvement in 2017-18 related to social studies skills.
Critical Success Factors CSF 7 3) Professional Learning opportunities will be provided to various stakeholders to reinforce the implementation of the social studies curriculum and best practices for social studies instruction.		Director of Literacy	Each secondary campus will have representation of one Social Studies teacher at Team Leader trainings (3 sessions). Talk Read, Talk Write professional learning sessions will occur to reinforce literacy strategies in Social Studies (4 sessions).
Critical Success Factors CSF 1 4) Tier current instructional resources and identify resource needs for PK-12 social studies		Director of Literacy	Students' social studies skills will increase as reflected on local, state, and national assessments All campuses have access to identified resources. Tiered resources are written into the curriculum units and the instructional resources list.

Critical Success Factors CSF 1 CSF 7 5) Collaborate to align curriculum, instruction, and assessment resources, PD, and practices to appropriately address the needs of English Learners		Director Multilingual Program	Curriculum - embed ELL supports, linguistic accommodations in each unit of instruction for the core content areas. Instruction - embed ELL supports for instruction into content area professional learning. Assessment - provide accommodated versions and linguistic accommodation guides and Spanish translation for all learning assessments.
PBMAS **Critical Success Factors** CSF 1 CSF 2 6) CTE teachers will receive targeted professional development on identifying, monitoring, and supporting students who impact PBMAS scores in the area of CTE.		Director of Career and Technical Education	Teachers will identify students currently enrolled in their CTE classroom that need additional support strategies to improve performance on EOC exams. Instruction - ELL and SPED support strategies will be embedded into content area professional learning; implementation in instructional delivery will be documented CTE student performance on the Social Studies EOC will improve
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 7) The Special Education Department will ensure students with disabilities have access to the general curriculum, inclusive service delivery options, learning assessments and best practices to appropriately address their individual needs.		Executive Director, Special Education and Learning Support	Curriculum - embed Specially Designed Instructional (SDI) strategies, universal accommodations and a continuum of individualized modification options in each unit of instruction for the Social Studies content area. Instruction - job embedded coaching for Co-Teach partners will result in students receiving rigorous academic instruction that will result in increased or sustained academic performance as reflected on formative and state reports. Assessment - provide accommodated versions for all learning assessments.
8) Provide training and collaborative opportunities with Curriculum and Assessment Coordinator on the PSAT/SAT Question and Content Analysis Report to strengthen alignment of the Curriculum and District Assessments with the format of the PSAT/SAT.		Director of Counseling and Postsecondary Readiness	By 2018 analyze recent trends and develop action plan to increase number of students demonstrating AP Potential in Social Studies (next data report in November 2018).

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

Performance Objective 6: All FBISD student groups will receive equitable access to a safe, challenging and engaging learning environment as reflected on 6 out of 8 Expected Results Measures.

Evaluation Data Source(s) 6: Expected Results Measures:
1. Increased equitable enrollment in advanced programs (Pre-AP, AP, DC, GT) as evidenced by ratios comparable to district demographic group percentages and ratios
2. Decreased over representation in special programs (Sp.Ed.) as evidenced by ratios comparable to district demographic group percentages and ratios
3. Increased balance in discipline data (ISS, OSS, DAEP, Expulsion) as evidenced by ratios comparable to district demographic percentages and ratios
4. Diminished gaps in STAAR performance between All Students and the previous year's 2 lowest performing student groups and the Economically Disadvantaged student group
5. Increased number of System Safeguards met
6. Reduced risk levels in PBMAS (i.e. 2's, 3's, 4's--at least 70% of risk levels reduced by one or more level)
7. Increased number of 6th grade students enrolled in PreAP courses
8. Increased enrollment in AVID

Summative Evaluation 6:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 1) The FBISD written curriculum will provide tier 1, 2, and 3 instructional supports for implementation during the 2017-2018 school year.	9	Director of Literacy	The FBISD written curriculum will address the needs of students as measured by district learning assessments and state assessments. Elementary Literacy Intervention Teachers will provide Tier 2 and Tier 3 support for identified students and targeted small groups. Elementary Math Specialist will provide Tier 2 and Tier 3 support for identified students and targeted small groups. Title 1 - Reading and Math Interventionist will provide TEK targeted small group instruction.

Critical Success Factors CSF 1 CSF 5 2) Professional Learning opportunities and presentations will be provided to various stakeholders to promote pre-AP, dual credit, and AP and to strategically plan for increasing equity and access to advanced courses using data (AP Potential, PSAT, STAAR).		Director of Counseling and Postsecondary Readiness	Each secondary campus will have team of administrators, teachers, and counselors targeting and inviting students to participate in advanced courses through Team College action plans. Parent University program will promote advanced course opportunities throughout the district.
Critical Success Factors CSF 1 3) Implement AVID recruitment system to expand AVID to all middle schools and to increase enrollment on existing campuses.		Director of Counseling and Postsecondary Readiness	By June 2018, AVID will increase total enrollment by 10% at established AVID campuses. Expand AVID to active at all Middle Schools by June 2018.
PBMAS **Critical Success Factors** CSF 2 4) Initial Special Education evaluations will be reviewed using a department created rubric that ensures the data is present to support disability / eligibility determination.		Executive Director, Special Education and Learning Support	Evaluation staff will conduct Initial Evaluations that are based on data and free of bias.
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 2 CSF 4 5) The Special Education and campus administration teams will develop Coordinated Support Plans to address the disproportionate discipline rates and student local / state assessment data for students with disabilities on each campus.		Executive Director, Special Education and Learning Support	Reduced number of discipline infractions for students with disabilities resulting in increased student learning / engagement time. Data based decision making that provides targeted instruction to student with disabilities resulting in increased student achievement. Decrease over representation of specific ethnic/racial groups in ISS, OSS, DAEP, and Expulsion of students with disabilities. Each campus will develop three CSPs during the 2017-18 school year.
Critical Success Factors CSF 1 CSF 4 6) All FBISD students identified under Pregnancy Related Services will continue to receive access to educational services as required by TEA.		Executive Director, Special Education and Learning Support	Students will continue to receive equitable access to engaging and challenging instruction while receiving Pregnancy Related Services. Appropriately identify, serve and report services to the Texas Education Agency as required through PEIMS data submissions.
Critical Success Factors CSF 3 7) Develop a district and campus data report that specifically outlines campus discipline data by demographics.		Executive Director, Special Education and Learning Support, Director Learning Support Services	Reduce over representation of specific ethnic/racial groups in ISS, OSS, DEAP and Expulsion rates. Increase awareness at the campus level of over representation in discipline.

PBMAS **Critical Success Factors** CSF 1 CSF 2 8) CTE teachers will receive targeted professional development on identifying, monitoring, and supporting students as reported through PBMAS data for CTE		Director of Career and Technical Education	Teachers will identify students currently enrolled in their CTE classroom that need additional support strategies to improve performance on EOC exams. Instruction - ELL and SPED support strategies will be embedded into content area professional learning; implementation in instructional delivery will be documented CTE student performance on the STARR / EOC will improve

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

Performance Objective 7: Develop, implement, monitor and evaluate integrated intervention plans addressing areas of need as demonstrated on at least 3 out of 3 Expected Results Measures related to the Performance Based Monitoring and Assessment System (PBMAS), as well as state and federal rating systems, including Focus, Priority and Improvement Required campuses.

Evaluation Data Source(s) 7: Expected Results Measures:
1. Reduced risk levels in PBMAS (i.e. 2's, 3's, 4's--at least 70% of risk levels reduced by one or more levels)
2. All schools rated Met Standard
3. Reduced total number of Focus and Priority schools

Summative Evaluation 7:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
PBMAS **Critical Success Factors** CSF 1 CSF 7 1) Ensure on-going collaboration among relevant stakeholders within the Academic Affairs Division so that curriculum, instructional, and assessment practices appropriately address the needs of English Learners.		Director of Multilingual Programs	District curriculum, instruction, and assessment practices will appropriately address the cognitive, affective, and linguistic needs of English Learners.
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 2) The Special Education Administration Team will collaborate with campus staff to develop Coordinated Support Plans (CSPs) based on a review of current campus LRE, discipline, student assessment decisions and individual student achievement data.		Executive Director, Special Education and Learning Support, Director of Special Education	Each campus will complete three CSPs during the 2017-18 school year. District accountability ratings will be monitored and result in improved performance during the 2017-18 school year on LRE, discipline, STAAR ALT 2 participation rate and student achievement.
PBMAS **Critical Success Factors** CSF 2 3) All CCC, ARD Department Heads and Evaluation Staff will receive annual training on the state assessment decision-making processes for students with significant cognitive disabilities.		Executive Director, Special Education and Learning Support	All students participating in the STAAR Alt 2 will meet eligibility requirements.

