

Fort Bend Independent School District
Bush High School
2024-2025 Goals/Performance Objectives/Strategies



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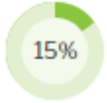


Goals




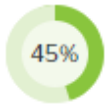
Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students







Performance Objective 1: By June 2025, GBHS will improve students' math, reading, and writing skills to ensure all students are meeting student mastery through Professional Learning Communities and targeted teacher development, resulting in an increase in student STAAR performance.

- Indicators of Success:** STAAR scores indicators of success:
- Increase student mastery to 75% for English I, English II and Algebra I scores.
 - Increase CCMR readiness
 - Increase in AP scores (3,4, and 5's)
 - Growth indicated by MAP assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: GBHS will tailor professional development opportunities, with a focus on teacher-led initiatives, by considering teacher input, CST data, and campus walkthroughs. These opportunities will empower teachers to design more rigorous lessons, enhance student engagement, employ higher-level questioning techniques, deliver differentiated learning experiences, implement robust academic support, and establish effective Tier One instruction and feedback protocols.</p> <p>Strategy's Expected Result/Impact: By May 2024, there will a 5% increase in students demonstrating growth in English I and II,</p> <p>Algebra I will increase meets by 4%, Mastery by 2% for first-time testers and 5% increase for re-testers.</p> <p>Staff Responsible for Monitoring: Dean of Instruction Administrators CAC CCMRA</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details		Reviews			
Strategy 2: GBHS will offer students and parents chances to participate in college and career fairs, events, and engage with guest speakers to ignite excitement and raise awareness. Additionally, we will create avenues for assistance with college applications, career selection, and FAFSA support. Strategy's Expected Result/Impact: By May 2024, we will increase 10% of GBHS students will be CCRM ready. Staff Responsible for Monitoring: CCMR Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
					
Strategy 3 Details		Reviews			
Strategy 3: GBHS will increase student enrollment and completion of readiness assessments in AAC, AP, and dual credit courses. Strategy's Expected Result/Impact: By May 2024, we will increase 10% of GBHS students will be CCRM ready. Staff Responsible for Monitoring: Dean of Instruction Counselors AP Coordinator CAC CCMRA TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
					

Strategy 4 Details		Reviews			
Strategy 4: GBHS will employ both formative and summative assessments to guide instruction and track student growth. Strategy's Expected Result/Impact: 1. Enhancing performance levels to meet the Grade Level standards on STAAR. 2. Raising the percentage of students who meet STAAR Progress criteria. 3. Improve student growth from the Beginning of Year (BOY) to Middle of Year (MOY) and MOY to End of Year (EOY) in NWEA . Staff Responsible for Monitoring: Dean of Instruction TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 5 Details		Reviews			
Strategy 5: GBHS will implement a campus feedback MicroSoft Form to convey real-time feedback for teachers regarding their utilization of instructional feedback protocols, student engagement levels, and the execution of written lesson plans within the classroom. Strategy's Expected Result/Impact: By utilizing this campus feedback form, we aim to create a streamlined and efficient process for gathering valuable insights from both students and teachers. It will enable us to identify areas where improvements can be made, recognize effective teaching strategies, and ultimately enhance the learning experience for our students. 1. Enhancing STAAR performance to meet Grade Level standards. 2. Increasing the proportion of students meeting STAAR Progress criteria. 3. Increasing the proportion of students mastering EOCs. 4. Improving student growth from the Beginning of Year (BOY) to End of Year (EOY) in REN 360, achieving or surpassing benchmark performance levels. Staff Responsible for Monitoring: Dean of Instruction TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 6 Details	Reviews			
Strategy 6: GBHS will enhance enrichment opportunities for GT-identified students. Strategy's Expected Result/Impact: By May 2024, the school will closely track the enrichment opportunities and academic progress of GT students in collaboration with the GT administrator and GT coordinator. Staff Responsible for Monitoring: GT Coordinator/Administrator TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Feb	June
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Strategy 7 Details	Reviews			
Strategy 7: GBHS will purposefully establish targeted intervention classes for students who have not performed successfully in multiple EOCs, with the aim of bolstering their literacy and math skills. Strategy's Expected Result/Impact: 1. Enhancing STAAR performance to meet Grade Level standards. 2. Increasing the proportion of students meeting STAAR Progress criteria. 3. Increasing the proportion of students mastering EOCs. 4. Improving student growth from the Beginning of Year (BOY) to End of Year (EOY) in REN 360, achieving or surpassing benchmark performance levels. Staff Responsible for Monitoring: Dean of instruction CAC Administrators	Formative			Summative
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Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 2: By June 2025, GBHS will improve tier I instruction as it relates to supporting emergent bilingual and SPED students through professional learning on designing tier one instruction that allows access to the content, progress monitoring EB and SPED performance on formative and summative assessments, and targeted language and skill development opportunities in order to close the academic achievement gap between emergent bilingual and SPED and general ed students as evidenced through the indicators of success.