PBMAS **Critical Success Factors** CSF 3 4) Secondary ARD Facilitators will receive annual training on Indicator 13 procedures for the district.		Executive Director, Special Education and Learning Support	All documents related to transition will meet 100% compliance with Indicator 13.
PBMAS **Critical Success Factors** CSF 3 5) All Secondary ARD Facilitators will participate in a Calibration Training through a structured audit of existing transition paperwork completed this school year to ensure compliance.		Executive Director, Special Education and Learning Support	Paperwork audits will occur every semester. All documents related to transition will meet 100% compliance with Indicator 13.
Critical Success Factors CSF 1 CSF 4 CSF 7 6) Professional Learning opportunities will be developed for general education teachers targeting Behavior, implementing Accommodations / Modifications, and Disability Awareness.		Executive Director, Special Education and Learning Support	General Education teachers will experience an increased awareness and use of evidence- based strategies to support students with disabilities in the general education environment.
System Safeguard Strategy 7) High School counselors will audit all 12th grade transcripts to ensure students with disabilities are enrolled in the correct courses needed for graduation with their cohort.		Executive Director, Special Education and Learning Support	Students in the 12th grade with low incidence disabilities will have completed all academic credits with their cohort and will be eligible for graduation or PEIMS reporting with the continuer code.
System Safeguard Strategy 8) In collaboration with College and Career Readiness, the 4 year plan for students with low-incidence disabilities will be revised to include course numbers.		Executive Director, Special Education and Learning Support	The ARD C is able to follow the correct course sequence to ensure students with low-incidence disabilities complete all academic credits with their cohort.
PBMAS **Critical Success Factors** CSF 3 CSF 5 9) Provide annual training on Child Find procedures with relevant stakeholders at the campus level.		Executive Director, Special Education and Learning Support	Increased compliance with identifying, locating, and evaluating any child (ages birth-21) with a known or suspected disability who reside within the school district boundaries to determine whether a need for special education and related services exist.
PBMAS **Critical Success Factors** CSF 3 CSF 5 10) Increase community awareness regarding Child Find by advertising in community papers, district website, postings at schools and local doctor offices.		Executive Director, Special Education and Learning Support	Increased compliance with identifying, locating, and evaluating any child (ages birth-21) with a known or suspected disability who reside within the school district boundaries to determine whether a need for special education and related services exist.

PBMAS **Critical Success Factors** CSF 3 11) Evaluation staff will receive annual training regarding evaluation time lines and district expectations for meeting evaluation and ARD time lines.		Executive Director, Special Education and Learning Support	Increased compliance in meeting evaluation time line criteria as defined with Indicator 11.
PBMAS **Critical Success Factors** CSF 3 12) Establish and support a coaching system for evaluation staff to ensure compliance with evaluation time lines.		Executive Director, Special Education and Learning Support	Increased monitoring of evaluation time lines by Special Education Administration Team. Increased professional capacity of evaluation staff to monitor and meet time lines.
PBMAS 13) Develop, utilize and monitor an Intake Checklist in conjunction with a shared data base consisting of: date of consent, evaluation due date, evaluation lock date, and Initial ARD meeting date.		Executive Director, Special Education and Learning Support	Increased compliance in meeting time line criteria as defined with Indicator 12.
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 7 14) Ensure on-going collaboration among relevant stakeholders within the Academic Affairs Division and Department of School Leadership so that specific support is provided to campuses rated IR, Focus, Priority, or PEG (i.e. support Relay pilot program, target improvement support meetings with campus leaders, participation in mentoring program, etc.).		Assistant Superintendent/DCSI (District Coordinator of School Improvement)	All campuses receive Met Standard rating. Reduce number of Focus, Priority, and PEG designated campuses.
PBMAS **Critical Success Factors** CSF 1 CSF 2 15) CTE teachers will receive targeted professional development on identifying, monitoring, and supporting students as reported through PBMAS data for CTE		Director of Career and Technical Education	Teachers will identify students currently enrolled in their CTE classroom that need additional support strategies to improve performance on EOC exams. Instruction - ELL and SPED support strategies will be embedded into content area professional learning; implementation in instructional delivery will be documented CTE student performance on the STARR / EOC will improve
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 3 CSF 6 16) Student Affairs will conduct training with campus leaders on proper coding of code of conduct violations in PEIMS, due process, communication with parents and administrative procedures.		Director of Student Affairs	Accurate PEIMS Coding for Discipline--ISS, OSS, DAEP, Expulsion Development of interventions based on accurate data reflecting behavioral needs Reduced complaints and increased equity based on due process procedures

PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 2 CSF 3 CSF 6 17) Conduct monthly audits of discipline records at the district and campus level, including a focus on written communication to parents and students, documentation for due process, correct placement paperwork and documentation of MDRs/ARDs and develop a handbook reflecting required administrative procedures		Director of Student Affairs	Implementation of early corrective actions for coding Verifiable records reflecting implementation of due process, MDRs and ARDs Completion of handbook reflecting administrative procedures
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 2 CSF 3 CSF 6 18) Designate Campus Behavior Coordinators, train them, establish roles and procedures, conducting periodic meetings.		Executive Director of Student Affairs	Designation and development of Campus Behavior Coordinators Implemented procedures and handbook Schedule of meetings and discussions Decrease in coding errors--PEIMS
PBMAS **Equity Plan Strategy** **Critical Success Factors** CSF 2 CSF 3 CSF 6 19) Develop a district discipline management plan and administrative procedures to support good communication with parents, accurate coding, equity in discipline and proper due process		Director of Student Affairs	Written expectations for handling code of conduct violations Decrease in coding errors--PEIMS Reduction in ISS, OSS, DAEP and Expulsions Closing gaps between subgroups in disciplinary actions

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

Performance Objective 8: Develop and implement systems to ensure integrity of state and federal compliance data as demonstrated on at least 3 out of 4 Expected Results Measures as it applies to financial, student, assessment, and accountability reports.

Evaluation Data Source(s) 8: Expected Results Measures:
1. Developed and implemented professional development time line for PEIMS coding
2. Decreased warnings and fatal errors on PEIMS reporting
3. Increased state funding based on PEIMS reporting of absence codes
4. Increased accuracy of accountability sub-groups (reduced number of corrections that must be submitted)

Summative Evaluation 8:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 2 CSF 3 1) Establish and support job-embedded and on-going professional learning opportunities for all relevant stakeholders to ensure the accurate documentation of English Learner data.		Director of Multilingual Programs	Written and electronic data related to English Learners will accurately reflect student status.
2) ADA clerks responsible for Prekindergarten registration engage in Professional Development with coding training embedded and practice to correct fatal errors.		Supervisor of EC	PEIMS Fatal Errors reports for prekindergarten will decrease and funding for eligible students will increase.
Critical Success Factors CSF 2 CSF 3 3) Establish and support job-embedded and on-going professional learning opportunities for all stakeholders who monitor and maintain CTE PEIMS data to ensure accurate documentation of CTE data.		Director of Career and Technical Education	Current processes and procedures will be reviewed and updated as necessary. Stakeholders from various departments will collaborate to monitor any concerns relating to CTE data. CTE administrative team will implement a two-check monitoring system every six weeks around CTE PEIMS data. PEIMS fatal reports for CTE will decrease.

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

Performance Objective 9: FBISD will expand and align teacher leadership opportunities in order to increase instructional leadership capacity on campuses as demonstrated on at least 3 out of 5 Expected Results Measures.

Evaluation Data Source(s) 9: Expected Results Measures:
1. Increased teacher/leader involvement in guided observations, PLCs, and professional learning development
2. Increased Instructional Coach "coaching" activities from 47% to at least 55% as evidenced on the Service and Support document
3. Number of completed walks and support plans--establish baseline performance in 2017-18
4. Increased number of teacher developed and led summer professional development
5. Higher degree of alignment in curriculum implementation--baseline data in 2017-18

Summative Evaluation 9:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 7 1) Establish and support teacher leadership opportunities on each campus to design and deliver professional learning aligned to district and campus instructional goals		Director Teacher Development	Professional Learning Leads will complete requirements in alignment with the job role. Technology Integration Champions will complete requirements in alignment with the job role.
Critical Success Factors CSF 3 CSF 7 2) Support and implement instructional coach program aligned to philosophy and framework at 23 FBISD campuses.	3, 4	Director Teacher Development	Title 1 Campuses Provide campus support to instructional coaches at 23 campus. Design and deliver professional learning experience for instructional coaches with a focus on best practices and content knowledge support. Increase the coaching activities from 47% to 55% as evidenced on the Service and Support document.
Critical Success Factors CSF 3 CSF 7 3) Establish and support teacher leadership opportunities to design and deliver professional learning at the district level.		Director Teacher Development	Utilize members of the Professional Learning Leadership Cadre to design and deliver professional learning at New Teacher Orientation. Utilize members of the Professional Learning Leadership Cadre to design and deliver required summer professional learning. Utilize curriculum writers to design and deliver required summer professional learning.

Critical Success Factors CSF 2 CSF 3 4) Implement Campus Support Team walk-throughs to gather data on the implementation of the curriculum.		Director Teacher Development	Analyze Campus Support Team walk-through data to measure the alignment to scope and sequence, rigor, and instructional model outlined in the curriculum.
Critical Success Factors CSF 2 CSF 7 5) Utilize Campus Support Requests and walk-through data to design professional learning and campus support.		Director Teacher Development	Analyze Campus Support Team walk-through data, Campus Support Requests, and Campus Support documentation to establish baseline performance for 2017-2018.
Critical Success Factors CSF 7 6) Instructional Coach will provide Model lessons, individual coaching, guided observations, and support plans for all new prekindergarten teachers.		Supervisor of Early Childhood	Improved TTESS scores/Curriculum alignment between Prekindergarten and Kindergarten
Critical Success Factors CSF 3 CSF 4 CSF 7 7) Utilize teacher feedback and campus support walk-through observation data to design professional learning appropriate for CTE teachers utilizing content expert teachers for delivery.		Director of Career and Technical Education	CTE teachers will provide input on needs regarding updated skills and content training through the Program Area Meetings. Walk-through data will be used to determine areas of need for content delivery as aligned to industry standards. Baseline data being collected in 2017-2018. Teachers will have the opportunity to participate in peer-led professional learning. Professional learning experiences will result in an increased alignment of content delivery across the district for the 2018-2019 school year.

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

Performance Objective 1: FBISD teachers will access and utilize the district written curriculum to plan lessons that incorporate self and peer assessment in order to develop student ownership of learning as demonstrated on at least 2 out of 3 Expected Results Measures.

Evaluation Data Source(s) 1: Expected Results Measures:
1. Increased incidents of self and peer assessment observed during instructional walkthroughs when comparing Fall to Spring--establish baseline in 2017-18
2. Higher degree of alignment in curriculum implementation--establish baseline data in 2017-18
3. Upward trend as shown by increased number of students who met or exceeded passing standard on STAAR assessments in a majority of student groups

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 1) The FBISD written curriculum will provide methods of self and peer assessment, such as rubrics, checklists, and progressions for implementation during the 2017-2018 school year.		Director of Literacy	Students will increase their ownership in learning as measured by improvement from the fall to the spring district learning assessments and writing samples.
Critical Success Factors CSF 7 2) The FBISD written curriculum will provide exemplars in technology integration and blended learning for implementation during the 2017-2018 school year.		Director of STEM	Teachers will increase their understanding of technology integration and blended learning as measured by teacher surveys and instructional walk-throughs.
Critical Success Factors CSF 1 CSF 7 3) The FBISD written curriculum will provide tier 1, 2, and 3 instructional supports for implementation during the 2017-2018 school year.	2, 9	Director of Literacy	The FBISD curriculum, instruction, and assessment practices will appropriately address the needs of all students as measured by formative and state assessments. Title 1 - Interventionist will provide Tier 2 and Tier 3 instruction to help improve the performance of at-risk students.
Critical Success Factors CSF 1 CSF 7 4) Professional Development specific to prekindergarten with sample pictorial peer and self-assessments created so students can track their own progress.		Supervisor of Early Childhood	Alignment with Kindergarten curriculum and increased number of students demonstrating academic readiness.

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

Performance Objective 2: FBISD will develop and implement Learning Assessments in all core content areas to establish baseline data and measure student growth related to priority learning progressions as demonstrated on at least 3 out of 5 Expected Results Measures.

Evaluation Data Source(s) 2: Expected Results Measures:
1. Developed and implemented district Learning Assessments in core content areas based on updated assessment philosophy
2. Developed and calibrated rubrics for district Learning Assessments and established inter-rater reliability
3. Upward trend in student performance on TEKS standards related to the selected learning progressions used on district Learning Assessments
4. Completed teacher leader professional learning sessions to support implementation
5. Use of rubrics and checklists aligned to Learning Assessment content

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 1 1) The FBISD written curriculum will provide methods of self and peer assessment, such as rubrics, checklists, and progressions for implementation during the 2017-2018 school year.		Director of Literacy	Students will increase their ownership in learning as measured by improvement from the fall to the spring district learning assessments and writing samples.
Critical Success Factors CSF 1 2) The curriculum for identified courses will be written and released in phases during the 2017-2018 school year.		Director of Literacy	When implemented, students' skills in identified courses will increase as reflected on formative assessments.
Critical Success Factors CSF 2 3) The Learning Assessments will be written and administered twice a year during the 2017-2018 school year in identified elementary and secondary content areas. These assessments target critical thinking and problem solving.		Assistant Director of STEM	The Learning Assessments will provide data to measure growth over time in identified critical skills. These assessments will impact instruction, intervention, and enrichment for students across grade levels.
Critical Success Factors CSF 2 CSF 7 4) Professional learning will be provided to various stakeholders to reinforce the implementation of Learning Assessments with fidelity.		Assistant Director STEM	Secondary Department Chairs will receive training on administration, calibration, inter-rater reliability, and instructional implications for learning assessments. Elementary Literacy Intervention Teachers, Elementary Math Specialists, and Instructional Coaches will receive training on administration, calibration, inter-rater reliability, and instructional implications for learning assessments.

Critical Success Factors CSF 1 CSF 2 5) Linguistic accommodations will be provided for all Learning Assessments to ensure that English Learners have the ability to access as well as demonstrate content knowledge.		Director of Multilingual Programs	The linguistically accommodated Learning Assessments will allow teachers to accurately assess their English Learners' content understanding. English Learners will be able to more accurately demonstrate their content understanding through these linguistically accommodated Learning Assessments.

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

Performance Objective 3: All FBISD campuses will implement a quality Tier 1 Texas Behavior Support Initiative/Positive Behavior Interventions and Support system to increase positive behavior and culture and climate among staff and students as measured on at least 3 out of 4 Expected Results Measures.

Evaluation Data Source(s) 3: Expected Results Measures:
1. Training provided to campus leaders and PBIS teams
2. Reduced numbers of ISS, OSS, DAEP placements and Expulsions
3. Improved Campus Climate Survey Results
4. Reduced risk levels in PBMAS (i.e. 2's, 3's, 4's--at least 70% of risk levels reduced by one or more level)

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 6 1) No Place for Hate, Character Education, and/or Profile of Graduate activities will be implemented on all campuses through active monitoring, showcasing, and professional development.		Director of Counseling and Postsecondary Readiness	90% of FBISD campuses to receive official No Place for Hate designation. Improved student climate survey around safety.
Critical Success Factors CSF 6 2) Professional Learning, monitoring, and support will be provided to counselors on ASCA model, suicide prevention, ethics, bullying and sexual harassment, and dating violence policy and response.		Director of Counseling and Postsecondary Readiness	All secondary counselors will facilitate mental health and suicide prevention guidance lessons. By June 2018, 100% of elementary campuses will provide the Now that You're Ten program through the Fort Bend County Sheriff's Office to 4th and/or 5th grade students to support students' healthy decision making. By June 2018, 100% of elementary counselors will support mental health awareness and response by leading suicide prevention training to staff, Talk Line training to all staff and students in grades 3-5, and providing mental health crisis response to students as needed. Counselors will follow district protocol on suicide assessments as evidenced by new reporting Form in Skyward.
PBMAS **Critical Success Factors** CSF 2 CSF 4 3) All Evaluation Staff (LSSPs) will receive annual training on the development of comprehensive Behavior Intervention Plans detailing the assistance that is provided for students to develop and exhibit adaptive, socially appropriate behaviors and to diminish patterns of behavior that interfere with the learning process.		Executive Director, Special Education and Learning Support	Individual Behavior Intervention Plans have a comprehensive set of procedures and support strategies that are selected on the basis of the individual student's needs, characteristics, and preferences according to district procedures. Students with disabilities will have a decreased number of discipline infractions as compared to 2016-17 district discipline data.

Critical Success Factors		Executive Director, Special Education and Learning Support	All TBSI team members will meet legislative training requirements.
CSF 6 4) Each campus will create a Texas Behavior Support Initiative (TBSI) team to address crisis intervention at the campus level.			
Critical Success Factors CSF 4 CSF 6 5) All campus teams will receive Tier 1 Positive Behavior Interventions and Supports (PBIS) training to campuses emphasizing school-wide systems of support that include proactive strategies for behavior		Executive Director, Special Education and Learning Support	Campus teams meet monthly to review/update campus actions plans
Critical Success Factors CSF 4 CSF 6 6) All campuses will create a campus action plan to target a specific disciplinary area.		Executive Director, Special Education and Learning Support	Campuses will reduce discipline infractions in the target area leading to a reduced ISS and OSS placements
Critical Success Factors CSF 4 CSF 6 7) Provide Restorative Discipline (RD) training to select campuses (24) related to community circles and relationship agreements.		Executive Director, Special Education and Learning Support	RD training will assist with building relationships between staff and students that foster a positive culture and climate
Critical Success Factors CSF 4 CSF 5 8) Professional Development specific to prekindergarten, focused on classroom management, behavior management techniques, and engagement of students and parents in positive behavior management skills to reinforce at home.		Supervisor of Early Childhood	A decrease in triggers and improved classroom behavior will increase time on academic content and subsequent retention of content.

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

Performance Objective 4: Fort Bend ISD will develop and implement student wellness programs to support productive and healthy lifestyles and choices among all student groups as measured on at least 5 out of 7 Expected Results Measures.

Evaluation Data Source(s) 4: Expected Results Measures:
1. Completed wellness regulations and handbook aligned to policy
2. Increased wellness program offerings for students
3. Increased student participation in wellness programs
4. Improved FitnessGram data
5. Decreased ISS, OSS, DAEP placements and Expulsions
6. Decreased incidents of drug and alcohol related discipline referrals
7. Improved results on student climate and engagement surveys

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 3 1) Wellness regulations will be created and finalized during the 2017-2018 school year for implementation during the 2018-2019 school year.		Director of Literacy	The FBISD Wellness regulations will provide guidance on nutrition education, nutrition promotion, marketing food & beverage to students, physical activity, and school based activities. The Student Health and Advisory Counsel (SHAC) will meet during the 2017-2018 school year to create the wellness regulations (6 meetings). During 2017-2018 school year, campuses to establish baseline data to begin drafting Campus Wellness Plan with objective of increasing campus wellness programs and student participation.
Critical Success Factors CSF 3 2) A Wellness Handbook will be created and finalized during the 2017-2018 school year for implementation during the 2018-2019 school year.		Director of Literacy	The FBISD Wellness Handbook will provide guidance on SHAC purpose and requirements, as well as, various campus requirements regarding wellness events, etc. The Student Health and Advisory Counsel (SHAC) will meet during the 2017-2018 school year to create the Wellness Handbook (6 meetings)
Critical Success Factors CSF 5 3) Begin initial implementation of "FBISD Speak Up" initiative to increase mental health awareness through student driven activities.		Director of Counseling and Postsecondary Readiness	Parent education on mental health issues will occur throughout the district. K12 Insight will conduct mental health focus groups with 12 secondary campuses throughout the district to help support and inform Speak Up initiative. Crisis Text Line will be added during second semester of 2017-2018 school year.

4) Collaborate with Fine Arts, CTE, CPR and ROTC staff to ensure all students enrolled in P.E. credited class participate in State-mandated FitnessGram.		Director of Literacy	By June 2018, 95% of all non-exempt students enrolled in a PE class participate in State-mandated FitnessGram testing.
5) Pilot "4th R" Health education curriculum resource for all 7th graders enrolled during Spring semester at First Colony, Fort Settlement, Missouri City, and Lake Olympia.		Director of Literacy	By June 2018, the pilot campuses will successfully complete program as evidenced by pre- and post-survey with objective of reducing at-risk behavior (substance abuse, self-harm) and violence prevention through healthy relationships and conflict resolution skills.
6) Implement MD Anderson created ASPIRE online anti-tobacco program in all FBISD Health classes (both MS and HS).		Director of Literacy	By June 2018, 95% of students enrolled in FBISD Health classes will successfully complete ASPIRE program to reduce cigarette and substance use (Pride Survey) and referrals.
7) Partner with Fort Bend County Sheriff's Department on implementation of the Consequences Unit for all 7th grade and high school Health classes and all 4th grade students with Now That Your Ten for violence prevention and healthy decision-making.		Director of Literacy Director of College and Career Readiness (Now That You're Ten)	By June 2018, all campuses will partner successfully partner with Fort Bend County Sheriff to complete the Consequences Unit to reduce drug and alcohol use (Pride Survey) and referrals.
Critical Success Factors CSF 4 CSF 6 8) All campuses will create a campus action plan to target a specific disciplinary area.		Executive Director, Special Education and Learning Support	Campuses will reduce discipline infractions in the target area leading to a reduced ISS and OSS placements
Critical Success Factors CSF 4 9) All campus teams will receive Tier 1 Positive Behavior Interventions and Supports (PBIS) training to campuses emphasizing school-wide systems of support that include proactive strategies for behavior		Executive Director, Special Education and Learning Support	Campus teams meet monthly to review/update campus actions plans
Critical Success Factors CSF 4 CSF 6 10) Provide Restorative Discipline (RD) training to select campuses (24) related to community circles and relationship agreements.		Executive Director, Special Education and Learning Support	RD training will assist with building relationships between staff and students that foster a positive culture and climate and promotes violence prevention through healthy conflict resolution.
11) No Place for Hate implemented by FBISD campuses K-12 as critical student driven initiative of three campus-wide activities focusing on bully and violence prevention, discrimination, and improving the climate and culture of their campus.		Director of Counseling and Postsecondary Readiness	By October 2017, 100% of campuses will submit initial proposals to Anti-Defamation League (ADL) for No Place for Hate By June 2018, 90% of 79 campuses in FBISD will receive official "No Place for Hate" designation by ADL.

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

Performance Objective 1: All FBISD student groups will have the opportunity to participate and earn credentials in Advanced Programs such as Career and Technical Education, Advanced Placement, Enrichment, Dual Credit or Gifted and Talented instruction, according to their needs for challenge and growth as measured on at least 4 out of 6 Expected Results Measures.

Evaluation Data Source(s) 1: Expected Results Measures:
1. Increased internal teacher professional learning opportunities to obtain or maintain GT credentials.
2. Increased opportunities for student and parent awareness of available courses/opportunities
3. Increased positive response levels on student climate and engagement survey results
4. Increased enrollment in Pre-AP, AP, DC, CTE courses
5. Increased participation in advanced and enriched learning opportunities (i.e. Spelling Bee participation, Academic Decathlon Enrollment, and Destination Imagination participation)

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 5 1) Phase One of Individual planning activities and protocols will be implemented for all students in grades 6-12.		Director of Counseling and Postsecondary Readiness	All students in grades 6-12 will be assigned grade level appropriate individual planning tasks to complete. ASCA Task Force will be convened in 2017-2018 to develop Individual Planning systems and best practices and increase use of data by counselors. Students will select courses and build four year plan in Skyward which will automatically populate coherent sequence of courses leading to earning endorsements and industry certifications. Parent University sessions will occur throughout the district to promote systems and resources for student planning in FBISD. Students, staff, and parents will gain information about higher education admissions and financial aid opportunities, TEXAS grant program, Teach for Texas grant programs, the need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid.

Critical Success Factors		Director of Counseling and Postsecondary Readiness	Increase 2018-2019 enrollment in AP courses by 5%.
CSF 1 2) Professional Learning opportunities and presentations will be provided to various stakeholders to promote dual credit and AP and to strategically plan for increasing equity and access to advanced courses using data (AP Potential, PSAT, STAAR).			Increase percentage of students enrolled in AP courses that take the AP exam by 5%. By June 2018, increase dual credit enrollment by 10%.
Critical Success Factors CSF 2 CSF 7 3) Professional Learning will be provided for teachers to gain input on industry certification administration and report dates and to ensure teachers have a clear understanding of how to report results.		Director of CTE	By November 2017, the process for reporting certifications will be clearly communicated to all CTE teachers who teach a course aligned with an industry certification. A clear time line of certification administration and report dates will be defined and communicated by Dec. 2017. By June 2018 100% of the teachers who teach a CTE course aligned with an industry certification will follow district processes for reporting industry certification attempts.
Critical Success Factors CSF 1 CSF 2 4) Industry certification vouchers will be purchased and distributed to all students enrolled in a CTE course that aligns to a certification test as defined by district alignment document.		Director of CTE	Budget process for purchasing certification vouchers will be carried out by Jan. 2018. Industry certification exams will be administered between October 2017 and June 2018 increasing certification attempts among eligible students in aligned CTE courses by 15%.
Critical Success Factors CSF 7 5) CTE curriculum and teacher professional learning will ensure that teachers are addressing skills needed to increase success rates among students on industry certifications in aligned CTE courses.		Director of CTE	By Nov. 2017, Professional Learning will be provided for teachers who teach CTE courses aligned to an industry certification to ensure they have appropriate knowledge to deliver content covered on industry certifications. Industry certification exams will be administered in CTE aligned courses between October 2017 and June 2018 resulting in an increase of attainment among eligible students in aligned CTE courses by 15%.
Equity Plan Strategy **Critical Success Factors** CSF 2 CSF 5 6) A GT Task Force and Parent Advisory Committee will be created to evaluate, research best practices, and inform the Department of Enriched Learning Opportunities for possible modifications to the FBISD GT Program.		Director of Enriched Learning Opportunities	By January 2018, the GT Task Force will provide suggested changes to the Director of Enriched Learning Opportunities. Instructional Council and E-Team will evaluate possibility of implementation. By June 2019, GT Task Force will outline a professional development plan to improve internal processes for FBISD teachers to secure and renew GT credentials. By June 2018, 100% of GT professional development tracking and reporting will accessible to campus faculty and staff using an automated system, correlated to PeopleSoft data.

7) An Enrichment Opportunity Handbook will be published to provide campuses with guidelines, expectations, and support. An Academic Enrichment Recognition Ceremony is planned to highlight student successes, increase campus awareness, and build a community among various enrichment programs to increase student participation.		Director of Enriched Learning Opportunities	By June 2018, a summative report of campus enrichment opportunity participation will be complete to use as a baseline measure for improvement of implementation of enrichment opportunities. Increase 2017-2018 percentage of campus participation in Destination Imagination by 10%.

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

Performance Objective 1: As part of the vision that all FBISD students will graduate exhibiting the attributes of the Profile of a Graduate, FBISD will develop a strategic plan with actionable steps toward accomplishing this vision as demonstrated on 3 out of 3 Expected Results Measures.

Evaluation Data Source(s) 1: Expected Results Measures:
1. Developed measurable student expectations associated with the attributes at each grade level
2. Developed rubric to measure progress toward attaining the attributes
3. Developed plan for implementation of the grade-level student expectations in 2018-19 using feedback from students, parents, district and campus leaders and Board of Trustees

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact
Critical Success Factors CSF 3 CSF 5 1) Assemble Profile of a Graduate Task Force consisting of very diverse stakeholders to develop implementation plan for 2018-2019 and beyond.		Director of Enriched Learning Opportunities Director of Counseling and Postsecondary Readiness	Task Force will develop measurable student expectations associated with the attributes at each grade level. Rubric will be developed to measure progress toward attaining Profile of a Graduate attributes. Task Force consisting of students, parents, campus and district leaders will develop implementation plan for 2018-19
Critical Success Factors CSF 6 2) By August 1, 2018, the GT Task Force will identify the grade-level standards for each attribute of the Profile of a Graduate , embedding 2 of the 7 attributes within the district core curriculum k-12.		Director of Enriched Learning Opportunities	Two of the 7 critical attributes in the Profile of a Graduate will have grade-level standards created and embedded within the core curriculum k-12 prior to August 1, 2018.
Critical Success Factors CSF 6 3) Connect social development strategies in the Texas Prekindergarten Guidelines to the Profile of a Graduate Framework.		Supervisor of Early Childhood	Awareness of Profile of A Graduate framework.
4) Incorporate current campus strategies to support a College Going Culture.		Supervisor of Early Childhood	Climate and culture anchored with character development embedded in curriculum content.
5) Create Senior Buddy initiative to pair prekindergarten students with a High School Senior from their feeder pattern to foster leadership and citizenship development.		Supervisor of Early Childhood	PK student and parent awareness of school and positive character traits.

Addendums

District
Needs
Assessment

2017-2018

Mission
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.

Fort Bend Independent School District

Table of Contents

Purpose of the Needs Assessment

Learning from our practices is a key component of a district needs assessment. Two aspects of the district needs assessment include: reflection on accomplishments and reflection on needs. A needs assessment provides the opportunity to examine educational outcomes of students and reflect upon the alignment of district support and services. In turn, this examination leads to the establishment of performance objectives and the development of strategies and activities aligned with these objectives. This examination promotes continuous monitoring of district actions. In the end, a needs assessment can aid a district in using its resources of time, people, finances, and technology more efficiently and effectively.

The needs assessment provides a framework which: provides districts and schools with a clear view of their strengths, areas for improvement, challenges, and successes; enables a systematic review of practices, processes, and systems within a school district; assists district and school leadership in determining needs, examining their nature and causes, and setting priorities for future action; guides the development of a meaningful district or school plan and suggest benchmarks for evaluation; and most importantly, it is a cornerstone of continuous improvement, ensuring the best possible outcomes for all students.

Texas Education Code – Section 11.252. District-Level Planning and Decision-Making

The district improvement plan must include provisions for a comprehensive needs assessment addressing district student performance on the academic excellence indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter 29.

District Profile

Fort Bend ISD is Texas' eighth largest district with approximately 75,000 students and is one of the most diverse districts in the nation. FBISD currently has 78 campuses: 11 high schools, 14 middle schools, 50 elementary campuses and three unique program campuses to address the academic and vocational interests of students.

Ethnic Distribution

- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
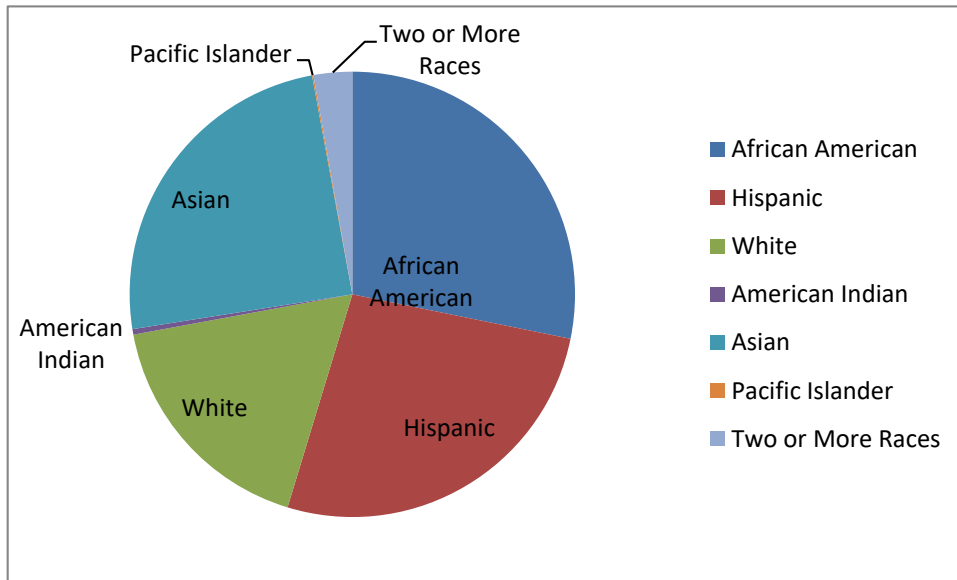
Source: 2015-2016 TAPR Report

Student Statistics

At-Risk	45.0%
Bilingual / English as a Second Language	15.4%
Career & Technical Education	22.8%
Economically Disadvantaged	33.7%
English Language Learners	16.4%
Gifted & Talented Education	7.1%
Special Education	6.3%
Annual Dropout Rate (Gr. 9-12, 2013-14)	0.9%
Attendance Rate (2013-14)	96.9%
Graduation Rate (Class of 2014)	94.3%

Fort Bend ISD 2017 Accountability Summary

Fort Bend ISD received a 2017 District accountability rating of Met Standard, and 71 of 72 rated campuses received a Met Standard rating based on overall student achievement, progress, closing the gaps in performance of identified student groups and post-secondary readiness. Under the state's accountability system based on the STAAR test, campuses and districts receive either Met Standard or Improvement Required ratings. FBISD campuses also earned a total of 108 distinctions – 41 at the high school level, 42 at the middle school level, and 59 at the elementary school level – for high student performance compared to their 40 TEA-selected peer campuses..

Fort Bend ISD Accountability Rating	
Met Standard	
Met Standards on:	Did Not Meet Standards On:
Student Achievement Student Progress Closing Performance Gaps Postsecondary Readiness	None

Performance Indexes

Four performance indexes include a broad set of measures that provide a comprehensive evaluation of Fort Bend ISD. The bar represents FBISD's performance on each index, in comparison to the standard, which is marked by a green line.

2017 Fort Bend ISD Accountability Summary

Index 1 Student Achievement (Target Score = 60) **83**	Index 2 Student Progress (Target Score = 22) **44**	Index 3 Closing Performance Gaps (Target Score = 28) **45**	Index 4 Postsecondary Readiness (Target Score = 60) **81**
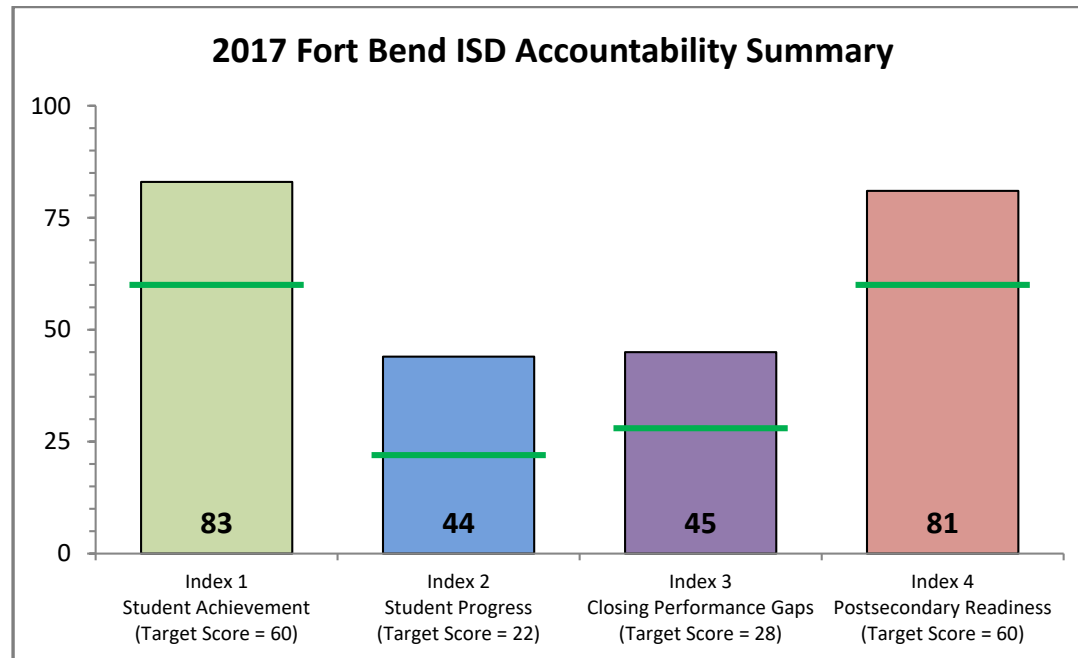
Distinction Designations are awarded to campuses based on the performance of each campus compared to a group of 40 demographically similar campuses from across the state on a variety of indicators. If a campus ranks in the top 10 of its group on enough indicators, it earns a Distinction.

2017 Fort Bend ISD Distinction Designations

HIGH SCHOOLS

	Top 25 Percent: Student Progress	Top 25 Percent: Closing Performance Gaps	Academic Achievement in English Language Arts/Reading	Academic Achievement in Mathematics	Academic Achievement in Science	Academic Achievement in Social Studies	Post-Secondary Readiness
Austin	★	★	★	★	★	★	★
Bush	★	★	?	★	★	?	★
Clements	★	★	★	★	★	★	★
Dulles	?	?	★	★	★	★	★
Elkins	★	?	★	★	?	★	?
Hightower	?	?	?	?	★	★	?
Kempner	★	★	★	★	★	★	★
Marshall	?	?	?	?	?	?	?
Ridge Point	?	?	?	?	?	?	?
Travis	?	★	?	?	★	?	?
Willowridge	★	?	?	?	?	★	?

MIDDLE SCHOOLS

	Top 25 Percent: Student Progress	Top 25 Percent: Closing Performance Gaps	Academic Achievement in English Language Arts/Reading	Academic Achievement in Mathematics	Academic Achievement in Science	Academic Achievement in Social Studies	Post-Secondary Readiness
Baines	?	?	?	?	?	?	?
Bowie	★	★	?	?	?	?	?
Crockett	?	★	?	?	★	★	★
Dulles	?	★	?	★	?	?	★
First Colony	?	?	?	?	?	★	?
Fort Settlement	★	★	★	★	★	★	★
Garcia	★	★	★	★	★	★	★
Hodges Bend	?	★	★	?	?	?	?
Lake Olympia	?	?	?	?	?	?	?
McAuliffe	?	?	?	?	?	?	?
Missouri City	?	?	?	?	?	?	?
Quail Valley	★	?	★	★	★	★	?
Sartartia	★	?	★	★	?	★	★
Sugar Land	★	★	★	★	★	?	★

Source: Texas Education Agency 2017 Accountability Reports

2017 Fort Bend ISD Distinction Designations   (cont.)

ELEMENTARY

	Top 25 Percent: Student Progress	Top 25 Percent: Closing Performance Gaps	Academic Achievement in English Language Arts/Reading	Academic Achievement in Mathematics	Academic Achievement in Science	Post-Secondary Readiness
Armstrong					★	
Austin Parkway						
Barrington Place		★	★	★		
Blue Ridge						
Brazos Bend	★		★	★	★	★
Briargate						
Burton						
Colony Bend	★	★				
Colony Meadows	★	★	★	★		★
Commonwealth	★	★	★	★	★	★
Cornerstone	★	★	★	★	★	★
Drabek				★		
Dulles						
Fleming						
Glover						
Goodman						
Heritage Rose	★				★	
Highlands		★		★		
Holley	★	★	★	★		★
Hunters Glen						
Jones						
Jordan		★				
Lakeview	★	★			★	

ELEMENTARY cont.

	Top 25 Percent: Student Progress	Top 25 Percent: Closing Performance Gaps	Academic Achievement in English Language Arts/Reading	Academic Achievement in Mathematics	Academic Achievement in Science	Post-Secondary Readiness
Lantern Lane						
Lexington Creek						
Madden					★	
Meadows			★			
Mission Bend					★	
Mission Glen						
Mission West	★					
Oakland						
Oyster Creek					★	★
Palmer						
Parks						
Pecan Grove						
Quail Valley	★					
Ridgegate						
Scanlan Oaks						
Schiff						
Seguin						
Settlers Way			★			
Sienna Crossing			★	★		★
Sugar Mill		★			★	
Sullivan						★
Townewest						
Walker Station		★		★		★

Source: Texas Education Agency 2017 Accountability Reports

System Safeguards

The disaggregated performance results of the state accountability system serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or one student group is not masked in the performance index. The disaggregated performance measures and safeguard targets are calculated for performance rates, participation rates, and graduation rates of eleven student groups: All Students, Seven Racial/Ethnic groups: African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races; Economically Disadvantaged, Students with Disabilities, and English language learners (ELLs). Additionally, the district is measured on federal limits on alternative assessment rates.

System Safeguards
Fort Bend ISD Indicators Met

Performance Rates	46 out of 52	=	88%
Participation Rates	22 out of 22	=	100%
Graduation Rates	7 out of 9	=	78%
Alternative Assessment Rate	1 out of 1	=	100%
Total	**76 out of 84**	**=**	**90%**

Fort Bend ISD 2017 Student Performance

State of Texas Assessments of Academic Readiness (STAAR) is tested in the core subject areas–reading, writing, mathematics, science, and social studies. The number of tests taken each year varies depending on the student's grade level. In 2017, the state replaced the phase-in approach to the passing standard with an assessment that has 3 cutpoints and 4 possible performance categories.

STAAR Performance Level Descriptors:

Did Not Meet Grade Level
> Performance at this level indicates that students are **unlikely to succeed** in the next grade or course **without significant, ongoing academic intervention.**

Approaches Grade Level
> Performance at this level indicates that students are likely to **succeed** in the next grade or course **with targeted academic intervention**.

Meets Grade Level
> Performance in this category indicates that students have a **high likelihood of success** in the next grade or course but **may still need some short-term, targeted academic intervention.**

Masters Grade Level
> Performance at this level indicates that students are **expected to succeed** in the next grade or course **with little or no academic intervention.**

2017 Fort Bend ISD STAAR & End-of-Course Performance, Overall

% at 2016-2017 Approaches Grade Level Standard or above

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Econ. Disad.	English Language Learners
All Subjects	83%	74%	75%	91%	81%	95%	90%	88%	43%	71%	62%
Reading	80%	71%	71%	91%	77%	93%	87%	87%	38%	68%	56%
Mathematics	85%	76%	79%	93%	88%	97%	93%	90%	46%	75%	74%
Writing	75%	65%	63%	84%	58%	93%	100%	82%	36%	60%	51%
Science	85%	76%	78%	94%	88%	95%	79%	90%	48%	74%	58%
Social Studies	86%	78%	80%	94%	84%	96%	100%	90%	48%	76%	56%

Source: Texas Education Agency 2017 Accountability Reports

2017 Fort Bend ISD STAAR Performance, Grades 3-8

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Econ. Disad.	English Language Learners
Math (3-8)	3	% at Approaches Grade Level or above	82%	70%	74%	89%	88%	95%	92%	85%	49%	70%	79%
		% at Masters Grade Level	36%	20%	22%	45%	29%	60%	42%	41%	10%	20%	28%
	4	% at Approaches Grade Level or above	81%	68%	74%	90%	74%	96%	*	86%	50%	69%	74%
		% at Masters Grade Level	37%	17%	24%	50%	21%	63%	*	50%	14%	19%	22%
	5	% at Approaches Grade Level or above	87%	77%	82%	94%	95%	97%	86%	92%	53%	76%	80%
		% at Masters Grade Level	38%	18%	22%	50%	25%	65%	43%	45%	11%	18%	16%
	6	% at Approaches Grade Level or above	85%	77%	77%	95%	83%	97%	*	91%	44%	74%	67%
		% at Masters Grade Level	35%	16%	18%	49%	28%	67%	*	36%	10%	15%	10%
	7	% at Approaches Grade Level or above	83%	73%	74%	91%	82%	97%	*	91%	40%	71%	57%
		% at Masters Grade Level	35%	16%	18%	42%	18%	69%	*	43%	9%	16%	9%
	8	% at Approaches Grade Level or above	80%	70%	75%	92%	92%	94%	*	86%	38%	70%	57%
		% at Masters Grade Level	16%	4%	8%	21%	8%	43%	*	21%	8%	6%	6%
Reading (3-8)	3	% at Approaches Grade Level or above	79%	70%	68%	89%	71%	91%	92%	86%	46%	65%	70%
		% at Masters Grade Level	40%	26%	26%	51%	21%	59%	25%	44%	8%	22%	26%
	4	% at Approaches Grade Level or above	77%	66%	68%	86%	53%	91%	*	83%	44%	63%	60%
		% at Masters Grade Level	34%	19%	22%	47%	21%	53%	*	42%	11%	17%	13%
	5	% at Approaches Grade Level or above	79%	70%	69%	90%	90%	91%	71%	89%	43%	65%	57%
		% at Masters Grade Level	36%	22%	22%	49%	15%	53%	14%	46%	8%	18%	11%
	6	% at Approaches Grade Level or above	78%	67%	67%	90%	72%	92%	*	84%	35%	63%	45%
		% at Masters Grade Level	28%	16%	14%	37%	11%	50%	*	39%	6%	12%	5%
	7	% at Approaches Grade Level or above	82%	73%	72%	91%	91%	94%	*	87%	38%	68%	44%
		% at Masters Grade Level	34%	19%	19%	44%	18%	58%	*	46%	5%	17%	5%
	8	% at Approaches Grade Level or above	86%	79%	78%	94%	84%	95%	*	89%	40%	74%	44%
		% at Masters Grade Level	35%	22%	22%	48%	37%	53%	17%	46%	8%	17%	2%

2017 Fort Bend ISD STAAR Performance, Grades 3-8 cont.

			All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Econ. Disad.	English Language Learners
Science	5	% at Approaches Grade Level or above	77%	65%	66%	89%	95%	92%	57%	85%	44%	62%	55%
(5&8)		% at Masters Grade Level	24%	11%	15%	33%	15%	40%	29%	33%	10%	11%	7%
	8	% at Approaches Grade Level or above	85%	74%	77%	94%	79%	96%	*	90%	40%	72%	52%
		% at Masters Grade Level	31%	14%	17%	41%	32%	54%	17%	38%	6%	14%	6%
Social Studies	8	% at Approaches Grade Level or above	76%	61%	65%	90%	68%	94%	*	85%	36%	59%	37%
(8)		% at Masters Grade Level	33%	17%	19%	44%	37%	55%	33%	38%	8%	15%	4%
Writing	4	% at Approaches Grade Level or above	71%	60%	59%	79%	53%	89%	*	78%	37%	56%	55%
(4&7)		% at Masters Grade Level	16%	7%	7%	21%	11%	31%	*	17%	7%	5%	5%
	7	% at Approaches Grade Level or above	78%	69%	66%	87%	64%	95%	*	87%	34%	63%	38%
		% at Masters Grade Level	21%	9%	9%	23%	18%	44%	*	25%	4%	8%	3%

Source: Spring 2017 ETS 3-8 and 5&8 data files and PEARSON STAAR-Alt data files. Accountability subset. First test administration.
'*' indicates results are masked to protect student confidentiality

2017 Fort Bend ISD STAAR Performance, by Gender, Grades 3-8

	Grade	Female		Male	
		% at Approaches Grade Level or above	% at Masters Grade Level	% at Approaches Grade Level or above	% at Masters Grade Level
Math	3	81%	35%	82%	38%
	4	81%	37%	81%	38%
	5	89%	36%	85%	38%
	6	86%	36%	85%	35%
	7	85%	37%	81%	34%
	8	82%	17%	79%	15%
	District	84%	34%	82%	34%
Reading	3	82%	43%	76%	37%
	4	80%	37%	74%	31%
	5	81%	39%	77%	33%
	6	82%	31%	74%	26%
	7	85%	38%	79%	31%
	8	89%	40%	83%	31%
	District	83%	38%	77%	31%
Science	5	76%	23%	78%	25%
	8	85%	31%	84%	30%
	District	81%	27%	81%	28%
Social Studies	8	76%	33%	76%	33%
	District	76%	33%	76%	33%
Writing	4	76%	18%	67%	14%
	7	84%	25%	73%	16%
	District	80%	22%	70%	15%

Source: Spring 2017 ETS 3-8 and 5&8 data files and PEARSON STAAR-Alt data files. Accountability subset. First test administration.
        '*' indicates results are masked to protect student confidentiality.