Indicators of Success: Evaluation Data Sources: Campus EB report card, Teacher Professional Development feedback surveys, program learning walks, formative content and language assessment data, district learning assessments, district English language proficiency assessments, failure reports, TTESS data, STAAR interim results, TELPAS results, STAAR results, Second Language Acquisition coaching reports, content-based language instruction teacher surveys, and universal screener data by sub pop.
Possible Indications of Achievement of Performance Objective: The following data points will demonstrate achievement of GBHS performance objective:

* EB program reclassification data - By May 2025, GBHS will increase the percentage of (insert grade levels or all students? Do we want to focus just on one grade level..9th) EB students meeting program reclassification by (add percentage). The LPAC administrator, ESL teacher and EL Specialist, and classroom teacher will monitor the progress of EB students using TELPAS formative assessments, STAAR Interim ELA results, and through ongoing ELA PLC teacher discussion of their EB student.

* EB/SPED performance on STAAR--By May 2025, GBHS will not have a gap wider than (add percentage) between EBs, SPED and gen ed in academic achievement on state assessments. The leadership team will meet every six weeks to review formative and summative assessment data, with attention paid to special student population performance. The ESL teacher and EL Specialist will use the results to build capacity in content-based language instruction for teachers whose EB students are in danger of not meeting this indicator.



* EB performance on TELPAS--By May 2025, GBHS will increase the percentage of EB students achieving one level of growth on TELPAS composite such that (add percentage of (insert grade-level) improve one level and (add percentage) of (insert grade-level), 60 percent of (insert grade-level), and 70 percent of (insert grade-level) EB students rate as advanced high composite. The principal, LPAC administrator, ESL teacher, and EL Specialist (if applicable) will develop a campus language goal that identifies specific language domains as well as content-based language instruction practices that will be used to guide lesson planning for EBs as well as guide the direction of campus formative and summative assessments.

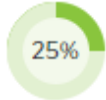


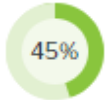


Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working



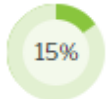





Performance Objective 1: By June 2025, GBHS will enhance the implementation of school-wide PBIS to foster a safe and orderly learning environment accessible to all students, as evidenced by a reduction in disruptive incidences.

- Indicators of Success:**
- * Discipline Referral Data: Analysis of the number and types of discipline referrals before and after PBIS implementation. (10 percent decrease in discipline referrals.)
 - * SST Data: Records documenting instances of behavioral issues, providing qualitative and quantitative data on changes in student behavior. (This would be refined system: how many forms received, SST meeting held, and students assisted).
 - * School Climate Surveys: Surveys administered to students, staff, and parents to gauge perceptions of school safety and organization before and after PBIS implementation.
 - * Attendance Percentage: Monitoring changes in student attendance rates, which can reflect improvements in school climate and student engagement. (With reward system in place attendance should increase...what percent of increase are we looking for?)
 - * Academic Performance Data: Comparing academic performance indicators (e.g., grades, test scores) to see if there is a correlation between improved behavior and academic outcomes. (This would be aligned with STAAR data)
 - * Observation Data: Systematic observations of classrooms and common areas to document changes in student behavior and interactions.