2017 Fort Bend ISD STAAR - End of Course (EOC) Performance

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Econ. Disad.	English Language Learners
Algebra I											
% at Approaches Grade Level or above	94%	91%	90%	97%	88%	98%	*	96%	60%	89%	74%
% at Masters Grade Level	48%	29%	29%	58%	56%	78%	71%	57%	13%	28%	19%
Biology											
% at Approaches Grade Level or above	94%	91%	90%	98%	91%	98%	83%	96%	69%	89%	69%
% at Masters Grade Level	36%	19%	23%	47%	18%	57%	50%	47%	9%	20%	8%
English I											
% at Approaches Grade Level or above	82%	75%	73%	91%	67%	92%	67%	90%	39%	69%	32%
% at Masters Grade Level	20%	7%	9%	28%	*	39%	*	26%	5%	8%	1%
English II											
% at Approaches Grade Level or above	80%	72%	73%	90%	67%	92%	*	85%	34%	68%	28%
% at Masters Grade Level	15%	5%	8%	19%	13%	29%	*	15%	5%	6%	1%
U.S. History											
% at Approaches Grade Level or above	96%	95%	94%	98%	*	98%	*	98%	67%	93%	80%
% at Masters Grade Level	53%	37%	40%	70%	39%	72%	*	66%	15%	35%	13%

Source: Spring 2017 ETS EOC data files and PEARSON STAAR-Alt data files. Accountability subset. First test administration.
'*' indicates results are masked to protect student confidentiality

2017 Fort Bend ISD STAAR - End of Course (EOC) Performance, by Gender

	Female		Male	
	% at Approaches Grade Level or above	% at Masters Grade Level	% at Approaches Grade Level or above	% at Masters Grade Level
Algebra I	96%	50%	92%	46%
Biology	95%	36%	93%	36%
English I	86%	24%	78%	16%
English II	85%	17%	76%	12%
U.S. History	96%	50%	96%	56%

Source: Spring 2017 ETS EOC data files and PEARSON STAAR-Alt data files. Accountability subset. First test administration.
'*' indicates results are masked to protect student confidentiality

2016 Fort Bend ISD SAT/ACT Summary

	State	Region IV	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Education	Econ. Disad.	English Language Learners
SAT/ACT Results													
Tested													
Class of 2015	68.3%	72.1%	79.1%	75.7%	59.8%	85.8%	82.4%	94.0%	85.7%	82.7%	n/a	67.5%	n/a
Class of 2014	66.3%	70.3%	78.4%	75.9%	58.1%	85.1%	33.3%	93.7%	*	81.2%	n/a	66.8%	n/a
At/Above Criterion													
Class of 2015	24.3%	25.0%	37.2%	13.0%	20.4%	53.5%	21.4%	57.8%	33.3%	41.9%	n/a	16.9%	n/a
Class of 2014	25.1%	26.1%	38.0%	13.7%	21.8%	52.7%	0.0%	59.0%	*	50.5%	n/a	14.8%	n/a
Average SAT Score													
Class of 2015	1394	1386	1517	1318	1395	1616	1520	1683	1573	1593	n/a	1337	n/a
Class of 2014	1417	1405	1528	1322	1411	1631	1324	1699	*	1608	n/a	1335	n/a
Average ACT Score All Subjects													
Class of 2015	20.6	21.5	22.3	18	20.1	24.6	18.5	26	*	23.2	n/a	18.9	n/a
Class of 2014	20.6	21.3	22.1	18.2	20.2	24.6	-	25.9	*	22.5	n/a	18.3	n/a

'?' indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' indicates results are masked due to small numbers to protect student confidentiality.

Source: 2015-2016 TAPR Report

A Fort Bend ISD Graduate has a rigorous academic foundation, strong character, and is…

…equipped with skills for life.

Fort Bend ISD graduates exhibit grit and determination in all aspects of life; respect self and others; engage in healthy life choices; are literate and articulate; proficient with technology; and meaningfully and practically apply knowledge in productive ways.

…a servant leader.

Fort Bend ISD graduates demonstrate confidence while maintaining a humble and kind demeanor; prioritizing the needs of others while accepting responsibility for themselves and are accountable for their own actions; are optimistic; and strive to bring out the best in others.

…an effective communicator.

Fort Bend ISD graduates communicate clearly both orally and in writing; respectfully and actively listen to others; appropriately engage in courageous conversations; and appropriately adapt their communication style to the audience.

…a critical thinker.

Fort Bend ISD graduates are visionary and solutions-oriented problem solvers; are inquisitive and innovative; and have the courage to actively challenge conventional methods in order to improve themselves and the world around them.

…a compassionate citizen.

Fort Bend ISD graduates are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; actively engage in improving our diverse community; exercise their right to vote; and are dependable, respectful, trustworthy, and self-disciplined.

…a collaborative team member.

Fort Bend ISD graduates work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team; and positively facilitate and contribute to teamwork.

…a life-long learner.

Fort Bend ISD graduates approach life with wonder and curiosity; seek opportunities to be creative; possess a thirst for knowledge and the ability to adapt to change; and are academically prepared to pursue and attain futures beyond what they can imagine!

DEFINITION

"Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and

2. Interferes with a student's education or substantially disrupts the operation of a school.

POLICY

The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;

4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8.   Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING   The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

	Note:	This policy addresses bullying and cyberbullying of District students. For provisions regarding discrimination of District students on the basis of race, religion, gender, national origin, disability, or any other basis prohibited by law, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Philosophy

The Board believes student success is best achieved in a supportive climate and safe environment. Therefore, the District shall provide a learning environment in which all students in the school community are treated with dignity and respect. In alignment with providing a safe learning environment, proactive prevention of bullying, communication, and training for staff and students shall be a priority.

Bullying Prohibited

Bullying, cyberbullying, and retaliation, as defined by this policy, are prohibited.

Retaliation

Retaliation against anyone, including a targeted student or witness who in good faith makes a report of bullying or cyberbullying or provides information concerning an incident or participates in an investigation, is a violation of District policy and is prohibited.

Definitions

Bullying

Bullying is when one or more students engages in behavior directed toward another student that exploits an imbalance of power through written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; or

3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

4. Infringes upon the rights of the targeted student at school.

Cyberbullying

Cyberbullying means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, computer, camera, electronic mail, instant messaging, text messaging, social media application, Internet website, or any other Internet-based communication tool.

Retaliation	Retaliation occurs when an aggressor harasses, intimidates, or further bullies a student who has, in good faith, made a report of bullying or cyberbullying, served as a witness, or participated in an investigation. Retaliation may include, but is not limited to, threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions.

School community includes all students, school employees, administrators, parents, volunteers, and visitors.

Aggressor is a person of the school community who engages in the bullying, cyberbullying, or retaliation of a student.

Targeted student is a person who has experienced bullying, cyberbullying, or retaliation.

Scope

This policy applies to:

1. Bullying that occurs on or is delivered on school property or the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; or

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Reporting

To obtain assistance and intervention, any student who has experienced bullying or cyberbullying, or believes that another student has experienced bullying, should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee.

Anyone who observes, overhears, or otherwise witnesses bullying, cyberbullying, or retaliation shall report the prohibited conduct as soon as possible after the alleged act or knowledge of the alleged act. A failure to timely report may impair the District's ability to investigate and address the prohibited conduct.

Any District employee who observes, overhears, suspects, or receives notice of bullying, cyberbullying, or retaliation shall immediately notify the principal or designee and take appropriate action to stop the bullying, cyberbullying, or intimidation and to prevent its reoccurrence.

A report may be made verbally, in writing, or anonymously. The principal or designee shall reduce any oral reports to written form. Anyone may anonymously report through a telephone hotline, electronic message system, or other available means. The Title IX coordinator shall reduce the anonymous report to written form and provide to the principal or designee.

False Report

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying, cyberbullying, or retaliation shall be subject to appropriate disciplinary action.

Notice to Parents

The principal or designee shall make reasonable attempts to notify the parent or guardian of the targeted student and the alleged aggressor as soon as possible, but in no event more than three days after the incident is reported. The principal or designee shall notify the parent or guardian of the alleged aggressor within five business days after the date the incident is reported.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

The school counselor shall serve as an impartial, non-reporting resource for interpersonal conflicts and discord involving two or more students.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within five District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred and, if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

District Action

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary or corrective action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Discipline

A targeted student who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Counseling

The principal or designee shall notify the targeted student, aggressor, and any students who witnessed the bullying of available counseling options.

Corrective Action

Corrective action may include, but is not limited to:

1. A training program for the individuals involved in the complaint;

2. A comprehensive education program for the school community;

3. Follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred;

4. Involving parents and students in efforts to identify problems and improve the school climate;

5. Increasing staff monitoring of areas where bullying has occurred; and

6. Reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to policy FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the person submitting the report, targeted student, persons against whom a report is filed, aggressor, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL).

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and the accompanying administrative regulations shall be available on the District's website. Information related to the policy and administrative regulations shall be provided annually in the Student/Parent and Employee Handbooks.