Evaluation Data Sources: Discipline Referral Data, School Climate Surveys, Attendance Records, Academic Performance Data, PBIS Fidelity Assessments, Staff and Student Focus Groups, and Observation/Campus Walk Through Data

Strategy 1 Details	Reviews			
Strategy 1: GBHS will leverage the attendance committee as an integral component of our PBIS plan to recognize and reward students and staff for a range of positive behaviors. These may include, but are not limited to, no tardies, no referrals, perfect attendance each month, active participation in spirit days, attendance and involvement in extracurricular events, improvements in grades, and achieving A/B honor roll status, among others. Strategy's Expected Result/Impact: By May 2024, there will be a 4% decrease in referrals. (Met: we decreased by 8% last school year) and there will 10% decrease in students skipping/tardies during the day. Increase in student engagement and attendance. Staff Responsible for Monitoring: CBC, Attendance Committee, administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
Strategy 2: Professional learning opportunities will be provided to equip teachers with the essential PBIS tools and strategies required to establish consistent student behavior ownership protocols in the classroom, as well as effective de-escalation strategies. (Incentives for both students and staff.) Strategy's Expected Result/Impact: By May 2024, there will be a 4% decrease in referrals. (Met: we decreased by 8% last school year) and there will 10% decrease in students skipping/tardies during the day. Increase in student engagement and attendance. Staff Responsible for Monitoring: CBC and PBIS Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: GBHS administration will recognize and make use of staff members who consistently adhere to school-wide expectations, and will hold others accountable by addressing their performance with standardized documentation. Strategy's Expected Result/Impact: There will 10% decrease in students skipping/tardies during the day. Increase in student engagement and attendance. Decrease of all traffic Staff Responsible for Monitoring: Attendance Committee, Teachers, Other Staff and Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 4 Details	Reviews			
Strategy 4: GBHS will introduce a school-wide hall pass color-coding system to manage students who are outside their designated zones. Each hallway pass will be color-coded to correspond with the respective restrooms. Strategy's Expected Result/Impact: By May 2024, there will 10% decrease in students skipping/tardies during the day and increase in student engagement. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
			N/A	

Strategy 5 Details	Reviews			
Strategy 5: GBHS will arrange student leadership lunches with the Principal and Dean of Instruction every nine weeks to gather valuable feedback. Strategy's Expected Result/Impact: Enhance the student experience and boost engagement at GBHS. Staff Responsible for Monitoring: Principal and Dean ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 6 Details	Reviews			
Strategy 6: GBHS will initiate a wellness program and also strengthen our partnership with FBRC (Fort Bend Regional Council). This program will encompass both preventive and responsive services aimed at supporting all stakeholders in their social development and mental health. Additionally, we will provide weekly tips for social-emotional well-being to help stakeholders navigate stressors effectively. Strategy's Expected Result/Impact: Our objective is to promptly address the immediate personal concerns or problems of both students and staff to ensure that their ongoing education, career, personal, and social development remains unaffected. Enhance student engagement and improved teacher attendance. Staff Responsible for Monitoring: Administrators Counselors Mental Health Counselor Social Worker Title I: 2.6	Formative			Summative
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Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By June 2025, GBHS will proactively seek and cultivate highly qualified teachers who can offer a rigorous and relevant curriculum, as well as delivering customized instruction to cater to the varying needs of our diverse student body.

Indicators of Success: We anticipate that our campus-based staff survey data will show an improvement in staff retention and support, driven by the implementation of targeted priorities derived from the GBHS Targeted Priorities and Leading Improvement feedback protocol sessions conducted on August 2nd. Additionally, we anticipate increased participation in our FunShine program, fostering positive staff engagement and interactions.

Boosting student achievement, narrowing instructional gaps, and reducing student disciplinary issues.

Our efforts will include the enhanced adoption of a comprehensive staff development and retention system, alongside fostering a positive climate and culture. This will be achieved through a dedicated focus on the initiatives of our climate committee and the implementation of collaborative opportunities among our staff, supported by multiple sources of evidence.

Strategy 1 Details	Reviews			
Strategy 1: Department Heads, Counselor and Associate will receive assignments within content departments, aiming to collaborate on master schedule planning and ensure accurate and suitable scheduling for students enrolled in those specific content areas. Strategy's Expected Result/Impact: Enhance cooperation and collaboration between the content teams and department leaders. Staff Responsible for Monitoring: Administrators, Lead Counselor and Department Leaders	Formative			Summative
	Oct	Dec	Feb	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: The FunShine committee will organize monthly events and provide refreshments to encourage staff participation and enhance our sense of connectedness and culture. Strategy's Expected Result/Impact: Enhancing the climate during challenging periods throughout the year will contribute positively to the overall culture of GBHS. Staff Responsible for Monitoring: Funshine committee members and Administrators	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 3 Details	Reviews			
Strategy 3: Before campus professional learning days, employ feedback protocols involving teachers and department heads, among others. Additionally, invite various teacher and staff leaders to create and present professional learning components. Strategy's Expected Result/Impact: These opportunities will empower teachers to design more rigorous lessons, enhance student engagement, employ higher-level questioning techniques, deliver differentiated learning experiences, implement robust academic support, and establish effective Tier One instruction and feedback protocols. Staff Responsible for Monitoring: Dean of Instruction, Principal and CPAC	Formative			Summative
	Oct	Dec	Feb	June
				



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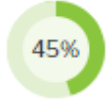

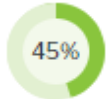

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Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By May 2024, GBHS will enhance parent engagement through on-campus activities and improved school communication. We are committed to providing academic and social/emotional support for parents and guardians, equipping them to better assist their children's learning at home.

Indicators of Success: Indicators of Success (SMART Element):

These efforts will not only bolster student attendance but also strengthen collaboration with all stakeholders, including parents, students, and the community. Together, these partnerships will promote student growth, enhance attendance, decrease discipline and elevate achievement, all while aligning with the characteristics of a graduate profile.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Dropout Prevention Specialist will conduct weekly meetings with the administrative team to provide updates, maintain our partnership with the FBCJPO Save by the Bell program to collaborate on strategies for addressing students with significant absenteeism. Students with an attendance rate below 90% will be sent a letter notifying them that they are at risk of losing course credit. Additionally, home visits will be carried out to support these students.</p> <p>Strategy's Expected Result/Impact: 3% increase in student attendance and active engagement.</p> <p>Staff Responsible for Monitoring: Dropout Prevention Specialist PEIMS Campus Specialist Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: GBHS will conduct bi-weekly meetings with students who are at risk of falling behind in class due to attendance, grades, or behavior issues. Our Student Support Teams will identify at-risk students and create intervention strategies to address academic, behavioral, and attendance concerns.</p> <p>Strategy's Expected Result/Impact: A 10% reduction in students' incidents of skipping and tardiness throughout the day, which will result in improved attendance, greater engagement, increased achievement.</p> <p>Staff Responsible for Monitoring: Administrators Dropout Prevention Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund SCE</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 3 Details	Reviews			
Strategy 3: GBHS will employ PBIS strategies and a rewards system to cultivate a positive school culture. Strategy's Expected Result/Impact: A 10% reduction in students' incidents of skipping and tardiness throughout the day, which will result in improved attendance, greater engagement, increased achievement. Staff Responsible for Monitoring: PBIS Committee Dropout Prevention Specialist PEIMS Campus Specialist Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: GBHS will utilize data from the campus feedback protocols and stakeholder climate surveys, to make necessary adjustments, with a focus on repetitive themes. Strategy's Expected Result/Impact: Survey results will offer essential feedback to enhance communication, raise awareness, and foster greater engagement. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
				
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Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement