

**Notice of Public Budget Hearing  
The Board of Trustees  
Fort Bend Independent School District**

Monday, October 17, 2022

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This is Notice that the Fort Bend Independent School District Board of Trustees will hold a Public Budget Hearing on Monday, October 17, 2022, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479 in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479. The agenda packet for the meeting is available at <https://meetings.boardbook.org/Public/Organization/649>.

Members of the public may view the live stream of the meeting at the following address: <https://www.fortbendisd.com/BoardMeetingLivestream>. Members of the public may also address the Board during public comment.

1. Call to order 4
2. National Anthem
3. Moment of Silence
4. Recognitions 5
5. Superintendent Update
6. Board Members' Report
  - A. Activity Report
  - B. Committee Reports
7. Public Comment
8. Discussion regarding possible nomination of a candidate for election to the Fort Bend Central Appraisal District Board of Directors
9. Information
  - A. Annual Comprehensive Financial Report (ACFR) and 2022-23 Budget Update 7
  - B. Intruder Detection Audit Report Findings 37
10. Consent Agenda

*All items under the Consent Agenda are acted upon by one motion. Upon a Board Member's request, any item on the Consent Agenda shall be moved to the Action portion of the regular agenda.*

A. Consider approval of a Resolution to suspend the attendance boundary implementation provision of Board Policy FC (Local) associated with the opening of Almeta Crawford High School to open with students entering grades 9 and 10.	38
B. Consider approval of a Resolution authorizing the Public Sale of Acquired Property.	41
C. Consider approval of an Order authorizing a Third Amendment to the Note Purchase Agreement associated with the District's commercial paper program and other matters relating thereto.	47
D. Consider approval of proposed purchases exceeding \$50,000. Specifically for:	
1. Consider approval for continued purchase of after school enrichment services and related items.	80
2. Consider approval to increase the existing contract awarded under RFP 19-044ES Personal Computers (PC), related equipment and services from Netsync Network Solutions, LLC.	87
3. Consider approval for the use of 2018 Bond Program Contingency as proposed.	89
4. Consider approval of a project budget to perform the replacement of the potable hot/cold water lines at First Colony Middle School (PKG059) for a total amount of \$1,200,000; approval of a Professional Services Agreement with BRW Architects for a Not-to-Exceed amount of \$95,000; utilization of Bond 2018 Contingency Funds; and authorization for the Superintendent to negotiate and execute or terminate the agreements.	91
 11. Consider approval of minutes for the following Fort Bend ISD Board of Trustee meetings:	 94
• June 07, 2022 - Special Called Meeting	
• June 08, 2022 - Special Called Meeting	
• June 13, 2022 - Public Hearing on the Proposed Budget	
• June 13, 2022 - Called Meeting and Agenda Review	
• June 20, 2022 - Regular Business Meeting	
• June 30, 2022 - Special Called Meeting	
• July 25, 2022 - Regular Business Meeting	
• August 15, 2022 - Public Hearing on Proposed Tax Rate	
• August 15, 2022 - Called Meeting and Agenda Review	
• August 22, 2022 - Regular Business Meeting	
• September 12, 2022 - Called Meeting and Agenda Review	
• September 19, 2022 - Regular Business Meeting	
12. Convene in closed session under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information	

about public school student

13. Reconvene in Open Session

14. Consider Action on Closed Session Items

15. Action

A. Consider approval of the 2022-23 District Improvement Plan Performance Objectives	148
B. Consider approval of the 2022-23 Campus Improvement Plan Performance Objectives	154
C. Consider approval of the 2022-23 Targeted Improvement Plan for Willowridge High School	365

16. Adjournment

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*If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC (LEGAL)]*

The following Fort Bend ISD Goals may be referenced in agenda items included in this document:

- Goal 1: Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.
- Goal 2: Fort Bend ISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.
- Goal 3: Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.
- Goal 4: Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.
- Goal 5: Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

**For: Fort Bend ISD  
Date: October 17, 2022  
Agenda Review/Regular Meeting  
Comparison**

**Summary**

The following agenda items were revised or added following the October 3, 2022 Agenda Review. This list does not include recognition, information or closed session items. A brief explanation is included:

- **9A: Consider approval of a Resolution to suspend the attendance boundary implementation provision of Board Policy FC (Local) associated with the opening of Almeta Crawford High School to open with students entering grades 9 and 10:**  
Revised Resolution to provide specificity regarding opening with 9<sup>th</sup> and 10<sup>th</sup> grade students in the inaugural year and to clarify upper classmen remaining at their current campus receiving district provided transportation, if eligible.
- **9C: Consider approval of an Order authorizing a Third Amendment to the Note Purchase Agreement associated with the District's commercial paper program and other matters relating thereto.**  
Revised the agenda to the Commercial Paper board agenda item to reflect the final version of the Third Amendment to the Series B Note Purchase Agreement and also the addition of the Second Amendment to the Fee Agreement portion of the Series B Note Purchase Agreement. The updated board agenda document contains the additional language for the second amendment.
- **10. Consider approval of minutes for the following Fort Bend ISD:**  
Revised meeting minutes from the June 30 Special Called Meeting to reflect Board Member Angie Hanan's statement related to the Retention and Recruitment Supplemental Pay Resolution.

Meeting minutes from the August 1 Special Called Meeting were pulled pending a statement from a Board Member.

**For: Fort Bend ISD Board of Trustees**  
**Date: October 17, 2022**  
**Action: Recognitions**  
**Department: Communications**

### **Recommendation**

The Administration recommends that the Board recognize:

- Clements High School student wins first place in the John F. Tinker Foundation essay contest
- Sartartia Middle School Orchestra for earning third place in the state Middle School String Honor Orchestra competition
- Mark of Excellence National band, choir, and orchestra winners
- Two Fort Bend ISD teachers selected as a Honeywell 2022 STEM Teacher Hall of Fame
- Fort Bend ISD Transportation Department receives the Texas Association of School Boards 2022 Excellence Award for Vehicle/Accident Collision Training and Incident Review Board

### **Summary**

Karen Wei, a student from Clements High School, won first place in the John F. Tinker Foundation essay contest for her submission, "Together Possibility". The essay discussed climate change and the need for adjustments to gun control.

Sartartia Middle School Symphony Orchestra's Head Director Heather Davis, Assistant Director Fernando Medina, and Harp Specialist Margaret Davis earned third place at the State Middle School String Honor Orchestra competition sponsored by the Texas Music Educators Association.

The Mark of Excellence project seeks to recognize and award outstanding achievement in performance by high school and middle school bands, choirs, and orchestras throughout the United States.

- National Wind Band Honors – Commended Winners
  - Hodges Bend Middle School Honors Band – Directors Aaron Goldfarb and Joann Prause
  - Fort Settlement Middle School Honors Band – Directors Theresa Baragas and Ireland Hirschman
  - Thornton Middle School Honors Band – Directors Jason Finnels and Ethan Gula
- National Orchestra Honors – National Winners
  - Fort Settlement Middle School Chamber Orchestra – Directors Angela Peugnet and Roger Vasquez

- Dulles Middle School Symphony Orchestra – Directors Sally Kirk, Edward Odeh, Regan Vogel, and Tiffany Ye
- Austin High School Camerata Orchestra – Director Ann Victor
- National Orchestra Honors – Commended Winners
  - Garcia Middle School Chamber Orchestra – Directors Frances McLean and Giovanni Fuentes
  - Sartartia Middle School Honors Orchestra – Directors Heather Davis and Fernando Medina
- National Choral Honors – Commended Winner
  - Fort Settlement Middle School Varsity Treble Choir – Director Kirsten Jordan
- National Percussion Ensemble Honors – Commended Winner
  - Austin High School Percussion Ensemble – former Director Andres Aya and current Director Lee Willis

Blair Bedner, teacher from Sugar Land Middle School and Richard Embrick, teacher from Crockett Middle School were selected to join the Honeywell 2022 STEM Teacher Hall of Fame, presented by the Astros Foundation. The two teachers were selected for their commitment to excellence in STEM education, classroom creativity and innovation.

Fort Bend ISD Transportation Department is the recipient of the Texas Association of School Boards (TASB) 2022 Excellence Award for Vehicle/Accident Collision Training and Incident Review Board. The Fort Bend ISD established an Incident Review Board (IRB) that allows the transportation leadership team to track and evaluate bus incidents/accidents. The IRB monitors accident trends, identifies and eliminates unsafe conditions, evaluates the district’s response to accidents, and ensures employee training addresses root accident causes. Understanding that safety starts at the top of the organization, Fort Bend ISD collaborated with the Fund to deliver vehicle collision investigation training to directors, assistant directors, and other leaders who respond to accidents.

Recommended by:

Dr. Christie Whitbeck  
Superintendent of Schools

Submitted by:

Veronica V. Sopher  
Chief Communications Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: October 17, 2022**  
**Action: Consideration and Approval –**  
**June 30, 2022 Annual Comprehensive**  
**Financial Report (ACFR)**  
**References: Board Policy CFA (Legal)**  
**Board Governance**  
**Department: Business and Finance**

### **Recommendation**

Consideration and possible approval of the Annual Comprehensive Financial Report (ACFR) for the fiscal year ending June 30, 2022.

### **Summary**

Education Code 44.008 requires the audit of school district financials at the close of each fiscal year by a certified public accounting firm registered with the Texas State Board of Public Accountancy. The Board of Trustees must approve the completed Annual Comprehensive Financial Report, which the District must submit to the Texas Education Agency (TEA) no later than the 150<sup>th</sup> day after the end of the fiscal year. This year, the date falls on November 27, 2022 for districts with a June 30<sup>th</sup> year-end.

The District's financial auditor, Whitley Penn, LLP, met with the Board Audit Committee prior to October 17, 2022 to review the financial audit and associated reports, which reflect a "clean" opinion. The Board of Trustees received the audit report for review and it is now ready for consideration and final approval.

A Certificate of Board will require a signature from the Board President and Secretary indicating the Board's approval of the annual report. Administration will submit the signed certificate with the annual report sent to TEA.

Recommended by:

Christie Whitbeck  
Superintendent

Submitted by:

Bryan Guinn  
Chief Financial Officer

# FORT BEND INDEPENDENT SCHOOL DISTRICT

FISCAL YEAR 2022: FINANCIAL STATEMENT AUDIT AND FEDERAL SINGLE AUDIT

## ENGAGEMENT LEADERSHIP TEAM



**Donald Nguyen**  
*Senior Associate*



**Laura Lynch, CPA**  
*Senior Manager*



**Lupe Garcia, CPA**  
*Engagement Partner*



**Tom Pedersen, CPA**  
*Engagement Quality  
Control Reviewer*

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# RESPONSIBILITY FOR FINANCIAL STATEMENTS AND THE FINANCIAL STATEMENT AUDIT

Party	Role
Management	Responsible for internal control and the preparation of the financial statements.
Board of Trustees	Responsible for ensuring that management meets its responsibility for internal control and financial reporting
Audit Committee	Assists the Board of Trustees in overseeing that management meets its responsibility for internal control and financial reporting.
Independent Auditors	Accumulate the evidence necessary to support an opinion on the fair presentation of the financial statements.

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# FINANCIAL STATEMENT AUDIT

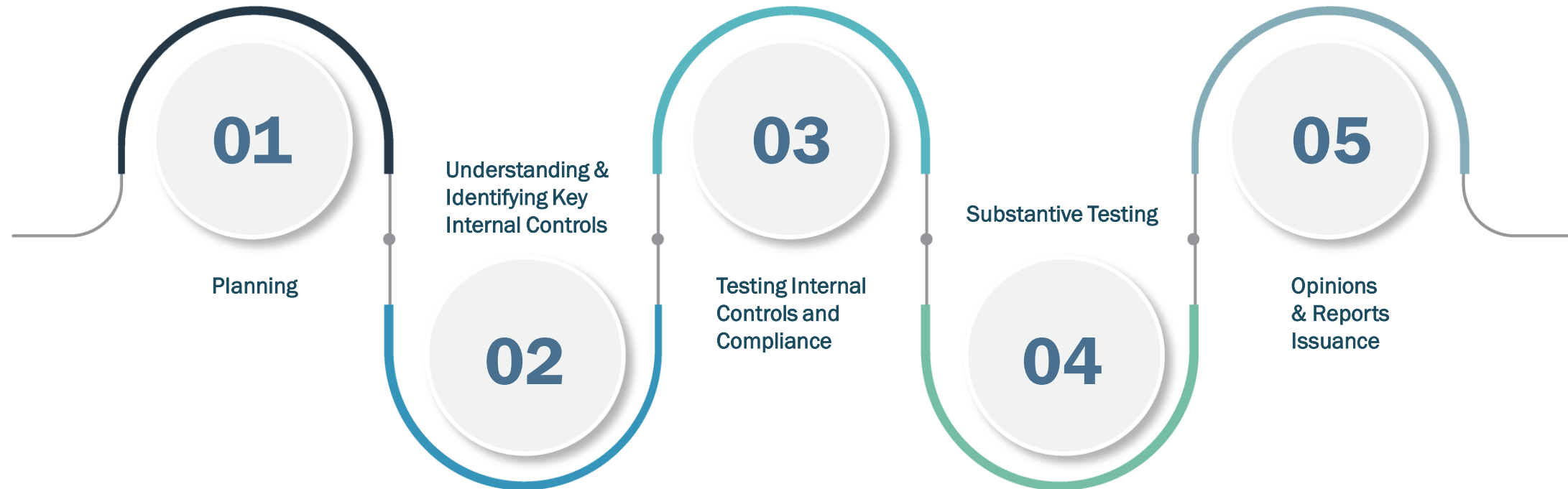
- The purpose of a financial statement audit is to provide users of financial statements with reasonable assurance that they can rely upon those financial statements to make informed decisions.
- The independent audit is an evaluation of the reliability of the District's financial statements, *not* an assessment of its economic well-being.
  - The financial statement audit includes activity as of and for the year ended June 30, 2022. The audit does not opine or comment on management's financial forecast of future fiscal periods.
- The independent auditor's goal is:
  - To obtain *reasonable assurance* concerning the fair presentation of financial statements, *not* absolute certainty.
  - For the financial statements to be free from *material* misstatements (misstatements that are significant enough to *matter* to the user of the financial statements).

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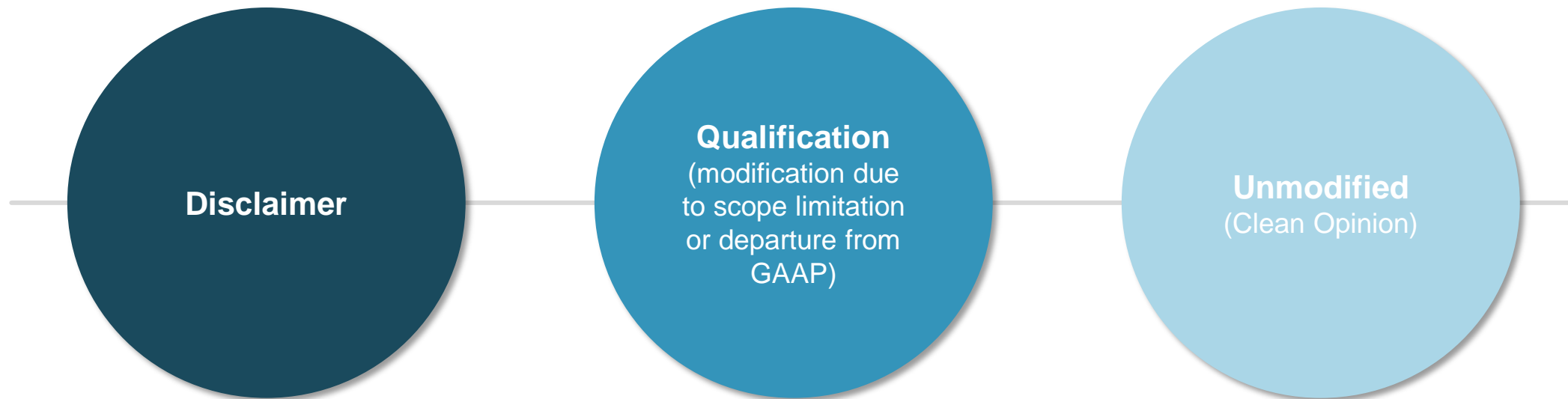
# INDEPENDENT AUDITOR’S RESPONSIBILITY FOR THE VARIOUS CONTENTS OF AN ANNUAL COMPREHENSIVE FINANCIAL REPORT

Item	Status	Responsibility
Introductory section	Unaudited	Read for consistency
Managements discussion and analysis	Required supplementary information (RSI)	Conduct limited procedures (inquiries and comparisons)
Basic financial statements	Audited	Render an opinion on fair presentation
General fund budgetary comparison, pension, and OPEB information	Required supplementary information (RSI)	Conduct limited procedures (inquiries and comparisons)
Combining and individual fund statements, other budgetary comparisons, and required TEA schedules	Other supplementary information (OSI)	Render an opinion on fair presentation in relation to the basic financial statements
Statistical section	Unaudited	Read for consistency

# THE AUDIT PROCESS



## PURPOSE OF THE AUDIT – THE OPINION ON THE REPORT



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## AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS

Clean Report



- Unmodified or “Clean” Opinion
- Audit conducted in accordance with Generally Accepted Auditing Standards and *Government Auditing Standards* 15
- Pages 3-5 the Annual Comprehensive Financial Report

# AUDITOR'S REPORT ON INTERNAL CONTROL AND COMPLIANCE

Clean Report



- Internal control over financial reporting
  - No material weakness identified
  - No significant deficiencies reported
- No instances of noncompliance material to the financial statements were noted
- Pages 1-2 of the Single Audit Report

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# FEDERAL SINGLE AUDIT MAJOR PROGRAMS

## FISCAL YEAR 2022 AND PRIOR TWO FISCAL YEARS

- 2021-2022 Schedule of Expenditures of Federal Awards = \$137.1M
- 2021-2022 Major Programs:
  - Emergency Connectivity Fund - \$2.3M
  - Special Education Cluster - \$15.6M
  - Elementary and Secondary School Emergency Relief (ESSER) II and III - \$54.1M
  - School Health Support Grant - \$3.0M
- 2020-2021 Schedule of Expenditures of Federal Awards = \$70.6M
- 2020-2021 Major Programs:
  - Child Nutrition Cluster - \$13.9M
  - Title II, Part A - Supporting Effective Instruction - \$1.7M
  - Elementary and Secondary School Emergency Relief (ESSER) II and III - \$18.0M
- 2019-2020 Schedule of Expenditures of Federal Awards = \$56.0M
- 2019-2020 Major Programs:
  - Title I, Part A - Improving Basic Programs and Title I, 1003 School Improvement - \$9.1M<sup>17</sup>
  - Title III, Part A - English Language Acquisition and Language Enhancement and Immigrant - \$1.4M
  - Elementary and Secondary School Emergency Relief (ESSER) I - \$8.6M

## FEDERAL SINGLE AUDIT REPORT

Clean Report



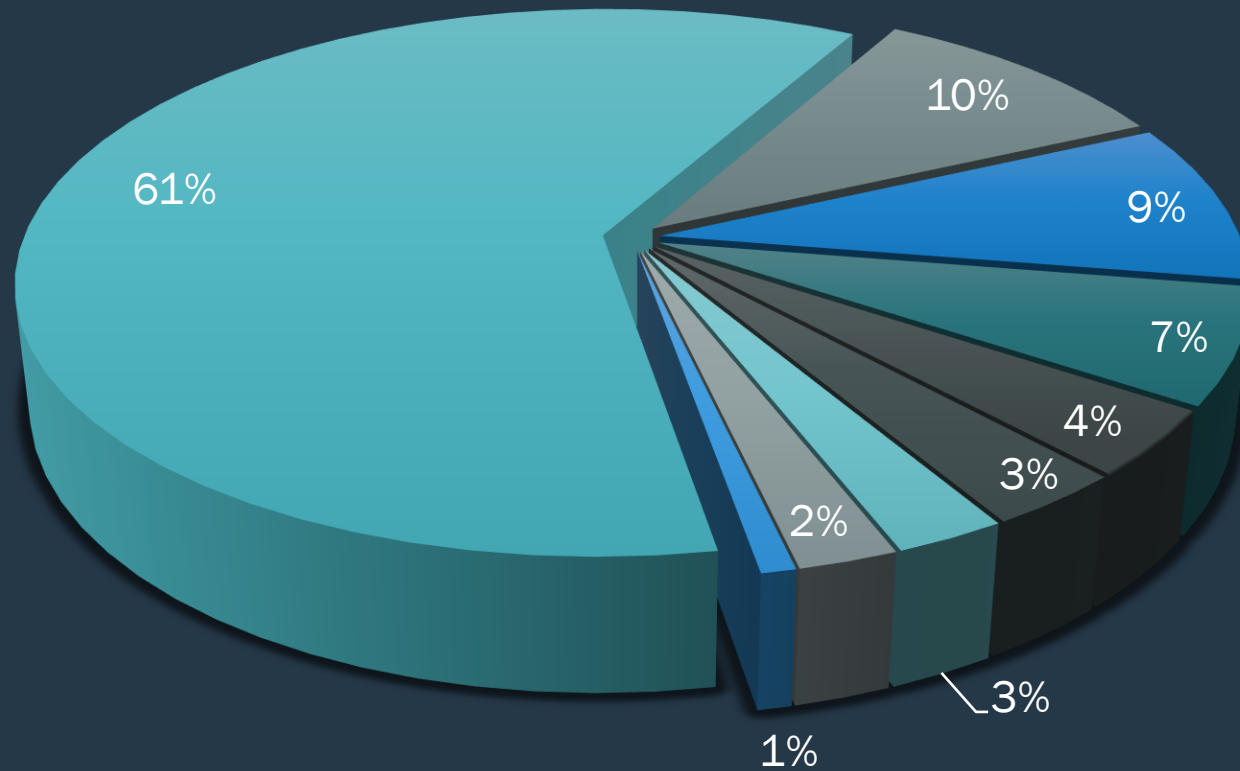
- Unmodified opinion on compliance over each major federal program
- No internal control findings related to each major program
- Pages 3-4 of the Single Audit Report

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## GOVERNMENT-WIDE FINANCIAL STATEMENTS (P. 19)

- **Total Assets and Deferred Outflows: \$2.171 billion, an increase of 6.1%**
  - Cash and investments: \$450.3 million, an increase of 7.5%
  - Capital assets, net of depreciation: \$1.5 billion, an increase of 8.5%
- **Total Liabilities and Deferred Inflows: \$2.535 billion, an increase of 5.0%**
  - Bonds payable and unamortized premiums: \$1.7 billion, an increase of 8.6%
  - Net pension liability: \$114.7 million, a decrease of 48.0%
  - Net other post-employment benefits (OPEB) liability: \$226.8 million, an increase of 2.5%
- **Net Position: \$(363.4) million**

# GENERAL FUND EXPENDITURES (IN MILLIONS) (P. 26)



- Instruction and related services (\$454.8)
- Plant, maintenance and operations (\$74.6)
- Instructional and school leadership (\$70.1)
- Student support services (\$50.6)
- Security, monitoring and data processing services (\$28.9)
- Student transportation (\$24.3)
- General administration (\$19.5)
- Extracurricular activities (\$17.5)
- Other (\$6.1)

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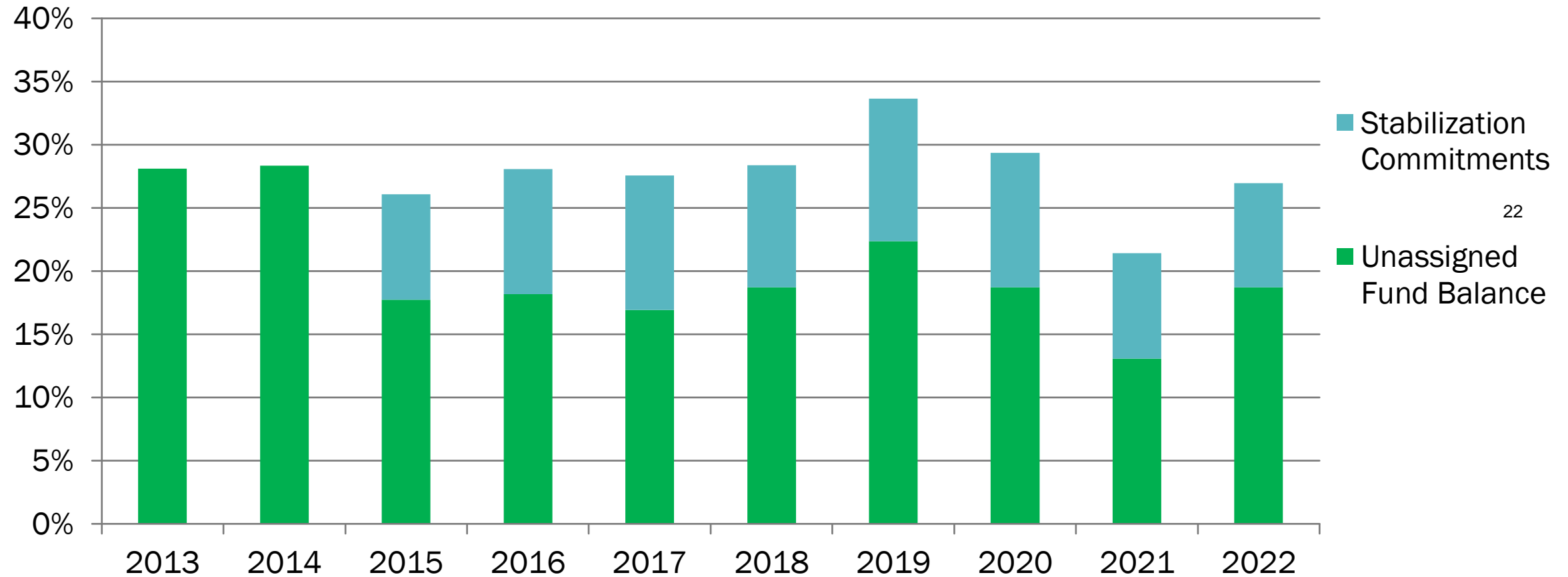
**FY 2022  
BUDGET TO ACTUAL –  
GENERAL FUND (P. 80)**

- 2021-2022 revenues of \$734.4M exceeded final budgeted revenues by \$3.0M
- 2021-2022 expenditures of \$746.5M were less than final budgeted expenditures by \$8.9M
- Expenditures exceeded revenues and other sources by \$9.1M (fund balance decreased by this amount)
- Note: Fund balance in the General Fund decreased by \$25.3M in 2020-2021
- Fund balance as of June 30, 2022 totaled \$206.8M
  - Nonspendable fund balance totaled \$3.0M
  - Committed fund balance totaled \$61.6M
  - Assigned fund balance totaled \$2.5M
  - Unassigned fund balance totaled \$139.7M

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# FUND BALANCE AS A PERCENTAGE OF EXPENDITURES

## GENERAL FUND



Note: It is the District's fiscal policy to commit 30 days of budgeted operating expenditures. 90 days or 25% was met as of June 30, 2022.

# NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAM AND DEBT SERVICE FUND (PP. 109, 113 )



## National School Breakfast and Lunch Program

- 2021-2022 revenues of \$45.9M were less than final budgeted revenues by \$0.5M
- 2021-2022 expenditures of \$32.5M were less than final budgeted expenditures by \$4.7M
- Fund balance increased by \$13.4M
- Ending fund balance was \$13.4M

## Debt Service Fund

- 2021-2022 revenues of \$136.5M were less than final budgeted revenues by \$0.1M
- 2021-2022 expenditures of \$129.7M were less than final budgeted expenditures by \$0.1M
- Fund balance increased by \$6.9M
- Ending fund balance was \$114.3M

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# REQUIRED COMMUNICATIONS

## Significant Accounting Policies

- The District's accounting policies and methods are appropriate and in accordance with industry standards.
- GASB No. 87, *Leases* was implemented in FY 2022.

## Accounting Estimates

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- The preparation of the financial statements requires that certain estimates and judgments be made by management. These judgments and estimates include:
  - State Aid
  - Allowances for uncollectable taxes receivable
  - Net pension and OPEB liabilities, deferred inflows and outflows of resources, and pension and OPEB expense
- We concluded that management has a reasonable basis for significant judgments and estimates that impact the financial statements.

# REQUIRED COMMUNICATIONS

## Difficulties Encountered in Performing the Audit

- We encountered no difficulties in dealing with management in performing and completing our audit.

## Corrected or Uncorrected Misstatements

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- There were no material misstatements that were identified by us that required management's correction.

## Disagreements with Management

- We had no disagreements with management over the application of accounting principles or management's judgments about accounting estimates.

# REQUIRED COMMUNICATIONS

## Management Representations

- We have requested certain representations from management.

## Consultation with Other Accountants

- We are not aware of any situations in which management consulted with other accountants on accounting or financial reporting matters.

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## Major Issues Discussed with Management Prior to Retention

- We discussed the application of accounting principles and auditing standards, however, our responses were not a condition to our retention.

# QUESTIONS?





# Budget Update October 17, 2022

# 2022-23 Budget

- 2021-22 ending fund balance of \$206.8M is \$9.9M higher than initially estimated (pg. 80)
- One-time funds do not offset 2022-23 deficit of \$19.8M
- Deficit includes use of \$27.0M in ESSER funds  
(deficit is \$46.8M without use of ESSER or fund balance)
- Enrollment is 1,000+ higher than projected
  - Attendance is lower than budgeted (95% vs 96%)
  - Additional revenue from higher enrollment offset by lower attendance and additional staff added for enrollment growth
- VATRE of 7.5¢ necessary to balance the budget and provide ongoing revenue stability

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# Student Enrollment & Attendance Impact

## Additional Revenue

Enrollment - Sept 30, 2022	79,556
Budgeted Enrollment	<u>78,617</u>
Change	939
Basic Allotment	\$ 6,160
Attendance Rate	<u>95.7%</u>
Additional Revenue-Full Year	\$ 5,535,518
160/175 school days	<u>91.4%</u>
Revenue - partial year	<u><u>\$ 5,059,463</u></u>

## Reductions to Revenue/Increase In Expense

Enrollment - Sept 30, 2022	79,556
Change In Attendance Rate	<u>0.008</u>
Revenue Loss - Attendance	\$ 3,920,520
Additional Staffing	<u>2,082,593</u>
Impact to Revenue/Expense	<u><u>\$ 6,003,113</u></u>

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\*\$6,160 is the minimum allotment; actual allotment could be higher once all special populations identified

# Budget Forecast – Last Shown

(\$ millions)	2021-22	2022-23		
	Year-End Projection	Adopted Budget	2023-24 Forecast	2024-25 Forecast
Total Revenue	\$ 721.3	\$ 719.2	\$ 738.9	\$ 749.7
Total Expenditures	754.9	768.0	799.0	827.9
Use of ESSER	(12.0)	(27.0)	-	-
Transfers In	2.5	2.0	2.5	2.5
Change in Fund Balance	<b>(19.1)</b>	(19.8)	(57.6)	(75.7)
Fund Balance - Beginning	215.9	<b>196.8</b>	177.0	119.4
Fund Balance - Ending	<b>\$ 196.8</b>	<b>\$ 177.0</b>	<b>\$ 119.4</b>	<b>\$ 43.7</b>
Fund Balance Reserve - %	25%	25%	15%	5%
Fund Balance Reserve - Days	92 Days	90 Days	53 Days	18 Days

\*Forecast years include 2% raises each year

# Budget Forecast – Actuals 21-22 updated

(\$ millions)	2021-22	2022-23		
	Year-End Actuals	Adopted Budget	2023-24 Forecast	2024-25 Forecast
Total Revenue	\$ 734.4	\$ 719.2	\$ 738.9	\$ 749.7
Total Expenditures	757.6	768.0	799.0	827.9
Use of ESSER	(11.1)	(27.0)	-	-
Transfers In	2.9	2.0	2.5	2.5
Change in Fund Balance	<b>(9.2)</b>	(19.8)	(57.6)	(75.7)
Fund Balance - Beginning	215.9	<b>206.7</b>	186.9	129.3
Fund Balance - Ending	<b>\$ 206.7</b>	\$ 186.9	\$ 129.3	\$ 53.6
Fund Balance Reserve - %	27%	26%	16%	6%
Fund Balance Reserve - Days	97 Days	95 Days	60 Days	23 Days

\*Forecast years include 2% raises each year

# Three-Year General Fund Outlook: VATRE without/ESSER

New Investments and Reductions included

(\$ millions)	2021-22	2022-23		
	Year-End Actuals	Amended Budget	2023-24 Forecast	2024-25 Forecast
Revenues	\$ 734.4	\$ 719.2	\$ 738.9	\$ 749.7
7.5 Cent VATRE	-	47.7	51.3	52.7
<b>Total Revenue</b>	<b>\$ 734.4</b>	<b>\$ 766.8</b>	<b>\$ 790.2</b>	<b>\$ 802.4</b>
Expenditures	757.6	768.0	797.9	825.5
New Investments	-	9.0	15.2	15.4
Budget Reduction Commitment	-	-	(23.0)	(23.0)
<b>Total Expenditures</b>	<b>757.6</b>	<b>777.0</b>	<b>790.1</b>	<b>817.9</b>
Use of ESSER	(11.1)	-	-	-
Transfers In	2.9	2.0	2.0	2.0
Change in Fund Balance	(9.2)	(8.2)	2.2	(13.5)
Fund Balance - Beginning	215.9	<b>206.7</b>	198.6	200.7
Fund Balance - Ending	<b>\$ 206.7</b>	<b>\$ 198.6</b>	<b>\$ 200.7</b>	<b>\$ 187.2</b>
Fund Balance Reserve - %	27%	25%	25%	22%
Fund Balance Reserve - Days	97 days	91 days	90 days	80 days

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\*Forecast years include 2% raises each year

# Next Steps

- Monitor Enrollment & Attendance
- Board Agenda – Nov 7, 2022 for compensation if VATRE passes
- Budget Amendment - Nov 14, 2022 if VATRE passes
- Update 2022-23 Forecast
- Continue process to identify expenditure reductions



Questions???

**CERTIFICATE OF THE BOARD OF TRUSTEES**  
**FORT BEND INDEPENDENT SCHOOL DISTRICT**

**Fort Bend County District Number: 079-907**

We, the undersigned, certify that the annual financial reports for the above named school district were reviewed and approved for the year ended June 30, 2022, at a meeting of the Board of Trustees of such school district on the 17<sup>th</sup> day of October 2022.

\_\_\_\_\_  
President, Board of Trustees  
Kristen Malone

Attest: \_\_\_\_\_  
Secretary, Board of Trustees  
Dr. Shirley Rose-Gilliam

**For: Fort Bend ISD Board of Trustees**  
**Date: October 17, 2022**  
**Information: Intruder Detection Audit Report**  
**Findings**  
**References: Policy CKC (Legal)**  
**District Goal 2**  
**Department: Police Department**

### **Summary**

The Texas School Safety Center recently conducted an Intruder Detection Audit at one or more of our campuses. The audits test whether a campus is accessible to an unauthorized individual. This audit helps identify how we can improve safety for students, such as ensuring exterior doors are locked.

We are working closely with our campus administrators to ensure we are training all our staff and securing our doors for the protection of everyone at our campuses. Intruder Detection Audits are just one of the many actions we are taking to ensure our schools are safe.

As of October 7, 2022, we received Intruder Detection Audit reports for five (5) campuses. Three (3) reports came back with no corrective actions. Corrective actions for the remaining reports, including training and related work orders, have been completed.

Specific details of the Intruder Detection Audit will be discussed in the executive session and with the Safety and Security Committee. Fort Bend ISD is committed to providing a safe and secure learning environment for our students and staff.

Recommended by:

Dr. Christie Whitbeck  
Superintendent of Schools

Submitted by:

David Rider  
Chief of Police

**For: Fort Bend ISD Board of Trustees**  
**Date: October 17, 2022**  
**Action: Approve: Resolution to suspend a provision of Policy FC (Local) for the opening of Almeta Crawford HS**  
**References: Board Policy: FC (Local)**  
**Department: Deputy Superintendent**

**Recommendation**

Consideration and possible approval of a Resolution to suspend the attendance boundary implementation provision of Board Policy FC (Local) that permits a student entering grade 10, 11, or 12 to remain at his or her current campus until the student graduates. The Administration is requesting suspension of this provision, limited to the boundary process associated with the opening of Almeta Crawford High School, to allow the campus to open with students entering grades 9 and 10.

**Summary**

Per Policy FC (Local), regarding implementation of a high school boundary change, a student entering grades 10, 11, or 12 may remain at his or her current campus until the student graduates but shall not be eligible for District-provided transportation. The opening of a new high school is different from implementing a boundary change and Crawford High School is intended to open with students in grades 9 and 10.

The changes to the resolution were made to provide clarity that Crawford HS will open with 9 and 10 grade students in the inaugural year and transportation will not be impacted for students remaining at RPHS or HHS if they are eligible for district provided transportation.

Recommended by:

Christie Whitbeck  
Superintendent of Schools

Submitted by:

Beth Martinez  
Deputy Superintendent

**RESOLUTION  
FORT BEND ISD BOARD OF TRUSTEES  
SUSPENDING A PROVISION OF POLICY FC (LOCAL)**

**WHEREAS** Board Policy FC (Local) governs the process to review and change school attendance boundaries;

**WHEREAS** Board Policy FC (Local) does not outline a process for establishing a new feeder pattern and associated complexities and challenges with opening a new comprehensive high school;

**WHEREAS** the opening of Almeta Crawford High School (ACHS) requires a change of current school attendance boundaries;

**WHEREAS** ACHS will offer instruction to students entering grade 9 and 10 in the inaugural year;

**WHEREAS** Board Policy FC (Local) permits a student entering grade 10, 11, or 12 to remain at his or her current campus until the student graduates;

**WHEREAS** permitting students entering grades 10, 11, or 12 to remain at their current campus limits the solutions available to the Superintendent for balancing student enrollment to reduce overcrowding, for balancing utilization among campuses within building design capacity, and for efficiently staffing each campus.

**NOW THEREFORE, BE IT RESOLVED THAT:**

1. The Board of Trustees of the Fort Bend Independent School District suspend the Attendance Boundary Implementation provision of Board Policy FC (Local) permitting a student entering grade 10, 11, or 12 to remain at his or her current campus until the student graduates.

2. The suspension of this provision of Board Policy FC (Local) is limited to the school boundary change process associated with the opening of ACHS allowing ACHS to open with students entering grades 9 and 10.

3. The suspension of this provision of Board Policy FC (Local) is not applicable to boundary changes that may be recommended to balance enrollment in other high schools and does not impact the availability of transportation for students who are eligible for District provided transportation.

The provision of Board Policy FC (Local) is suspended until the Board takes further action.

APPROVED and ADOPTED on October \_\_\_\_, 2022.

FORT BEND ISD BOARD OF TRUSTEES

By \_\_\_\_\_

Kristin Davison Malone  
President

Attest:

By \_\_\_\_\_  
Dr. Shirley Rose Gilliam  
Secretary

**For: Fort Bend ISD Board of Trustees**  
**Date: October 17, 2022**  
**Action: Approve: Resolution Authorizing the  
Public Sale of Acquired  
Property**  
**References: Board Policy CCG (Legal)**  
**District Goal: 5**  
**Department: Business and Finance**

**Recommendation**

Consideration and approval to adopt a Resolution authorizing the public sale of property acquired by Fort Bend Independent School District (Fort Bend ISD or the district) through tax foreclosure proceedings and which are held by the district in trust.

**Summary**

Tax resale property is property obtained by taxing jurisdictions because no bids were received at the original Constable's auction. The property is taken off the tax roll and held by the taxing authority that requested the tax sale and then jointly owned by all the taxing jurisdictions that participated in the tax suit.

Fort Bend ISD is authorized under § 34.05(a) of the Texas Property Tax Code to sell the property at any time by public or private sale. Property sold at a public sale does not require consent and may be sold for any amount pursuant to § 34.05(b) of the Texas Property Tax Code.

Historically, most tax foreclosure property sells at the original Constable's auction; however, the subject properties in the underlying tax foreclosure suit Cause No. 70-DCV-026012 received no bids and were therefore struck off to the district for taxes, penalties, interest, and costs.

The Administration recommends the properties listed on the Resale Sheet attached as Exhibit A to the Resolution be sold by public sale. If purchased, the subject properties will be placed back on the tax roll and generate property tax revenue for the district.

Recommended by:

Christie Whitbeck  
Superintendent of Schools

Submitted by:

Bryan Guinn  
Chief Financial Officer

Exhibit "A"  
Resale List

	PREVIOUS OWNER CASE NUMBER LEGAL DESCRIPTION	MINIMUM BID AT ORIGINAL TAX SALE	APPRAISED VALUE AT TIME OF JUDGMENT	ACCOUNT NUMBER	DATE OF TAX DEED	OPENING BID FOR RESALE
1.	<p>12-DCV-198668- Fort Bend Independent School District vs. Shelia Ware, ET AL</p> <p>Property address per CAD: 4985 E RIDGECREEK DR</p> <p>TRACT NO. EIGHT (8), IN BLOCK ELEVEN (11), OF THE RECORDED RESUBDIVISION OF PART OF RESERVES "D" AND "G", OF RIDGEMONT, SECTION TWO (2), AN ADDITION IN FORT BEND COUNTY, TEXAS AND IN HARRIS COUNTY, TEXAS, ACCORDING TO THE MAP OR PLAT THEREOF, RECORDED IN VOLUME 187, PAGE 97, MAP RECORDS, HARRIS COUNTY, TEXAS, AND IN VOLUME 10, PAGE 11, MAP RECORDS, FORT BEND COUNTY, TEXAS (THE "PROPERTY") ALSO KNOWN AS 4985 E. RIDGECREEK DR., HOUSTON, FORT BEND COUNTY, TX 77053</p> <p>Subject to 2015-2016 taxes.</p>	\$24,285.12	\$79,990.00	6254020110800907	8/1/2017	\$12,000.00
2.	<p>26,012- Fort Bend Independent School District vs. J. A. Emslie, ET AL</p> <p>Property address per CAD: Kentucky ST, REAR, Fresno, TX 77545</p> <p>Lots 27 and 28, Block 1, Fresno Addition, Section "A", Fort Bend County, Texas being that the property more particularly described in Volume 207, Page 634 of the Deed Records of Fort Bend County, Texas.</p>	\$199.64	\$340.00	R127705/ 3200010012700907	9/10/1974	\$199.64

Exhibit "A"  
Resale List

3.	<p>26,012- Fort Bend Independent School District vs. J. A. Emslie, ET AL</p> <p>Property address per CAD: Kentucky ST, REAR, Fresno, TX 77545</p> <p>Lots 7 and 8, Block 2, Fresno Addition Section "A", Fort Bend County, Texas being that property more particularly described in Volume 208, Page 444 of the Deed Records of Fort Bend County, Texas.</p>	\$206.95	\$340.00	R127706/ 32001010020700907	9/10/1974	\$206.95
4.	<p>26,012- Fort Bend Independent School District vs. J. A. Emslie, ET AL</p> <p>Property address per CAD: Kentucky ST, REAR, Fresno, TX 77545</p> <p>Lots 28 and 30, Block 2, Fresno Addition, Section "A", Fort Bend County, Texas being that property more particularly described in Volume 208, Page 446 of the Deed Records of Fort Bend County, Texas.</p>	\$213.82	\$340.00	R127707/ 3200010022900907	9/10/1974	\$213.82
5.	<p>26,012- Fort Bend Independent School District vs. J. A. Emslie, ET AL</p> <p>Property address per CAD: Kentucky ST, REAR, Fresno, TX 77545</p> <p>Lots 5 and 6 in N1/2 of Block 4, Fresno Addition, Section "B", Fort Bend County, Texas being that property more particularly described in Volume 216, Page 24 of the Deed Records of Fort Bend County Texas.</p>	\$183.18	\$340.00	R127708/ 3200020040500907	9/10/1974	\$183.18
6.	<p>26,012- Fort Bend Independent School District vs. J. A. Emslie, ET AL</p>	\$366.30	\$670.00	R127718/ 3200030031300907	9/10/1974	\$366.30

Exhibit "A"  
Resale List

	<p>Property address per CAD: Trammel Fresno RD, REAR, Fresno, TX 77545</p> <p>Lots 13 thru 16, Block 3, Fresno Addition, Section "C", Fort Bend County, Texas being that property more particularly described in Volume 210, Page 90 of the Deed Records of Fort Bend County, Texas.</p>					
7.	<p>26,012- Fort Bend Independent School District vs. J. A. Emslie, ET AL</p> <p>Property address per CAD: W Dallas ST, REAR, Fresno, TX 77545</p> <p>Lots 11, 12, Block 3, Fresno Addition, Section "D", Fort Bend County, Texas being that property more particularly described in Volume 212 Page 216 of the Deed Records of Fort Bend County, Texas.</p>	\$169.75	\$340.00	R144057/ 3200040030800907	9/10/1974	\$169.75
8.	<p>26,012- Fort Bend Independent School District vs. J. A. Emslie, ET AL</p> <p>Property address per CAD: W Dallas ST, Fresno, TX 77545</p> <p>Lots 7 and 8, Block 1, Section "E", Fort Bend County Texas being that property more particularly described in volume 210, Page 74 of the Deed Records of Fort bend County, Texas.</p>	\$184.53	\$340.00	R127711/ 3200050010700907	9/10/1974	\$184.53
9.	<p>26,012- Fort Bend Independent School District vs. J. A. Emslie, ET AL</p> <p>Property address per CAD: Trammel Fresno RD, Fresno, TX 77545</p> <p>Lots 17 and 18, Block 5, Fresno Addition Section "E" Fort Bend County, Texas being that property more particularly described in Volume 219, Page 363 of ed Records of Fort Bend County, Texas.</p>	\$166.69	\$340.00	R127716/ 3200020051700907	9/10/1974	\$166.69

Exhibit "A"  
Resale List

10.	<p>26,012- Fort Bend Independent School District vs. J. A. Emslie, ET AL</p> <p>Property address per CAD: W Dallas ST, Fresno, TX 77545</p> <p>Lots 15 and 16, Block 5, Fresno Addition Section "D", Fort Bend County, Texas being that property more particularly described in Volume 208, Page 488 of the Deeds Records of Fort Bend County, Texas.</p>	\$199.46	\$340.00	3200040051500907/ R127710	9/10/1974	\$199.46
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**RESOLUTION  
OF FORT BEND INDEPENDENT SCHOOL DISTRICT  
AUTHORIZING THE PUBLIC SALE OF PROPERTY ACQUIRED  
THROUGH TAX FORECLOSURE**

**WHEREAS** Fort Bend Independent School District (Fort Bend ISD) has acquired property, described on Exhibit "A" attached hereto, through tax foreclosure proceedings; and

**WHEREAS** Fort Bend ISD Board of Trustees (Board) desires to sell the property acquired through tax foreclosure proceedings; and

**WHEREAS** the Board requests that the Constable of Fort Bend County, Texas conduct such sale in accordance with Section 34.05 (a), (c) and (d), Texas Property Tax Code, and that the Constable hold such sale at the earliest available date in accordance with the laws of the State of Texas; and

**WHEREAS** the Board, with the adoption of this Resolution, is notifying the Constable that it does not object to the sale price of such property in the amount set forth in Exhibit "A."

NOW THEREFORE BE IT RESOLVED that the Fort Bend Independent School District Board of Trustees authorizes offering for resale, in accordance with Section 34.05 (a), (c) and (d), Property Tax Code, the property described on Exhibit "A" and

BE IT FURTHER RESOLVED that the Constable is hereby requested to conduct such sale in accordance with such statutes at the earliest possible date and further, that a minimum acceptable sale price for such property is set forth on Exhibit "A."

ADOPTED and APPROVED this \_\_\_\_\_ day of October 2022.

FORT BEND INDEPENDENT SCHOOL DISTRICT

\_\_\_\_\_  
Kristen-Davison Malone, President  
Board of Trustees

ATTEST:

\_\_\_\_\_  
Dr. Shirley Rose-Gilliam, Secretary  
Board of Trustees

**For: Fort Bend ISD Board of Trustees**

**Date: October 17, 2022**

**Action: Approve: Order Authorizing and Approving a Third Amendment to the Note Purchase Agreement and Second Agreement to the Fee Agreement Associated with the District's Commercial Paper Program, and Other Matters Relating Thereto**

**References: Board Policy CCA (Legal)  
District Goal 5**

**Department: Business and Finance**

### **Recommendation**

Consideration and possible approval of an order authorizing and approving a third amendment to the note purchase agreement and a second amendment to the fee agreement associated with the District's commercial paper program; and other matters relating thereto.

### **Summary**

The Board of Trustees (the "Board") of the District has previously established, a commercial paper program known as the Fort Bend Independent School District Commercial Paper Program (the "Program") pursuant to which the District issues commercial paper notes in two series – the Series A Commercial Paper Notes and the Series B Commercial Paper Notes. Under the orders of the Board that authorized the Program, the District may issue Commercial Paper Notes under the Program using voted authorization from the 2014 and 2018 bond elections. The Program documents allow the District to issue short-term commercial paper obligations in an aggregate principal amount not to exceed \$150 million outstanding at any one time to for the purpose of providing the District with interim financing for eligible projects and the refinancing notes issued under such Program.

The Program documents established two note series in support of the Program: Series A and Series B. Typically, interest rates on Series B Notes are higher than those on Series A Notes. As a result, the District utilizes Series A Notes on most transactions. However, in March 2020 the District utilized Series B Notes when rates on Series A Notes temporarily exceeded rates of Series B Notes due to market turmoil associated with the COVID-19 Pandemic. The proposed two amendments will allow the District to maintain access to the Series B portion of the Program in the event similar market turmoil is experienced in the future.

Administration is seeking consideration and approval for the following updates to the Series B portion of the Program:

- Authorize the approval of a third amendment to the Note Purchase Agreement with JPMorgan Chase Bank, National Association to transition from the expiring London Interbank Offered Rate (LIBOR) to the Secured Overnight Finance Rate (SOFR) as the preferred alternative to LIBOR;
- Extension of the expiration date of the Note Purchase Agreement supporting the Series B portion of the Program November 1, 2022 to November 1, 2025;
- Authorize the approval of a second amendment to the Fee Agreement of the Note Purchase Agreement with JPMorgan Chase Bank, National Association to facilitate the extension of the Note Purchase Agreement expiration date to November 1, 2025 and allow the District to terminate the Series B portion of the Program without paying a termination fee.

The Series B Notes currently use LIBOR as the index rate for interest calculations. LIBOR is expected to be discontinued after June 30, 2023, and JPMorgan Chase Bank and the District would like to transition to the SOFR as the preferred alternative to LIBOR. Per the current Series B Note Purchase Agreement, any change in the use of the LIBOR rate requires a board approved amendment.

As part of the Series B Note Purchase Agreement, the Fee Agreement outlines the provisions for the fees associated with the Series B program. The Second Amendment to the Fee Agreement makes changes to the “Termination/Reduction Fee” provision to facilitate the extension of the Note Purchase Agreement expiration to November 1, 2025. In addition to extending the expiration date, revisions to the date in the “Termination/Reduction Fee” provision allow the District to terminate the Series B portion of the Program without paying a termination fee provided that the District does not establish a new program utilizing the 2014 and 2018 voted authority.

The District recently extended the Revolving Credit Agreement supporting the Series A portion of the Program November 1, 2025 under provisions that allowed the Chief Financial Officer to approve the extension. The extension of the Note Purchase Agreement supporting the Series B portion of the Program would allow the District the continued flexibility to use either the Series A or Series B portion of the Program through November 1, 2025 at no additional cost to the District. The proposed extension to the expiration date is designed to allow for access to the Program through the completion of the 2014 and 2018 bond programs.

There are a number of controls the Board of Trustees has with respect to the Program that will limit its use in the future.

1. The Program, is limited by the amount of bonds that have been authorized by the school district residents at the 2014 and 2018 elections. Once the voted authorization has been fully used, the program will no longer available to the

district for additional new-money borrowing. Following the exhaustion of the authority from the 2014 and 2018 elections, when market conditions were appropriate the District would refinance any outstanding notes with long-term variable rate or fixed rate bonds. If a future bond is approved by the Board of Trustees and the voters, administration would bring forth an agenda item to add the future bond to the Program.

If there is no longer any voted authority to issue additional bonds or notes and any outstanding notes have been refinanced with bonds, staff will recommend that the liquidity facility (i.e. the revolving credit agreement supporting the Series A portion of the Program or the note purchase agreement supporting the Series B portion of the Program) be terminated. At that point, the Program will go dormant. Staff will not recommend that the Program be terminated so as not to incur additional costs of re-establishing the Program in the future.

Without the liquidity facilities, the District's staff is not authorized to borrow any more money under the Program.

2. The District has a policy that limits the amount of variable rate debt that may be outstanding. Currently the policy limits the amount of variable rate debt to 25% of the total debt portfolio.
3. The Board in its authorization of the Program has limited the amount of commercial paper notes that can be outstanding at any time to an amount not to exceed \$150,000,000.
4. The Board will have the opportunity to evaluate the Program when we request that the Board authorize the conversion of the commercial paper notes to a variable or fixed rate. We expect that the commercial paper notes will be converted every 9 to 12 months based on the construction draw schedules.

The Program has allowed the District to avoid \$21.68 million in interest cost since the inception in 2016. Approval of the two agreements will allow the District to continue to utilize the Program and generate additional savings to taxpayers.

The District's Bond Counsel, Bracewell LLP, and the District's financial advisor, Hilltop Securities, have reviewed the proposed amendments to the agreements.

Recommended by:

Christie Whitbeck  
Superintendent

Submitted by:

Bryan Guinn  
Chief Financial Officer

ORDER OF THE FORT BEND INDEPENDENT SCHOOL DISTRICT  
AUTHORIZING AND APPROVING A THIRD AMENDMENT TO THE NOTE  
PURCHASE AGREEMENT AND SECOND AMENDMENT TO THE FEE  
AGREEMENT ASSOCIATED WITH THE DISTRICT'S COMMERCIAL  
PAPER PROGRAM; AND OTHER MATTERS RELATING THERETO

WHEREAS, for the benefit of the Fort Bend Independent School District (the "District"), the Board of Trustees (the "Board") of the District has previously established, a commercial paper program known as the Fort Bend Independent School District Commercial Paper Program (the "Program") pursuant to an order adopted by the Board on October 17, 2016 (the "Original Order"), as amended and restated by an order adopted by the Board on January 22, 2019 (the "Amended and Restated Order," and collectively with the Original Order, the "Order"), pursuant to which Program the District issues from time to time commercial paper notes in two series – the Series A Commercial Paper Notes and the Series B Commercial Paper Notes – for the purpose of providing the District with interim financing for eligible projects and the refinancing notes issued under such Program; and

WHEREAS, the Order approved a Note Purchase Agreement by and between the District and JPMorgan Chase Bank, National Association (the "Bank"), dated as of October 17, 2016 (but effective as of November 3, 2016), as amended by a First Amendment to Note Purchase Agreement, dated January 22, 2019 (but effective as of February 20, 2019), and a Second Amendment to Note Purchase Agreement, dated as of February 4, 2021 (collectively, the "Note Purchase Agreement"), in connection with the District's commercial paper notes issued as Series B Commercial Paper Notes; and

WHEREAS, the London Interbank Offered Rate (LIBOR) is expected to be discontinued after June 30, 2023 and the Bank and the District would like to transition to the Secured Overnight Financing Rate (SOFR) as the preferred alternative to LIBOR; and

WHEREAS, the District would like to extend the termination date of the Note Purchase Agreement from November 1, 2022 to November 1, 2025 to coincide with the termination date of the revolving credit agreement supporting the District's Series A Commercial Paper Program; and

WHEREAS, the Board has determined that it is in the best interests of the District to authorize the Third Amendment to the Note Purchase Agreement (the "Third Amendment") in substantially the form attached hereto as Exhibit A; and

WHEREAS, the District and the Bank are parties to that Fee Agreement entered into as of October 17, 2016, but effective as of November 3, 2016 related to the Note Purchase Agreement, as amended by the First Amendment to Fee Agreement (the "First Amendment to Fee Agreement") dated as of January 22, 2019, but effective as of February 20, 2019 (collectively, the "Fee Agreement"); and

WHEREAS, the District would like to extend the termination date in the "Termination/Reduction Fee" provision of the First Amendment to Fee Agreement to November 1, 2025 to coincide with the termination date established in the Third Amendment and make other clarifying changes to such provision; and

WHEREAS, the Board has determined that it is in the best interests of the District to authorize the Second Amendment to Fee Agreement in substantially the form attached hereto as Exhibit B; and

WHEREAS, the meeting at which this Order is considered is open to the public as required by law, and public notice of the time, place and purpose of said meeting was given as required by Chapter 551, Texas Government Code, as amended; and NOW, THEREFORE,

BE IT ORDERED BY THE BOARD OF TRUSTEES OF THE FORT BEND INDEPENDENT SCHOOL DISTRICT:

Section 1. The findings, determinations and definitions set forth in the preambles hereto are hereby incorporated by reference for all purposes.

Section 2. The Third Amendment, in substantially the form attached hereto Exhibit A is hereby authorized and approved. The person serving as either Superintendent of the District or the Chief Financial Officer of the District (each an "Authorized Officer") is hereby authorized and directed to execute and deliver the Third Amendment together with such changes as may be approved by such Authorized Officer as evidenced by their signature on such documents.

Section 3. The Second Amendment to Fee Agreement, in substantially the form attached hereto as Exhibit B is hereby authorized and approved and an Authorized Officer is hereby authorized and directed to execute and deliver the Second Amendment to Fee Agreement together with such changes as may be approved by such Authorized Officer as evidenced by their signature on such documents.

Section 4. The District's financial advisor, bond counsel and administration are hereby authorized and directed to take any and all action and execute such certificates, instruction letters, notices or agreements as may be required to carry out the purposes of this Order. The District's administration is hereby authorized and directed to approve payment of the costs associated with the Third Amendment upon presentation of invoices for such costs.

*[Signature page follows]*

PASSED, APPROVED AND EFFECTIVE on October 17, 2022.

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Secretary, Board of Trustees  
Fort Bend Independent School District

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President, Board of Trustees  
Fort Bend Independent School District

[SEAL]

EXHIBIT A

THIRD AMENDMENT TO NOTE PURCHASE AGREEMENT

[Attached]

EXHIBIT B

SECOND AMENDMENT TO FEE AGREEMENT

[Attached]

CERTIFICATE FOR ORDER

THE STATE OF TEXAS    §  
COUNTY OF FORT BEND §

I, the undersigned officer of the Board of Trustees of Fort Bend Independent School District, hereby certify as follows:

1.     The Board of Trustees of Fort Bend Independent School District convened in [regular/special] meeting on the 17th day of October, 2022, at the regular meeting place thereof, within said District, and the roll was called of the duly constituted officers and members of said Board, to wit:

Kristen Davidson Malone	President, Trustee, Position 6
Judy Dae	Vice President, Trustee, Position 2
Shirley Rose-Gilliam	Secretary, Trustee, Position 4
Angie Hanan	Trustee, Position 1
Rick Garcia	Trustee, Position 3
Denetta R. Williams	Trustee, Position 5
David Hamilton	Trustee, Position 7

and all of said persons were present, except the following absentee(s): \_\_\_\_\_, thus constituting a quorum. Whereupon, among other business, the following was transacted at said meeting: a written

ORDER OF THE FORT BEND INDEPENDENT SCHOOL DISTRICT  
AUTHORIZING AND APPROVING A THIRD AMENDMENT TO THE NOTE  
PURCHASE AGREEMENT AND SECOND AMENDMENT TO THE FEE  
AGREEMENT ASSOCIATED WITH THE DISTRICT’S COMMERCIAL  
PAPER PROGRAM; AND OTHER MATTERS RELATING THERETO

was duly introduced for the consideration of said Board. It was then duly moved and seconded that said order be adopted; and, after due discussion, said motion, carrying with it the adoption of said order, prevailed and carried by the following vote:

- \_\_\_\_\_ Member(s) shown present above voted “Aye”.
- \_\_\_\_\_ Member(s) shown present above voted “No”.
- \_\_\_\_\_ Member(s) shown present abstained from voting.

2.     A true, full and correct copy of the aforesaid order adopted at the meeting described in the above and foregoing paragraph is attached to and follows this certificate; that said order has been duly recorded in said Board’s minutes of said meeting; that the above and foregoing paragraph is a true, full and correct excerpt from said Board’s minutes of said meeting pertaining to the adoption of said order; that the persons named in the above and foregoing paragraph are the

duly chosen, qualified and acting officers and members of said Board as indicated therein; that each of the officers and members of said Board was duly and sufficiently notified officially and personally, in advance, of the date, hour, place and purpose of the aforesaid meeting, and that said order would be introduced and considered for adoption at said meeting, and each of said officers and members consented, in advance, to the holding of said meeting for such purpose; that said meeting was open to the public as required by law; and that public notice of the date, hour, place and subject of said meeting was given as required by the Chapter 551, Texas Government Code.

SIGNED AND SEALED this 17<sup>th</sup> day of October, 2022.

[SEAL]

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Secretary, Board of Trustees  
Fort Bend Independent School District

## **THIRD AMENDMENT TO NOTE PURCHASE AGREEMENT**

This Third Amendment to Note Purchase Agreement (this "Amendment") is dated as of October 17, 2022 (the "Amendment Effective Date"), by and between FORT BEND INDEPENDENT SCHOOL DISTRICT (the "District") and JPMORGAN CHASE BANK, NATIONAL ASSOCIATION (together with its successors and assigns as such agent, the "Bank").

### **WITNESSETH**

WHEREAS, the District and the Bank are parties to that certain Note Purchase Agreement dated as of October 17, 2016, (but effective as of November 3, 2016), as amended by the First Amendment to Note Purchase Agreement dated as of January 22, 2019 (but effective as of February 20, 2019 and the Second Amendment to Note Purchase Agreement dated as of February 4, 2021 (collectively, the "Note Purchase Agreement");

WHEREAS, the District has requested the Bank to support the District's notes issued from time to time under its Commercial Paper Program, in response to which the Bank has agreed (i) to directly purchase when and as issued Commercial Paper Notes issued as "Series B" (the "Series B Commercial Paper Notes" or the "Notes") pursuant to the terms of the Note Purchase Agreement and (ii) by making available a revolving line of credit pursuant to the Series A Commercial Paper Revolving Credit Agreement supporting the Commercial Paper Notes issued as "Series A" (the "Series A Commercial Paper Notes").

WHEREAS, the District and the Bank have agreed to amend certain terms of the Note Purchase Agreement in certain respects, subject to and upon the terms and conditions set forth herein.

NOW THEREFORE, for and in consideration of the mutual covenants and agreements herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged and confessed, the parties hereto hereby agree as follows:

### **ARTICLE 1**

#### **Amendments**

##### **1.1 Amendment to Definitions – Deletions.**

The definitions of "Applicable Factor," "Computation Date," "Default Rate," "Expiration Date," "LIBOR Index," "LIBOR Index Rate," "London Business Day," and "Reset Date" in Section 1.01 are hereby deleted.

##### **1.2 Amendments to Definitions – Additions.**

The following definitions are hereby added in Section 1.01 in the appropriate alphabetical order:

“Adjusted Base Rate” means, for any day, a rate per annum equal to the highest of (a) the Fed Funds Rate plus 2.00% or (b) the Prime Rate plus 1.50%.

“Adjusted Term SOFR Rate” means, with respect to any Note for any Interest Period, an interest rate per annum equal to the sum of (i) the product of (A) the Applicable Factor multiplied by (B) the sum of (1) the Term SOFR Rate for such Interest Period, plus (2) 10 basis points, plus (ii) the Applicable Spread; provided, however, if the Adjusted Term SOFR Rate as so determined would be less than 0.00%, such rate shall be deemed to be 0.00% for the purposes of this Agreement.

"Alternate Rate" has the meaning set forth in Section 2.19(c).

“Applicable Factor” means 80%.

“Available Tenor” means, as of any date of determination and with respect to the then-current Benchmark, as applicable, any tenor for such Benchmark (or component thereof) or payment period for interest calculated with reference to such Benchmark (or component thereof), as applicable, that is or may be used for determining the length of an Interest Period for any term rate or otherwise, for determining any frequency of making payments of interest calculated pursuant to this Agreement as of such date and not including, for the avoidance of doubt, any tenor for such Benchmark that is then-removed from the definition of “Interest Period” pursuant to clause (c) of Section 2.19.

“Benchmark” means, initially, the Term SOFR Rate; provided that if a Benchmark Transition Event has occurred with respect to the Term SOFR Rate, then “Benchmark” means the Alternate Rate to the extent that such Alternate Rate has replaced such prior benchmark rate pursuant to clause (b) of Section 2.19.

“Benchmark Transition Event” means, with respect to any Benchmark, the occurrence of one or more of the following events with respect to the Term SOFR Rate:

(1) a public statement or publication of information by or on behalf of the CME Term SOFR Administrator (or any successor administrator of the Term SOFR Rate, or the published component used in the calculation thereof) announcing that such CME Term SOFR Administrator has ceased or will cease to provide the Term SOFR Rate (or such component thereof), permanently or indefinitely, provided that, at the time of such statement or publication, there is no successor administrator that will continue to provide the Term SOFR Rate (or such component thereof);

(2) a public statement or publication of information by the Federal Reserve Board, the NYFRB, or, as applicable, the regulatory supervisor for the CME Term SOFR Administrator, an insolvency official with jurisdiction over the CME Term SOFR Administrator, a resolution authority with jurisdiction over the CME Term SOFR Administrator, or a court or an entity with similar insolvency or resolution authority over the CME Term SOFR Administrator, in each case, which states that CME Term SOFR Administrator (or any successor administrator of the Term SOFR Rate, or the published component used in the calculation thereof) has ceased or will cease to provide the Term SOFR Rate (or such component thereof) permanently or indefinitely;

provided that, at the time of such statement or publication, there is no successor administrator that will continue to provide the Term SOFR Rate (or such component thereof); or

(3) a public statement or publication of information by the Federal Reserve Board, the NYFRB, the CME Term SOFR Administrator, or the regulatory supervisor for the administrator for the CME Term SOFR Administrator (or any successor administrator of the Term SOFR Rate, or the published component used in the calculation thereof) announcing that the Term SOFR Rate (or such component thereof) is no longer, or as of a specified future date will no longer be, representative.

For the avoidance of doubt, a “Benchmark Transition Event” will be deemed to have occurred with respect to the Term SOFR Rate if a public statement or publication of information set forth above has occurred with respect to each then-current available tenor of the Term SOFR Rate.

“CME Term SOFR Administrator” means CME Group Benchmark Administration Limited as administrator of the forward-looking term Secured Overnight Financing Rate (SOFR) (or a successor administrator).

“Corresponding Tenor” with respect to any Available Tenor means, as applicable, either a tenor (including overnight) or an interest payment period having approximately the same length (disregarding business day adjustment) as such Available Tenor.

“Default Rate” means a per annum rate of interest equal to the sum of the Base Rate from time to time in effect plus 3.0% per annum; provided, that for any Note accruing interest at the Adjusted Term SOFR Rate at the time of the applicable Event of Default, the “Default Rate” shall mean the sum of 3.0% plus Adjusted Term SOFR Rate then in effect until the end of the Term SOFR Rate interest period applicable thereto and, thereafter, at a rate per annum equal to the sum of 3.0% plus the Base Rate from time to time in effect; provided further, however, that, subject to Section 2.6, in no event shall the Default Rate exceed the Highest Lawful Rate. For avoidance of doubt, if an Event of Default occurs while any Note is bearing interest at the Term Rate, the Default Rate for such Note shall be the Term Rate in effect at such time plus 3.0%.

“Dollars”, “dollars” or “\$” refers to lawful money of the United States of America.

“Expiration Date” means November 1, 2025.

“Floor” means the benchmark rate floor, if any, provided in this Agreement initially (as of the execution of this Agreement, the modification, amendment or renewal of this Agreement or otherwise) with respect to the Adjusted Term SOFR Rate. For the avoidance of doubt the initial Floor for the Adjusted Term SOFR Rate shall be 0.00%.

“Interest Period” means with respect to any Note, the period commencing on the date of purchase of such Note and ending on the numerically corresponding day in the calendar month that is one, three, or six months thereafter (in each case, subject to the availability for the Benchmark applicable to the Note or Commitment), as requested by the District in a Request for Purchase; provided, that (i) if any Interest Period would end on a day other than a Business Day,

such Interest Period shall be extended to the next succeeding Business Day unless such next succeeding Business Day would fall in the next calendar month, in which case such Interest Period shall end on the next preceding Business Day, (ii) any Interest Period that commences on the last Business Day of a calendar month (or on a day for which there is no numerically corresponding day in the last calendar month of such Interest Period) shall end on the last Business Day of the last calendar month of such Interest Period, and (iii) no tenor that has been removed from this definition pursuant to Section 2.19(c) shall be available for specification in such Request for Purchase.

"Objection Date" has the meaning assigned to it in Section 2.19(c) of this Agreement.

"NYFRB" means the Federal Reserve Bank of New York.

"Reference Time" with respect to any setting of the then-current Benchmark means (1) if such Benchmark is the Term SOFR Rate, 5:00 a.m. (Chicago time) on the day that is two Business Days preceding the date of such setting and (2) if such Benchmark is not the Term SOFR Rate, the time determined by the Calculation Agent in its reasonable discretion.

"Relevant Governmental Body" means, the Federal Reserve Board and/or the NYFRB, the CME Term SOFR Administrator, as applicable, or a committee officially endorsed or convened by the Federal Reserve Board and/or the NYFRB or, in each case, any successor thereto.

"SOFR" means a rate equal to the secured overnight financing rate as administered by the SOFR Administrator.

"SOFR Administrator" means the NYFRB (or a successor administrator of the secured overnight financing rate).

"SOFR Administrator's Website" means the NYFRB's website, currently at <http://www.newyorkfed.org>, or any successor source for the secured overnight financing rate identified as such by the SOFR Administrator from time to time.

"Term Benchmark" when used in reference to any Note, refers to such Note when bearing interest at a rate determined by reference to the Adjusted Term SOFR Rate.

"Term SOFR Determination Day" has the meaning assigned to it under the definition of Term SOFR Reference Rate.

"Term SOFR Rate" means, with respect to any Note for any Comparable Tenor to the applicable Interest Period, the Term SOFR Reference Rate at approximately 5:00 a.m., Chicago time, two U.S. Government Securities Business Days prior to the commencement of such Comparable Tenor to the applicable Interest Period, as such rate is published by the CME Term SOFR Administrator.

"Term SOFR Reference Rate" means, for any day and time (such day, the "Term SOFR Determination Day"), with respect to any Note for any Comparable Tenor to the applicable Interest Period, the rate per annum determined by the Bank as the forward-looking term rate based

on SOFR; provided that if the Term SOFR Reference Rate as so determined would be less than 0.00%, such rate shall be deemed to be 0.00% for the purposes of this Agreement. If by 5:00 pm (New York City time) on the fifth (5th) U.S. Government Securities Business Day immediately following any Term SOFR Determination Day, the “Term SOFR Reference Rate” for the applicable tenor has not been published by the CME Term SOFR Administrator and a Benchmark Transition Event with respect to the Term SOFR Rate has not occurred, then the Term SOFR Reference Rate for such Term SOFR Determination Day will be the Term SOFR Reference Rate as published in respect of the first preceding U.S. Government Securities Business Day for which such Term SOFR Reference Rate was published by the CME Term SOFR Administrator, so long as such first preceding Business Day is not more than five (5) Business Days prior to such Term SOFR Determination Day.

“U.S. Government Securities Business Day” means any day except for (i) a Saturday, (ii) a Sunday or (iii) a day on which the Securities Industry and Financial Markets Association recommends that the fixed income departments of its members be closed for the entire day for purposes of trading in United States government securities.

### **1.3 Amendment to Article I.**

Section 1.05 is hereby added to read as follows:

*Section 1.05. Interest Rates; Benchmark Notification.* The interest rate on a Note may be derived from an interest rate benchmark that may be discontinued or is, or may in the future become, the subject of regulatory reform. Upon the occurrence of a Benchmark Transition Event, Section 2.19(b) provides a mechanism for determining an alternative rate of interest. The Calculation Agent does not warrant or accept any responsibility for, and shall not have any liability with respect to, the administration, submission, performance or any other matter related to any interest rate used in this Agreement, or with respect to any alternative or successor rate thereto, or replacement rate thereof, including without limitation, whether the composition or characteristics of any such alternative, successor or replacement reference rate will be similar to, or produce the same value or economic equivalence of, the existing interest rate being replaced or have the same volume or liquidity as did any existing interest rate prior to its discontinuance or unavailability. The Calculation Agent affiliates and/or other related entities may engage in transactions that affect the calculation of any interest rate used in this Agreement or any alternative, successor or alternative rate (including any Alternate Rate) and/or any relevant adjustments thereto, in each case, in a manner adverse to the District. The Calculation Agent may select information sources or services in its reasonable discretion to ascertain any interest rate used in this Agreement, any component thereof, or rates referenced in the definition thereof, in each case pursuant to the terms of this Agreement, and absent gross negligence or willful misconduct, shall have no liability to the District, or any other person or entity for damages of any kind, including direct or indirect, special, punitive, incidental or consequential damages, costs, losses or expenses (whether in tort, contract or otherwise and whether at law or in equity), for any error or calculation of any such rate (or component thereof) provided by any such information source or service.

**1.4 Amendment to Section 2.01(b).**

The third sentence of Section 2.01(b) is hereby deleted and replaced with the following:

To request purchase of the Notes, the District shall submit a Request for Purchase, properly completed, to the Bank, delivered by 3:00 p.m. at least two (2) Business Days prior to the date on which the requested purchase is to be made.

**1.5 Amendment to Section 2.03(i)(A).**

Section 2.03(i)(A) is hereby deleted and replaced with the following:

- (A) Subject to adjustment from time to time as set forth in Sections 2.4, 2.5, 2.6, 2.7 and 2.19 hereof, a rate per annum equal to the Adjusted Term SOFR Rate for the applicable Interest Period during the Initial Interest Rate Period;

**1.6 Amendment to Section 2.03(i).**

The following is hereby added as a new paragraph following Section 2.03(i)(D):

Except as otherwise set forth herein, accrued but unpaid interest on each Note shall be due and payable on each Interest Payment Date and on the applicable Maturity Date. The Bank shall promptly notify the District of the interest rate applicable to any Notes upon determination of such interest rate; provided, however, that the failure by the Bank to provide notice of the applicable interest rate shall not relieve the District of its obligation to make payment of amounts as and when due hereunder. Each determination by the Bank of an interest rate shall be conclusive and binding for all purposes, absent manifest error.

**1.7 Amendment to Section 2.04(a).**

The first sentence of Section 2.04(a) is hereby deleted and replaced with the following:

Notwithstanding Section 2.03 above, in the event the District does not pay to the Bank the maturing principal amount of the Outstanding Notes on the Expiration Date, and provided that (i) no Event of Default, other than the failure to pay the maturing principal amount of the Outstanding Notes on the Expiration Date, or any event which with the giving of notice or the passage of time or both would constitute an Event of Default, shall have occurred and be continuing and (ii) the representations and warranties set forth herein shall be deemed made and are true and correct on the Expiration Date (except with respect to the failure to pay the maturing principal amount of the Outstanding Notes on the Expiration Date), then the District shall instead pay to the Bank the outstanding principal amount of the Notes as of such date (the "Amortization Amount") in installments payable on each February 1 and August 1, commencing on the February 1 that occurs immediately succeeding the first day of the Amortization Period so that the

Amortization Amount is repaid in approximately equal semiannual principal payments by the end of the Amortization Period (the “Term Loan”).

**1.8 Amendment to Section 2.08 - Calculation of Interest.**

The first sentence of Section 2.08 is hereby deleted and replaced with the following:

All computations of interest while the Notes bear interest at the Adjusted Term SOFR Rate shall be made on a 360-day year basis and actual days elapsed. While the Notes bear interest as the Adjusted Base Rate, Alternate Rate, Base Rate or Term Rate, interest on such Notes shall be calculated on a 365-day year basis (or 366 days in a leap year) and actual days elapsed.

**1.9 Addition of Section 2.19.**

Section 2.19 “*Alternate Rate of Interest*” is hereby added to the Note Purchase Agreement:

(a) Subject to clauses (b), (c) and (d) of this Section 2.19, if:

(i) the Calculation Agent determines (which determination shall be conclusive absent manifest error) prior to the commencement of any Interest Period, that adequate and reasonable means do not exist for ascertaining the Adjusted Term SOFR Rate or the Term SOFR Rate (including because the Term SOFR Reference Rate is not available or published on a current basis), for such Interest Period; or

(ii) the Calculation Agent is advised by the Bank that prior to the commencement of any Interest Period, that Adjusted Term SOFR Rate for such Interest Period will not adequately and fairly reflect the cost to the Bank of purchasing or holding the Note for such Interest Period;

then the Calculation Agent shall give notice thereof to the District as promptly as practicable thereafter and, until the Calculation Agent notifies the District that the circumstances giving rise to such notice no longer exist, (A) any Note shall be (x) repaid or (y) begin to bear interest at the Adjusted Base Rate plus the Applicable Spread on the last day of the then current Interest Period applicable thereto, and (B) if any Request for Purchase requests the Bank to purchase Notes, such Notes shall bear interest at the Adjusted Base Rate plus the Applicable Spread.

(b) If the Calculation Agent or the Bank determines that any Requirement of Law has made it unlawful, or if any Governmental Authority has asserted that it is unlawful, for the Bank or its applicable lending office to purchase or maintain any Notes bearing interest at the Adjusted Term SOFR Rate, or any Governmental Authority has imposed material restrictions on the authority of the Bank to purchase or sell, or to take deposits of, dollars in the interbank offering market, then, on notice thereof by the Bank to the District (which notice shall contain a description restriction or determination that is the basis for the delivery of notice by the Bank under this Section 2.19(b)), any obligations of the Bank to purchase or maintain any Notes bearing interest at the Adjusted Term SOFR Rate will be suspended until the Bank notifies District that the circumstances giving rise to such determination no longer exist. Upon receipt of notice from the Bank triggering

the suspension of the Bank's obligation to purchase or maintain Notes bearing interest at the Adjusted Term SOFR Rate, District will upon demand from the Bank, either prepay such Notes bearing interest at the Adjusted Term SOFR Rate or convert such Notes to Notes accruing interest at the Adjusted Base Rate plus the Applicable Spread, either on the last day of the Interest Period therefor, if the Bank may lawfully continue to maintain such Notes bearing interest at the Adjusted Term SOFR Rate to such day, or as soon as reasonably practicable under the laws applicable to the District, if the Bank may not lawfully continue to maintain such Notes. Upon any such prepayment or conversion, the District will also pay accrued but unpaid interest on the amount so prepaid or converted.

(c) Notwithstanding anything to the contrary herein or in any other Related Document, if a Benchmark Transition Event has occurred, the Bank may, by notice to the District, amend this Agreement to establish an alternate rate of interest for the Benchmark that gives due consideration to (i) any selection or recommendation of a replacement benchmark rate or the mechanism for determining such a rate by the Relevant Governmental Body or (ii) the then-evolving or prevailing market convention for determining a benchmark rate as a replacement for the then current Benchmark at such time (the "Alternate Rate"); the District acknowledges that the Alternate Rate may include a mathematical adjustment using any then-evolving or prevailing market convention or method for determining a spread adjustment for the replacement of the Benchmark (which may include, if any Benchmark already contains such a spread, adding that spread to the Alternate Rate). The Bank may further amend this Agreement by such notice to the District to make technical, administrative or operational changes (including, without limitation, changes to the definition of "Interest Period", timing and frequency of determining rates and making payments of interest, the timing of prepayment or conversion notices, the length of lookback periods, the applicability of breakage provisions and other technical, administrative or operational matters) that the Bank decides in its reasonable discretion may be appropriate to reflect the adoption and implementation of the Alternate Rate and are not in violation of the laws applicable to the District. The Alternate Rate, together with all such technical, administrative and operational changes as specified in any notice, shall become effective at the later of (i) the fifth Business Day after the Bank has provided notice (including without limitation for this purpose, by electronic means) to the District (the "Objection Date") and (ii) a date specified by the Bank in the notice, without any further action or consent of the District, so long as the Bank has not received, by 5:00 pm Eastern time on the Objection Date, written notice of objection to the Alternate Rate from the District. If, on the date the Benchmark actually becomes permanently unavailable pursuant to a Benchmark Transition Event, an Alternate Rate has not been established in this manner, the Notes will, until an Alternate Rate is so established, bear interest at the Adjusted Base Rate plus the Applicable Spread. In no event shall the Alternate Rate be less than the Floor.

(d) All determinations by the Bank under this Section 2.19 shall be conclusive and binding absent manifest error and may be made in its sole discretion and without consent from any other party to this Agreement or any other Related Document, except, in each case, as expressly required pursuant to this Section 2.19.

**1.10 Amendments to Exhibit A – Form of Request for Purchase.**

“Exhibit A” is hereby deleted and replaced with the form attached as Appendix 1 attached hereto.

**1.11 Deletion of Exhibit B.**

“Exhibit B” is hereby deleted.

**ARTICLE 2**

**Conditions Precedent**

**2.1 Conditions Precedent to Effectiveness.**

The effectiveness of this Amendment is subject to the satisfaction of the following conditions precedent:

(a) The Bank shall have received such additional documents, instruments and information as the Bank or its legal counsel may reasonably request;

(b) The representations and warranties contained herein and in the Note Purchase Agreement, as amended hereby, shall be true and correct as of the Amendment Effective Date as if made on the Amendment Effective Date;

(c) No Default or Event of Default shall have occurred and be continuing as of the Amendment Effective Date hereof;

(d) All proceedings taken in connection with the transactions contemplated by this Amendment and all documents, instruments, and other legal matters incident thereto shall be satisfactory to the Bank and its legal counsel; and

(e) The District shall have paid all fees of legal counsel to the Bank related to the preparation of this Amendment in the amount of \$10,000 (such total amount shall include the fees due to legal counsel for the Bank for this Third Amendment, the related Second Amendment to Fee Agreement and the related extension to the Series A Commercial Paper Revolving Credit Agreement).

**ARTICLE 3**

**Ratifications, Representations and Warranties**

**3.1 Ratifications.**

The terms and provisions set forth in this Amendment shall modify and supersede all inconsistent terms and provisions set forth in the Agreement and, except as expressly modified and superseded by this Amendment, the terms and provisions of the Note Purchase Agreement are ratified and confirmed and shall continue in full force and effect. The Parties hereby agree

that the Note Purchase Agreement, as amended hereby, shall continue to be legal, valid, binding and enforceable in accordance with its terms.

### **3.2 Representations and Warranties.**

The District hereby represents and warrants to the Bank that (i) the execution, delivery and performance of this Amendment have been authorized by all requisite action on the part of the District, (ii) the representations and warranties contained in the Note Purchase Agreement are true and correct on and as of the date hereof as though made on and as of the date hereof, (iii) as of the Amendment Effective Date hereof no Default or Event of Default has occurred and is continuing and no event or condition has occurred that with the giving of notice or lapse of time or both would be an Event of Default, and (iv) as of the Amendment Effective Date hereof the District is in full compliance with all covenants and agreements contained in the Note Purchase Agreement.

## **ARTICLE 4**

### **Bank Representations**

#### **4.1 Texas Government Code Section 2252.908(c)(4) Exemption.**

The Bank hereby certifies that it meets the criteria for an exemption under Section 2252.908(c)(4) of the Texas Government Code with respect to the requirement for the Bank to file an application in accordance with the provisions of Section 2252.908 of the Texas Government Code and the rules promulgated by the Texas Ethics Commission.

#### **4.2 Texas Government Code Section 2271.002 (No Boycott of Israel) Verifications.**

The Bank hereby verifies that it and its parent company, wholly- or majority-owned subsidiaries, and other affiliates, if any, do not boycott Israel and, to the extent the Note Purchase Agreement is a contract for goods or services, will not boycott Israel during the term of the Note Purchase Agreement. The foregoing verification is made solely to comply with Section 2271.002, Texas Government Code, and to the extent such Section does not contravene applicable Federal law. As used in the foregoing verification, 'boycott Israel' means refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations specifically with Israel, or with a person or entity doing business in Israel or in an Israeli-controlled territory, but does not include an action made for ordinary business purposes. As used in this Section the Bank understands 'affiliate' to mean an entity that controls, is controlled by, or is under common control with the Bank within the meaning of SEC Rule 405, 17 C.F.R. § 230.405, and exists to make a profit.

#### **4.3 Texas Government Code Section 2252.152 (Sanctioned Company) Verifications.**

The Bank hereby represents that neither it nor any of its parent company, wholly- or majority-owned subsidiaries, and other affiliates is a company identified on a list prepared and

maintained by the Texas Comptroller of Public Accounts under Section 2252.153 or Section 2270.0201, Texas Government Code, and posted on any of the following pages of such officer's internet website:

<https://comptroller.texas.gov/purchasing/docs/sudan-list.pdf>,  
<https://comptroller.texas.gov/purchasing/docs/iran-list.pdf>, or  
<https://comptroller.texas.gov/purchasing/docs/fto-list.pdf>.

The foregoing representation is made solely to comply with Section 2252.152, Texas Government Code, and to the extent such Section does not contravene applicable Federal law and excludes the Bank and each of its parent company, wholly- or majority-owned subsidiaries, and other affiliates, if any, that the United States government has affirmatively declared to be excluded from its federal sanctions regime relating to Sudan or Iran or any federal sanctions regime relating to a foreign terrorist organization. As used in this Section the Bank understands 'affiliate' to mean an entity that controls, is controlled by, or is under common control with the Bank within the meaning of SEC Rule 405, 17 C.F.R. § 230.405, and exists to make a profit.

#### **4.4 Section 2274.002 Texas Government Code (No Discrimination Against Fossil-Fuel Companies) Verifications.**

To the extent the Note Purchase Agreement constitutes a contract for goods or services for which a written verification is required under Section 2274.002 (as added by Senate Bill 13 in the 87th Texas Legislature, Regular Session), Texas Government Code, as amended, the Bank hereby verifies that it and its parent company, wholly- or majority-owned subsidiaries, and other affiliates, if any, do not boycott energy companies and will not boycott energy companies during the term of this Agreement. The foregoing verification is made solely to enable the District to comply with such Section and to the extent such Section does not contravene applicable federal law or the Texas Constitution. As used in the foregoing verification, "boycott energy companies," a term defined in Section 2274.001(1), Texas Government Code (as enacted by such Senate Bill) by reference to Section 809.001, Texas Government Code (also as enacted by such Senate Bill), shall mean, without an ordinary business purpose, refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations with a company because the company (A) engages in the exploration, production, utilization, transportation, sale, or manufacturing of fossil fuel-based energy and does not commit or pledge to meet environmental standards beyond applicable federal and state law; or (B) does business with a company described by (A) above. As used in this Section, the Bank understands 'affiliate' to mean an entity that controls, is controlled by, or is under common control with the Bank within the meaning of SEC Rule 405, 17 C.F.R. § 230.405, and exists to make a profit."

#### **4.5 Section 2274.002 Texas Government Code (No Discrimination Against Firearm Entities and Firearm Trade Associations) Verifications.**

To the extent the Note Purchase Agreement constitutes a contract for goods or services for which a written verification is required under Section 2274.002 (as added by Senate Bill 19 in the 87th Texas Legislature, Regular Session ("SB 19")), Texas Government Code, as amended, the Bank hereby verifies that it and its parent company, wholly- or majority-owned

subsidiaries, and other affiliates, if any, do not have a practice, policy, guidance, or directive that discriminates against a firearm entity or firearm trade association and will not discriminate against a firearm entity or firearm trade association during the term of this Agreement. The foregoing verification is made solely to enable the District to comply with such Section and to the extent such Section does not contravene applicable federal law or the Texas Constitution. As used in this Section, the Bank understands ‘affiliate’ to mean an entity that controls, is controlled by, or is under common control with the Bank within the meaning of SEC Rule 405, 17 C.F.R. § 230.405, and exists to make a profit.

As used in the foregoing verification and the following definitions,

a. ‘discriminate against a firearm entity or firearm trade association,’ a term defined in Section 2274.001(3), Texas Government Code (as enacted by SB 19), (A) means, with respect to the firearm entity or firearm trade association, to (i) refuse to engage in the trade of any goods or services with the firearm entity or firearm trade association based solely on its status as a firearm entity or firearm trade association, (ii) refrain from continuing an existing business relationship with the firearm entity or firearm trade association based solely on its status as a firearm entity or firearm trade association, or (iii) terminate an existing business relationship with the firearm entity or firearm trade association based solely on its status as a firearm entity or firearm trade association and (B) does not include (i) the established policies of a merchant, retail seller, or platform that restrict or prohibit the listing or selling of ammunition, firearms, or firearm accessories and (ii) a company’s refusal to engage in the trade of any goods or services, decision to refrain from continuing an existing business relationship, or decision to terminate an existing business relationship (aa) to comply with federal, state, or local law, policy, or regulations or a directive by a regulatory agency or (bb) for any traditional business reason that is specific to the customer or potential customer and not based solely on an entity’s or association’s status as a firearm entity or firearm trade association,

b. ‘firearm entity,’ a term defined in Section 2274.001(6), Texas Government Code (as enacted by SB 19), means a manufacturer, distributor, wholesaler, supplier, or retailer of firearms (defined in Section 2274.001(4), Texas Government Code, as enacted by SB 19, as weapons that expel projectiles by the action of explosive or expanding gases), firearm accessories (defined in Section 2274.001(5), Texas Government Code, as enacted by SB 19, as devices specifically designed or adapted to enable an individual to wear, carry, store, or mount a firearm on the individual or on a conveyance and items used in conjunction with or mounted on a firearm that are not essential to the basic function of the firearm, including detachable firearm magazines), or ammunition (defined in Section 2274.001(1), Texas Government Code, as enacted by SB 19, as a loaded cartridge case, primer, bullet, or propellant powder with or without a projectile) or a sport shooting range (defined in Section 250.001, Texas Local Government Code, as a business establishment, private club, or association that operates an area for the discharge or other use of firearms for silhouette, skeet, trap, black powder, target, self-defense, or similar recreational shooting), and

c. ‘firearm trade association,’ a term defined in Section 2274.001(7), Texas Government Code (as enacted by SB 19), means any person, corporation, unincorporated association, federation, business league, or business organization that (i) is not organized or operated for profit (and none of the net earnings of which inures to the benefit of any private

shareholder or individual), (ii) has two or more firearm entities as members, and (iii) is exempt from federal income taxation under Section 501(a), Internal Revenue Code of 1986, as an organization described by Section 501(c) of that code.

As used in this Section, the Bank understands ‘affiliate’ to mean an entity that controls, is controlled by, or is under common control with the Bank within the meaning of SEC Rule 405, 17 C.F.R. § 230.405, and exists to make a profit.

## **ARTICLE 5**

### **Miscellaneous**

#### **5.1 Survival of Representations and Warranties.**

All representations and warranties made in this Amendment shall survive the execution and delivery of this Amendment, and no investigation by the Bank shall affect the representations and warranties or the right of the Bank to rely upon them.

#### **5.2 Counterparts/Electronic Signatures.**

This Amendment may be executed in one or more counterparts, each of which when so executed shall be deemed to be an original, but all of which when taken together shall constitute one and the same instrument. The parties agree that the electronic signature of a party to this Amendment shall be as valid as an original signature of such party and shall be effective to bind such party to this Amendment. The parties agree that any electronically signed document (including this Amendment) shall be deemed (i) to be “written” or “in writing,” (ii) to have been signed and (iii) to constitute a record established and maintained in the ordinary course of business and an original written record when printed from electronic files. Such paper copies or “printouts,” if introduced as evidence in any judicial, arbitral, mediation or administrative proceeding, will be admissible as between the parties to the same extent and under the same conditions as other original business records created and maintained in documentary form. Neither party shall contest the admissibility of true and accurate copies of electronically signed documents on the basis of the best evidence rule or as not satisfying the business records exception to the hearsay rule. For purposes hereof, “electronic signature” means a manually signed original signature that is then transmitted by electronic means; “transmitted by electronic means” means sent in the form of a facsimile or sent via the internet as a “pdf” (portable document format) or other replicating image attached to an e mail message; and “electronically signed document” means a document transmitted by electronic means and containing, or to which there is affixed, an electronic signature.

#### **5.3 Construction/Governing Law.**

This Amendment shall be governed by all of the provisions of the Note Purchase Agreement, unless the context expressly requires otherwise, including the governing law provision set forth in Section 7.11 of the Note Purchase Agreement.

**5.4 Entire Agreement.**

THIS AMENDMENT AND THE NOTE PURCHASE AGREEMENT REPRESENT THE FINAL AGREEMENT BETWEEN THE PARTIES AND MAY NOT BE CONTRADICTED BY EVIDENCE OF PRIOR, CONTEMPORANEOUS OR ORAL AGREEMENTS OF THE PARTIES. THERE ARE NO UNWRITTEN ORAL AGREEMENTS BETWEEN OR AMONG THE PARTIES.

[Signature Pages to Follow]

IN WITNESS WHEREOF, the parties hereto have caused this Amendment to be duly executed by their respective authorized officers on the date and year first above written.

FORT BEND INDEPENDENT SCHOOL  
DISTRICT

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

JPMORGAN CHASE BANK,  
NATIONAL ASSOCIATION

By: \_\_\_\_\_

Name: Justin Wahn

Title: Executive Director

**APPENDIX 1**

**EXHIBIT A**

**FORM OF REQUEST FOR PURCHASE**

[DATE]

JPMorgan Chase Bank, National Association  
JPM-Delaware Loan Operations  
500 Stanton Christiana Road, NCC5, Floor 01  
Newark, DE 19713-2107  
Attention: Contact Name – PFG Servicing  
Telephone: Contact Number – 302-634-9588  
Email/Fax: PFG\_Servicing@jpmorgan.com

JPMorgan Chase Bank, National Association  
383 Madison Avenue, Floor 3  
Mail Code: NY1-M165  
New York, NY 10179  
Attention: Public Finance, Justin Wahn  
Telephone: (212) 270-3813  
Facsimile: (917) 456-3564  
E-mail: Justin.d.wahn@jpmorgan.com

Copy:  
E-mail: public.finance.notices@jpmorgan.com

Re: Fort Bend Independent School District (the “District”) Unlimited Tax Commercial Paper Notes, Series B (the “Notes”) and the Note Purchase Agreement dated October 17, 2016 (but effective as of November 3, 2016) (the “Agreement”), as amended, between the District and JPMorgan Chase Bank, National Association (the “Purchaser”)

Ladies and Gentlemen:

The District hereby requests that the Purchaser purchase Notes in the amount of \$[\_\_\_\_\_] on [\_\_\_\_\_] (the “Purchase Date”) pursuant to the Agreement, such amount to be [deposited to the District’s account number \_\_\_\_\_ with the Purchaser/transferred as follows [specify payment instructions]]. The District requests [1-month/3-month/6-month] SOFR and for the Notes to mature on \_\_\_\_\_, 20\_\_\_\_. The District hereby requests that the Purchaser use its best efforts to make such purchase no later than 11:00 a.m. on the Purchase Date. The Notes shall be dated the Purchase Date. The Notes shall be

[exchange Notes to repay Outstanding Notes/new money Notes]. Capitalized terms used herein and not defined shall have the meanings assigned in the Agreement.

The District hereby represents and warrants that:

- (a) no Event of Default has occurred and is continuing under the Agreement;
- (b) the Purchase Date meets the requirements of Section 2.01 and 3.01 of the Agreement;
- (c) the amount of the purchase does not exceed the Commitment Amount less the sum of all previous purchases made under the Agreement; and
- (d) all representations and warranties of the District in the Agreement are true and correct and are deemed to be made on the date hereof.

When the Notes are purchased, please provide confirmation of such purchase to the undersigned, with copies to the District at the electronic mail addresses specified below.

JPMorgan Chase Bank, National Association, as Calculation Agent, is requested to determine the interest rate for the Notes and to advise the District of such interest rate via the electronic email addresses specified below.

Please advise if the foregoing terms are acceptable.

Very truly yours,

FORT BEND INDEPENDENT SCHOOL  
DISTRICT

By \_\_\_\_\_  
Name \_\_\_\_\_  
Title \_\_\_\_\_

[bryan.guinn@fortbendisd.com](mailto:bryan.guinn@fortbendisd.com)  
[Suzanne.Owen@fortbendisd.com](mailto:Suzanne.Owen@fortbendisd.com)  
[kelly.schlacks@fortbendisd.com](mailto:kelly.schlacks@fortbendisd.com)

## Second Amendment to Fee Agreement Relating to Note Purchase Agreement

This Second Amendment to Fee Agreement (the “*Second Amendment*”) is dated as of October 17, 2022, between JPMorgan Chase Bank, National Association (the “*Bank*”) and Fort Bend Independent School District (the “*District*”). This Second Amendment amends the Fee Agreement between the Bank and the District entered into as of October 17, 2016, but effective as of November 3, 2016, relating to the Note Purchase Agreement (defined herein), as amended by the First Amendment to Fee Agreement dated as of January 22, 2019 (but effective as of February 20, 2019).

Reference is hereby made to the Note Purchase Agreement, dated as of October 17, 2016, but effective November 3, 2016, as amended by the First Amendment to Note Purchase Agreement dated as of January 22, 2019 (but effective as of February 20, 2019), the Second Amendment to Note Purchase Agreement dated as of February 4, 2021, and the Third Amendment to Note Purchase Agreement dated as of October 17, 2022, relating to the District’s Unlimited Tax Commercial Paper Notes, Series B (collectively, the “*Note Purchase Agreement*”). Capitalized terms not otherwise defined herein shall have the meanings set forth in the Note Purchase Agreement.

### Article I Amendment

#### *Section 1.2 Amendment.*

The Fee Agreement, Section 1.4 “*Termination/Reduction Fee*”, is hereby deleted and replaced with the following:

Notwithstanding any provisions of the Agreement or the Order to the contrary, the District agrees not to terminate the Agreement or the Available Commitment except upon 30 days written notice to the Bank and upon the payment to the Bank by the District of (x) all fees, expenses and other obligations due hereunder or under the Agreement through the date of termination, (y) all principal and accrued interest owing on any Note or Term Loan, and (z) if the Agreement is terminated or permanently reduced prior to the Expiration Date, an amount equal to the Commitment Fee payable through and including the Expiration Date, pursuant to Section 1.1 **(calculated as if the Commitment Fee had been due beginning on the Effective Date)** hereof based upon the amount of Available Commitment in effect on the date of termination, less the actual amount of Commitment Fees the District has previously paid to the Bank during such period pursuant to Section 1.1 hereof and under the Series A Commercial Paper Notes Revolving Credit Agreement (the “*Termination Fee*”). If the District makes a partial reduction of the Available Commitment prior to the Expiration Date, the District shall pay to the Bank the Termination Fee (calculated as if the Commitment Fee had been due beginning on the Effective Date) described above computed with respect to such partial reduction the (“*Reduction Fee*”). Notwithstanding the foregoing, if the

Series A Commercial Paper Notes Revolving Credit Agreement is still in effect at the time the Available Commitment under the Agreement is terminated then no Termination Fee shall be due and payable as to the termination of the Available Commitment under the Agreement. Further, if the Available Commitment is reduced under the Agreement, but the Available Commitment under the Series A Commercial Paper Notes Revolving Credit Agreement plus the Available Commitment under the Agreement is \$150,000,000, plus required interest on the Series A Commercial Paper Notes at a rate of 10% per annum for a period of 270 days, no Reduction Fee shall be due upon reduction of the Available Commitment under the Agreement. Additionally, the District will not be charged a Termination Fee if the Agreement is terminated for any of the following reasons: (i) a short-term ratings downgrade of the Bank below “P-1”, “A-1”, or “F1” by two of the three Rating Agencies; (ii) the Notes are refinanced or refunded in full from a source of funds which does not involve the issuance by a bank or other financial institution of a letter of credit, liquidity facility, credit facility, or direct purchase; and (iii) the Bank imposes increased cost pursuant to Section 7.02 of the Agreement.

Furthermore, notwithstanding anything in the Fee Agreement to the contrary, no Termination Fee shall be due to the Bank if the Note Purchase Agreement is terminated prior to the Expiration Date, because the District terminates its Series B commercial paper program, provided, such program (which, for avoidance of doubt, means the Series B program utilizing voted authority from the District’s 2014 or 2018 bond elections) shall not be reinstated nor shall a similar commercial paper program that utilizes voted authority from the District’s 2014 or 2018 bond elections be established with another bank or financial institution prior to the Expiration Date, or such fee shall be due to the Bank.

## **Article II. Bank Representations.**

### *Section 2.1 Texas Government Code Section 2252.908(c)(4) Exemption.*

The Bank hereby certifies that it meets the criteria for an exemption under Section 2252.908(c)(4) of the Texas Government Code with respect to the requirement for the Bank to file an application in accordance with the provisions of Section 2252.908 of the Texas Government Code and the rules promulgated by the Texas Ethics Commission.

### *Section 2.2 Texas Government Code Section 2271.002 (No Boycott of Israel) Verifications.*

The Bank hereby verifies that it and its parent company, wholly- or majority-owned subsidiaries, and other affiliates, if any, do not boycott Israel and, to the extent the Fee Agreement is a contract for goods or services, will not boycott Israel during the term of the Fee Agreement. The foregoing verification is made solely to comply with Section 2271.002, Texas Government Code, and to the extent such Section does not contravene applicable Federal law. As used in the foregoing verification, ‘boycott Israel’ means refusing to deal with, terminating business activities

with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations specifically with Israel, or with a person or entity doing business in Israel or in an Israeli-controlled territory, but does not include an action made for ordinary business purposes. As used in this Section the Bank understands ‘affiliate’ to mean an entity that controls, is controlled by, or is under common control with the Bank within the meaning of SEC Rule 405, 17 C.F.R. § 230.405, and exists to make a profit.

*Section 2.3 Texas Government Code Section 2252.152 (Sanctioned Company) Verifications.*

The Bank hereby represents that neither it nor any of its parent company, wholly- or majority-owned subsidiaries, and other affiliates is a company identified on a list prepared and maintained by the Texas Comptroller of Public Accounts under Section 2252.153 or Section 2270.0201, Texas Government Code, and posted on any of the following pages of such officer’s internet website:

<https://comptroller.texas.gov/purchasing/docs/sudan-list.pdf>,  
<https://comptroller.texas.gov/purchasing/docs/iran-list.pdf>, or  
<https://comptroller.texas.gov/purchasing/docs/fto-list.pdf>.

The foregoing representation is made solely to comply with Section 2252.152, Texas Government Code, and to the extent such Section does not contravene applicable Federal law and excludes the Bank and each of its parent company, wholly- or majority-owned subsidiaries, and other affiliates, if any, that the United States government has affirmatively declared to be excluded from its federal sanctions regime relating to Sudan or Iran or any federal sanctions regime relating to a foreign terrorist organization. As used in this Section the Bank understands ‘affiliate’ to mean an entity that controls, is controlled by, or is under common control with the Bank within the meaning of SEC Rule 405, 17 C.F.R. § 230.405, and exists to make a profit.

*2.4 Section 2274.002 Texas Government Code (No Discrimination Against Fossil-Fuel Companies) Verifications.*

To the extent the Fee Agreement constitutes a contract for goods or services for which a written verification is required under Section 2274.002 (as added by Senate Bill 13 in the 87th Texas Legislature, Regular Session), Texas Government Code, as amended, the Bank hereby verifies that it and its parent company, wholly- or majority-owned subsidiaries, and other affiliates, if any, do not boycott energy companies and will not boycott energy companies during the term of this Agreement. The foregoing verification is made solely to enable the District to comply with such Section and to the extent such Section does not contravene applicable federal law or the Texas Constitution. As used in the foregoing verification, “boycott energy companies,” a term defined in Section 2274.001(1), Texas Government Code (as enacted by such Senate Bill) by reference to Section 809.001, Texas Government Code (also as enacted by such Senate Bill), shall mean, without an ordinary business purpose, refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations with a company because the company (A) engages in the exploration, production, utilization, transportation, sale, or manufacturing of fossil fuel-based energy and does not commit or pledge to meet environmental standards beyond applicable federal

and state law; or (B) does business with a company described by (A) above. As used in this Section, the Bank understands ‘affiliate’ to mean an entity that controls, is controlled by, or is under common control with the Bank within the meaning of SEC Rule 405, 17 C.F.R. § 230.405, and exists to make a profit.”

*2.5 Section 2274.002 Texas Government Code (No Discrimination Against Firearm Entities and Firearm Trade Associations) Verifications.*

To the extent the Fee Agreement constitutes a contract for goods or services for which a written verification is required under Section 2274.002 (as added by Senate Bill 19 in the 87th Texas Legislature, Regular Session (“SB 19”)), Texas Government Code, as amended, the Bank hereby verifies that it and its parent company, wholly- or majority-owned subsidiaries, and other affiliates, if any, do not have a practice, policy, guidance, or directive that discriminates against a firearm entity or firearm trade association and will not discriminate against a firearm entity or firearm trade association during the term of this Agreement. The foregoing verification is made solely to enable the District to comply with such Section and to the extent such Section does not contravene applicable federal law or the Texas Constitution. As used in this Section, the Bank understands ‘affiliate’ to mean an entity that controls, is controlled by, or is under common control with the Bank within the meaning of SEC Rule 405, 17 C.F.R. § 230.405, and exists to make a profit.

As used in the foregoing verification and the following definitions,

a. ‘discriminate against a firearm entity or firearm trade association,’ a term defined in Section 2274.001(3), Texas Government Code (as enacted by SB 19), (A) means, with respect to the firearm entity or firearm trade association, to (i) refuse to engage in the trade of any goods or services with the firearm entity or firearm trade association based solely on its status as a firearm entity or firearm trade association, (ii) refrain from continuing an existing business relationship with the firearm entity or firearm trade association based solely on its status as a firearm entity or firearm trade association, or (iii) terminate an existing business relationship with the firearm entity or firearm trade association based solely on its status as a firearm entity or firearm trade association and (B) does not include (i) the established policies of a merchant, retail seller, or platform that restrict or prohibit the listing or selling of ammunition, firearms, or firearm accessories and (ii) a company’s refusal to engage in the trade of any goods or services, decision to refrain from continuing an existing business relationship, or decision to terminate an existing business relationship (aa) to comply with federal, state, or local law, policy, or regulations or a directive by a regulatory agency or (bb) for any traditional business reason that is specific to the customer or potential customer and not based solely on an entity’s or association’s status as a firearm entity or firearm trade association,

b. ‘firearm entity,’ a term defined in Section 2274.001(6), Texas Government Code (as enacted by SB 19), means a manufacturer, distributor, wholesaler, supplier, or retailer of firearms (defined in Section 2274.001(4), Texas Government Code, as enacted by SB 19, as weapons that expel projectiles by the action of explosive or expanding gases), firearm accessories (defined in Section 2274.001(5), Texas Government Code, as enacted by SB 19, as devices specifically designed or adapted to enable an individual to wear, carry, store, or mount a firearm on the individual or on a conveyance and items used in conjunction with or mounted on a firearm

that are not essential to the basic function of the firearm, including detachable firearm magazines), or ammunition (defined in Section 2274.001(1), Texas Government Code, as enacted by SB 19, as a loaded cartridge case, primer, bullet, or propellant powder with or without a projectile) or a sport shooting range (defined in Section 250.001, Texas Local Government Code, as a business establishment, private club, or association that operates an area for the discharge or other use of firearms for silhouette, skeet, trap, black powder, target, self-defense, or similar recreational shooting), and

c. ‘firearm trade association,’ a term defined in Section 2274.001(7), Texas Government Code (as enacted by SB 19), means any person, corporation, unincorporated association, federation, business league, or business organization that (i) is not organized or operated for profit (and none of the net earnings of which inures to the benefit of any private shareholder or individual), (ii) has two or more firearm entities as members, and (iii) is exempt from federal income taxation under Section 501(a), Internal Revenue Code of 1986, as an organization described by Section 501(c) of that code.

As used in this Section, the Bank understands ‘affiliate’ to mean an entity that controls, is controlled by, or is under common control with the Bank within the meaning of SEC Rule 405, 17 C.F.R. § 230.405, and exists to make a profit.

### **Article III. Miscellaneous.**

*Section 3.1 Governing Law.* This Second Amendment shall be governed by and construed in accordance with the laws of the State of Texas; provided, however, that the Bank’s obligations hereunder shall be governed by, and construed in accordance with, the laws of the State of New York.

*Section 3.2 Counterparts.* This Second Amendment may be executed in one or more counterparts, each of which shall constitute an original but both or all of which, when taken together, shall constitute but one instrument.

*Section 3.3 Severability.* Any provision of this Second Amendment which is prohibited, unenforceable or not authorized in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition, unenforceability or non-authorization without invalidating the remaining provisions hereof or affecting the validity, enforceability or legality of such provision in any other jurisdiction.

*Section 3.4 Confidentiality.* The District agrees not to disclose the information in this Second Amendment to third parties except to the Board of Trustees of the District and to the extent the District is legally required to do so.

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IN WITNESS WHEREOF, the parties hereto have caused this Second Amendment to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first above written.

FORT BEND INDEPENDENT SCHOOL DISTRICT

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_

JPMORGAN CHASE BANK, NATIONAL ASSOCIATION

By: \_\_\_\_\_  
Name: Justin Wahn  
Title: Executive Director

<b>BOT Meeting:</b>	<b>October 17, 2022</b>
<b>Solicitation No.:</b>	<b>RFP 21- 073TA-01</b>
<b>References:</b>	<b>District Goal 1</b>
<b>Description:</b>	<p><b>Out of School Time Enrichment and Related Items (Supplemental)</b></p> <p><b><u>Recommendation</u></b></p> <p>The Administration is seeking Board approval for the continued purchase of after school enrichment services and related items from multiple vendors, and authorization for the Superintendent to negotiate and execute the agreements through April 2024.</p> <p><b><u>Summary</u></b></p> <p>The Extended Learning Department engages in a supplemental RFP process each year to add vendors to the authorized vendor list to ensure that the District has a comprehensive set of sources that align with the District's after school enrichment programs. The originally approved length of commitment does not change.</p> <p>After school enrichment classes for students in Kindergarten through fifth grade started in Fall 2015 at one (1) campus. Program participation has increased each year and the program has expanded to 29 campuses to date, expanding to grades 6 through 8.</p> <p>On April 15, 2019, the Board approved RFP 19-027JB for Out of School Time Enrichment and Related Items. The list was expanded on November 18, 2019, with the Board approving supplemental RFP 20-043JB, and again on April 15, 2021, with approval of supplemental RFP 21-073TA. Approval of the supplemental RFPs allowed the District to enhance the available vendor pool for after school enrichment services for students in Pre-K through eighth grade as part of the Extended Learning Department's after-school program.</p> <p>On June 16, 2022, Fort Bend ISD issued RFP 21-073TA-01 soliciting proposals for after school enrichment services and related items, which will enhance the District's available vendor pool for after school enrichment services. The Extended Learning Department evaluated the proposals and selected vendors that provide after-school enrichment services to fulfill the District's needs.</p> <p>This is a revenue generated contract and does not involve any financial cost to the District. Revenue is generated as classes and camps are offered through the Extended Learning Department after school programs. Program areas provided include arts, crafts, culture, culinary, dance, music, chess, foreign language, sports and fitness, STEM, and personal development.</p>

	<b><u>Background</u></b> Classes are paid through parent tuition fees. Thus far, the Extended Learning Department has retained over \$675,000 from the tuition related to these programs.
Requested By:	Bryan Guinn, Chief Financial Officer Kelly Keegan, Director of Extended Learning
Vendors:	I Adore Cheer Hypothesis Haven LLC dba Hypothesis Haven Science Club KidzToPros Neomedia Group/Daydreamer Academy BrainBuzzed Tutoring SPARK business academy Magik Theatre Children Come Click Education & Technology Center, CCC, LLC.
Budget Sources:	Enterprise Fund
Amount:	Generates revenue through April 30, 2024
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	2,554
Number of vendors downloaded the solicitation:	115
Number of responses received:	25
Number of "no bid" responses received:	7
Length of commitment:	Through April 30, 2024
Last solicitation date:	April 15, 2021
Supporting documents:	Evaluation Summary and Rubric
Disclosure under Board Policy CH, CV, or DBD (Local):	None

\*\*\* Previously awarded a contract of the same scope with the District.

**RFP 21-073TA-01 Out of School Time Enrichment and Related Items (Supplemental)**

	<b>Evaluation Criteria</b>	<b>Point System</b>
1	<b>Purchase Price</b> <ul style="list-style-type: none"> <li>• Offer a fair reasonable price for goods and/or services to be procured by Fort Bend ISD.</li> <li>• Price will be calculated using the Pricing Schedule</li> </ul>	20 points
2	<b>Reputation of the Vendor and of the Vendor's Goods or Services</b> Vendor should have a solid reputation with other ISD's, Government or Collegiate entities that show a high level of customer service, a high level of quality of good or services. (References will be contacted via email with a deadline. If no response is received by the deadline, there will be points deducted in this section.)	5 points
3	<b>Quality of the Vendor's Goods or Services</b> <ul style="list-style-type: none"> <li>• Demonstrates competence</li> <li>• Service capabilities</li> <li>• Demonstrates how the program proposes to attract youth and their families</li> <li>• Experience, quality of the staffing plan etc.</li> <li>• Qualifications: education, certification, licenses, etc.</li> </ul>	25 points
4	<b>Extent to Which the Goods or Services Meet the District's Needs</b> <ul style="list-style-type: none"> <li>• Quality of the proposed approach</li> <li>• Extent to which the proposer demonstrates a strong school partnership based on the criteria listed</li> </ul>	25 points
5	<b>Vendor's Past Relationship with the District</b> <ul style="list-style-type: none"> <li>• Successful illustrations of previous after school projects with similar scope and size</li> <li>• Examples of administering all elements of a successful after school program</li> </ul>	5 points
6	<b>Long-Term Cost to the District to Acquire the Vendor's Goods or Services</b> <ul style="list-style-type: none"> <li>• Long-term advantage to the district to acquire the Vendor's goods or services.</li> <li>• Percentage discount offered to the district</li> </ul>	15 points
7	<b>Vendor's Principal Place of Business is in the State of Texas or Employs 500 People in this State</b>	0 points
8	<b>Insurance Requirements</b> <ul style="list-style-type: none"> <li>• Certificate of Insurance as requested in the solicitation.</li> <li>• Certificate of Insurance with the limits outlined, without FBISD listed as the certificate holder</li> <li>• Letter from the vendor's insurance carrier on the insurance carrier's letterhead to Fort Bend ISD</li> </ul>	Pass/Fail
9	<b>Extent to which the vendor agrees to our Standard Form of Agreement, By Signing the Agreement, you assent to the Terms and Conditions of Fort Bend ISD.</b>	5 points
10	<b>The impact on the ability of the district to comply with laws and rules relating to Historically Underutilized Businesses (HUB)</b>	N/A
	<b>TOTAL</b>	<b>100 points</b>

**Evaluation Summary**

**RFP 21-073TA-01 Out of School Enrichment and Related Items (Supplemental)**

<b>Vendor</b>	<b>Purchase Price (20 pts. Max)</b>	<b>Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)</b>	<b>Quality of Vendors Goods and Services (25 pts. Max)</b>	<b>Extent to Which the Goods and Services Meet the Needs of the District (25 pts. Max)</b>	<b>Vendors Past Relationship with the District (5 pts. Max)</b>	<b>Long Term Cost to the District (15 pts. Max)</b>	<b>Insurance Requirements (Pass/Fail)</b>	<b>Standard Form of Agreement (5 pts. Max)</b>	<b>Proposer's Total Score (100 pts. Max)</b>	<b>Proposer's Ranking</b>
I Adore Cheer	15.00	4.80	21.78	21.17	3.33	15.00	Pass	5.00	86.08	1
Hypothesis Haven LLC dba Hypothesis Haven Science Club	15.00	1.60	21.67	22.17	3.33	15.00	Pass	5.00	83.77	2
KidzToPros	15.00	0.50	22.11	21.67	3.33	15.00	Pass	5.00	82.61	3
Neomedia Group/Daydreamer Academy	15.00	3.00	20.11	18.83	2.67	15.00	Pass	5.00	79.61	4
BrainBuzzed Tutoring	10.00	5.00	21.22	21.17	2.67	10.00	Pass	5.00	75.06	5
SPARK business academy	10.00	3.00	21.22	21.67	3.33	10.00	Pass	5.00	74.22	6
Magik Theatre	10.00	1.80	20.89	20.00	2.67	10.00	Pass	5.00	70.36	7

**Evaluation Summary**

**RFP 21-073TA-01 Out of School Enrichment and Related Items (Supplemental)**

<b>Vendor</b>	<b>Purchase Price (20 pts. Max)</b>	<b>Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)</b>	<b>Quality of Vendors Goods and Services (25 pts. Max)</b>	<b>Extent to Which the Goods and Services Meet the Needs of the District (25 pts. Max)</b>	<b>Vendors Past Relationship with the District (5 pts. Max)</b>	<b>Long Term Cost to the District (15 pts. Max)</b>	<b>Insurance Requirements (Pass/Fail)</b>	<b>Standard Form of Agreement (5 pts. Max)</b>	<b>Proposer's Total Score (100 pts. Max)</b>	<b>Proposer's Ranking</b>
Children Come Click Education & Technology Center, CCC, LLC.	15.00	4.70	14.00	13.83	2.67	15.00	Pass	5.00	70.20	8
Pro Audio Classes	15.00	3.00	10.22	9.50	1.00	15.00	Fail	5.00	58.72	9
Quickfire Solutions, Inc.	10.00	1.90	14.11	13.50	2.00	10.00	Pass	5.00	56.51	10
Snapology of Sugar Land	5.00	3.00	19.50	20.75	1.00	15.00	Pass	5.00	59.25	11
kidcreatestudio.com/houston	5.00	4.80	16.75	16.25	2.75	15.00	Pass	5.00	55.55	12
Northlake Education LLC	15.00	1.70	8.75	7.00	3.00	15.00	Pass	5.00	55.45	13
The Parent Coach	10.00	2.00	10.75	10.25	2.25	15.00	Pass	5.00	50.25	14

**Evaluation Summary**  
**RFP 21-073TA-01 Out of School Enrichment and Related Items (Supplemental)**

<b>Vendor</b>	<b>Purchase Price (20 pts. Max)</b>	<b>Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)</b>	<b>Quality of Vendors Goods and Services (25 pts. Max)</b>	<b>Extent to Which the Goods and Services Meet the Needs of the District (25 pts. Max)</b>	<b>Vendors Past Relationship with the District (5 pts. Max)</b>	<b>Long Term Cost to the District (15 pts. Max)</b>	<b>Insurance Requirements (Pass/Fail)</b>	<b>Standard Form of Agreement (5 pts. Max)</b>	<b>Proposer's Total Score (100 pts. Max)</b>	<b>Proposer's Ranking</b>
Little Scholars, LLC	5.00	1.00	18.00	13.25	2.75	15.00	Pass	5.00	50.00	15
Thimble.io	10.00	1.20	9.00	7.00	3.25	15.00	Pass	5.00	45.45	16
Youth Enrichments dba Enrichly	10.00	1.00	8.25	7.00	2.75	15.00	Pass	5.00	44.00	17
NextWaveSTEM	5.00	1.00	12.75	11.75	2.75	15.00	Pass	5.00	43.25	18
Proximity Learning	5.00	2.00	10.75	8.25	2.75	15.00	Pass	5.00	38.75	19
Garner Holt Education through Imagination	5.00	1.00	10.25	7.50	3.00	15.00	Pass	5.00	36.75	20
FEV Tutor	5.00	2.00	7.00	7.25	2.75	15.00	Pass	5.00	34.00	21

**Evaluation Summary**

**RFP 21-073TA-01 Out of School Enrichment and Related Items (Supplemental)**

<b>Vendor</b>	<b>Purchase Price (20 pts. Max)</b>	<b>Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)</b>	<b>Quality of Vendors Goods and Services (25 pts. Max)</b>	<b>Extent to Which the Goods and Services Meet the Needs of the District (25 pts. Max)</b>	<b>Vendors Past Relationship with the District (5 pts. Max)</b>	<b>Long Term Cost to the District (15 pts. Max)</b>	<b>Insurance Requirements (Pass/Fail)</b>	<b>Standard Form of Agreement (5 pts. Max)</b>	<b>Proposer's Total Score (100 pts. Max)</b>	<b>Proposer's Ranking</b>
Connie's Gifts- Home and Family Advocate	5.00	3.00	6.50	6.25	2.50	15.00	Pass	5.00	33.25	22
Zenith Learning	5.00	1.00	8.50	7.00	1.25	15.00	Pass	5.00	32.75	23
Athletes Global Corporation	5.00	0.50	5.75	9.00	1.00	15.00	Pass	5.00	31.25	24
Premier Employment Agency, LLC	5.00	3.80	4.25	4.75	1.00	15.00	Pass	5.00	28.80	25

<b>BOT Meeting:</b>	<b>October 17, 2022</b>
<b>Solicitation No.:</b>	<b>RFP 19-044ES</b>
<b>References:</b>	<b>District Goal 1</b>
<b>Description:</b>	<p><b>Personal Computers (PC), Related Equipment and Services (Increase)</b></p> <p><b><u>Recommendation</u></b></p> <p>The Administration is seeking Board approval to increase the existing contract awarded under RFP 19-044ES Personal Computers (PC), Related Equipment and Services from Netsync Network Solutions LLC., by \$21,060,000 for a total not to exceed amount of \$88,910,000, and authorization for the Superintendent to negotiate and execute the agreement through February 2024.</p> <p><b><u>Summary</u></b></p> <p>On October 31, 2018, Fort Bend ISD issued RFP 19-044ES soliciting proposals for personal computers, related equipment and services. The bid allowed the District to replace outdated hardware, purchase new systems for campuses proposed in Bond 2018, and implement and maintain the Fort Bend Classroom Toolkit model for 2:1 student classroom devices.</p> <p>This increase will allow the District to provide equipment services related to Bond 2018 projects and ongoing District operations. Purchases will consist of student and staff devices, associated accessories, mobile carts, and professional services for deployment and integration services. Netsync will remove decommissioned equipment from the building and either prepare it for disposal by auction or prepare it to be deployed to a new location.</p> <p>The Information Technology Department plans to purchase personal computing devices (desktops, laptops, carts, services, etc.). As devices age beyond their usable life (5-6 years), they must be refreshed with replacement devices. Additionally, with plans for two (2) elementary schools and one (1) high school opening in the Fall 2023, devices will be purchased to equip these campuses with the standard campus and classroom toolkits.</p> <p><b><u>Background</u></b></p> <p>Expenditures in 2021-22 were \$20,328,087. The current balance remaining under the Board authorization is \$2,535,150. The original expenditure approval was \$67,850,000. Expenditures are not expected to exceed \$88,910,000 through February 2024. Funding for the increase of \$21,060,000 is included in the budget.</p>
<b>Requested By:</b>	Long H. Pham, Chief Information Officer Bryan Guinn, Chief Financial Officer

Vendors:	Netsync Network Solutions
Budget Sources:	Bond Funds, Special Revenue Funds, General Fund, Technology Internal Service Fund, ESSER Funds, Grant and Title Funds
Amount:	Increase of \$21,060,000; Not to exceed \$88,910,000 through February 2024
Other Supporting Information	
Sole Source:	N/A
Number of vendors contacted by Purchasing:	N/A
Number of vendors contacted by FBISD Notification System:	N/A
Number of vendors downloaded the solicitation:	N/A
Number of responses received:	N/A
Number of "no bid" responses received:	N/A
Length of commitment:	Through February 2024
Last solicitation date:	N/A
Supporting documents:	Original approved BOT Agenda item
Disclosure under Board Policy CH, CV, or DBD (Local):	N/A

**For: Fort Bend ISD Board of Trustees**  
**Date: October 17, 2022**  
**Action: Approve: Budget Amendment**  
**Regarding Use of 2018 Bond Program**  
**Contingency Funds**  
**References: Board Policy CV (Local)**  
**Department: Operations**

**Recommendation**

Consideration and possible approval for the use of 2018 Bond Program Contingency as proposed.

**Summary**

PKG059 First Colony MS Water line Replacement was identified as a project requiring funds. The 2018 Bond Program was established with an initial program contingency of \$5,019,364 intended to address unforeseen critical issues. The cumulative program contingency as of September 19, 2022 is \$2,892,110.85.

It is important to note that the Program Contingency discussed above is a “working” program contingency account that fluctuates on a day-to-day basis as surplus budgeted funds are contributed to the account, or as the Board approves the use of available funds.

**Background**

The Program Contingency is comprised of the initial approved contingency budget and any surplus budget from completed projects or amounts unspent due to a change of scope. The table below includes projects that will be recommended for approval at the October 17, 2022 Board meeting and reflects the projected Program Contingency balance as of October 2022.

Description	Budget (Shortage)/Surplus
Cumulative Program Contingency as of September 19, 2022	\$2,892,110.85
<i>Contributions</i>	
PKG007 Neill Elementary Classroom Addition - CLOSE OUT	\$230,000.00
PKG015 Triplex-CLOSE OUT	\$63,206.73
PKG018 Ramps and Canopies - FINAL CLOSE OUT	\$107,372.02
PKG028 Roofing Package - CLOSE OUT	\$800,000.00
PKG032 Flooring - FINAL CLOSE OUT	\$148,311.30
Contribution Sub-Total	\$1,348,890.05
<i>Uses</i>	
PKG059 First Colony MS Water line Replacement	(\$1,200,000.00)

Description	Budget (Shortage)/Surplus
Use Sub-Total	(\$1,200,000.00)
Net Proposed Activity October 2022	\$148,890.05
Cumulative Bond Program Contingency as of October 17, 2022	\$3,041,000.90

Recommended by:

Christie Whitbeck  
Superintendent of Schools

Submitted by:

Oscar Perez  
Chief Operations Officer

**For: Fort Bend ISD Board of Trustees**  
**Date: October 17, 2022**  
**Action: Approve: PKG059 First Colony MS**  
**Water Line Replacement**  
**References: Board Policy CV (Local)**  
**Department: Operations**

**Recommendation**

Consideration and possible approval of a project budget to perform the replacement of the potable hot/cold water lines at First Colony Middle School (PKG059) for a total amount of \$1,200,000; approval of a Professional Services Agreement with BRW Architects for a Not-to-Exceed amount of \$95,000; utilization of Bond 2018 Contingency Funds; and authorization for the Superintendent to negotiate and execute or terminate the agreements.

**Summary**

Replacement of the water lines for FCMS was originally identified under the 2017 Facility Assessment with Phase1 partially funded under Bond 2018.

The scope of work approved under Bond 2018 provided FCMS with the first phase of the necessary potable hot/cold water line replacement. However, due to budget constraints, the water line replacement performed under Bond 2018 only addressed the main water lines, leaving all existing branched water lines up for replacement under a future bond.

Facilities continues to repeatedly address recurring leaks and corrosion on the existing branched potable water line piping at FCMS, and it is not feasible to wait until a future bond is approved to address the current deficiencies. Staff recommends utilization of available funding within Bond 2018 Contingency to execute the necessary replacements.

Staff requests utilization of \$1,200,000 from the Bond 2018 Program Contingency for this purpose. The detailed project budget for PKG059 FCMS Water Line Replacement is provided on the attached Exhibit 1.

Package Number	Description	Project Budget
PKG059	First Colony Middle School Water Line Replacement	\$1,200,000

Upon Board approval, staff will negotiate the contract with BRW Architects and work will begin once the contract is executed.

Recommended by:

Dr. Christie Whitbeck  
 Superintendent of Schools

Submitted by:

Oscar Perez  
Chief Operations Officer

**Package 59 - First Colony MS Water Line Replacement**

**EXHIBIT - 1**

	A	B	C	D	E	F	G	H	I	
Description	A/E Design Fees & Reimbursables	Design Contingency	Other Professional Services	Construction	Construction Contingency	FF&E	Site Development	Admin & Other Project Costs	Project Contingency	TOTAL
First Colony Middle School	\$100,000	\$10,000	\$45,000	\$950,000	\$95,000	\$0	\$0	\$0	\$0	\$1,200,000
<b>TOTAL:</b>	<b>\$100,000</b>	<b>\$10,000</b>	<b>\$45,000</b>	<b>\$950,000</b>	<b>\$95,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,200,000</b>

**For: Fort Bend ISD Board of Trustees**  
**Date: October 17, 2022**  
**Action: Approve: Board of Trustees**  
**Meeting Minutes**  
**Reference: Board Policy BE (Local)**  
**Department: Legal Services**

### **Recommendation**

Consideration and possible approval of the Fort Bend ISD Board of Trustees meeting Minutes on the following dates:

- June 7, 2022 Special Called Meeting
- June 8, 2022 Special Called Meeting
- June 13, 2022 Public Budget Hearing
- June 13, 2022 Called Meeting and Agenda Review
- June 20, 2022 Regular Business Meeting
- June 30, 2022 Special Called Meeting
- July 25, 2022 Regular Business Meeting
- August 15, 2022 Public Hearing
- August 15, 2022 Called Meeting and Agenda Review
- August 22, 2022 Regular Business Meeting
- September 12, 2022 Called Meeting and Agenda Review
- September 19, 2022 Regular Business Meeting

### **Summary**

Board Policy BE (Local) states, "Board action shall be carefully recorded by the Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the President and the Secretary of the Board." Following this policy, the Administration submits the meeting minutes for the Board's approval.

**Minutes**  
**Fort Bend ISD Board of Trustees**

Special Called Meeting - June 7<sup>th</sup>, 2022

A Special Called Meeting of the Fort Bend ISD Board of Trustees was held on Tuesday, June 7<sup>th</sup>, 2022, beginning at 6:06 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas.

A quorum of the Board of Trustees attended in person at this location. The agenda packet for the meeting can be found here:

<https://meetings.boardbook.org/Public/Agenda/649?meeting=533645>

Presiding Officer.....Mrs. Kristen Davison Malone, President

Board Members Present

Mrs. Judy Dae, Vice President  
Dr. Shirley Rose-Gilliam, Secretary  
Mr. Rick Garcia  
Mr. David Hamilton  
Mrs. Angie Hanan  
Ms. Denetta Williams (joined at 6:15 PM)

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools  
Beth Martinez, Deputy Superintendent  
Glenda Johnson, Chief Human Resources Officer

1. Meeting Call to Order

President Davison Malone called the meeting to order at 6:06 PM announcing the presence of a quorum, that the meeting had been duly called and the notice posted according to the time and manner required by law.

2. Convene in Closed Session

The Trustees convened in closed session at 6:07 PM under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student

- A. Section 551.074: Personnel Matters - Deliberate Nonrenewal of the Term Employment Contract of Brenette Newton-Gunter.

3. Reconvene in Open Session

The Trustees reconvened in open session 6:09 PM

4. Consider Action on Closed Session Item

MOTION made by Mrs. Hanan and SECONDED by Mrs. Dae for the Board to nonrenew the term employment contract of Brenette Newton-Gunter at the end of the contract term and authorize the Superintendent to provide notice of this action to the employee.

MOTION PASSED. Ayes 6 – Nays 0

5. Board Training with Dr. Cathy Mincberg (CRSS)

Dr. Cathy Mincberg facilitated establishing Board goals and reviewing the Superintendent's evaluation instrument.

MOTION was made by Mrs. Hanan to adjourn. The meeting adjourned at 8:57 PM

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Kristen Davison Malone, President

Dr. Shirley Rose-Gilliam, Secretary

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**Minutes**  
**Fort Bend ISD Board of Trustees**

Special Called Meeting - June 8<sup>th</sup>, 2022

A Special Called Meeting of the Fort Bend ISD Board of Trustees was held on Wednesday, June 8<sup>th</sup>, 2022, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas.

A quorum of the Board of Trustees attended in person at this location. The agenda packet for the meeting can be found here:

<https://meetings.boardbook.org/Public/Agenda/649?meeting=533648>

Presiding Officer.....Mrs. Kristen Davison Malone, President

Board Members Present

Mrs. Judy Dae, Vice President  
Dr. Shirley Rose-Gilliam, Secretary  
Mr. Rick Garcia  
Mr. David Hamilton  
Mrs. Angie Hanan  
Ms. Denetta Williams

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools  
Beth Martinez, Deputy Superintendent

1. Meeting call to order

President Davison Malone called the meeting to order at 6:00 PM announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and manner required by law.

2. Board Training with Dr. Cathy Mincberg (CRSS)

Dr. Cathy Mincberg facilitated the Board’s establishing Board goals and reviewing the Superintendent’s evaluation instrument.

MOTION was made by Mrs. Hanan to adjourn. The meeting adjourned at 9:15 PM

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Kristen Davison Malone, President

Dr. Shirley Rose-Gilliam, Secretary

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**Minutes**  
**Fort Bend ISD Board of Trustees**

Public Hearing on Proposed Budget  
June 13, 2022

Fort Bend ISD Board of Trustees held a Public Hearing on the District’s proposed budget on Monday, June 13, 2022, beginning at 5:32 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas.

The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/175432>

Presiding Officer.....Mrs. Kristen Davison Malone, President

Board Members Present

Mrs. Judy Dae, Vice President (Joined at 6:21 PM, via videoconference)  
Dr. Shirley Rose-Gilliam, Secretary  
Mr. Rick Garcia  
Mr. David Hamilton  
Mrs. Angie Hanan  
Ms. Denetta Williams, via videoconference

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools  
Steve Bassett, Deputy Superintendent  
Beth Martinez, Deputy Superintendent  
Dr. Kim Lawson, Chief Academic Officer  
Bryan Guinn, Chief Financial Officer  
Glenda Johnson, Chief Human Resources Officer  
Dr. Kwabena Mensah, Chief Academic Officer  
Oscar Perez, Chief Operations Officer  
Long Pham, Chief Information Officer  
David Rider, Chief of FBISD Police  
Veronica Sopher, Chief Communications Officer  
Coby Wilbanks, Associate General Counsel

Others Present

Jonathan Brush, Board Counsel  
Yadira Castillo, Recording Secretary

1. Meeting Called to Order

President Davison Malone called the meeting to order at 5:32 PM announcing the presence of a quorum and that the public hearing had been duly called, and the notice posted for the time and manner required by law.

President Davison Malone stated that this hearing is open to public and any member of the public may speak, even if they haven’t registered per Board meeting procedures.

## 2. Information

- A. The Administration presented the District's proposed 2022-23 School District Budget and proposed Tax Rates (Maintenance & Operations Tax Rate and the proposed Debt Service Tax Rate.)
- B. Public comment on the proposed 2022-23 School District Budget and proposed Tax Rates.
  - Audience member, Ms. Michelle Menon addressed the Board thanking the Administration for explaining the budget and finding ways to make spending reductions.

Members of the Board discussed and provided input on the information.

Mr. Hamilton requested a report on the District's use of ESSER funds.

## 3. Adjourn

MOTION was made by Mrs. Hanan to adjourn. The meeting adjourned at 6:40 p.m.

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Kristen Davison Malone, President

Dr. Shirley Rose-Gilliam, Secretary

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Minutes  
Fort Bend Independent School District  
Board of Trustees  
Called Meeting and Agenda Review  
June 13, 2022

A Special Called Meeting of the Fort Bend ISD Board of Trustees was held on Monday, June 13, 2022, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available to the public at the following address <https://www.fortbendisd.com/Page/124962>. The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/175422>

Members of the public also registered to address the Board at the following address: <https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Regular%20Business%20Address%20Form%201-12-21.pdf>.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Meeting/AgendaReport/532149>

Presiding Officer.....Mrs. Kristen Malone, President

Board Members Present

- Mrs. Judy Dae, Vice President, via videoconference
- Dr. Shirley Rose-Gilliam, Secretary
- Mr. Rick Garcia
- Mr. David Hamilton
- Mrs. Angie Hanan
- Ms. Denetta Williams, via videoconference

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Steve Bassett, Deputy Superintendent
- Beth Martinez, Deputy Superintendent
- Dr. Kim Lawson, Chief Academic Officer
- Bryan Guinn, Chief Financial Officer
- Glenda Johnson, Chief Human Resources Officer
- Dr. Kwabena Mensah, Chief Academic Officer
- Oscar Perez, Chief Operations Officer
- Long Pham, Chief Information Officer
- David Rider, Chief of FBISD Police
- Veronica Sopher, Chief Communications Officer
- Coby Wilbanks, Associate General Counsel

Others Present

- Jonathan Brush, Board Counsel
- Yadira Vasquez, Recording Secretary

## 1. Meeting Called to Order

President Malone called the meeting to order at 6:52 PM announcing the presence of a quorum, that the meeting had been duly called and the notice posted for the time and manner required by law. Meeting began later than time notice because Public Hearing on proposed Budget and Tax Rate extended beyond time scheduled.

## 2. Superintendent Update. In her report, Dr. Whitbeck:

- Shared photos and memories from the FBISD 2022 Graduation ceremonies.
- Shared that FBISD conferred diplomas to 6,104 graduates and a total of \$186,097,869.20 in scholarships was awarded to district graduates.
- Thanked the Board of Trustees and the Executive Team for their support during the eleven High School Graduation Ceremonies.

## 3. Review

- A. Reviewed a Resolution on the Committed Fund Balance.
- B. Reviewed 2021-22 Final Budget Amendment.
- C. Reviewed the District's Fiscal and Budgetary Strategy.
- D. Reviewed the 2022-23 budgets for the General Fund, Debt Service Fund and Child Nutrition Fund.
- E. Reviewed Diagnostic Instrument Waiver for the 2021-22 school year.
- F. Reviewed a revised Interlocal Agreement between Fort Bend ISD, Fort Bend County and Fort Bend Juvenile Board for the 2022-23 school year regarding the Expose Excellence Youth Program.
- G. Reviewed the Memorandum of Understanding (MOU) between Fort Bend County Juvenile Probation Board, Fort Bend ISD, Stafford MSD and Alief ISD for the Juvenile Justice Alternative Education Program (JJAEP).
- H. Reviewed proposed revisions to Policy BBG (Local).
- I. Reviewed the 2022-23 Board Goals.
- J. Reviewed approval of the Superintendent Evaluation Instrument for the 2022-23 school year.
- K. Reviewed possible endorsement of a candidate to represent Region IV, Position G as a Director on the Texas Association of School Boards (TASB) Board of Directors.

Mrs. Hanan stated the she would like to be considered as a candidate to represent Fort Bend ISD in this position.

L. Review and consideration of previous meeting minutes.

1. Feb 07, 2022: Called Meeting/Public Hearing Texas Academic Performance Report (TAPR)
2. Feb 07, 2022: Called Meeting/Agenda Review
3. Feb 14, 2022: Regular Meeting
4. Feb 23, 2022: Called Meeting/Board Training

Mrs. Hanan commented that the Feb 7, 2022 Public Hearing Minutes document was duplicated in the materials presented to the Board prior to the Feb 7, 2022 Agenda Review meeting.

M. Review and consideration of delegation of authority to the Superintendent through August 15, 2022, to appoint and approve contracts of employment for campus principals and district administrators at the director level and above for the 2022-23 school year.

N. Review Purchases Exceeding \$50,000. Specifically for:

1. Review of project budget and Construction Services Agreement for Exterior LED Lighting.
2. Review the purchase of the learning management system Schoology.
3. Review the purchase of Instructional Materials.
4. Review the purchase of Professional Development Consulting Services.
5. Review the purchase of general grocery and non-food items.
6. Review the purchase of bread and bread related items.
7. Review the purchase of produce from Brothers Produce.
8. Review approval to increase the existing Network Access Management System contract.

4. Public Comments addressed to the Board:

- Mr. Donnell Jones shared his views regarding teacher salaries.
- Ms. Michelle Menon shared her views regarding compensation for teachers and staff.
- Mr. Michael Ashleman shared his views regarding the District's budget and payroll.
- Mr. Christopher Morris shared his views regarding compensation for teachers.

5. Closed Session

The Board convened in closed session at 8:09 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

6. Reconvene in Open Session

The Trustees reconvened in open session at 8:50 PM.

## 7. Consider Action on Closed Session Items

Ms. Judy Dae was not present when the Board reconvened in Open Session.

MOTION was made by Mrs. Hanan and SECONDED by Dr. Gilliam to approve the Superintendent's recommendation to hire Raymond Anderson Haas as principal at Dulles Elementary School.

MOTION PASSED. Ayes 6 – Nays 0.

MOTION was made by Dr. Gilliam and SECONDED by Mrs. Hanan to approve the Superintendent's recommendation to hire Clementine Arana as principal at Edgar Glover Jr. Elementary. MOTION PASSED. Ayes 6 – Nays 0.

MOTION was made by Mr. Hamilton and SECONDED by Dr. Gilliam to approve the Superintendent's recommendation to hire Michael Jones as Executive Director of Transportation. MOTION PASSED. Ayes 6 – Nays 0.

MOTION was made by Mrs. Hanan and SECONDED by Dr. Gilliam to assign the Level III employee grievance appeal of Walter Valenzuela to Myra Schexnayder, the Board's designated hearing officer under Board Policy DGBA (Local).

MOTION PASSED Ayes 4 – Nays 2.

Yea: Kristen Davison Malone, Angie Hanan, Rick Garcia, Shirley Rose-Gilliam

Nay: Denetta Williams, David Hamilton

MOTION was made by Mr. Garcia and SECONDED by Dr. Gilliam to assign the Level III employee grievance appeal of Oneida Gage to Myra Schexnayder, the Board's designated hearing officer under Board Policy DGBA (Local).

MOTION PASSED Ayes 4 – Nays 2.

Yea: Kristen Davison Malone, Angie Hanan, Rick Garcia, Shirley Rose-Gilliam

Nay: Denetta Williams, David Hamilton

## 8. Adjournment

MOTION was made by Mrs. Hanan to adjourn. The meeting adjourned at 8:53 PM

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Kristen Davison Malone, President

Dr. Shirley Rose-Gilliam, Secretary

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Minutes  
Fort Bend Independent School District  
Board of Trustees  
Regular Business Meeting  
June 20, 2022

A Regular Business Meeting of the Fort Bend ISD Board of Trustees was held on Monday, June 20<sup>th</sup>, 2022 beginning at 6:03 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available to the public at the following address <https://www.fortbendisd.com/Page/124962>. The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/175865>

Members of the public also registered to address the Board at the following address: <https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Regular%20Business%20Address%20Form%201-12-21.pdf>. A quorum of the Board of Trustees attended in person at this location.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=532586>

Presiding Officer..... Mrs. Kristen Davison Malone, President

Board Members Present

- Mrs. Judy Dae, Vice President, via videoconference (joined at 7:55 pm)
- Dr. Shirley Rose-Gilliam, Secretary (arrived at 6:08 pm)
- Mr. Rick Garcia
- Mr. David Hamilton
- Mrs. Angie Hanan
- Ms. Denetta Williams, via videoconference (joined at 7:20 pm)

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Steve Bassett, Deputy Superintendent
- Beth Martinez, Deputy Superintendent
- Dr. Kim Lawson, Chief Academic Officer
- Dr. Kwabena, Mensah, Chief of Schools
- Bryan Guinn, Chief Financial Officer
- Veronica Sopher, Chief of Communications Officer
- Long Pham, Chief Information Officer
- Oscar Perez, Chief Operations Officer
- Robert Scamardo, General Counsel

Others Present

- Debra M. Esterak, Board Counsel
- Casandra Yazdanpanah, Recording Secretary

### 1.-3. Meeting Called to Order, National Anthem, Moment of Silence

President Kristen Davison Malone called the meeting to order at 6:03 PM announcing the presence of a quorum, that the meeting had been duly called and the notice posted for the time and manner required by law.

Ms. Malone welcomed the audience to the meeting and acknowledged Juneteenth as celebrating when the Emancipation was first proclaimed in the State of Texas on June 19, 1865. This day the 3<sup>rd</sup> Monday in June is a federal holiday marking this important day.

Ms. Malone then asked the audience to stand for the National Anthem sung by the First Colony Middle School and Fort Settlement Middle School Choirs. Finally, President Davison Malone asked the Board and audience to remain standing for a moment of silence.

### 4. Recognitions

The Board recognized:

- The First Colony Middle School Choir and Fort Settlement Middle School Choir students who were selected for the 2022 Texas Choral Directors Association's Middle School/Junior High All-State Choir

TCDA Elementary Honor Choir

Fort Settlement MS:

- Avni Aggarwal
- Riddhi Mehta
- Zynah Basaria
- Kirsten Jordan—Conductor

TCDA MS/JH All-State Choir

Fort Settlement MS:

- Joanna Varghese—Soprano 1
- Christi Sun—Soprano 2
- Sarah Gentle—Alto
- Noah Zane—Tenor 1
- Kirsten Jordan—Choir Director

First Colony MS:

- Chris Jacob—Tenor 2
- William Jordon—Tenor 2
- Leon Pardo—Bass
- Karla Zapata—Alto
- Paul Ziomek—Tenor 2
- Tommy Trinh, Choir Director
- Joshua Sarmiento, Assistant Director

- The Board also recognized Madden Elementary Student Council for winning the Texas Elementary Principals and Supervisors Association (TEPSA) Student Leadership Award and from the National Association of Elementary School Principals (NAESP) the American Student Council Association of Excellence Award

- Sumira Choku, Vice President
  - Duroy Say, Secretary
  - Sophia Chaku, Treasurer
  - Jacqueline Taylor, Historian
  - Hannah Hammond, Sponsor
- Ananya Gokul, a Junior at Austin High School, received the 2021-22 National Community Service Award Ambassador from the United Nations Association of the USA for her efforts in community service.
- Hightower High School Health Science students participated and excelled in the HOSA-Future Health Professionals state competition. The following students placed in this competition.
  - Aman Chaudhary, Arshi Maniar, Mohit Kanneri, Jude Chittet, Bilanilay Vakulabharanam, Jeevana Gottipati, Rebecca Jogee, Irene Johns
  - Arish Ali, Mhyank Sekhar, and Mihir Sekhar
  - Joe Ayala – HOSA Leader
- Anvi Garyali, from Dulles High School was a recipient of the 2022 Student Heroes Award from the State Board of Education District 4 for her acts of kindness, charity, and selfless service offered towards others.
- Marshall High School Girls track team won their second consecutive overall 5A championship title at the UIL State Track & Field Meet.
  - Brianna Brinkley
  - Brittany Green
  - Genesis Griffin
  - Tyra Johnson
  - Tyler Moore
  - Desiree Roberts
  - Cecily Williams
  - Janai Williams
  - Coach Ehiemua
  - Coach Wilson
  - Coach Brandi Cross
- Marshall High School Boys track team won their fifth overall 5A championship title at the UIL State Track & Field Meet.
  - Chris Brinkley
  - Arveon Davis
  - Johnathan Howard
  - Michael Patterson
  - Mason Roseberrow
  - Coach Alex
  - Coach Banks
- Bush High School Girls 4x100 meter relay team finished in first place at the UIL State Track & Field Meet.
  - Ray Lynn Russell
  - Rachael Joseph

- Christina Pleasant
- Yamari Hardiman
- Coach Stewart
- Coach Jules

5. Public Comment addressed to the Board:

- Congressman Pete Olson shared his support for naming of Elementary School #55 after Lisa Torry Smith.
- John Fletcher shared his views about block scheduling.
- Stephanie Brown shared her views about the Early Literacy Program.
- Alainah Fletcher shared her views about block scheduling.

6. Superintendent's Update. In her report, Dr. Whitbeck:

- Updated the Board on the District's calendar and the celebration on Juneteenth
- Shared news and photos from several events including Senior Anvi Garyali who won the State Board of Education's District 4 Student Hero Award
- Congratulated Travis High School student Mehaa Amirhalingam for being one of 10 finalists in HP's Girls Save the World Challenge
- Recognized the team of young entrepreneurs from the FBISD International Business and Marketing Academy for advancing to the National Pitch Quarter Finals, a Shark Tank Style Competition
- Shared photos of the new Ronnie Davis Agriculture Center that is now open
- Congratulated Noey Do, Kempner HS freshman, who won the state 5A tennis title this year
- Congratulated the Ridge Point Baseball team for its success as State semi-finalist

7. Board Members' Activity Report

Dr. Gilliam reported that the Board members attended the following events since the May 16, 2022, Regular Board Meeting:

- Dulles FFA Banquet
- Student Leadership Breakfast
- One on One meetings with Dr. Whitbeck
- Emergent Bilingual Event
- SHAC Meeting
- Policy Committee Meeting
- Bush High School One Act Play "We Are Proud to Present"
- Mission Bend Elementary School Multicultural Event
- Visit to Marshall High School
- Bond Planning Meeting
- 2022 Project Search Graduation
- Community Engagement session on Sugar Land 95
- Anne Sullivan Elementary School Fifth Grade Awards Ceremony
- Hightower High School End of the Year Celebration
- 2022 High School Graduations

- New Board Member Orientation
- Cybersecurity Training
- Policy Committee Meeting
- Board Training Sessions
- School Finance 101
- Fort Bend County – State of the County event
- Fort Bend County – 2022 State of Higher Education event
- TASB Summer Leadership Institute
- Ridge Point High School Baseball Finals
- Men for Change Scholarship Awards Dinner

8. Information

A. Student Engagement Survey Presentation. The Administration provided a high-level overview of the student engagement survey data, processes, results, and analysis.

The Board discussed and provided feedback on the information.

B. Facilities Master Plan Update – Policy FC (Local).The Administration provided the annual update of the Facilities Master Plan (FMP).

The Board discussed and provided feedback on the information.

9. Consent Agenda

Mrs. Judy Dae was not present during this section.

President Malone removed Item 9.D – Consideration and approval of the 2022-23 Budgets from the consent agenda and asked for a motion to approve Item 9.D.

D. Consider approval of the 2022-23 Budgets for the General Fund, Debt Service Fund and Child Nutrition Fund.

MOTION made by Mrs. Hanan and SECONDED by Mr. Hamilton for Board of Trustees to approve Item D as presented.

MOTION PASSED. Ayes 6 – Nays 0

Mrs. Hanan pulled items 9.B and 9.K from the consent agenda.

MOTION made by Mrs. Hanan and SECONDED by Dr. Gilliam to approve the Consent Agenda as presented, with the exception of item 9.B and 9.K.

MOTION PASSED. Ayes 5 – Nay 1

Yea: Kristen Davison Malone, David Hamilton, Angie Hanan, Rick Garcia, Shirley Rose-Gilliam,  
Nay: Denetta Williams

- A. Consider approval of a Resolution on the Committed Fund Balance Resolution.
- C. Consider approval of the District's Fiscal and Budgetary Strategy.
- E. Consider approval of the Grade 7 Diagnostic Instrument Waiver for the 2021-22 school year.

- F. Consider approval of a revised Interlocal Agreement between Fort Bend ISD, Fort Bend County and Fort Bend Juvenile Board for the 2022-23 school year regarding the Expose Excellence Youth Program.
- G. Consider approval of the Memorandum of Understanding (MOU) between Fort Bend County Juvenile Probation Board, Fort Bend ISD, Stafford MSD and Alief ISD for the Juvenile Justice Alternative Education Program (JJAEP).
- H. Consider approval of proposed revisions to Policy BBG (Local).
- I. Consider approval of the 2022-23 Board Goals.
- J. Consider approval of the Superintendent Evaluation Instrument for the 2022-23 school year.
- L. Consider approval of previous meeting minutes.
- Feb 07, 2022: Called Meeting: Public Hearing Texas Academic Performance Report (TAPR)
  - Feb 07, 2022: Called Meeting and Agenda Review
  - Feb 14, 2022: Regular Business Meeting
  - Feb 23, 2022: Called Meeting: Board Training
- M. Consider approval to delegate authority to the Superintendent through August 15, 2022 to appoint and approve contracts of employment for campus principals and district administrators at the director level and above, for the 2022-23 school year.
- N. Consider approval of Purchases Exceeding \$50,000. Specifically for:
1. Consider approval of Project Budget and Construction Services Agreement for Exterior LED Lighting.
  2. Consider approval for the purchase of the learning management system Schoology.
  3. Consider approval for the purchase of Instructional Materials.
  4. Consider approval for the purchase of Professional Development Consulting Services.
  5. Consider approval for the purchase of general grocery and non-food items.
  6. Consider approval for the purchase of bread and bread-related items.
  7. Consider approval for the purchase of produce from Brothers Produce.
  8. Consider approval to increase the existing Network Access Management System contract.

Action on Items Pulled from the Consent Agenda:

9.B Consider approval of 2021-22 Final Budget Amendment.

MOTION made by Mrs. Hanan and SECONDED by Dr. Gilliam to approve the item 9.B. Following discussion, MOTION PASSED. Ayes 6 – Nay 0

Mrs. Dae joined the meeting at 7:55 PM.

9.K Consider endorsement of a candidate to represent Region IV, Position G as a Director on the Texas Association of School Boards (TASB) Board of Directors.

MOTION made by Mrs. Hanan and SECONDED by Dr. Gilliam to approve the item 9.K. MOTION PASSED Ayes 5 – Nay 1

During discussion MOTION by Dr. Gilliam SECONDED by Mrs. Hanan to nominate Mrs. Hanan as the Region IV, Position G, Director on the Texas Association of School Boards TASB Board candidate.

MOTION FAILED Ayes 2 – Nay 4 – Abstain 1  
Yea: Angie Hanan, Shirley Rose-Gilliam  
Nay: Judy Dae, David Hamilton, Rick Garcia, Denetta Williams  
Abstain: Kristen Davison Malone

MOTION by Mrs. Dae SECONDED by Mr. Hamilton to nominate Mrs. Davison Malone as the Region IV, Position G, Director on the Texas Association of School Boards TASB Board candidate.

MOTION PASSED Ayes 5 – Nay 1 Abstain 1  
Yea: Judy Dae, Angie Hanan, David Hamilton, Rick Garcia, Denetta Williams  
Nay: Shirley Rose-Gilliam  
Abstain: Kristen Davison Malone

10. Convene in closed session

The Trustees convened in closed session at 8:21 PM under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student

11. Reconvene in Open Session

The Trustees reconvened in open session at 9:21 PM. Mrs. Dae did not return to Open Session.

12. Consider Action on Closed Session Items

Mrs. Dae was not present at the time of the vote.

MOTION was made by Dr. Gilliam and SECONDED by Mrs. Hanan to approve the Superintendent’s recommendation to appoint Erica Price to the position of Director of STEM Curriculum and Instruction, Fort Bend ISD.

MOTION PASSED. Ayes 6 – Nays 0

MOTION was made by Dr. Gilliam and SECONDED by Mr. Hamilton to approve the Superintendent’s recommendation to appoint Tiffany Ireland as Director of Child Nutrition, Fort Bend ISD.

MOTION PASSED. Ayes 6 – Nays 0

MOTION was made by Mrs. Hanan and SECONDED by Mr. Garcia to approve the Superintendent’s recommendation to appoint Linda Corbin to the position of Director of Literacy Curriculum and Instruction, Fort Bend ISD.

MOTION PASSED. Ayes 6 – Nays 0

MOTION was made by Mr. Garcia and SECONDED by Mr. Hamilton to approve the Superintendent’s recommendation to redirect the position of Associate General Counsel and

Director of Legal Services to Associate General Counsel and Executive Director of Legal Services, Coby Wilbanks.

MOTION PASSED. Ayes 5 – Nays 1

Yea: Kristen Davison Malone, Angie Hanan, Rick Garcia, David Hamilton, Shirley Rose-Gilliam  
Nay: Denetta Williams

MOTION was made by Mrs. Hanan and SECONDED by Dr. Gilliam to approve the Superintendent’s recommendation to redirect the position of Assistant Director of Multimedia Communications Strategy to Director of Multimedia Communications Strategy, Kristoffer Smith.

MOTION PASSED. Ayes 6 – Nays 0

MOTION was made by Mr. Hamilton and SECONDED by Dr. Gilliam to approve the purchase of 16+/- acres of real property adjacent to Sienna Lakes Dr. utilizing 2014 or 2018 program contingency funds and to authorize the Superintendent to negotiate, execute, amend or terminate any agreements and closing documents necessary for the purchase.

MOTION PASSED. Ayes 6 – Nays 0

15. Adjournment

MOTION was made by Mr. Garcia to adjourn. The meeting adjourned at 9:26 PM.

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Kristen Davison Malone, President	Dr. Shirley Rose-Gilliam, Secretary
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Minutes  
Fort Bend ISD Board of Trustees

Special Called Meeting - June 30, 2022

A Special Called Meeting of the Fort Bend ISD Board of Trustees was held on Thursday, June 30, 2022, beginning at 12:01 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available to the public at the following address: <https://www.fortbendisd.com/Page/124962>. The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/176525>

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=537540>

Presiding Officer.....Mrs. Kristen Davison Malone, President

Board Members Present

- Dr. Shirley Rose-Gilliam, Secretary
- Mr. Rick Garcia
- Mr. David Hamilton
- Mrs. Angie Hanan
- Ms. Denetta Williams, via teleconference

Board members absent

- Mrs. Judy Dae, Vice President

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Steve Bassett, Deputy Superintendent
- Beth Martinez, Deputy Superintendent
- Dr. Kim Lawson, Chief Academic Officer
- Mary Brewster, Executive Director HR, Interim
- Bryan Guinn, Chief Financial Officer
- Dr. Kwabena Mensah, Chief Academic Officer
- Oscar Perez, Chief Operations Officer
- Long Pham, Chief Information Officer
- David Rider, Chief of FBISD Police Department
- Veronica Sopher, Chief Communications Officer
- Coby Wilbanks, Associate General Counsel

Others Present

- Casandra Yazdanpanah, Recording Secretary

### 1. Meeting Called to Order

President Davison Malone called the meeting to order at 12:01 PM announcing the presence of a quorum, that the meeting had been duly called, and the notice posted for the time and manner required by law.

### 2. Public Comment

Ms. Glenda Macal addressed the Board supporting a supplemental bonus and salary increase to retain good teachers and staff.

Ms. Michelle Menon addressed the Board about retention supplement bonus.

### 3. Action

- A. Consideration of a Resolution regarding a retention and recruitment supplement for designated employees.

MOTION made by Mrs. Hanan and SECONDED by Dr. Gilliam to adopt a Resolution authorizing payment of a retention and recruitment supplement for designated employees.

Following discussion, President Davison Malone read the Resolution regarding Retention and Recruitment Supplemental Pay (attached).

MOTION PASSED Ayes 6 – Nays 0.

Dr. Whitbeck thanked the Board for attending the Special Called Meeting and thanked the staff for working diligently over the weekend to come up with this Resolution.

Mr. Hamilton commended Dr. Whitbeck and the staff for their work on this Resolution.

Mr. Garcia thanked the staff for presenting this Resolution and promised the public to continue working.

Dr. Gilliam recognized the work of the Executive Team and Dr. Whitbeck on this Resolution.

Mrs. Hanan expressed to the E-Team and Dr. Whitbeck appreciation of the difficult decision they faced to give a pay incentive to some, but not all staff and encouraged district leadership to continue to look at efficiency in spending to reflect the Board goals.

President Davison Malone read a statement from Mrs. Dae.

### 4. Adjourn

MOTION was made by Mrs. Hanan to adjourn. The meeting adjourned at 12:40 PM.

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Kristen Davison Malone, President

Dr. Shirley Rose-Gilliam, Secretary

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**RESOLUTION  
FORT BEND INDEPENDENT SCHOOL DISTRICT**

**REGARDING RETENTION AND RECRUITMENT SUPPLEMENTAL PAY**

**WHEREAS**, the Fort Bend ISD Board of Trustees (“Board”) acknowledges that retention of committed employees and recruitment of qualified applicants is necessary to promote employee morale and ensure that the District delivers a quality educational system for all students; and

**WHEREAS**, the Superintendent of Schools, Dr. Christie Whitbeck and her administration explored whether an increase in compensation was fiscally possible for the 2022-23 school year; and

**WHEREAS**, the Board and Superintendent are committed to the health, safety and security of students and staff as the District’s first priority; and

**WHEREAS**, the Superintendent has examined available funds and identified approximately \$2.1 million dollars in Elementary and Secondary School Emergency Relief (ESSER) funds that are available to provide a supplemental payment; and

**WHEREAS**, the Superintendent has reviewed employment vacancies and designated positions where current vacancies are greater than in recent years and current applicants are less than in recent years; and

**WHEREAS**, the Superintendent recommends paying a one-time retention supplement to current employees in designated positions: police officers, special education teachers, special education paraprofessionals, registered nurses, licensed vocational nurses, bus drivers and bus monitors; and

**WHEREAS**, the Superintendent recommends offering a one-time recruitment incentive for persons hired as police officers, special education teachers, special education paraprofessionals, registered nurses, licensed vocational nurses, bus drivers and bus monitors hired after June 30, 2022 but before December 31, 2022; and

**WHEREAS**, the Board acknowledges this retention and recruitment payment is subject to all legal deductions and is not considered TRS eligible.

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of the Fort Bend Independent School District hereby authorizes the Superintendent to pay a retention supplement to current employees in designated positions as follows:

1. \$1,000 for full-time or part-time benefits-eligible employees in designated positions: police officers, special education teachers, special education paraprofessionals, registered nurses and licensed vocational nurses,

2. \$500 for full-time benefits-eligible bus drivers and bus monitors, and

3. \$250 for part-time bus drivers.

**BE IT FURTHER RESOLVED** that this supplement will be paid on September 15, 2022 or if the employee is hired after September 5, 2022, the supplement will be paid in the new employee's first paycheck; and eligibility for this payment requires the following:

1. Current full-time or part-time employment as a police officer, special education teacher, special education paraprofessional, registered nurse, licensed vocational nurse, bus driver or bus monitor; temporary employees and substitutes are not eligible for this payment, or
2. A new employee hired as a police officer, special education teacher, special education paraprofessional, registered nurse, licensed vocational nurse, bus driver or bus monitor before December 31, 2022.
3. An employee may not receive more than one retention or recruitment payment during fiscal year 2022-23.

**ADOPTED** by the Board of Trustees of Fort Bend Independent School District on this 30<sup>th</sup> Day of June 2022.

**CERTIFICATE FOR RESOLUTION**

I hereby certify that the foregoing resolution was presented to the Board of Trustees of the Fort Bend Independent School District during a Special Called meeting on June 30, 2022. A quorum of the Board of Trustees was present, it was duly moved and seconded that the Resolution be adopted, and such resolution was then adopted according to the following vote:

Ayes: 4  
Nays: 0  
Abstentions: 0

To certify which, witness my hand and the official seal of the District this 30<sup>th</sup> day of June, 2022.

FORT BEND INDEPENDENT SCHOOL  
DISTRICT

By: 

Kristen Davison Malone, President  
Board of Trustees

ATTEST:

By: 

Shirley Rose-Gilliam, Secretary  
Board of Trustees

Minutes  
Fort Bend Independent School District  
Board of Trustees  
Regular Business Meeting  
July 25, 2022

A Regular Business Meeting of the Fort Bend ISD Board of Trustees was held on Monday, July 25, 2022, beginning at 6:02 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available for public viewing at the following address <https://www.fortbendisd.com/Page/124962>. The meeting was recorded as required by law, and the recording is available to the public at: <https://www.youtube.com/watch?v=S5dNOSI7ywc>.

The agenda packet for the meeting can be found here:  
<https://meetings.boardbook.org/Public/Agenda/649?meeting=536737>

Presiding Officer.....Mrs. Kristen Davison Malone

Board Members Present

- Mrs. Judy Dae, Vice President
- Dr. Shirley Rose-Gilliam, Secretary
- Mrs. Angie Hanan (via teleconference)
- Mr. David Hamilton
- Mr. Rick Garcia
- Ms. Denetta Williams (joined via teleconference @ 7:11 PM)

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Steve Bassett, Deputy Superintendent
- Beth Martinez, Deputy Superintendent
- Bryan Guinn, Chief Financial Officer
- Glenda Johnson, Chief Human Resources Officer
- Dr. Kim Lawson, Chief Academic Officer
- Dr. Kwabena Mensah, Chief of Schools
- Oscar Perez, Chief Operations Officer
- Long Pham, Chief Information Officer
- David Rider, Chief of FBISD Police Department
- Robert Scamardo, General Counsel
- Veronica Sopher, Chief of Communications Officer

Others Present

- Jonathan Brush, Board Counsel
- Casandra Yazdanpanah, Recording Secretary

1.-3. Meeting Called to Order, National Anthem, Moment of Silence

Madame President Davison Malone called the meeting to order at 6:02 PM announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and manner required by law. Mrs. Davison Malone asked the audience to stand for the

National Anthem sung by David Terrones, Senior Class of 2023 Elkins High School, and to remain standing for a moment of silence.

#### 4. Board Members' Report

Dr. Gilliam reported the Board attended the following events since the last Regular Business Meeting on June 20<sup>th</sup>, 2022

- Lunch and Learn: Procurement
- Fort Bend ISD Board of Trustees Small Group Meetings
- Monthly meetings with Superintendent Whitbeck
- Fort Bend Chamber of Commerce Stop Cyber Attacks Conference
- The Texas Teacher Workforce Challenge
- Special Called Board Meeting
- 2022 Leadership Launch Meeting
- Board Policy Committee Meeting
- Texas Education Code Orientation
- FBISD Water Polo Camp
- Early Literacy Programs at Christian Bible Church in Missouri City
- Congressman Troy Nehls' Congressional Youth Academy
- Fort Bend Economic Business Council
- Board Governance Committee Meeting
- Curriculum Discussion Meeting

#### 5. Superintendent Update

- Dr. Whitbeck share photos about the various activities and programs going on during the Summer months including: Fine Arts Camps, Aquatics Camps, Teacher Professional Development and CTE Externships
- Recognized Mr. Richard Embrick for winning the KHOU Red Apple Award and a Grand Prize of \$10,000 from Ashley Furniture for being "Teacher of the Year"
- Recognized the works and efforts from Principal Ruth Riha, custodians, teachers, and staff from Barrington Elementary and their flexibility in relocating while the school is being renovated.

#### 6. Public Comment

- Barbara Robertson addressed the Board to raise awareness and extended an invitation to attend the Fort Bend County Fair to be held September 23<sup>rd</sup> through October 2<sup>nd</sup>
- Elaine Brooks, mother of Lisa Tory Smith, asked the Board for consideration on naming the next school after her daughter.
- Sam Rubbico addressed the Board on his concern about the proposed health textbook
- Izwan Magat addressed the Board about school safety
- Allyson Morris addressed the Board as opposed to Policy EF (Local)
- Albert Ohliger addressed the Board about school safety
- Alexis Geissler addressed the Board about the Student Code of Conduct and a proposed Victim's Bill of Rights

- Williams Ferguson addressed the Board about school safety
- Jack Klinger addressed the Board on his concern about the proposed health textbook
- Former Congressman Pete Olson asked the Board to consider naming the next school after Lisa Tory Smith.
- Cheryl Tasdemir addressed the Board on her concern about the proposed health textbook

7. Information

A. Safety and Security Update

Chief of FBISD Police Department, David Rider and Emergency Management Coordinator, Mr. Bart Rosebure provided a comprehensive update on the Safety and Security Master Plan, Standard Response Protocols, safety initiatives, threat assessments, training, and new mandates for safety inspections.

Members of the Board discussed and provided feedback on the information presented.

President Davison Malone called for a 5-minute break at 8:11 PM  
The Trustees reconvened at 8:27 PM.

B. Information and Discussion about a possible Bond Election and Potential Voter Approved Tax Rate Election (VATRE)

Members of the Board discussed and provided feedback on the information presented.

8. Action

8.A Consider approval of a budget amendment between new technology projects.

MOTION made by Mrs. Dae and SECONDED by Mrs. Hanan to approve item 8.A as presented.  
MOTION PASSED. Ayes 7 – Nays 0

8.B Consider approval of the TEA Qualitative Method of Compliance and Flexibility Level (L3) for Campus Capital Improvement Projects.

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve item 8.B as presented.  
MOTION PASSED. Ayes 7 – Nays 0

8.C Consider approval of the 2022-23 Student Code of Conduct.

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve the Action item 8.C as presented.

During discussion Dr. Gilliam made a MOTION to AMEND the Code of Conduct, Page 16, 3<sup>rd</sup> bullet discussing athletic wear to delete the phrase “are worn with a shirt that covers the posterior”

The MOTION to AMEND was SECONDED by Mrs. Hanan. Discussion followed.  
MOTION FAILED. Ayes 2 – Nays 5

The Chair called for a vote on Mrs. Dae's original MOTION to approve Item 8.C as presented.  
MOTION PASSED. Ayes 7 – Nays 0

8.D Consider approval to authorize the Superintendent, or her designee, to execute agreements with the authorized residential and day treatment service providers as needed for the 2022-23 school year.

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve item 8.D as presented. After discussion,  
MOTION PASSED. Ayes 7 – Nays 0

Ms. Williams and Mrs. Dae requested a copy of the Conflict of Interest between Dr. Deena Hill and Shiloh Treatment Center, Inc. and for the document to be posted on the Fort Bend ISD website.

8.E Consider approval for the proposed use of 2018 Bond Program Contingency.

MOTION made by Mrs. Dae and SECONDED by Mr. Hamilton to approve item 8.E as presented.

MOTION PASSED. Ayes 7 – Nays 0

8.F Consider approval to return to the Texas Education Agency over-payment paid to the District for Hurricane Harvey.

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve item 8.F as presented.  
MOTION PASSED. Ayes 7 – Nays 0

8.G Consider approval of proposed revisions to policy EHBAF (Local).<sup>1</sup>

MOTION made by Mrs. Dae and SECONDED by Mr. Hamilton to approve proposed revisions to policy EHBAF (Local) as presented.  
MOTION PASSED. Ayes 7 – Nays 0

8.H. Consider approval of previous meeting minutes:  
March 07, 2022: Called Meeting and Agenda Review  
March 28, 2022: Public Hearing-Student Health Services  
March 28, 2022: Regular Business Meeting  
April 06, 2022: Special Called Meeting  
April 11, 2022: Called Meeting and Agenda Review  
April 20, 2022: Special Called Meeting  
April 25, 2022: Regular Business Meeting  
May 09, 2022: Called Meeting and Agenda Review

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<sup>1</sup> \*EF (Local), EFA (Local), and EFAA (Local) were not considered

May 16, 2022: Special Called Meeting-Canvassing of the Election Results  
 May 16, 2022: Regular Business Meeting

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve item 8.H as presented.

MOTION PASSED. Ayes 7 – Nays 0

8.I. Review Purchases Exceeding \$50,000 specifically for:

1. Consider approval of Cellular Services and Equipment.

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve item 8.I.1 as presented.

MOTION PASSED. Ayes 7 – Nays 0

2. Consider approval for the purchase of music instruments and related items from multiple vendors.

MOTION made by Mrs. Dae and SECONDED by Mr. Hamilton to approve item 8.I.2 as presented.

MOTION PASSED. Ayes 7 – Nays 0

3. Consider approval for the purchase of aquatics supplies, equipment, and related items from multiple vendors.

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve item 8.I.3 as presented.

MOTION PASSED. Ayes 7 – Nays 0

4. Consider approval for the purchase of high school graduation diplomas and related items from multiple vendors.

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve item 8.I.4 as presented.

MOTION PASSED. Ayes 7 – Nays 0

5. Consider approval for the purchase of consulting services from multiple vendors.

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve item 8.I.5 as presented.

During discussion, staff acknowledged the error in the recommendation.

Mrs. Dae MOVED TO WITHDRAW her original MOTION that was SECONDED by Dr. Gilliam. MOTION WITHDRAWN. Ayes 7 – Nays 0

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve the revised item 8.I.5 with a substituted authorization “not to exceed \$10,495,000”

MOTION PASSED. Ayes 7 – Nays 0

6. Consider approval of a project budget for Security Fencing (PKG056), approval of a Professional Services Agreement with RWS Architects, and approval of a construction services agreement with Job Order Contractor (JOC) E contractors.

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve item 8.1.6 as presented.

MOTION PASSED. Ayes 7 – Nays 0

7. Consider approval of a project budget for Interior Renovations and Abatement at Barrington Place Elementary School.

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve item 8.1.7 as presented.

MOTION PASSED. Ayes 7 – Nays 0

8. Consider approval for the purchase of concealed weapons mobile detection systems for use at athletic events.

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve item 8.1.8 as presented.

MOTION PASSED. Ayes 7 – Nays 0

#### 9. Convene in Closed Session

The Trustees convened in closed session at 11:12 PM under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student

#### 10. Reconvene in Open Session

The Trustees reconvened in open session July 26, 2022 at 12:14 AM.

#### 11. Consider Action on Closed Session Item

Dr. Whitbeck stated that the Administration is not recommending anyone for the Director of CTE (CAREER AND TECHNICAL EDUCATION) position at this time.

MOTION made by Mr. Garcia and SECONDED by Mrs. Dae to accept the Superintendent's recommendation to appoint James Shillingburg as Principal of Clements High School.

MOTION PASSED. Ayes 7 – Nays 0

MOTION made by Mr. Hamilton and SECONDED by Mrs. Dae to accept the Superintendent's recommendation and appoint Tiffany Unruh as Director of Strategic Planning.

MOTION PASSED. Ayes 7 – Nays 0

MOTION made by Mr. Hamilton and SECONDED by Mrs. Dae to accept the settlement in the Level Three grievance of employee Lynne Baker.  
MOTION PASSED. Ayes 7 – Nays 0

MOTION made by Dr. Gilliam and SECONDED by Mrs. Dae to accept the hearing officer’s recommendation in the Level Three grievance of employee Elicia Farrar.  
MOTION PASSED. Ayes 7 – Nays 0

MOTION made by Mrs. Dae SECONDED by Mr. Hamilton to postpone to August 1 Item 9.F the Proposed Settlement in EEOC (Equal Employment Opportunity Commission) Charge of Discrimination #460-2022-03047 Garrett Rosier v Fort Bend ISD.  
MOTION PASSED. Ayes 7 – Nays 0

12. Adjournment

MOTION was made by Mrs. Dae to adjourn. The meeting adjourned at 12:18 AM.

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Kristen Davison Malone, President

Dr. Shirley Rose-Gilliam, Secretary

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# Minutes Fort Bend ISD Board of Trustees

Public Hearing - August 15, 2022

A Public Hearing of the Fort Bend ISD Board of Trustees was held on Monday, August 15<sup>th</sup>, 2022, beginning at 5:30 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas.

The Live Stream of the meeting was available for the public to view at the following address <https://www.fortbendisd.com/Page/124962>. The hearing was recorded as required by law, and the recording is available for the public to view at the following address: <https://fortbendisd.new.swagit.com/videos/178877>. The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=541246>

Presiding Officer.....Mrs. Kristen Davison Malone, President

## Board Members Present

Mrs. Judy Dae, Vice President  
Dr. Shirley Rose-Gilliam, Secretary  
Mr. Rick Garcia  
Mr. David Hamilton  
Mrs. Angie Hanan

## Board Members Absent

Ms. Denetta Williams

## School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools  
Steve Bassett, Deputy Superintendent  
Beth Martinez, Deputy Superintendent  
Bryan Guinn, Chief Financial Officer  
Glenda Johnson, Chief Human Resources Officer  
Dr. Kim Lawson, Chief Academic Officer  
Dr. Kwabena Mensah, Chief Academic Officer  
Oscar Perez, Chief Operations Officer  
Long Pham, Chief Information Officer  
David Rider, Chief of FBISD Police Department  
Robert Scamardo, General Counsel  
Veronica Sopher, Chief Communications Officer

## Others Present

Jonathan Brush, Board Counsel  
Casandra Yazdanpanah, Recording Secretary

### 1. Meeting Called to Order

President Davison Malone convened the hearing at 5:33 PM announcing the presence of a quorum, that the meeting had been duly called, and the notice posted for the time and manner required by law.

President Davison Malone stated that this hearing is open to public and any member of the public may speak, even if they haven't previously signed up per Board meeting procedures.

### 2. Information

- A. The Administration shared with the Board its recommendation for the District's Proposed debt service tax rate and proposed maintenance & operations tax rate for 2022.
- B. Comments on the Proposed 2022 Debt Service Tax Rate and the Proposed Maintenance & Operations Tax Rate for the year 2022-23
  - Glenda Macal, President of the Fort Bend Federation of Teachers, addressed the Board in favor of approving the tax rate in order to give teachers and staff salary increases.

### 3. Adjourn

MOTION was made by Mrs. Hanan to adjourn. The meeting adjourned at 5:50 p.m.

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Kristen Davison Malone, President

Dr. Shirley Rose-Gilliam, Secretary

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# Minutes Fort Bend ISD Board of Trustees

Called Meeting and Agenda Review - August 15, 2022

A Called Meeting and Agenda Review of the Fort Bend ISD Board of Trustees was held on Monday, August 15<sup>th</sup>, 2022, beginning at 6:02 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas.

The Live Stream of the meeting was available for the public to view at the following address <https://fortbendisd.new.swagit.com/videos/178882>. The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/178882>. The meeting agenda packet is located at <https://meetings.boardbook.org/Public/Agenda/649?meeting=541671>

Presiding Officer.....Mrs. Kristen Davison Malone, President

Board Members Present

- Mrs. Judy Dae, Vice President
- Dr. Shirley Rose-Gilliam, Secretary
- Mr. Rick Garcia
- Mr. David Hamilton
- Mrs. Angie Hanan

Board Members Absent

- Ms. Denetta Williams

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Steve Bassett, Deputy Superintendent
- Beth Martinez, Deputy Superintendent
- Bryan Guinn, Chief Financial Officer
- Glenda Johnson, Chief Human Resources Officer
- Dr. Kim Lawson, Chief Academic Officer
- Dr. Kwabena Mensah, Chief Academic Officer
- Oscar Perez, Chief Operations Officer
- Long Pham, Chief Information Officer
- David Rider, Chief of FBISD Police Department
- Robert Scamardo, General Counsel
- Veronica Sopher, Chief Communications Officer

Others Present

- Jonathan Brush, Board Counsel
- Casandra Yazdanpanah, Recording Secretary

1. Meeting Called to Order

President Davison Malone called the meeting to order at 6:02 PM announcing the presence of a quorum, that the meeting had been duly called, and the notice has been posted for the time and manner required by law.

## 2. Superintendent Update

Dr. Whitbeck shared photos from the first day of school at several campuses reported on very positive media coverage about Fort Bend ISD on first day back to school. She thanked the Board members who were on campus as students returned to school. She also thanked principals, teachers, custodians, crossing guards, police officers and all staff who worked to make the first day of school memorable.

## 3. Information

### A. Possible Bond Election and Potential Voter Approval Tax Rate Election (VATRE)

The Administration provided information on the recommendation that the Board Order a Voter Approval Tax Rate Election (VATRE) in November 2022 and a Bond Election in 2023 (May or November)

Members of the Board asked clarifying questions and provided input on the information.

### B. Efficiency Audit Report

Whitley Penn will present its Efficiency Audit Report of the district at a future meeting

## 4. Convene in closed session

The Trustees convened in closed session at 7:18 PM under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student

A. Section 551.074 - Consideration and Approval of Recommendation for Bowie Middle School Principal.

## 5. Reconvene in Open Session

The Trustees reconvened in open session at 8:52 PM

## 6. Consider Action on Closed Session Items

MOTION made by Mr. Garcia and SECONDED by Mrs. Hanan to accept the Superintendent's recommendation to appoint Michael Yelvington as Principal of James Bowie Middle School.

MOTION PASSED. Ayes - 6 Nays - 0

## 7. Review

A. Review matters related to Voter Approval Tax Rate Election.

1. Review Order Authorizing Redemption of 2018 Bonds and related budget amendment to the Debt Service Fund.

2. Review proposed 2022 Ad Valorem Tax Rate and recommended Order Calling for Voter Approval Tax Rate Election ("VATRE") on November 8, 2022.

B. Review matters related to a proposed Bond Election.

1. Review Bond Election Proposal.

2. Review proposed underwriters to be utilized by the District in connection with issuance of future bond debt.

C. Review recommended certified T-TESS Appraisers to observe and evaluate teacher performance for the 2022-23 school year.

D. Review proposed Resolution adopting the minimum Prevailing Wage Rate Schedule for construction workers employed by contractors and subcontractors on public works projects in FBISD.

E. Review approval of a voting delegate and an alternate delegate to the Texas Association of School Board's (TASB) Annual Delegate Assembly to be held in conjunction with the TASA/TASB conference in September 2022.

F. Review proposed Purchases Exceeding \$50,000. Specifically for:

1. Review addition of Elkins High School and Don Cook Natatorium into Bond 2018 PKG052 LED Lighting Upgrades.

2. Review proposed Construction Services Agreement for the construction of a new Field House at Clements High School in Bond 2018 PKG035.2.

3. Review proposed addition of Clements High School Field House into Bond 2018 PKG022 Furniture, Fixtures and Equipment (FF&E).

4. Review proposed budget transfer of \$500,000 within Bond 2018 from PKG043 to PKG045 to fund the installation of a new chiller for Dulles High School's Rodgers Auditorium, and revised project budgets for both packages.

5. Review recommended approval for the purchase of District vehicles from Helfman Ford under a cooperative contract with the Central Texas Purchasing Alliance.

6. Review recommended approval of the continued purchase of intercoms, public announcement sound systems, digital clock repairs, speakers and related services with various cooperatives.

7. Review recommended approval of the continued purchase of Janitorial/Chemical Supplies, Equipment, Repair, and Related Items through Choice Partners and BuyBoard Purchasing cooperatives.

8. Review recommended approval of the continued purchase of Microsoft Enterprise Services.

9. Review recommended approval of the continued purchase of Presorting/Postage Mailing Services from Pitney Bowes Inc.

8. Public Comments

None

9. Adjournment

MOTION was made by Rick Garcia to adjourn. The meeting adjourned at 9:32 PM.

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Kristen Davison Malone, President

Dr. Shirley Rose-Gilliam, Secretary

# Minutes Fort Bend ISD Board of Trustees

Regular Business Meeting - August 22<sup>nd</sup>, 2022

A Regular Business Meeting of the Fort Bend ISD Board of Trustees was held on Monday, August 22, 2022 beginning at 6:01 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas.

The Live Stream of the meeting was available for the public to view at the following address <https://www.fortbendisd.com/Page/124962>. The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/178882>. The meeting agenda packet can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=543034>

Presiding Officer..... Mrs. Kristen Davison Malone, President

Board Members Present

- Mrs. Judy Dae, Vice President,
- Dr. Shirley Rose-Gilliam, Secretary
- Mr. Rick Garcia
- Mr. David Hamilton
- Mrs. Angie Hanan
- Ms. Denetta Williams, via teleconference

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Steve Bassett, Deputy Superintendent
- Beth Martinez, Deputy Superintendent
- Bryan Guinn, Chief Financial Officer
- Glenda Johnson, Chief Human Resources Officer
- Dr. Kim Lawson, Chief Academic Officer
- Dr. Kwabena Mensah, Chief Academic Officer
- Oscar Perez, Chief Operations Officer
- Long Pham, Chief Information Officer
- David Rider, Chief of FBISD Police Department
- Robert Scamardo, General Counsel
- Veronica Sopher, Chief Communications Officer

Others Present

- Debra M. Esterak, Board Counsel
- Casandra Yazdanpanah, Recording Secretary

### 1.-3. Meeting Called to Order, National Anthem, Moment of Silence

President Malone called the meeting to order at 6:01 PM announcing the presence of a quorum, that the meeting had been duly called and the notice posted for the time and manner required by law.

President Malone asked the audience to stand for the National Anthem performed by the String Quartet from Travis High School, and to remain standing for a moment of silence.

### 4. Recognitions

The Board recognized:

- Clements High School for winning its eighth UIL 6A Academic State Championship
  - Computer Science: State Champions
    - David Li, Individual 2<sup>nd</sup> place
    - Daniel Guan, Individual 5<sup>th</sup> place
    - Akaash Kolluri
    - Alex Chen
    - Coach: Lubna Lorena
  - Calculator
    - Justin Lai, Individual 3<sup>rd</sup> place
    - Coach: Maria Garcia
  - Social Studies
    - Anthony Du, Individual 6<sup>th</sup> place
    - Coach: Emily Golden
  - Mathematics: State Champions
    - Justin Lai, Individual 1<sup>st</sup> place
    - Rich Wang, Individual 4<sup>th</sup> place
    - Dhilan Patel
    - Aryan Bora
    - Coach: Ricky Garcia
  - Number Sense: State Champions
    - Dhilan Patel, Individual 1<sup>st</sup> place
    - Jusitn Lai, Individual 3<sup>rd</sup> place
    - Rich Wang
    - Aryan Arora
    - Coach: Maria Garcia
  - Science: 2<sup>nd</sup> Place Team
    - Aryan Bora, Individual 2<sup>nd</sup> place
    - Andrew Lu
    - Sid Rajesh
    - Vivek Tallavajhula
    - Coach: Caitlin Zuber
  - Copy Editing
    - Ciara Sanchez, State Qualifier
    - Coach: David Clayton
  - Persuasive Speaking
    - Krishna Barabyal, State Qualifier
    - Coach: Renita Johnson
  - Lincoln-Douglas Debate
    - Kyren Khairah, Individual 2<sup>nd</sup> place
    - Coach: Renita Johnson

### Informative Speaking

- Aizaz Bokhari, Individual 2<sup>nd</sup> place
- Norah Rami, Individual 3<sup>rd</sup> place
- Coach: Renita Johnson

Speech: State Champions

- Ridge Point High School Baseball for finishing the season as State semi-finalist.
- First Colony Middle School Head Choir Director, Tommy Trinh, for being selected as 2022 Young Director of Distinction Award.
- Fort Bend ISD Communications Department for earning 11 awards at the 2022 National School Public Relations Association national seminar.

### 5. Public Comment

- Brandon Mabile addressed the Board regarding adoption of the Prevailing Wages Rate Schedule.

### 6. Superintendent's Update

Dr. Whitbeck shared highlights of several district events and celebrations.

- Fort Bend ISD
- Overview of VATRE recommendation to keep tax rate at \$1.21
  - Compensation
  - Health fund contribution to keep employee premiums lower
  - Years of Service pay
  - Safety & security – officers at each elementary campus

### 7. Board Members' Activity Report

Dr. Gilliam reported the Board attended the following events since the July 25<sup>th</sup>, 2022, Regular Board Meeting:

- 2022 Leadership Launch
- New Teacher Orientation
- Summer Retiree Reception
- Special Called Meeting
- Bus Drivers Convocation Event
- 2022 Summer Graduation
- Fort Bend ISD Staff & Family Night @ the Ballpark
- Annual Back to School Coaches Meeting
- First Day of School: School Supplies Distribution at Glover Elementary and Armstrong Elementary
- First Day of School at Sugar Mill Elementary, Meadows Elementary, Donald Leonetti Elementary, Oakland Elementary, James C. Neill Elementary, Lakeview Elementary, Ronald Thornton Middle School and Ridge Point High School
- School Supply Donations at BNI Fort Bend Networking Group
- Visits to Goodman Elementary, Heritage Rose Elementary, Walker Station Elementary, Glover Elementary, Hunters Glen Elementary, Palmer Elementary, Lantern Lane Elementary, Scanlan Oaks Elementary, Austin Parkway Elementary and Quail Valley Middle School

- Christian Bible Church Super Saturday Reading Program
- Houston Museum of Natural Science Mix and Mingle
- Party on the Run at Marshall High School
- Stuff the Bus at Brookdale Senior Living in First Colony
- Back to School Mental Health & Wellness Fair
- Touchdown Club of Houston's Annual Banquet
- Audit Committee Meeting
- Arizona Fleming Elementary House Sort Ceremony
- Slavery Remembrance Day Commemorative Breakfast and Legislative Update with Rep. Al Green
- Press Conference for the 200 Year "Fort at the Bend" Historical Commission Museum Crawl
- Monthly meetings with Superintendent Whitbeck

8. Information

A. Texas Education Agency 2022 Accountability Update

The Administration provided an update regarding the 2022 accountability system, a comparative look at 2019 ratings to 2022, and the district performance overall. Following the presentation, Board members asked clarifying questions and provided feedback on the information presented.

B. Efficiency Audit Report by Whitley Penn

Mr. Lupe Garcia from Whitley Penn presented the efficiency audit results and findings of the audit. Following the presentation, Board members asked clarifying questions and provided feedback on the information presented.

President Malone called for a 10-minute break at 8:29 PM  
The Trustees reconvened at 8:39 PM.

9. Consent Agenda

Prior to consideration, Mrs. Dae requested item 9.D be removed from the consent agenda and President Malone removed Item 9.E from the consent agenda.

MOTION made by Mrs. Hanan and SECONDED by Dr. Gilliam to approve the Consent Agenda as presented, with the exception of item 9.D and 9.E.

- A. Consideration and Approval of Order Authorizing Redemption of 2018 Bonds and related budget amendment to the Debt Service Fund.
- B. Consideration and Approval of proposed underwriters to be utilized by the District in connection with issuance of future bond debt.
- C. Consideration and Approval of recommended certified T-TESS Appraisers to observe and evaluate teacher performance for the 2022-23 school year.
- F. Consideration and approval of Purchases Exceeding \$50,000. Specifically for:
  1. Consideration and Approval to add Elkins High School and Don Cook Natatorium into Bond 2018 PKG052 LED Lighting Upgrades.
  2. Consideration and Approval of proposed Construction Services Agreement for the construction of a new Field House at Clements High School in Bond 2018 PKG035.2.

- 3. Consideration and Approval of proposed addition of Clements High School Field House into Bond 2018 PKG022 Furniture, Fixtures and Equipment (FF&E).
- 4. Consideration and Approval of proposed budget transfer of \$500,000 within Bond 2018 from PKG043 to PKG045 to fund the installation of a new chiller for Dulles High School's Rodgers Auditorium, and revised project budgets for both packages.
- 5. Consideration and Approval for the purchase of District vehicles from Helfman Ford under a cooperative contract with the Central Texas Purchasing Alliance.
- 6. Consideration and Approval of the continued purchase of Janitorial/Chemical Supplies, Equipment, Repair, and Related Items through Choice Partners and BuyBoard Purchasing cooperatives.
- 7. Consideration and approval of the continued purchase of Presorting/Postage Mailing Services from Pitney Bowes Inc.
- 8. Consideration and Approval of the continued purchase of intercoms, public announcement sound systems, digital clock repairs, speakers, and related services with various cooperatives.
- 9. Consideration and Approval of the continued purchase of Microsoft Enterprise Services.

MOTION PASSED. Ayes 6 – Nay 0

Action on Items Removed from the Consent Agenda:

D. Consideration and Approval of proposed Resolution adopting the Prevailing Wage Rate Schedule for construction workers employed by contractors and subcontractors on public works projects in FBISD.

MOTION made by Mrs. Hanan and SECONDED by Dr. Gilliam to approve Item 9D as presented. After discussion MOTION PASSED. Ayes 6 – Nay 0

E. Consideration and Approval of a voting delegate and an alternate delegate to the Texas Association of School Board's (TASB) Annual Delegate Assembly to be held in conjunction with the TASA/TASB conference in September 2022.

MOTION made by Hanan and SECONDED by Mrs. Dae for Board of Trustees to designate Mrs. Angie Hanan as a voting delegate and Mr. Rick Garcia as the alternate delegate to the Texas Association of School Board's (TASB) Annual Delegate Assembly to be held in conjunction with the TASA/TASB conference in September 2022.

MOTION PASSED. Ayes 6 – Nays 0

10. Convene in closed session

The Trustees convened in closed session at 8:53 PM under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student

11. Reconvene in Open Session

The Trustees reconvened in open session at 9:30 PM.

12. Consider Action on Closed Session Items

MOTION was made by Mrs. Hanan and SECONDED by Dr. Gilliam for the Board of Trustees accept the hearing officer's recommendation concerning the Level Three FNG grievance of Vera Whitehead.

MOTION PASSED. Ayes 6 – Nays 0

MOTION was made by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board of Trustees to adopt an ad valorem tax rate of \$1.2101, with \$0.9401 for maintenance and operations and \$0.27 for debt service.

After discussion MOTION PASSED. Ayes 6 – Nays 1

Yeas: Malone, Dae, Gilliam, Garcia, Hamilton, and Hanan.

Nay: Williams

15. Adjournment

MOTION was made by Mrs. Hanan to adjourn. The meeting adjourned at 9:56 PM.

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Kristen Davison Malone, President

Dr. Shirley Rose-Gilliam, Secretary

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Minutes  
Board of Trustees  
Called Meeting and Agenda Review  
September 12, 2022

A Regular Business Meeting of the Fort Bend ISD Board of Trustees was held on Monday, September 12th, 2022 beginning at 6:02 PM in the Board Room of the Fort Bend ISD Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available to the public at the following address <https://www.fortbendisd.com/Page/124962>. The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/184119>

The agenda packet for the meeting can be found here:  
<https://meetings.boardbook.org/Public/Agenda/649?meeting=545253>

Presiding Officer.....Mrs. Kristen Davison-Malone, President

Board Members Present

Mrs. Judy Dae, Vice President  
Dr. Shirley Rose-Gilliam, Secretary  
Mr. Rick Garcia  
Mr. David Hamilton  
Mrs. Angie Hanan  
Ms. Denetta Williams

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools  
Steve Bassett, Deputy Superintendent  
Beth Martinez, Deputy Superintendent  
Dr. Kimberly Lawson, Chief Academic Officer  
Veronica Sopher, Chief Communications Officer  
Bryan Guinn, Chief Financial Officer  
Long Pham, Chief Information Officer  
Oscar Perez, Chief Operations Officer  
Robert Scamardo, General Counsel  
David Rider, Chief of Police

Others Present

Jonathan Brush, Board Counsel  
Yadira Vasquez, Recording Secretary

### 1. Meeting Called to Order

President Malone called the meeting to order at 6:02 p.m. announcing the presence of a quorum, that the meeting had been duly called and the notice posted for the time and matter required by law. A quorum of the Board of Trustees attended in person at the FBISD Board Room.

### 2. Superintendent Update

Dr. Whitbeck provided an update on Student Enrollment. We are currently at 79,247 students which exceeds projected enrollment of 78,617. This is 2,184 students over what we had this time last year.

Dr. Whitbeck stated that she spoke at the Local Realtors' Breakfast on September 8, 2022.

Dr. Whitbeck stated that staff, 53 leaders, volunteered their time to do VATRE Appearances at Open Houses. 70 campuses have been visited and 18 more campus visits are scheduled this week.

Dr. Whitbeck congratulated our Transportation Department which won a 2022 Excellence Award from Texas Association School Boards (TASB) for an innovative system that tracks and evaluates bus accidents.

Dr. Whitbeck recognized George Bush HS Head Football Coach Allen Aldridge who was named the Houston Texans' high school Coach of the Week. The Texans also recognized Coach Aldridge for his commitment to building well-rounded student athletes and they donated \$2,500 to the Bush HS football program.

### 3. Review

#### A. Discussed 2023 Commencement Ceremony location.

Members of the Board discussed the historical cost data and provided feedback on options available.

#### B. Reviewed Resolution on the District's Investment Strategy

Members of the Board discussed and provided input on the information.

#### C. Reviewed the Interlocal Agreement with Fort Bend County and Fort Bend County Juvenile Board for Saved by the Bell Truancy Program

No discussion.

#### D. Reviewed TEA's Exception for Class Size Waiver in grades PreK-4

Members of the Board discussed and provided input on the information.

#### E. Reviewed potential new members to School Boundary Oversight Committee (SBOC) as set forth in Policy FC (Local).

Members of the Board discussed School Boundary Oversight Committee (SBOC) and provided input on the information.

F. Reviewed Joint Election Agreement and Contract for Election Services with Fort Bend County

Members of the Board requested historical data on the cost of elections and provided input on the information.

G. Reviewed Resolution authorizing Supplemental Years of Service Payment Program based on an employee's TRS – eligible Years of Service in Fort Bend ISD.

Members of the Board discussed and provided input on the information.

H. Reviewed Interlocal Agreement with Fort Bend County for collection of ad valorem taxes.

No discussion.

I. Reviewed Resolution approving the 2022 Tax Roll based on the certified 2022 values from the Fort Bend Central Appraisal District.

No Discussion.

J. Not reviewed.

K. Reviewed revisions to policies EHAA (Local) and FFH (Local).  
~ Policy EHAA (Local)  
~ Policy FFH (Local)

Mr. Coby Wilbanks highlighted the revisions to the policies for the Members of the Board.

4. Review proposed Purchases Exceeding \$50,000.

A. Reviewed the continued purchase of HVAC Equipment, Service, Controls, Maintenance Repair and Related Services.

No Discussion.

B. Reviewed the use of 2018 Bond Program Contingency as proposed.

No Discussion.

C. Reviewed Not-to-Exceed amount of \$1,200,000 to address identified deficiencies under (PKG021) Turf and Athletics.

No Discussion.

D. Reviewed project budget to perform the necessary repairs needed at Hightower High School (HHS) Central Plant (PKG058) for a total amount of \$1,200,000.

No Discussion.

E. Reviewed the continued purchase of Playground/Recreation Equipment, Field Light and Related Services not to exceed \$2,000,000.

No Discussion.

F. Reviewed increasing existing Fine Arts contracts awarded under 18-058MH Trucking Services and Trailer Rentals.

Members of the Board questioned this expenditure and Mr. James Drew, Division of Fine Arts, provided additional data.

G. Reviewed the continued purchase of Operation Count Service, Maintenance and Related Services.

No Discussion.

#### 5. Public Comment

Glenda Guzman Macal addressed the Board regarding TEA's Exception for Class Size Waiver in grades PreK-4 and the Supplemental Compensation Payment Program.

#### 6. Closed Session

The Board convened in closed session at 7:57p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

#### 7. Reconvene in Open Session

The Trustees reconvened in open session at 9:18p.m.

#### 8. Consider Action on Closed Session Items

MOTION was made by Mr. Garcia and SECONDED by Mrs. Hanan to approve the Superintendent's recommendation to hire Christine Jaime as Director of Transportation.  
MOTION PASSED Ayes 7 – Noes 0.

MOTION was made by Mrs. Dae and SECONDED by Mrs. Hanan to approve the appointment of Yady Blessinger as Director of Early Childhood.  
MOTION PASSED Ayes 7 – Noes 0.

9. Adjournment

MOTION was made by Mrs. Hanan to adjourn. The meeting adjourned at 9:20p.m.

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Kristen Davison-Malone, President

Dr. Shirley Rose-Gilliam, Secretary

**Minutes**  
**Fort Bend ISD Board of Trustees**  
Regular Meeting -September 19, 2022

The Fort Bend ISD Board of Trustees Regular Business Meeting was held on Monday, September 19, 2022, beginning at 6:01 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available for public viewing at the following address <https://www.fortbendisd.com/Page/124962>. The meeting was recorded as required by law, and the recording is available to the public at: <https://youtu.be/YMC6iY4wA5I>

The agenda packet for the meeting can be found here:  
<https://meetings.boardbook.org/Public/Agenda/649?meeting=545257>.

Presiding Officer.....Mrs. Kristen Davison Malone, President

Board Members Present

Mrs. Judy Dae, Vice President  
Dr. Shirley Rose-Gilliam, Secretary  
Mrs. Angie Hanan  
Mr. David Hamilton  
Mr. Rick Garcia  
Ms. Denetta Williams (joined meeting at 6:17 p.m.)

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools  
Steve Bassett, Deputy Superintendent  
Beth Martinez, Deputy Superintendent  
Bryan Guinn, Chief Financial Officer  
Glenda Johnson, Chief Human Resources Officer  
Dr. Kimberly Lawson, Chief Academic Officer  
Dr. Kwabena Mensah, Chief of Schools  
Oscar Perez, Chief Operations Officer  
Long Pham, Chief Information Officer  
David Rider, Chief of Police  
Robert Scamardo, General Counsel  
Veronica Sopher, Chief Communications Officer  
Amanda Bubela, Recording Secretary (joining virtually)

Others Present

Jonathan Brush, Board Counsel  
Staff and Employees

1.-3. Meeting Called to Order, National Anthem, Moment of Silence

President Malone called the meeting to order at 6:01 p.m. announcing the presence of a quorum, that the meeting had been duly called and the notice posted for the time and matter required by law. Mrs. Malone asked the audience to stand for the National Anthem, performed by the Kempner High School Clarinet Ensemble. Following the performance, the audience remained standing for a moment of silence.

#### 4. Recognitions

The Board recognized several students and campuses including:

- Members of the Kempner High School Clarinet Ensemble
  - Abby Shows
  - Leviticus Cano
  - Emily Gonzales
  - Mathew Cisneros
  - Angelica Lopez
  - Rebekah Martinez
  - Allison Pham
  - Julitssa Ortiz
  - Christy Hernandez
  - Director, Paul Brodt
- Students who competed in the National Speech and Debate Tournament
  - Clements High School
    - Andrew Lu, Public Forum Debate, Top 46 of 256 teams
    - Lawrence Dietlein IV, Congressional Debate House, Quarterfinalist, Top 143 of 389
    - Coaches Renita Johnson and Jeffrey Stirl
  - Dulles High School
    - Adarsh Agrawal, Policy Debate, Top 32 of 165 teams
    - Coach Adrian Casasola
  - Hightower High School
    - Sneha Jobby – Impromptu Speaking, Top 119 of 397 competitors
    - Coach Demetria Jones
  - Elkins High School
    - Coach Bonnie Bonnette received her fourth Diamond Award
  - Austin High School
    - Coach Hongnhung “Ruby” Stuart received her first Diamond Award
- Destination Imagination Global Finals

Two Fort Bend ISD student teams earned 2<sup>nd</sup> place in their respective Destination Imagination Global Finals challenges.

**Team raDicals** earned second place in the secondary level competition and the Renaissance Award, an award given to teams that show exceptional skills in engineering, design, or performance.

- Saachi Jain, Clements High School
- Eshaan Khade, Dulles High School
- Raina Patel, Dulles High School

- Ronil Shah, Dulles High School
- Manager Jigisha Doshi

**Team 6<sup>th</sup> Dimension** earned second place in the middle school level competition and had the highest Instant Challenge score.

- Emily Chan, Sartartia Middle School
  - Aaril Shah, Sartartia Middle School
  - Rishabh Aggarwal, Quail Valley Middle School
  - Rithik Aggarwal, Quail Valley Middle School
  - Anshul Jhaveri, Quail Valley Middle School
  - Shivani Sundermoorthi, Quail Valley Middle School
  - Manager Jigisha Doshi
- Deputy Superintendent Beth Martinez and the Executive Team presented a special recognition to Dr. Christie Whitbeck, who was named a d-mars.com “Top 30 Influential Women of Houston” for 2022. The awards honor and recognize deserving women who are successes in their professions and who possess a servant spirit.

#### 5. Impact Award

Dr. Whitbeck introduced a new recognition initiative, the Fort Bend ISD “Impact Award.” The award recognizes those who are making a significant contribution to the District through kindness, generosity, loyalty, service, support and dedication to students and staff.

The first recipient of this award is Caroline Melton, a staff member who has worked in the Transportation Department for 45 years and has had perfect attendance for 44 of those years. Ms. Melton serves as a bus monitor on school buses that transport students with special needs, and is known across the district and within the transportation department for being dependable, good natured and her ability to stay cool under pressure.

#### 6. Superintendent Update

Dr. Whitbeck shared with the Board several district events and celebrations.

- Fort Bend ISD will be holding community meetings regarding the Voter-Approval Tax Rate Election (VATRE), which is on the November 8, 2022 ballot. Meetings will be held within each high school feeder pattern area, with the first scheduled for Wednesday, September 21 at Austin High School. Additional meeting dates and locations are posted on the FBISD website.
- The Board of Trustees recently led the District’s Student Leadership cohort, holding informative sessions with members of the two-year program. The students also participated in team-building exercises. The cohort is made up of three students from each FBISD high school.
- Scanlan Oaks Elementary student Zariah Cherry recently published her first book and was featured on the local news for winning a book publishing competition. Cherry has written six books, but “Lulu the Lollipop Girl” is the first to be published.
- Clements High School Student Karen Wei is the national grand-prize winner in the John F. Tinker Foundation’s writing competition. Wei wrote her winning paper on climate change and received a personal phone call from John F. Tinker congratulating her on

her achievement. Wei will receive \$5,000 and has been invited to read her essay at the foundation symposium in Kansas City, Missouri.

- A total of 75 FBISD students have been named as Semifinalists in the National Merit Scholarship Program. Students representing Austin, Clements, Dulles, Elkins and Ridge Point High Schools have been recognized in the prestigious scholarship program.
- Students from Travis High School's Ambush Squad led an exercise in the Boardroom as part of a new student spotlight. The Ambush representatives led a "cheer" and invited all board members, staff and audience members to participate. The Ambush mentors are selected role models who work to welcome freshmen to campus, foster communication and break down barriers within the student body.

## 7. Board Members' Reports

### Activities Report

Dr. Gilliam reported that the Trustees attended or participated in the following activities since August 22, 2022:

- Cybersecurity & Technology Committee Meeting
- Come Meet the Vikes Pep Rally
- Event to Bridge the Gap Between Law Enforcement & FBISD Students
- Roundtable with Texas American Federation of Teachers
- Fort Bend Chamber of Commerce Event – State of the City of Missouri City
- Special Called Board Meeting VATRE Workshop
- Special Called Board Meeting for Teambuilding
- SHAC Advocacy Meeting
- Board Policy Review Committee Meeting
- Gulf Coast Area Association of School Boards Meeting
- Fort Bend Chamber of Commerce Event – Get Involved in Public Education
- Elementary and Secondary Campus Visits
- Board Audit Committee Meeting
- Museum Crawl and History Fair
- Fort Bend Education Foundation's 23<sup>rd</sup> Annual Back to School Scramble Golf Tournament
- Board Land Use Committee Meeting
- Student Leadership 101 – Kick Off Meeting
- Super Saturday Reading Program
- Various campus open houses and VATRE meetings
- Hightower vs. Ridge Point varsity football game
- Volleyball Tournament at Hightower High School
- All in Mentoring at Hunters Glen Elementary
- Destination Imagination Executive Board Meeting
- Gifted and Talented Parent Advisory Committee Opening Meeting
- Fort Bend Association for Academic Excellence (PACE) 7<sup>th</sup> Annual PACE and Pastries
- HCC Fort Bend County Alternative Teacher Certification Exploration meeting

### Audit Committee

Audit Committee Chair Judy Dae reported that the first Audit Committee meeting was held on September 9, and shared the Committee discussed the possibility of an active shooter audit. Ms. Dae asked Board members for feedback on future audits to be conducted. During the discussion that followed, Board members expressed support for a safety audit and interest in conducting an equity audit, which the Board promised the community in 2019.

Ms. Dae indicated committee members would continue their discussions and prioritize potential audits at a future meeting.

## 8. Public Comment

Bob Baldwin, the President of CNG for America, addressed Board members regarding the District's use of school buses powered by Compressed Natural Gas (CNG). CNG for America provides compressed natural gas for the District's fleet of 60 CNG buses. Baldwin applauded the District's program, stating that CNG for America has delivered 470,000 gallons of gasoline-gallon equivalents over the last five years, which has taken approximately 500 pounds of CO<sub>2</sub> out of the air.

Mr. Baldwin provided informational materials about CNG to Board members.

## 9. Information

### **A. Summative Report on 2021-22 DIP, CIP, HB3 Student Outcomes**

Deputy Superintendent Beth Martinez introduced the Administration's presentation on the summative report on the 2021-22 District and Campus Improvement Plans. Staff noted that student performance data provided by the state was received late this year due to several factors and Texas Education Commissioner has indicated that FBISD can expect even more delays in the coming year.

Melissa Hubbard, Executive Director of Teaching and Learning, Dr. Pilar Westbrook, Executive Director of Social Emotional Learning and Comprehensive Health, Payal Pandit, Executive Director of Collaborative Communities, and Dr. Brett Lemley, Assistant Superintendent of Secondary Schools presented an overview of FBISD's performance objectives, broken down by goal, as well as indicators and highlights from each goal.

Dr. Tiffany Unruh, Director of Strategic Planning, shared the next steps in the improvement planning process, including the 2022-23 District Improvement Plan and the 2022-23 Campus Improvement Plans.

Following the presentation, Board members asked clarifying questions and provided feedback on the information presented.

The Board meeting was recessed for a five-minute break at 8:28 p.m. President Malone reconvened the meeting at 8:38 p.m.

## 10. Consent Agenda

MOTION made by Mrs. Dae and SECONDED by Dr. Gilliam to approve the consent agenda as presented. During discussion Board members requested the following items be removed from the Consent Agenda: Items 10.B, 10.C, 10.I, 10.J. 1 and 10.J.6.

MOTION to approve the consent agenda as presented was WITHDRAWN by Mrs. Dae, without objection.

MOTION made by Mrs. Dae to approve the consent agenda as presented, with the exception of items 10.B, 10.C, 10.I, 10.J.1 and 10.J.6. MOTION PASSED. Ayes 7 – Nays 0

- A. Consider approval of a Resolution for the District's Investment Strategy.
- D. Consider approval of new members to the School Boundary Oversight Committee (SBOC) as set forth in Policy FC (Local).
- E. Consider approval of a Joint Election Agreement and Contract for Election Services with Fort Bend County.
- F. Consider approval of a Resolution authorizing Supplemental Compensation Payment Program based on an employee's Years of Service in Fort Bend ISD.
- G. Consider approval of an Interlocal Agreement with Fort Bend County for collection of ad valorem taxes.
- H. Consider approval of a Resolution approving the 2022 tax year tax roll based on the certified 2022 values from the Fort Bend Central Appraisal District.
- J. Consider approval of proposed purchases exceeding \$50,000. Specifically for:
  - 2. Use of 2018 Bond Program Contingency as proposed.
  - 3. Not-to-exceed amount of \$1,200,000 to address identified deficiencies under (PKG021) Turf and Athletics.
  - 4. Project budget to perform the necessary repairs needed at Hightower High School (HHS) Central Plant (PKG058 for a total amount of \$1,200,000.
  - 5. Continued purchase of Playground/Recreation Equipment, Field Lighting and Related Services not to exceed \$2,000,000.
  - 7. Continued purchase of Operation Ground Service, Maintenance and Related Services.

### Action on Items Removed from the Consent Agenda:

10.B Consider approval of an Interlocal Agreement with Fort Bend County and Fort Bend County Juvenile Board for Saved by the Bell Truancy Program.

MOTION made by Mrs. Dae and SECONDED by Mrs. Hanan to approve item 10.B as presented. Following discussion, MOTION CARRIED. Ayes 7 – Nays 0

10.C Consider approval of TEA's Exception for Class Size Waiver in grades PreK-4.

MOTION made by Mrs. Dae and SECONDED by Mrs. Hanan to approve 10.C as presented. Following discussion, MOTION CARRIED. Ayes 6 – Nays 1.

Yea: Dea, Davison Malone, Hanan, Garcia, Hamilton, Rose-Gilliam.  
Nay: Williams

During discussion, Mrs. Hanan asked for results of the pilot program when it is concluded, and requested an update (in October or November) regarding the district's continued efforts to fill current FTE vacancies. Mrs. Dae asked that staff provide data regarding the relation between high school class sizes and student performance.

10.I Consider approval of revisions to policies EHAA (Local) and FFH (Local).

MOTION made by Mrs. Dae and SECONDED by Mr. Hamilton to approve 10.I as presented. Following discussion, MOTION CARRIED. Ayes 7 – Nays 0

10.J.1 Continued purchase of HVAC Equipment, Service, Controls, Maintenance Repair and Related Services.

MOTION made by Mrs. Dae and SECONDED by Mr. Garcia to approve 10.J.1 as presented. Following discussion, MOTION CARRIED. Ayes 7 – Nays 0

10.J.6 Increasing existing Fine Arts contracts awarded under 18-058MH Trucking Services and Trailer Rentals.

MOTION made by Mrs. Dae and SECONDED by Mrs. Hanan to approve 10.J.6 as presented. Following discussion, MOTION CARRIES. Ayes 7 – Nays 0

#### 11. Convene in Closed Session

The Board convened in closed session at 9:46 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

A. Deliberate termination of probationary employment contract of James Michael Lovell for good cause.

#### 12. Reconvene in Open Session

The Board reconvened in open session at 11:00 p.m.

#### 13. Consider Action on Closed Session Items

A. Consider approval of termination of probationary employment contract.

MOTION was made by Mrs. Hannon and SECONDED by Mr. Garcia to accept the superintendent's recommendation to terminate the probationary employment contract of James Michael Lovell for good cause and to authorize the Superintendent to provide notice to Mr. Lovell of the Board's actions.

MOTION CARRIES. 6 Ayes – 0 Nays.

(Ms. Williams did not return to the dais following closed session and was not present for the vote.)

Yea: Dea, Davison Malone, Hanan, Garcia, Hamilton, Rose-Gilliam.

14. Adjournment

Having no further business before the Board, MOTION was made by Mrs. Hanan to adjourn the meeting at 11:01 p.m.

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Kristen Davison-Malone, President

Dr. Shirley Rose-Gilliam, Secretary

**For: Fort Bend ISD Board of Trustees**  
**Date: October 17, 2022**  
**Action: Consideration and Approval: District Improvement Plan Performance Objectives**  
**References: BQA (Legal, Local)**  
**Department: Deputy Superintendent**

### **Recommendation**

Consideration and possible approval of the District Performance Objectives included in the District Improvement Plan (DIP) for 2022–23.

### **Background**

In FBISD, our vision is to develop and graduate students who exhibit the attributes found in the District's Profile of a Graduate and to ensure academic growth for every student.

Annually, in an effort to focus and prioritize our efforts and resources to develop the attributes in the Profile and ensure growth for every student, District leaders conduct a Comprehensive Needs Assessment and establish Performance Objectives and Strategies correlated to each of the Board-approved goals as a part of the DIP.

To support the continuous improvement process, District staff implement strategies, monitor progress, and refine action steps associated with the DIP at least quarterly to ensure progress throughout the year toward achieving the Board-approved Performance Objectives and goals to fulfill the District's vision.

As part of the development of the DIP, the Organizational Development Team has taken action to ensure compliance with Texas Education Code (TEC) Sections 11.251 and 11.252 regarding District-level Planning and Decision-Making. Due to the complexities of launching the school year, including but not limited to staffing adjustments and focus on the priority of calling the VATRE, the District Planning Advisor Council (DPAC) meeting schedule was adjusted to launch in late October. Typically, this meeting occurs prior to the Board consideration and adoption of performance objectives. The adapted meeting structure will ensure the DPAC has regular review and input into the strategies that support defined performance objectives.

The steps listed below provide a summary of necessary actions scheduled to support the 2020-21 District Improvement Planning cycle:

- A District-level comprehensive needs assessment, addressing performance on achievement indicators and other appropriate measures of performance were examined.
- Based upon the identified patterns and trends, the Academic Affairs Department, Department of School Leadership, and Operational Departments determined needed adjustments to address areas of need through the DIP Performance Objectives.
- The Strategic Planning Council and Executive leaders reviewed ensure a clear focus on areas of opportunity to improve student learning through Performance Objectives and Indicators of Success.

- Based upon the input, the Performance Objectives were refined for consideration and possible approval by the Board.

Submitted by:

Dr. Christie Whitbeck  
Superintendent of Schools

Recommended by:

Beth Martinez  
Deputy Superintendent

**District Improvement Plan**  
*Performance Objectives and  
 Indicators of Success*

**Reporting Timeline**

Formative reporting for the District Improvement Plan will occur on the following schedule:

BOY	MOY	EOY
November 2022	March 2023	August 2023

To support analysis of Closing the Gap, all TEA and RDA reported student groups will be represented in formative and summative data reporting including ethnicity, SPED, EB/EL, ED, Title 1, etc.

The table below outlines the Goals, Performance Objectives (PO), and Indicators of Success. For each PO and Indicator, alignment to the Superintendent Evaluation is provided in the right column using “SE” and the PO number or KPI number. Items that only appear in the District Improvement Plan are also indicated.

<b>Goal 1</b>	<b>FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.</b>	
<b>Goal 1 PO 1</b>	By June 2023, FBISD will improve the effectiveness of literacy and math instruction through the implementation of an aligned curriculum and targeted interventions as evidenced through the key performance indicators (KPIs).	SE District PO 1
<b>Indicator 1.1</b> <i>EOY</i>	By June 2023, the percent of students who meet the passing standard in <b>Reading</b> on STAAR/EOC will increase from 81% to 83%. (Passing standard is Approaches) Note: HB3 Goals are incorporated in the overall reading goal and address PreK-3 <sup>rd</sup> grade data points.	SE KPI 1.1
<b>Indicator 1.2</b> <i>MOY, EOY</i>	By May 2023, the percent of students who demonstrate growth in <b>Reading</b> as indicated by SGP at End of Year on the universal screener Ren360 will increase from 41% to 50%.	SE KPI 1.2
<b>Indicator 1.3</b> <i>EOY</i>	By June 2023, the percent of students who meet the passing standard in <b>Mathematics</b> on STAAR/EOC will increase from 76% to 78%. (Passing standard is Approaches) Note: HB3 Goals are incorporated in the overall math goal and address PreK-3 <sup>rd</sup> grade data points.	SE KPI 1.3
<b>Indicator 1.4</b> <i>MOY, EOY</i>	By May 2023, the percent of students who demonstrate growth in <b>Mathematics</b> as indicated by SGP at End of the Year on the universal screener Ren360 will increase from 36% to 45%.	SE KPI 1.4
<b>Indicator 1.5</b> <i>TEA planned scoring adjustment</i>	By June 2023, FBISD will have earned a component score of 86 as measured by the Texas Accountability System for Domain 3. Note: This goal would incorporate data for CCMR, Graduation Rates, and student groups.	SE KPI 1.5
<b>Indicator 1.6</b> <i>BOY, MOY, EOY</i>	By June 2023, FBISD will increase fidelity of targeted math intervention implementation from 60% to 70% of campuses meeting fidelity metrics.	SE KPI 1.6
<b>Indicator 1.7</b> <i>BOY, MOY, EOY</i>	By June 2023, FBISD will increase fidelity of targeted literacy intervention implementation from 65% to 80% of campuses meeting fidelity metrics.	SE KPI 1.7
<b>Indicator 1.8</b> <i>House Bill 3 Literacy Goal - EOY</i>	By June 2023, the percent of students scoring “Meets” grade level or above on the 3 <sup>rd</sup> Grade STAAR <b>Reading</b> will increase from 60% to 59%. (62% 2024 target)	DIP only

<b>Goal 1</b>	<b>FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.</b>	
<b>Indicator 1.9</b> <i>House Bill 3 Math Goal - EOY</i>	By June 2023, the percent of students scoring “Meets” grade level or above on the 3 <sup>rd</sup> Grade STAAR <b>Math</b> will increase from 50% to 61%.	DIP only
<b>Indicator 1.10</b> <i>House Bill 3 CCMR Goal – EOY</i>  <i>TEA Planned Scoring Adjustment</i>	By 2024, the percent of students meeting the TEA criteria for College, Career, and Military Readiness will increase from 70% to 73%. (2022 – 70%, 2023 71%)	DIP only
<b>Goal 1 PO 2</b>	By June 2023, FBISD will improve the effectiveness of science instruction through the implementation of an aligned curriculum as evidenced through the indicators of success.	DIP only
<b>Indicator 2.1</b> <i>EOY</i>	By June 2023, the percent of students who meet the passing standard in <b>Science</b> on STAAR/EOC will increase from 79% to 81%. (Passing standard is Approaches)	DIP only
<b>Goal 1 PO 3</b>	By June 2023, FBISD will improve the effectiveness of social studies instruction through the implementation of an aligned curriculum as evidenced through the indicators of success.	DIP only
<b>Indicator 3.1</b> <i>EOY</i>	By June 2023, the percent of students who meet the passing standard in <b>Social Studies</b> on STAAR/EOC will increase from 80% to 82%. (Passing standard is Approaches)	DIP only

<b>Goal 2</b>	<b>FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.</b>	
<b>Goal 2 PO 1</b>	By June 2023, FBISD will create a safe and supportive working and learning environment through improved climate and culture, increased fidelity of implementation of Positive Behavioral Interventions and Supports (PBIS) systems, additional responses to behavior, and adherence to safety protocols as evidenced through the KPIs.	SE District PO 2
<b>Indicator 1.1</b> <i>EOY</i>	By June 2023, FBISD will establish baseline metrics for climate and culture through staff and community surveys.	SE KPI 2.1
<b>Indicator 1.2</b> <i>EOY</i>	By June 2023, FBISD will increase the composite score in emotional engagement (how students feel about their school/learning environment) on student engagement survey by 5% from 2.87 to 3.01.	SE KPI 2.2
<b>Indicator 1.3</b> <i>EOY</i>	By June 2023, FBISD will develop baseline metrics on the Benchmarks of Quality (BoQ) to determine district-wide implementation of PBIS.	SE KPI 2.3
<b>Indicator 1.4</b> <i>MOY, EOY</i>	By March 2023, FBISD will procure and establish a timeline for conducting an Equity Audit.	SE KPI 2.4
<b>Indicator 1.5</b> <i>BOY, MOY, EOY</i>	By June 2023, FBISD will ensure that 100% of campuses and district locations demonstrate evidence of compliance in emergency preparedness drills and protocols.	SE KPI 2.5

<b>Goal 2</b>	<b>FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.</b>	
<b>Goal 2 PO 2</b>	By June 2023, FBISD will improve special education compliance indicators specific to initial evaluation timelines, disproportionality in discipline and placements, and Least Restrictive Environment (3-5 year old) as indicated through indicators of success. (RDA)	DIP only
<b>Indicator 2.1</b> <i>EOY</i>	By June 2023, the percent of students initially evaluated for special education services who meet the required TEA State Performance Plan 11 and 12 compliance indicators will increase from 89.8% to 92% for Indicator 11 and 72.5% to 75 % for Indicator 12.	DIP only
<b>Indicator 2.2</b> <i>BOY, MOY, EOY</i>	By June 2023, FBISD will decrease the RDA risk ratio (Special Ed, African American only) for OSS and Total Disciplinary Removals from 2021-22 to 2022-23 to 2.5 or less utilizing Special Ed Report Card end of 4 <sup>th</sup> nine-week data.	DIP only
<b>Indicator 2.3</b> <i>BOY, MOY, EOY</i>	By June 2023, FBISD will decrease the RDA risk ratio (Special Ed, White only) for Separate Settings (special education instructional arrangement settings) from 2021-22 to 2022-23 to 2.5 or less utilizing Special Ed Report Card end of 4 <sup>th</sup> nine-week data.	DIP only
<b>Indicator 2.4</b> <i>EOY</i>	By June 2023, the percentage of grade level EE (SPED Early Education) students receiving the majority of the special education and related services in the regular education program according to instructional/arrangement/ESCE location code data from student's ARD paperwork effective first day of school 2023-24, will increase from 6.65% (rate as of 8/10/22) to at least 12.0%.	DIP only

<b>Goal 3</b>	<b>FBISD will recruit, develop, and retain high quality teachers and staff.</b>	
<b>Goal 3 PO 1</b>	By June 2023, FBISD will improve the recruitment and retention of high-quality teachers and staff through opportunities for professional development to advance career growth and establish organizational alignment of effective hiring and onboarding practices to reduce turnover as evidenced through the KPIs.	SE District PO 3
<b>Indicator 1.1</b> <i>BOY, MOY, EOY</i>	By June 2023, FBISD will retain high quality teachers as evidenced by a decrease in the teacher turnover rate to less than 16% from 21%.	SE KPI 3.1
<b>Indicator 1.2</b> <i>BOY, MOY, EOY</i>	By June 2023, FBISD will decrease all District staff turnover rate to less than 18% from 23%.	SE KPI 3.2
<b>Indicator 1.3</b> <i>BOY, EOY</i>	FBISD will decrease the percentage of teacher vacancies on the first day of school from 5.3% to 4.8%.	SE KPI 3.3
<b>Indicator 1.4</b> <i>BOY, EOY</i>	By June 2023, FBISD will establish baseline metrics on quality of teacher professional learning in math and literacy.	SE KPI 3.4
<b>Indicator 1.5</b> <i>EOY</i>	By June 2023, FBISD will establish baseline data on the percent of classroom teachers who have the appropriate teacher certification for their teaching assignment.	SE KPI 3.5

<b>Goal 4</b>	<b>FBISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.</b>	
<b>Goal 4 PO 1</b>	By June 2023, FBISD will establish a system for community engagement that involves stakeholders through partnership opportunities, structured engagement, and participation in District programs as evidenced through the KPIs.	SE District PO 4
<b>Indicator 1.1</b> <i>EOY</i>	By June 2023, FBISD will establish an internal system to identify engagement with local businesses, organizations, and interfaith entities.	SE KPI 4.1
<b>Indicator 1.2</b> <i>EOY</i>	By June 2023, FBISD will establish baseline metrics to measure stakeholder perception related to feedback opportunities.	SE KPI 4.3
<b>Indicator 1.3</b> <i>EOY</i>	By June 2023, FBISD will impact at least 80% of campuses and at least 15,000 students through community collaboration and partnership opportunities that provide additional non-academic supports through Collaborative Communities initiatives and programs. (i.e. parent organizations, volunteer groups, etc.)	SE KPI 4.4

<b>Goal 5</b>	<b>FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.</b>	
<b>Goal 5 PO 1</b>	By June 2023, FBISD will implement processes to determine effectiveness of programs and expenditures to ensure resources are effective and integral to district improvement as evidenced through the KPIs.	SE District PO 5
<b>Indicator 1.1</b> <i>MOY, EOY</i>	By October 2022, FBISD will achieve Superior rating for FIRST.	SE KPI 5.1
<b>Indicator 1.2</b> <i>EOY</i>	FBISD will maintain Bond Rating of at least AA.	SE KPI 5.2
<b>Indicator 1.3</b> <i>EOY</i>	FBISD will maintain 90-Day Fund Balance in the General Fund.	SE KPI 5.3
<b>Indicator 1.4</b> <i>MOY, EOY</i>	By January 2023, FBISD will establish and implement a Program Evaluation cycle to determine program quality and impact on District outcomes.	SE KPI 5.4
<b>Indicator 1.5</b> <i>EOY</i>	By June 2023, FBISD will conduct an annual strategic abandonment process for determining annual budget and efficiencies.	SE KPI 5.5

**For: Fort Bend ISD Board of Trustees**  
**Date: October 17, 2022**  
**Action: Consideration and Approval: Campus Improvement Plan Performance Objectives**  
**References: Policy BQA (Legal, Local)**  
**Department: Department of School Leadership**

### **Recommendation**

Consideration and possible approval of the Campus Performance Objectives included in each Campus Improvement Plan (CIP) for 2022–23.

### **Background**

Annually, in an effort to focus and prioritize campus efforts and resources to develop the attributes in the Profile and ensure growth for every student, campus leaders conduct a Comprehensive Needs Assessment and establish Performance Objectives and Strategies correlated to each of the Board-approved goals to address campus needs and support the District Improvement Plan performance objectives.

The steps listed below provide a summary of necessary actions scheduled to support the 2022-23 Campus Improvement Planning cycle:

- A Campus-level comprehensive needs assessment, addressing performance on achievement indicators and other appropriate measures of performance were examined at each FBISD campus.
- Based upon the identified patterns and trends, the campus staff determined needed adjustments to address areas of need through the CIP Performance Objectives at each campus.
- Academic Affairs Department, Department of School Leadership, and Operational Departments reviewed each CIP to provide feedback.
- The Department of School Leadership reviewed each CIP to ensure a clear focus on areas of opportunity to improve student learning through Performance Objectives and Indicators of Success aligned to support the campus specific needs.
- Based upon the input from campus and district staff along with the Campus Planning Advisory Committee (CPAC) of each campus, each campus refined the CIP Performance Objectives for consideration and possible approval by the Board.

Submitted by:

Dr. Christie Whitbeck  
Superintendent of Schools

Recommended by:

Kwabena Mensah  
Chief of Schools

# Fort Bend Independent School District

## Campus Improvement Plans

### 2022-2023 Goals, Performance Objectives, and Indicators of Success



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# Mission Statement

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

## Vision

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

## Core Beliefs

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

**Commitment:** FBISD will provide an educational system that will enable all students to reach their full potential. 156

**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.

# Arizona Fleming Elementary Performance Objectives

**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 May 2023, AFE will improve the effectiveness of literacy instruction through the implementation of aligned curriculum, student ownership of learning practices, and targeted interventions as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Assessment(s):

- \* Based on quarterly review of TTESS observation and walk-through data, teachers will demonstrate a 15% increase in rating of proficient and accomplished in areas of domains 1 and 2.
- \* By October 2022, based on the informal walk tool data, teachers will demonstrate alignment to the instructional model in 65% of classrooms utilizing the District adopted instructional model to increase rigor in tier 1 instruction.

\*By December 2022, based on the informal walk tool data, teachers will demonstrate alignment to the instructional model in 70% of classrooms utilizing the District adopted instructional model to increase rigor in tier 1 instruction.

By February 2023, based on the informal walk tool data, teachers will demonstrate alignment to the instructional model in 75% of classrooms utilizing the District adopted instructional model to increase rigor in tier 1 instruction.

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Summative Assessment(s):

- \* By May 2023, AFE will meet HB3 goals as measured by BAS EOY, Ren360 EOY, and STAAR:
  - Kinder Literacy (TXKEA)- 80% meets to 85%
  - 1st & 2nd Grade Literacy (Ren360)- 46% to 50% meets
  - 3rd Grade Literacy (STAAR)- increase from 30% approaches or above to 39%
  - 4th Grade Literacy (STAAR)- 73% approaches or above to 80%
  - 5th Grade Literacy (STAAR)-85% approaches or above to 90%
- By April 2022, FBISD CST Walk data will demonstrate an increase from 58% to 75% in alignment to instructional model.
- \* AFE students' end of year TELPAS Rating will demonstrate a 5% increase in intermediate and advanced ratings for all domains.

**Performance Objective 2:** By May 2023, AFE will improve the effectiveness of math instruction through the implementation of the math instructional model and alignment to curriculum and targeted intervention as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Assessment(s):

- \* Based on quarterly (October, December, February) review of TTESS walk through and observation data, there will be a 10% increase of teachers rating in the proficient and accomplished areas in domains 1 & 2 of TTESS.
- \* Based on 9 week data review (October, January, March), ILT informal walks will demonstrate an increase from 58% to 75% of teachers aligned to instructional model.
- \*Based on Bi-annual self reflection (December, April) data will reveal an increase in knowledge and understanding of PLC practices from BOY to EOY based on the PLC campus reflection tool.

Summative Assessment(s):

- \* By May 2023, AFE will meet and/or exceed 2023 HB3 goals as measured by BAS EOY, Ren360 EOY, and STAAR:

- Kinder Math (TXKEA)-65% ontrack to 67%
- 1st & 2nd Math (Ren360)-31% at/above grade level to 43%
- 3rd Math (STAAR)- 11% approaches or above to 23%
- 4th Math(STAAR)- 55% approaches or above to 70%
- 5th Math(STAAR)- 69% approaches or above to 75%
- \*By May 2023, CST Walks will demonstrate an increase from 58% to 75% in alignment to instructional model.
- \* By May 2023, students' TELPAS ratings will demonstrate a 10% increase in intermediate and advanced ratings in all components.

**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 May 2023, AFE will implement PBIS systems that support student and staff ownership of behavior and build a collaborative, fair and positive culture as evidenced by student engagement, Title 1, and campus climate surveys.

**Evaluation Data Sources:** Formative Assessment(s):

- \* Based on quarterly data review (October, January, March, May), Skyward Peims data will demonstrate a decrease from 56 referrals to 30 referrals.
- \* Based on quarterly data review (October, January, March, May), Skyward Peims report will demonstrate a 10% decrease in Skyward Crisis Forms.

Summative Assessment(s):

- \* By May 2023, based on the FBISD student engagement survey, students will demonstrate an increase in feeling that the campus is safe at 86% from 81%.
- \* By May 2023, AFE will demonstrate growth in school wide expectations, consequences, and data review at "in place" as aligned to BoQ data.
- \* By May 2023, Student Engagement Survey results will reflect at and/or exceeds in at least 10 areas when compared to the district average.

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**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**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 2023, AFE will increase parental involvement in decision making committees and community activities to enhance relationships between families, teachers, staff, students, and community leaders.

**Evaluation Data Sources:** Formative Indicators:

- \* Quarterly review of sign in sheets from campus events will demonstrate at least 20% of student & family population in attendance (101 students' families).
- \* By October 2022 the AFE PTO will follow the steps to re-implement the PTO including election of officers to establish a Board and completion of all necessary documents.
- \* By December 2022, AFE staff will provide 2 opportunities for parents to volunteer at the campus and assist staff with collaborative academic activities.

Summative Indicators:

- \* By May 2023, AFE PTO committee will engage in at least 3 events/fundraisers during the 2022/2023 school year to promote family engagement.
- \* By May 2023, AFE will have 3 parents participate consistently on the CBLT committee as evidenced by CPAC sign in sheets.
- \* By May 2023, at least 20 parents will participate in Parent Educator Classes offered as reflected on sign in sheets.

# Austin Parkway Elementary Performance Objectives

**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 2023, Austin Parkway will improve the effectiveness of literacy instruction through the implementation of aligned curriculum, student ownership of learning practices, and targeted intervention as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

- 1) Increase the alignment to the rigor, scope, and sequence and instructional model by 3% each quarter, as observed in ELA classrooms.
- 2) Increase the implementation of rubrics, checklists, protocols for discussion and goal setting as observed in ELA classrooms from 12% to 25%.
- 3) Increase student growth from BOY to MOY on the Early Literacy and Reading Ren 360 at/above benchmark performance level by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, and Special Education).

Summative Indicators of Success:

- 1) By June 2023, increase percentages of students meeting SGP in literacy from BOY to EOY on Ren360 from 61% to 70%.
- 2) By June 2023, decrease EOY BAS Below Level: Kinder 8% to 5%, 1st Grade 37% to 33%, 2nd Grade 21% to 16%. 159
- 3) By June 2023, increase performance on STAAR Reading 3rd grade Approaches grade level performance from 21% to 18%.
- 4) From BOY to EOY, increase alignment to the Rigor, Scope, and Sequence and instructional model as observed in ELA classrooms from 75% to 80%.

SMART indicator of Success:

By June 2023, APE will increase the percentage of students showing growth in literacy on Ren360 from 61% to 70%.

**Performance Objective 2:** By June 2023, Austin Parkway will increase the effectiveness of PLC's through the collective focus on curriculum unit planning, instructional concept planning, designing formative assessments, and disaggregation of student data as evidenced through the indicators of success.

**Evaluation Data Sources:** By January 2023 increase student growth on REN360 literacy (BOY to MOY) by 3%.

By January 2023 increase student growth on REN360 math (BOY to MOY) by 3%.

By May 2023 (MOY to EOY) increase student growth on Ren360 literacy by 3%.

By May 2023 (MOY to EOY) increase student growth on REN360 math by 3%.

By May 2023 increase the percentage of students at approaches/or higher on reading STAAR from 90% to 92%.

By May 2023 increase the percentage of students at approaches/or higher on math STAAR from 83% to 85%.

MOY Ren360 in Reading K-5 will reflect 76% At/Above level.

MOY Ren360 in Math for K-5 will reflect 80% At/Above level.

EOY Ren360 in Reading for K-5 will reflect 80% At/Above level.

EOY Ren360 in Math for K-5 will reflect 85% At/Above level.

**Performance Objective 3:** By June 2023, Austin Parkway will improve the effectiveness of math instruction through the implementation of aligned curriculum, student ownership of learning practices, and targeted intervention as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

- 1) Increase the alignment to the rigor, scope, and sequence and math instructional model by 3% each quarter, as observed in math classrooms.
- 2) Increase student growth from BOY to MOY on Math Ren 360 at/above benchmark performance level by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, and Special Education).

Summative Indicators of Success:

- 1) By June 2023, increase percentages of students meeting SGP in math from BOY to EOY on Ren360 from 62% to 70%.
- 2) From BOY to EOY, increase percentages of students On Track from 68% to 72% on Kinder Math TXKEA.
- 3) By June 2023, increase performance on STAAR Math Meets 4th grade level performance from 31% to 41%.
- 3) From BOY to EOY, increase alignment to the rigor, scope, and sequence and instructional model as observed in math classrooms from 75% to 80%.

SMART indicator of Success:

By June 2023, APE will increase the percentage of students showing growth in math on Ren360 from 62% to 70%.

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**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 2023, APE will improve the culture and climate through the implementation of PBIS systems and structures, SEL activities, and student ownership of behavior practices.

**Evaluation Data Sources:** Formative Indicators of Success:

- 1) Increase the implementation of guidelines for success, expectations, setting routines, and reward/incentive programs by 3% each quarter as observed campus wide.
- 2) Increase the frequency of morning check-in discussions, community building circle activities, and learning goals driven by Profile of a Graduate attributes/learner dispositions by 2% each quarter, as observed in classrooms.
- 3) Increase the frequency of communication protocols and structured collaboration opportunities by 4% each quarter as observed in classrooms.

Summative Indicators of Success:

- 1) Increase the alignment to the rigor, scope, and sequence and math instructional model by 3% each quarter, as observed in math classrooms.
- 2) Increase student growth from BOY to MOY on Math Ren 360 at/above benchmark performance level by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, and Special Education).
- 3) By June 2023, increase percentages of students meeting SGP in math from BOY to EOY on Ren360 from 62% to 70%.
- 4) From BOY to EOY, increase percentages of students On Track from 68% to 72% on Kinder Math TXKEA.

5) From BOY to EOY, increase alignment to the rigor, scope, and sequence and instructional model as observed in math classrooms from 75% to 80%.

SMART indicator of Success:

By June 2023, APE will increase performance on STAAR Math Meets 4th grade level performance from 31% to 41%.

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**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

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

# Baines Middle School Performance Objectives

**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 2023, BMS will improve Tier I and II classroom instruction through the implementation of effective PLC planning, responsive instruction, and increase student ownership of learning by using classroom feedback protocols as evidenced by indicators of success.

**Evaluation Data Sources:** Summative Indicators of Success:

By June 2023, the number of students achieving Approaches Grade Level or above on math STAAR will increase by 10%.

By June 2023, the percent of students achieving Masters Grade Level on ELAR STAAR will increase by 5%.

By June 2023, BMS will increase the number of students exiting the LEP program by 50%.

Formative Indicators of Success:

By January 2023, 50% of PLC teams will self-report as high-functioning according to the PLC progression of practice.

Content/grade level PLCs will complete a BOY, MOY, and EOY self-evaluation with 100% of teams showing an increase in PLC efficacy from BOY to EOY.

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Students receiving targeted instruction through math lab/literacy class as well as those being provided with intervention through advisory will grow at least 5 percentile points between the Fall 22-23 and Winter 22-23 administrations of Renaissance followed by another 5 point gain from Winter 22-23 to Spring 22-23.

By June 2023, a MOY and EOY campus created student survey will be given to students, and students' sense of ownership of their learning will increase by 5%.

**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 2023, BMS will improve the effectiveness of behavior interventions by using the PBIS framework to establish campus and classroom expectations and address student behaviors that will result in a safe and productive learning environment as evidenced by the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

100% teacher participation in PBIS professional development during August PD and ongoing through subsequent PD days.

By June 2023, BMS will establish a PBIS team that will meet quarterly to review and provide feedback on implementation.

By June 2023, all teachers will apply guidelines for success within the classroom as evidences by CST/walkthrough observations.

Summative Indicator of Success:

By June 2023, the number of discipline referrals for insubordination and disruption of the environment will decrease by 15%.

By June 2023, the "Feelings of Safety" score on the Student Engagement Survey will increase 5%.

**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 June 2023, BMS will increase community engagement by providing new opportunities for student and parent involvement by hosting feedback meetings to support the school-home partnership as evidenced by the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

By June 2023, the number of parents and students participating in the EOY engagement surveys will increase 5% from the prior year.

By June 2023, BMS will analyze monthly Coffee with the Principal meeting attendance in order to increase participation by 5% each month.

Summative Indicators of Success:

By June 2023, parent and student survey results will show a year-over-year increase on the following indicators from the end-of-year Student Engagement Survey: positive relationships with adults in school and attitude toward learning.

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# Barrington Place Elementary Performance Objectives

**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 2023, BPE will close gaps in performance among student groups in reading and math as demonstrated by multiple sources of evidence through focusing on PLC practices and protocols.

**Evaluation Data Sources:** Formative Assessment

Increase in student performance (showing growth) from BOY to MOY at or above benchmark performance Ren360 for literacy (specifically in comprehension) and math (specifically in numeracy)

Increase the use of PLC Feedback planning protocols for Tier I instruction in PLC's from BOY to MOY

Summative Assessment

Increase the use of PLC Feedback planning protocols for Tier I instruction in PLC's from BOY to EOY

Increase in student performance (growth) in meeting STAAR Progress in Reading and Math 3rd-5th

Increase in student performance (growth) in meeting TxKea, BAS, PreK Circle/Engage Assessment (PreK-2)

Increase in student performance (showing growth) from BOY to EOY at or above benchmark performance Ren360 for literacy (specifically in comprehension) and math (specifically in numeracy)

1) the goal of 80% of K-2 students will show a year's worth of growth per the Ren 360 testing from EOY Reading and Math testing to EOY testing. 2) STAAR results will show growth in Reading and Math in order to raise the overall campus rating from a B to an A. 4th graders will increase the % of reaching approaches/masters from 83% to 90% in Reading and 82% to 90% in Math. 5th graders will increase the % of reaching approaches/masters from 85% to 90% in reading and 80% to 90% in Math. <sup>164</sup>

**Performance Objective 2:** By June 2023, all GT Identified students will show growth in their GT Learning plan in place to monitor academic/behavioral growth- parents, teachers, and students will create an academic/social goal that will be monitored throughout the school year. As part of the planning process, teachers will discuss and develop learning strategies to support our Gifted and Talented Students.

**Evaluation Data Sources:** GT Teachers will meet with 100% of GT students and record GT learning plan goals into Skyward by end of September.

RtI Monthly meetings will allow time for the teachers of the GT students to report the growth of each student on their goals. Teachers will also meet regularly with students and parent to keep informed of student progress.

Evaluation Data Sources:

RtI Monthly meetings will allow time for the teachers of the GT students to report the growth of each student on their goals. Teachers will also meet regularly with students and parent to keep informed of student progress.

Summative Evaluation:

GT Teachers will meet with all GT students to review EPY progress on goals by mid-May.

ALL GT students will complete the GT project this school year.

Some progress made toward meeting Objective

**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 of 2023, BPE will increase the implementation of student ownership of learning practices by focusing on PLC protocols as demonstrated by various forms of evidence.

**Evaluation Data Sources:** Formative

CST walk data - show growth in percentages in rigor and teachers utilizing feedback protocols and students using tools to monitor/track their own learning from BOY data to MOY Data

Improve PLC system for campus leadership team walkthroughs and coaching in classrooms in between CST visits to monitor teacher use of CST feedback - show increase in number of informal classroom walkthroughs from BOY to MOY.

Summative

CST walk data - show growth in percentages in rigor and teachers utilizing feedback protocols and students using tools to monitor/track their own learning from BOY data to EOY Data

Improve PLC system for campus leadership team walkthroughs and coaching in classrooms in between CST visits to monitor teacher use of CST feedback - show increase in number of informal classroom walkthroughs from BOY to EOY. 165

**Performance Objective 2:** By June 2023, BPE will improve student social emotional learning through implementation of behavior framework through PBIS evidenced by frequency of practice.

**Evaluation Data Sources:** Formative Evidence

Increase in use of co-created respect agreements to support positive and respectful peer and teacher interactions, increase in use of structures and/or tools to facilitate collaboration opportunities for students, etc.)

Summative evidence

Increase in use of PBIS components of school wide expectations, behavior flow chart, classroom expectations, teacher and reinforce expectations, and PBIS team monitoring and data analysis.

Indicators of Success:

Increasing the implementation of school wide expectations for student behavior and common areas, respect agreements, restorative practices, and social emotional character traits measured through frequency of character lessons, informal walkthroughs of common areas, and staff/student survey results.

Strategy 1

Integration of PBIS strategies will continue to be planned for in PLC's and implemented to help students understand campus expectations for behavior and student academic success.

Strategy's Expected Result/Impact

Strategy's Expected Result/Impact

Decreased discipline referrals to less than 25% and increased observations of good classroom management practices

Staff Responsible for Monitoring

Administrators and PBIS Committee

Strategy 2

Students will model Profile of a Graduate Attributes and learner dispositions by adhering to campus guidelines of success.

Strategy's Expected Result/Impact

Increased student efficacy of behavior and movement on the Student Ownership of Learning Progression of Practice

Staff Responsible for Monitoring

Administrators and Counselors

**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 June 2023, BPE will increase social emotional learning for students and staff by focusing on staff and student mental wellness and development of student ownership of behavior practices as demonstrated by multiple sources of evidence.

**Evaluation Data Sources:** Formative

Increasing the frequency of PD each month to train teachers and staff in SEL strategies

Increase the frequency of SEL protocols using in PLC and dedicated monthly faculty meeting (PLC and FM agendas)

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Summative

Increased number of students and staff who report a positive school environment and culture of belonging via feedback on EOY SEL survey.

# Blue Ridge Elementary Performance Objectives

**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 2023, Blue Ridge will utilize high quality instruction and campus assessment data to develop operative systems for improving student achievement outcomes through PLCs (including data-driven instructional extended planning sessions and SSTs) as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Review Expected Results:

--Increase At/Above Student Performance Level by 10% from EOY to MOY as measured by Ren 360 in the area of reading and math.

---Increase of 5% in utilization of PLC Instructional Strategies within classroom instruction.

Summative Review Expected Results:

--Increase At/Above Student Performance Level by 10% from MOY to EOY as measured by Ren 360 in the area of reading and math.

Increase the number of students achieving a full year's growth on Math and Reading STAAR with a 5% improvement rate on School Progress: Academic Growth.

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

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**Performance Objective 1:** By June 2023, Blue Ridge students and staff will increase the effective use of PBIS systems to enhance campus culture and climate through planning and collaborative opportunities as evidenced through the indicators of success.

**Evaluation Data Sources:** Discipline data, BoQ results, SAS results, Campus Climate Survey, Staff Attendance reports, Student Attendance Reports

Formative Review Expected Results:

Increase in use and implementation of PBIS and Respect Agreements from BOY to EOY as evidenced through walkthrough data collection by 25%.

Summative Review Expected Results:

Decrease in discipline referrals entered in Skyward and from 21/22 to 22/23 by 5%.

Increased participation in PBIS incentive celebrations from BOY to EOY by 15%

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By June 2023, Blue Ridge will provide various opportunities for staff collaboration that will yield collective growth and build teacher capacity through teacher led PLCs, coaching/mentoring, and professional learning and development as evidence through the indicators of success.

**Evaluation Data Sources:** School-wide events/activities

Attendance of staff at committee meetings

Contributions of staff at committee events

Survey Results

Formative Review Expected Results:

- Increase At/Above Student Performance Level by 10% from EOY to MOY as measured by Ren 360 in the area of reading and math.
- Increase of professional learning and development delivered on campus by 25% from BOY to EOY as measured by faculty meeting participation, planning/extended planning session attendance and JEPL attendance and participation.
- Summative Review Expected Results:
- Increase At/Above Student Performance Level by 10% from MOY to EOY as measured by Ren 360 in the area of reading and math.
- Increase the number of teachers leading PLCs with at least a 50% increase rate from BOY to EOY.

**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 June 2023, Blue Ridge will increase parental engagement by utilizing effective communication systems that improve home/school connections through parent education classes, resources and supports as evidence through the indicators of success.

**Evaluation Data Sources:** Attendance of students at school  
 Attendance of parents/guardians at school events  
 Parent Surveys, Student Surveys. Participation of students in school-wide/district-events, activities, and contests.

Formative Expected Review Results

- Increase At/Above Student Performance Level by 10% from EOY to MOY as measured by Ren 360 in the area of reading and math.
- Increase of parental support and engagement at campus night out events by 5%

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Summative Expected Review Results

- Increase positive responses on feedback surveys by 10% from BOY to EOY.
- Increase in the overall attendance of students across grade level by 2%

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

**Performance Objective 1:** By June 2023, Blue Ridge will ensure the effective use of campus/district resources through PLC practices, classroom observational processes, and tiered instructional processes as evidence through the indicators of success.

**Evaluation Data Sources:** Formative Expected Review Results  
 --50% of teachers will utilize differentiated strategies within the lesson plan and guided instruction  
 --At least a 25% increase in the utilization of human and material resources such as Progress Learning, All in Learning, Dreambox, and Instructional Interventionists and Instructional Coaches from BOY to EOY.

Summative Expected Review Results

- 80% of teachers will utilize differentiated strategies within the lesson plan and guided instruction
- 10% increase in the utilization of technology applications from BOY MOY and EOY

Systematic checks to observe accountability and fidelity  
 Observations of tiered instruction  
 Ren360, BAS, and TX KEA data

Usage and Attendance Reports  
SSTs, RtI, Referral Process  
GT/Vistas Identification/Referral Process

# Bowie Middle School Performance Objectives

**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 2022, JBMS will increase the effectiveness of Tier I & II classroom instruction and engagement through the implementation student ownership of learning, relevant professional development, and effective PLC practices as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Evidence:

By MOY, 50% of teachers scoring 'Observed' on the CC6-students can articulate what they are learning, why they are learning it, and what success looks like portion of CWT tool.

By MOY, REN 360 Math performance level for students scoring 'at/above benchmark' for all grade levels 'will increase' from the previous year by 3% to equal 74.6% or more of our students scoring in that category.

By MOY, REN 360 Reading performance level for students scoring 'at/above benchmark' for all grade levels 'will increase' from the previous year by 3% to equal 61.8% or more of our students scoring in that category.

Summative Evidence:

By EOY, 75% of teachers scoring 'Observed' on the CC6-students can articulate what they are learning, why they are learning it, and what success looks like portion of CWT tool.

By EOY, REN 360 Math performance level for students scoring 'at/above benchmark' for all grade levels 'will increase' from the previous year by 7% to equal 78.6% or more of our students scoring in that category.

By EOY, REN 360 Reading performance level for students scoring 'at/above benchmark' for all grade levels 'will increase' from the previous year by 7% to equal 65.8% or more of our students scoring in that category.

By EOY, 'increase' accountability 'domain 1: STAAR student achievement percentages' by 3% points or more in each category (Reading, Math, Science, & Social Studies) for each subject.

**Performance Objective 2:** By June 2023, JBMS will improve the implementation of Tier III instruction through targeted intervention and student ownership of learning protocols to lessen the gaps (more than a year's growth) in Reading and Math STAAR performance for all student groups as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Evidence:

By MOY, REN 360 Math performance level for students scoring 'urgent intervention' for all grade levels 'will decrease' from the previous year by 2% to equal 2.9% or less of our students scoring in that category.

By MOY, REN 360 Reading performance level for students scoring 'urgent intervention' for all grade levels 'will decrease' from the previous year by 2% to equal 5.9% or less of our students scoring in that category.

By the end of the Fall semester, observational data for intervention and student ownership will show 'observed' in at least 50% of the specified intervention advisory classes, Literacy classes, & Math Labs.

By MOY, student progress in Reading and Math intervention and enrichment specific students, 'will increase' the number of students that score category in 'at/above benchmark' by 30% in REN by MOY.

Summative Evidence:

By EOY, REN 360 Math performance level for students scoring 'urgent intervention' for all grade levels 'will decrease' from the previous year by 4% to equal 0.9% or less

of our students scoring in that category.

By EOY, REN 360 Reading performance level for students scoring 'urgent intervention' for all grade levels 'will decrease' from the previous year by 4% to equal 3.9% or less of our students scoring in that category.

By the end of the Spring semester, observational data for intervention and student ownership will show 'observed' in at least 75% of the specified intervention advisory classes, Literacy classes, & Math Labs.

By EOY, student progress in Reading and Math intervention and enrichment specific students, 'will increase' the number of students that score category in 'at/above benchmark' by 60% in REN by MOY.

By EOY, 'increase accountability STAAR student achievement percentages' by 3% points or more in each subpopulation for economically disadvantaged, EL, or if they had previously failed a STAAR test prior in the areas of Reading & Math for each grade level.

**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 2023, JBMS will improve campus culture and climate and the effectiveness of behavior interventions through the implementation of PBIS protocols, student ownership of behavior, and campus behavior intervention procedures as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Evidence:

By the MOY, 100% of the 5 components of PBIS will be 'implemented and visible' throughout the campus; we will review using the progress monitoring tool.

By the MOY, we will review the campus-wide tracking system for detentions and data to locate trends for type of discipline, locations, time of day, staff member assigning, and name of student.

By the MOY, the PBIS committee will plan for responsive support and celebrations based on progress monitoring, provide feedback of the 5 components & communicate updates to staff.

'Decrease in our year to year comparison' on discipline data by 2% in each area of frequency each 9 weeks: type of discipline, action items, locations, time of day, staff member assigning, and name of student.

By the end of the Fall semester, 'decrease the number of applicable office referrals' from last years mid-year data.

Summative Evidence:

'Close the gaps of perceptions' from the previous years survey from students about learning and safety on the district Student Engagement Survey.

Improve the campus Results Driven Accountability performance level report from TEA

By the EOY, the 5 components of our PBIS system will receive data from our BoQ tool - Benchmarks of Quality for future planning.

By the EOY, we will review the whole year campus-wide tracking system for detentions and data to locate trends.

'Decrease in our year to year comparison' on discipline data by 2% in each area of frequency each 9 weeks: type of discipline, action items, locations, time of day. Look at end of year for comparison results.

By the end of the Spring semester, 'decrease the number of applicable office referrals' from last years data.

'Increased number of opportunities' to once a month for everyone to learn, interact, and be engaged in the school culture/community. (Professional development emphasis regarding PBIS, including teacher supports.)

'Increase frequency and quality of Social-Emotional Learning lessons' by the counselors at least 1 per nine weeks, and will utilize the student needs assessment survey; review feedback from counselors for on-going supports for the following year.

# Brazos Bend Elementary Performance Objectives

**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 May 2023, Brazos Bend Elementary will improve the effectiveness of instruction through the implementation of aligned curriculum and targeted intervention as evidence through indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

- \* Increase student growth on REN360 from BOY to MOY at/above benchmark in literacy performance from 85% to 90 % for all students.
- \* Increase student growth on REN360 from BOY to MOY at/above benchmark in mathematics performance from 91% to 94% for all students.
- \* Increase student growth on BAS from BOY to MOY at/above level from 73% to 77%
- \* Increase the number of classrooms aligned to the curriculum by implementing instructional models from BOY to MOY from 60% to 75% through CST walks and walkthroughs.
- \* 75% of teachers will be pulling small groups for targeted intervention during intervention/enrichment by MOY through CST walks and walkthroughs.

Summative Indicators of Success:

- \* By May 2023, increase percentage of student at approaches/or higher on math STAAR from 80% to 85%
- \* By May 2023, increase percentage of student at approaches/or higher on reading STAAR from 88% to 92%
- \* By May 2023, increase percentages of students at/above grade on BAS from 80% to 85%
- \* By May 2023, Increase the number of classrooms aligned to the curriculum by implementing instructional models from BOY to EOY from 60% to 85% through CST walks and walkthroughs
- \* 90% of teachers will be pulling small groups for targeted intervention during intervention/enrichment by EOY through CST walks and walkthroughs

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**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 May 2023, Brazos Bend Elementary will improve culture and climate through effective implementation of PBIS and student ownership of behavior framework as evidence through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

- \* Decrease behavior referrals in Skyward by 20% from BOY to MOY from (27 to 22 referrals)
- \* Increase student engagement from BOY to MOY using campus surveys
  - o "I feel safe at school" from 86% to 88%
  - o "Other students here like me the way I am" from 81% to 83%
  - o "Students at my school are there for me when I need them" from 81% to 83%
  - o "Students here respect what I have to say" from 72% to 74%
  - o "I feel nervous when I am at school" from 62% to 64%
- \* By September 2022, 95% Brazos Bend teachers participate in professional development on PBIS strategies and understanding how to teach behavior expectations to students.
  - o 60% of classrooms will have a co-created respect agreement and is in use to support positive and respectful peer and teacher interactions.
  - o Students will practice their identified disposition(s) using the success criteria that will support the achievement of their learning/behavior goal(s) increasing 10% from BOY to MOY.

- \* By December 2022, 95% of Brazos Bend teachers will participate in professional development on Learner Dispositions as well as how to increase positive student emotional engagement with peer support.
- o 60% of students will use reflect and provide feedback to self and peers around dispositions based on CST walks.

Summative Indicators of Success:

- \* By June 2023, Brazos Bend will decrease behavior referrals in Skyward by 20% from BOY to EOY (66 to 53 referrals).
- \* Increase student engagement from BOY to EOY using the Campus Student Engagement Survey
  - o Perception of Fairness and Safety: "I feel safe at school" from 86% to 90%
  - o Peer Treatment: "Other students here like me the way I am" from 81% to 85%
  - o Support from Students: "Students at my school are there for me when I need them" from 81% to 85%
  - o Perception of Respect and Belonging: "Students here respect what I have to say" from 72% to 76%
  - o Disaffection: "I feel nervous when I'm at school" from 62% to 66%
- \* By May 2023, 95% of Brazos Bend teachers will have participated in professional development on the impact and improvement of student engagement and creating a positive classroom culture.
  - o 90% of classrooms will have a co-created respect agreement and is in use to support positive and respectful peer and teacher interactions.
  - o Students will practice their identified disposition(s) using the success criteria that will support the achievement of their learning/behavior goal(s) increasing 10% from BOY to EOY.
  - o 75% of students will use reflect and provide feedback to self and peers around dispositions based on CST walks.

# Briargate Elementary Performance Objectives

**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 May 2023, BGE will improve the effectiveness of core content instruction through the implementation of targeted professional development and/or conferences, aligned curriculum implementation, and effective professional learning communities as evidenced by indicators of success.

**Evaluation Data Sources:** Formative:

Between September to February 2023, BGE will increase in Ren360 performance from BOY to MOY by 5% from both reading and math.  
BGE will increase in student proficiency and growth on campus and/or district assessments by at least 5% from BOY to EOY.  
BGE will increase alignment on walkthroughs (CST and campus) - rigor, scope and sequence, and instructional model throughout the year by 10%.  
BGE will double the number of teacher led professional development and teacher modeling during PLC from BOY - EOY.  
BGE will increase in the use of student ownership of learning tools from BOY to EOY by 25% across campus .

Summative:

By May 2023, BGE will increase percentage of students demonstrating On Watch and At/Above benchmark performance on Ren 360 from BOY to EOY by 10%  
By May 2023, BGE will increase the Meets and Masters percentages on STAAR from 21/22 to 22/23 by at least 5% per grade level and subject  
By May 2023, BGE will increase the Approaches percentages on STAAR in math for 22/23 4th grade students by 10% and the 22/23 5th grade students to 50%.  
By May 2023, BGE will increase teacher led professional development and teacher modeling during PLC from BOY - EOY by 50%  
By May 2023, BGE will increase alignment on walkthrough data - rigor, scope and sequence, and instructional model from 21/22 to 22/23 by 10%  
By May 2023, BGE will increase in student proficiency and growth on campus, district, and/or state assessments by at least 5%

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**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 May 2023, BGE will increase the climate and culture for staff and students through effective implementation of PBIS strategies, utilizing the student ownership of behavior framework and campus observational processes and feedback as evidenced by success indicators.

**Evaluation Data Sources:** Formative:

BGE will increase in use and implementation of PBIS and CHAMPS from BOY to EOY as evidenced through walkthrough data collection by 25%  
BGE will decrease in discipline referrals entered in Skyward and in our BGE classroom management tool from 21/22 to 22/23 by 5%  
BGE will increase participation in PBIS incentive celebrations from BOY to EOY by 15%  
From September 2022 to May 2023, BGE will continuously host monthly PBIS committee meetings for feedback and adjustment recommendations.

Summative:

By May 2023, BGE will decrease in end of year discipline offenses from the previous years data in Skyward by 10%  
By May 2023, BGE will increase the Meets and Masters percentages on STAAR from 21/22 to 22/23 by at least 5% per grade level and subject  
By May 2023, BGE will increase in positive feedback from BOY to EOY on stakeholder feedback (staff and student surveys) by 10%  
By May 2023, BGE will increase Benchmarks of Quality score at EOY from 21/22 to 22/23 by 15%

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By May 2023, BGE will improve the climate and culture on campus through actions by the culture and climate committee and staff mentorship as evidenced by staff retention and stakeholder feedback.

**Evaluation Data Sources:** Formative:

From September to December, BGE will increase the number of events held during the fall to at least four events.  
From September 2022 to May 2023, BGE will increase monthly committee member attendance at meetings by 2%.  
BGE will increase the number of off campus events scheduled for the campus by 2 events per semester.  
By December 2022, BGE will report at least 50% positive responses to staff survey for BOY.

Summative:

By May 2023, BGE will increase positive survey responses from BOY to EOY surveys by 10% in positive feedback  
By May 2023, BGE will increase staff retention from 21/22 to 22/23 by 10%  
By May 2023, BGE will increase total number of events held for the community from 21/22 to 22/23 by at least four events  
By May 2023, BGE will increase attendance at staff events from BOY to EOY by 20%

**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

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**Performance Objective 1:** By May 2023, BGE will increase stakeholder engagement through increased community events, implementation of student attendance practices, and partnerships with communities and businesses as evidenced by program participation and increased attendance.

**Evaluation Data Sources:** Formative:

BGE will increase participation numbers in campus events from BOY to MOY by 5%  
BGE will increase student attendance on monthly and quarterly Skyward reports by 2%.  
BGE will increase student participation numbers from BOY to MOY in attendance celebration events by 5%

Summative:

By May 2023, BGE will increase participation numbers in campus events from BOY to EOY by 10%  
By May 2023, BGE will receive satisfactory positive feedback on EOY campus survey  
By May 2023, BGE will increase in community partnerships from BOY to EOY by two additional community partners  
By May 2023, BGE will increase student attendance for the year in Skyward by 2% from 21/22 to 22/23  
By May 2023, BGE will increase student participation numbers from BOY to EOY in attendance celebration events by 10%

# Burton Elementary Performance Objectives

**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 2023, Burton Elementary will improve effective instruction for literacy and math through the implementation of the aligned curriculum and assessments, professional learning, and targeted interventions as evidenced through indicators of success.

**Evaluation Data Sources:** Indicators of Success:

\* Formative:

- o By October 2022, December 2022, and February 2023 at least 90% of instruction will be aligned to the literacy and math instructional models as observed during campus learning walks and classroom observations.
- o From the BOY to MOY, there will be an increase in student growth on Ren 360 at/above benchmark performance by at least 5% for each student group.
- o From BOY to MOY, there will be an increase of PK students' performance on Phonological Awareness on CIRCLE by at least 10% for each student group.
- o From the BOY to MOY, there will be an increase in students reading at or above grade level by at least 10% according to BAS.
- o 100% of teachers will participate in monthly professional learning sessions focused on literacy and/or math based on teacher and student needs as evidence through agendas and sign-in sheets.

\* Summative:

- o By June 2023, WBE will increase the percentage of students showing growth in literacy on STAAR to above 70%.
- o By June 2023, WBE will increase the percentage of students showing growth in math on STAAR to above 70%.
- o By June 2023, WBE will increase the percentage of K-2 students reading on or above grade level according to BAS assessment at the EOY from 54% to 70%.
- o By June 2023, WBE will increase the percentage of students meeting grade level standards on STAAR reading from 44% to 50% and STAAR math from 28% to 40%.
- o By June 2023, WBE will increase the percentage of students performing at/above grade level on EOY Ren 360 reading from 50% to 70% and math from 58% to 75%.
- o By June 2023, WBE will increase the percentage of students on track in Phonological Awareness on CIRCLE to 90%.

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**Performance Objective 2:** By June 2023, Burton Elementary will improve Tier 1 instruction in science through the implementation of the aligned curriculum, instructional model and professional learning as evidenced through indicators of success.

**Evaluation Data Sources:** Indicators of Success:

\* Formative:

- o By October 2022, December 2022, and February 2023 at least 90% of instruction will be aligned to the science instructional model as observed during campus learning walks and classroom observations.
- o By October 2022, December 2022, and March 2023, at least 60% of fifth grade students will meet grade level standards on TEKS-aligned campus checkpoints.
- o 100% of third, fourth, and fifth grade science teachers will participate in on-going professional development and PLCs facilitated by Region 4 science coach as evidenced through agendas and sign-in sheets.

\* Summative:

- o By June 2023, WBE will increase the percentage of students approaching grade level standards on Science STAAR from 49% to 60% and meeting grade level standards from 18% to 25%.

**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 2023, Burton Elementary will improve student ownership of behavior practices through campus-wide implementation of PBIS system, professional learning, and SEL strategies as evidenced through the indicators for success.

**Evaluation Data Sources:** Indicators of Success:

\* Formative:

- o By September 2022, all students and teachers will implement the revised WBE Guidelines for Success (PBIS).
- o By MOY, there will be a decrease in the number of discipline infractions reported through the Skyward system.
- o By MOY, there will be a decrease in the number of bullying incidences.
- o By MOY, all classrooms will have implemented weekly community circles.

\* Summative:

- o By June 2023, WBE will increase the percentage of parents that strongly agree or agree that students do not threaten or bully each other from 77% to 90% as reported on the Title I Parent Survey.
- o By June 2023, WBE will increase the percentage of students who never or rarely consider transferring schools from 56% to 80% as reported on the Student Engagement Survey.
- o By June 2023, WBE will increase the percentage of parents who rate the school excellent or good from 81% to 90% as reported on the Title I survey.
- o By June 2023, WBE will decrease the number of discipline infractions from 85 infractions to 50 infractions as measured by Skyward and level one referrals. 177

**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 June 2023, Burton Elementary will improve family and community engagement through increased participation in parent engagement classes, family engagement events, and student clubs as evidenced through the indicators of success.

**Evaluation Data Sources:** Indicators of Success:

\* Formative:

- o By MOY, WBE will host at least two evening family engagement events focused on instruction and one positive child behavior class.

\* Summative:

- o By June 2023, WBE will increase the percentage of parents that strongly agree or agree that there is frequent communication between school and families from 84% to 90% as reported on the Title I Parent Survey.
- o By June 2023, WBE will increase the percentage of parents that strongly agree or agree that they are satisfied with the opportunities to be involved in their child's school from 83% to 90% as reported on the Title I Parent Survey.

# Bush High School Performance Objectives

**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 May 2023, GBHS students will demonstrate one year's growth in reading and math and increase in college, career, and military readiness indicators by providing strong Tier One instruction targeting student ownership protocols.

**Evaluation Data Sources:** PLC observations, CST data, Ren 360, STAAR, TELPAS, walk through data, feedback protocols, student work analysis, classroom assessments, assessment design, lesson plans, interventions

Formative:

- \* Improving alignment from CST Evidence on feedback specific to student ownership protocols.
- \* Improving student growth from BOY to MOY REN360 at/above benchmark performance by student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)
- \* Improving student growth from BOY to MOY performance (ethnicity, Economically Disadvantaged, English Learners, Special Education) Improving enrollment in advanced courses/pathways
- \* Increase participation in CCMR readiness assessments, etc. (ACT, SAT, TSI, CTE Industry Certification)
- \* Increase in PLC observations of teachers planning for feedback and analyze student work.

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Summative:

- \* Increasing performance on STAAR Meets Grade Level performance
- \* Increasing percentages of students meeting STAAR Progress
- \* Improving student growth from BOY to EOY REN 360 at/above benchmark performance
- \* Improving alignment on CST evidence on Rigor, Scope and Sequence and Instructional Model specific to student Increase in enrollment of students completing advanced courses/pathways by student groups (ethnicity, Economically Disadvantaged, Special Education, English Learners)
- \* Increase in percentage of students earning credit in advanced courses/pathways by student groups
- \* Increase participation in CCMR readiness assessments (ACT, SAT, TSI, CTE Industry Certification)
- \* Increase in passing rates on CCMR readiness assessments (ACT, SAT, TSI, CTE Industry Certification)

Indicators of success (SMART element):

- \* By May 2023, we will increase the percentage of students showing growth in English I and II by 5%
- \* By May 2023, we will increase the percentage of student showing growth in Algebra I by 10% for first time tester and 7% for retesters.
- \* By May 2023, we will increase 10% of GBHS students will be CCRM ready.

**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 May 2023 will establish procedures and routines (PBIS) to create a safe, organized learning environment that is accessible for all students as evidence by decreasing the number of discipline offenses.

**Evaluation Data Sources:** Discipline data, ISS/OSS placement, SAS, BOQ, attendance data, restorative practices, number of referrals, level one referrals.

Indicators of success:

- \* By May 2023, there will be a 7% decrease in referrals.
- \* By May 2023, there will 10% decrease in students skipping/tardies during the day.

**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 2023, GBHS will improve student attendance by forming strong collaborations with all stakeholders (parents, student and community) that increase student growth and attendance and achievement by displaying the characteristics of the profile of a graduate.

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**Evaluation Data Sources:** Increase in student attendance data, decrease in tardies and skipping, number of tardies, STAAR data, student engagement survey data

Indicators of success:

- \* By May 2023, there will 10% decrease in students skipping/tardies during the day.

- \* By May 2023, there will be a 3% increase in student attendance.

# Christa McAuliffe Middle School Performance Objectives

**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 May 2023, CMMS will improve instruction across content areas through implementation of the aligned curriculum, professional development, and PLCs as measured in our indicators of success.

**Evaluation Data Sources:** Formative Evidence:

- By May 2023, we will increase student performance on REN360 with percentile ranks increasing 3% in Reading and Math from BOY to MOY scores and from MOY to EOY scores.

- By May 2023, we will increase the percentage of students identified as "Meets Grade Level" in all Core areas on STAAR, with Social Studies, Math, and Science increasing by 10% and ELA increasing by 12% through targeted intervention (large and small group).

- By October, January, and March, increase the alignment to the Instructional Model observed in classrooms to 90% through classroom observation and consistent review of lesson plans.

Summative Evidence:

- Increasing student growth on Ren360 BOY to EOY by 2 grade levels

- Increasing performance on STAAR Meets Grade Level performance

- Increasing alignment to the Instructional Model

- Weekly planning with content teams discussing formative data

- Monthly campus walkthroughs with administration

- Quarterly campus walks with district leaders (CSTs)

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**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 May 2023, CMMS will improve climate and culture through effective implementation of PBIS and SEL strategies across the campus as evidenced by indicators of success.

**Evaluation Data Sources:** Formative Evidence:

- By May 2023, there will be a reduction of at least 10% in disciplinary actions that are coded as ISS, OSS, and DAEP.

- By May 2023, there will be a reduction of at least 10% in disciplinary referrals for disruptive behavior and fighting/mutual combat.

Summative Evidence:

- Bi-weekly review of campus discipline data with admin and SEL coach

- Increase in disciplinary action codes relating to restorative practices

- Decrease in disciplinary infractions

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By June 2023, CMMS will increase the retention of high quality staff through campus initiatives and targeted professional growth opportunities as evidenced by indicators of success.

**Evaluation Data Sources:** Formative Evidence:

- By June 2023, CMMS will implement monthly initiatives that positively recognize teachers and staff, helping to decrease the teacher turnover rate by 50%.
- By June 2023, CMMS will design and implement engaging campus professional learning experiences that support instructional and relational development, helping to decrease teacher turnover rate by 50%.

Summative Evidence:

- An increase in teacher retention.
- An increase in positive feedback and increase in teacher and staff morale.
- Campus survey results indicating professional learning relevancy for teachers.

# Clements High School Performance Objectives

**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 2023, CHS will enhance classroom instruction and engagement through the implementation of student ownership of learning practices, relevant professional development, and effective PLC practices as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative evidence:

1. By MOY, 50% of teachers scoring Accomplished on the student engagement portion of CWT tool.
2. By the end of the Fall semester, have 50% teachers involved in shaping campus PD.
3. By MOY, increase the percentage high functioning PLCs to 25%.
4. By the end of the Fall semester, decrease the number of applicable office referrals, specifically cell phone use (technology misuse + use of telecommunication device) and skipping, from 21 and 60 respectively.

Summative evidence:

1. By EOY, 75% of teachers scoring Accomplished on the student engagement portion of CWT tool.
2. By the end of the Spring semester, have 50% teachers involved in shaping campus PD.
3. By EOY, increase the percentage high functioning PLCs from 50%.
4. By the end of the Spring semester, decrease the number of applicable office referrals, specifically cell phone use (technology misuse + use of telecommunication device) and skipping, from 43 and 171 respectively.

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**Performance Objective 2:** By June 2023, CHS will improve content-based literacy instruction and performance through the effective use of feedback, targeted intervention, and student ownership of learning protocols as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative evidence:

1. By MOY, 50% of teachers scoring Accomplished on the feedback protocols portion of CWT tool.
2. By MOY, 50% of teachers scoring Accomplished on the vocabulary/terminology strategies portion of CWT tool.
3. By MOY, increase frequency of reading and writing opportunities observed in classroom from to 50%.
4. By the end of the fall semester, provide a total of 2 additional opportunities (outside of regular class time) to help students improve literacy skills.

Summative evidence:

1. By EOY, 75% of teachers scoring Accomplished on the feedback protocols portion of CWT tool.
2. By EOY, 75% of teachers scoring Accomplished on the vocabulary/terminology strategies portion of CWT tool.
3. By EOY, 75% of teachers scoring Accomplished on the reading and writing opportunities portion of CWT tool.
4. By the end of the spring semester, provide a total of 4 additional opportunities (outside of regular class time) to help students improve literacy skills.
5. By June 2023, increase percentages of students meeting SGP from BOY to EOY in REN360 from \_\_\_% to \_\_\_%.
6. By June 2023, increase percentages of LEP students achieving Approaches Standard on the STAAR EOC English 1 exam from 75% to 80% and on the STAAR EOC English 2 from 71% to 75%

**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 2023, CHS will improve campus culture and climate and student social emotional learning through the implementation of the student ownership behavior framework, PBIS strategies, and social emotional learning and engagement protocols as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative evidence:

1. Increased visibility and opportunities for the counseling team to engage directly with students and adults.
  2. Increased number of opportunities for everyone to learn, interact, and be engaged in the school culture/community.
- \* Professional development emphasis regarding PBIS, including teacher supports.

By the end of the Fall semester, decrease the number of applicable office referrals, specifically tardies and insubordination, from 459 and 79 respectively.

Summative Evidence:

- \* By June 2023, increase averages in the Behavioral Engagement Dimension, the Motivation for Learning factor under the Emotional Engagement Dimension, and the Academic Goals, Future Plans, and Aspirations Factor under the Cognitive Engagement Dimension of the student engagement survey to at least match the District High School average.
- \* By the end of the Spring semester, decrease the annual number of applicable office referrals, specifically tardies and insubordination, from 995 and 170 respectively.

# Commonwealth Elementary Performance Objectives

**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 2023 CWE will improve the effectiveness of literacy instruction through the implementation of aligned curriculum, student ownership of learning practices, and targeted interventions as evidence through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

- 1) Increase the alignment to the Rigor, Scope, and Sequence and instructional model by 2% each quarter, as observed in ELA classrooms.
- 2) Increase the implementation of rubrics, checklists, protocols for discussion and goal setting, as observed in ELA classrooms, from 75% - 80%.
- 3) From BOY to MOY, increased student growth on the Early Literacy and Reading REN360 test at/above benchmark performance level by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, and Special Education).

Summative Indicators of Success:

- 1) By June 2023, increase percentages of students meeting SGP in literacy from BOY to EOY on REN 360 from 80% - 85%. 184
- 2) By June 2023, increase performance on STAAR Meets Grade Level performance in literacy from 80% to 85%.
- 3) From BOY to EOY, increase alignment to the Rigor, Scope, and Sequence and instructional model, as observed in ELA classrooms, from 75% - 80%.

SMART Indicator of Success:

By June 2023, CWE will increase the percentage of students showing growth in literacy on REN 360 from 75% - 80%.

**Performance Objective 2:** By June 2023 CWE will improve the effectiveness of math instruction through the implementation of aligned curriculum, student ownership of learning practices, and targeted interventions as evidence through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

- 1) Increase the alignment to the Rigor, Scope, and Sequence and instructional model by 2% each quarter, as observed in math classrooms.
- 2) Increase the implementation of rubrics, checklists, protocols for discussion and goal setting, as observed in math classrooms, from 75% - 80%.
- 3) From BOY to MOY, increased student growth on the Math REN360 test at/above benchmark performance level by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, and Special Education).

Summative Indicators of Success:

- 1) By June 2023, increase percentages of students meeting SGP in math from BOY to EOY on REN 360 from 80% - 85%.

2) By June 2023, increase performance on STAAR Meets Grade Level performance in math from 80% to 85%.

3) From BOY to EOY, increase alignment to the Rigor, Scope, and Sequence and instructional model, as observed in ELA classrooms, from 75% - 80%.

SMART Indicator of Success:

By June 2023, CWE will increase the percentage of students showing growth in math on REN 360 from 75% - 80%.

**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 2023, CWE will improve favorable perceptions of culture and climate through the implementation of PBIS systems and structures, SEL activities, and student ownership of behavior practices.

**Evaluation Data Sources:** Formative Indicators of Success:

1) Increase the implementation of guidelines for success, expectation setting routines, and reward/incentive systems by 3% each quarter, as observed campus wide.

2) Increase the frequency of morning check-in discussions, community building circle activities, and learning goals driven by Profile of a Graduate attributes/learner dispositions by 2% each quarter, as observed in classrooms.

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3) Increase the frequency of communication protocols and structured collaboration opportunities, by 4% each quarter, as observed in classrooms.

Summative Indicators of Success:

1) By June 2023, increase the overall percentage of Strongly Agree responses (from 44% - 55%) on the Student Engagement Survey to questions regarding the degree to which teachers care for them as individuals from 43% - 55%.

2) By June 2023, increase the overall percentage of Strongly Agree responses (from 44% to 55%) on the Student Engagement Survey to questions regarding perceptions about the fairness of rules at school.

3) By June 2023, increase the percentage of favorable responses (from 44% - 55%) on the Student Engagement Survey to questions regarding the degree to which teachers provide structured opportunities for collaboration.

SMART Indicator of Success:

By June 2023, CWE will decrease the number of Skyward Discipline Referrals coded for Disruptive Behavior and Disrupting the Educational Environment from 30 -15.

# Cornerstone Elementary Performance Objectives

**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 2023, Cornerstone Elementary School will improve the effectiveness of Tier 1 instruction in ELAR, Math and Science through the implementation of the content area instructional model, student ownership of learning practices, and targeted interventions as evidence through the indicators of success.

## **Evaluation Data Sources:** Formative

By October, December, February, increase the alignment to the Instruction Model observed in classrooms from 92% to 96%

From the BOY to MOY, increase percentages of students at/above grade level on Ren 360 Early Literacy Assessment from 86% to 88%

From the BOY to MOY, increase percentages of students at/above grade level on Ren 360 Reading Assessment from 88% to 92%.

By October, December, February, increase the alignment to the Instruction Model observed in classrooms from 85% to 88%

From the BOY to MOY, increase percentages of students at/above grade level on Ren 360 Math Assessment from 95% to 97%.

By October, December, February, increase the alignment to the Instruction Model observed in classrooms at least 50% of CST visits.

By February 2023, increase performance on the Science DLA: Proficient and Above from 67% to 75%.

By January 2023, increase campus self-evaluation along the Progression of Practice: Formative Assessment from Emerging to Progressing for the Implementation of the Assessment Framework.

By January 2023, increase campus self-evaluation along the Progression of Practice: Professional Learning Communities from Emerging to Progressing for the Implementation of PLC Protocols.

By January 2023, increase campus self-evaluation along the Progression of Practice: Student Ownership of Learning from Emerging to Progressing for the Implementation of Communication Protocols.

## Summative

By June 2023, increase performance on STAAR Reading: Meets Grade Level performance in reading from 86% to 92%

By June 2023, increase percentages of students at/above grade level on EOY Ren 360 Early Literacy Assessment from 91% to 95%

By June 2023, increase percentages of students at/above grade level on EOY Ren 360 Reading Assessment from 88% to 94%

From the BOY to EOY, increase alignment to instructional model observed in classrooms from 92% to 98%

From the BOY to EOY, increase alignment to instructional model observed in classrooms from 88% to 90%

By June 2023, increase performance on STAAR Math: Meets Grade Level performance in reading from 83% to 90%

By June 2023, increase performance on Tx-Kea: On-Track in math from 87% to 94%

By June 2023, increase percentages of students at/above grade level on EOY Ren 360 Math Assessment from 95% to 98%

From the BOY to EOY, increase alignment to instructional model observed in classrooms to 75% of CST visits.

By June 2023, increase performance on the Science DLA: Proficient and Above from 75% to 80%.

By June 2023, increase performance on STAAR Science: Meets Grade Level performance in reading from 76% to 85%

By June 2023, increase performance on STAAR Science: Approaches Grade Level performance in reading from 94% to 96%

By June 2023, increase campus self-evaluation along the Progression of Practice: Formative Assessment from Emerging to Empowered for the Implementation of the Assessment Framework.

By June 2023, increase campus self-evaluation along the Progression of Practice: Professional Learning Communities from Emerging to Empowered for the Implementation of PLC Protocols.

By June 2023, increase campus self-evaluation along the Progression of Practice: Student Ownership of Learning from Emerging to Empowered for the Implementation of

**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 2023, Cornerstone Elementary School will improve the effectiveness of behavior management strategies through the implementation of professional development and Positive Behavior Interventions and Supports (PBIS) as evidence through the indicators of success.

**Evaluation Data Sources:** Formative

By December 2023, increase the percentage of critical PBIS elements as measured by the BoQ Report implemented at Cornerstone from 83% to 88%.

By October, December, February, increase the percentage of observations of the POG1: Learning Framework Profile of a Graduate Learning Dispositions on the CST Walkthrough tool observed in classrooms from 55% to 65%.

By December 2023, increase campus self-evaluation along the Progression of Practice: Student Ownership of Behavior from Emerging to Progressing for the implementation of Positive Behavior Intervention Supports.

By December 2023, increase campus self-evaluation along the Progression of Practice: Student Ownership of Behavior from Emerging to Progressing for the implementation of Classroom Environment descriptors.

By January 2023, we will decrease the number of office referrals made in the first semester from 37 to 30.

Summative

By June 2023, increase the percentage of critical PBIS elements as measured by the BoQ Report implemented at Cornerstone from 83% to 93%. 187

From the BOY to EOY, increase the percentage of observations of the POG1: Learning Framework Profile of a Graduate Learning Dispositions on the CST Walkthrough tool observed in classrooms from 55% to 75%.

By June 2023, increase campus self-evaluation along the Progression of Practice: Student Ownership of Behavior from Emerging to Empowered for the implementation of Positive Behavior Intervention Supports.

By June 2023, increase campus self-evaluation along the Progression of Practice: Student Ownership of Behavior from Emerging to Empowered for the implementation of Classroom Environment descriptors.

By June 2023, we will decrease the number of office referrals made from 79 to 60.

**Performance Objective 2:** By June 2023, Cornerstone Elementary School will improve the effectiveness of Social Emotional Learning and Dispositions through the implementation of professional development and the Students Ownership of Behavior Framework as evidence through the indicators of success.

**Evaluation Data Sources:** Formative:

By October, December, February, increase the percentage of observations of the POG2: Use of Community Building Circle on the CST Walkthrough tool observed in classrooms from 0% to 15%.

By October, December, February, increase the percentage of observations of the POG3: Effective communication with peers and teacher on the CST Walkthrough tool observed in classrooms from 19% to 29%.

By October, December, February, increase the percentage of observations of the POG5: Feedback on Success Criteria to support attributes and dispositions on the CST Walkthrough tool observed in classrooms from 11% to 18%.

By January 2023, increase campus self-evaluation along the Progression of Practice: Student Ownership of Behavior from Emerging to Progressing for the implementation of the Profile of a Graduate and SEL strategies.

By January 2023, we will decrease the number of office referrals made in the first semester from 37 to 30.

Summative

From the BOY to EOY, increase the percentage of observations of the POG2: Use of Community Building Circle on the CST Walkthrough tool observed in classrooms from 15% to 25%.

From the BOY to EOY, increase the percentage of observations of the POG3: Effective communication with peers and teacher on the CST Walkthrough tool observed in classrooms from 19% to 35%.

From the BOY to EOY, increase the percentage of observations of the POG5: Feedback on Success Criteria to support attributes and dispositions on the CST Walkthrough tool observed in classrooms from 11% to 25%.

By June 2023, increase campus self-evaluation along the Progression of Practice: Student Ownership of Behavior from Emerging to Empowered for the implementation of the Profile of a Graduate and SEL strategies.

By June 2023, we will decrease the number of office referrals made from 79 to 60.

**Performance Objective 3:** By June 2023, Cornerstone Elementary School will improve the effectiveness of campus culture and climate through the implementation of professional development and onboarding/mentoring programs as evidenced through the indicators of success.

**Evaluation Data Sources:** Indicators of Success:

Formative

By January 2023, we will decrease the number of office referrals made in the first semester from 37 to 30.

By January 2023, we will increase our new teacher orientation program from one session to six sessions.

Summative

By June 2023, we will decrease the number of office referrals made from 79 to 60.

By June 2023, we will increase our new teacher orientation program from one session to six sessions.

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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 June 2023, Cornerstone Elementary School will improve the effectiveness of community and parent engagement through the implementation of varied communication systems and feedback opportunities as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative

By December 2022, we will increase the number of student input panels from zero per fall to one per fall.

By December 2022, we will increase the number of parent input panels from zero per fall to one per fall.

By December 2022, we will increase the number of virtual parent sessions with the counselor from one to two in the first semester.

By December 2022, we will increase the number of parent orientation sessions from 0 per year to 1 per year.

Summative

By June 2023, we will increase the number of student input panels from 1 per year to 2 per year.

By June 2023, we will increase the number of parent input panels from 1 per year to 2 per year.

Teacher newsletter sent on Friday 80% of the time.

By June 2023, we will increase the number of virtual parent sessions with the counselor from 2 per year to 4 per year.

By June of 2023, we will increase the number of parents who have an understanding of campus social emotional learning strategies from 64% to 85%.

# Crockett Middle School Performance Objectives

**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 2023, Crockett Middle School will observe an increase in strategic instruction in Math, Reading and Social Studies by focusing on Clarity in our PLC Actions, as evidenced through the indicators of success.

**Evaluation Data Sources:** By September 2022, all core content teachers will utilize STAAR & REN 360 data to guide instructional decisions through PLC actions that move toward positively impacting student achievement and growth.

By February 2023, all Math, Social Studies, and ELA teachers will use BOY/MOY REN360 data, including growth reports and/or Pre and Post assessment data, to streamline instruction to meet the individual needs of students.

By June 2023, DCMS will witness a positive increase in the percentage of students at Meets, and Masters on STAAR Math, STAAR ELA, and STAAR Social Studies on STAAR 2023.

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

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**Performance Objective 1:** By June 2023, Crockett Middle School will see an increase in positive student behavior through the implementation of Student Ownership of Behavior practices, PBIS, and targeted interventions, as evidenced through the indicators of success.

**Evaluation Data Sources:** By August 2022, all teachers will work with each class to create, implement & effectively utilize respect agreements with their students.

By January 2023, DCMS faculty & staff will participate in a comprehensive review of strategy evidence gathered thus far, reflect and implement next steps for Term 2.

By June 2023, Crockett Middle School will see a decrease in the number of Skyward student discipline referrals, when compared to the number of Skyward discipline referrals for the 2021-2022 school year.

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By June 2023, Crockett Middle School will retain a higher percentage of highly qualified teachers than the percentage of teachers that were retained at the end of the 2021-2022 school year.

**Evaluation Data Sources:** Teacher Surveys  
Human Resources Campus Staffing Report

**Performance Objective 2:** Crockett Middle School will have a comprehensive plan for the development of all teachers newly recruited for the 2022-2023 school year which will result in the retention of those teachers for the 2023-2024 school year.

**Evaluation Data Sources:** Teacher Surveys  
Staff Development Sign In Sheets  
Human Resources Campus Staffing Report  
Training Documentation & Presentations

**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

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

# Donald Leonetti Elementary Performance Objectives

**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 2023, DLE will improve effectiveness of literacy instruction through focusing on the instructional model, small group implementation, and student ownership of learning practices as evidenced in our indicators of success.

**Evaluation Data Sources:** Summative Evidence:

By June 2023 we will increase the percentage of students showing growth in literacy and math on REN 360 from BOY to EOY by 10% for each grade level.

By June 2023 we will maintain or improve students meeting standard on Reading STAAR at 94 or above% and for Math STAAR from 89% to 94%.

By June 2023, we will increase the percentage of Kinder-2nd grade students showing proficiency on reading levels from 68% to 78%.

By June 2023, we will increase the percentage of Kinder students showing proficiency on TxKea from 81% to 86%.

By June 2023, campus walk through data will indicate 100% of classrooms follow the instructional model, implement small group instruction and have student goal setting in place.

By June 2023, staff attendance and feedback from campus based professional development opportunities will indicate that a minimum of 12 campus based PD opportunities were provided.

Formative:

Increase student growth on math and reading REN 360 from BOY to MOY by 5% for each grade level.

Increase student growth from each campus nine weeks assessments by 5% at each assessment period.

Increase student goal setting opportunities from BOY to MOY from 1 to 3 opportunities.

Decrease percent of students requiring Tier 2 and Tier 3 interventions based on RI data by 5% at each Kidwatch meeting.

Staff attendance and feedback from campus based professional development opportunities.

PLC agendas and attendance data will indicate that PLCs meet once every 6 days from September through May.

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**Performance Objective 2:** By June 2023, DLE will improve effectiveness of math instruction through focusing on the instructional model, small group implementation, and student ownership of learning practices as evidenced in our indicators of success.

**Evaluation Data Sources:** Teacher planning and implementation of effective literacy instruction will increase student achievement resulting in student assessment data increasing from beginning of the year to end of the year on campus based 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 2023, DLE will improve student ownership of behavior practices by focusing on PBIS implementation and Health & Wellness programs as evidenced in our indicators of success.

**Evaluation Data Sources:** Summative:

By June 2023, a minimum of 85% of students will indicate positive responses on the Student Needs Assessment.

By June 2023, student discipline data will show a decrease in bullying investigations from 8 to 4.

By June 2023, each grade will participate in a minimum of eight guidance lessons.

By June 2023, a minimum of 9 club/extra-curricular opportunities will be in place for students to participate in.

Formative:

School wide positive reinforcement opportunities will increase by a minimum of one per week from BOY to MOY.

Students receiving campus wide positive reinforcement will increase by 60 students each week.

The number of guidance lessons will increase from 3 at the BOY to 6 at MOY.

Walkthrough data will indicate that 100% of classrooms provide brain breaks and mindfulness opportunities.

# Dulles Elementary Performance Objectives

**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 2023, Dulles Elementary will improve the effectiveness of literacy and math instruction and student ownership of learning practices through the implementation of aligned curriculum as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

Increase the number of classrooms properly implementing Guided Reading and Math strategies BOY to MOY by 15% as evidenced in classroom walkthroughs.

Increase the number of classrooms using student data trackers BOY to MOY by 25% as evidenced in classroom walkthroughs.

Increase student growth on REN 360 from BOY to MOY Reading and Math by 15%.

Summative Indicators of Success:

By May 2023, 85% of classrooms will properly implement Guided Reading and Math strategies as evidenced in classroom walkthroughs.

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By May 2023, 80% of classrooms will properly implement student data trackers as evidenced in classroom walkthroughs.

By May 2023, 75% of students will make at least one year's growth in Reading and Math as measured by Ren 360.

**Performance Objective 2:** By June 2023, Dulles Elementary will improve implementation of intervention practices through effective PLCs in order to close student achievement gaps as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

Increase the number of classrooms properly implementing intervention strategies BOY to MOY by 15% as evidenced in classroom walkthroughs.

Decrease student achievement gaps BOY to MOY in Reading and Math by 15% as evidenced in Ren 360.

Summative Indicators of Success:

By May 2023, 85% of classrooms will properly implement intervention strategies as evidenced in classroom walkthroughs.

By May 2023, Dulles Elementary will receive a B rating in Domain 3 as measured by STAAR.

**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 2023, Dulles Elementary will improve student behavior by implementing student ownership of behavior practices as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

From BOY to MOY there will be a 10% decrease in PBIS discipline data from the prior school year.

From BOY to MOY 95% of all classrooms will have a co-created respect agreement signed and displayed with evidence that it is being used to develop positive teacher to student and student to student interactions, as noted in walkthroughs and observations.

Summative Indicators of Success:

From MOY TO EOY there will be a 20% decrease in PBIS discipline data from the prior school year.

From MOY TO EOY student engagement will increase by 10% as measured by the Student Engagement Survey Data.

By May 2023, there will be evidence of CHAMPs expectations being implemented with fidelity in 75% of all classrooms as noted by walkthroughs and observations.

# Dulles High School Performance Objectives

**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 2023 Dulles High School will improve effectiveness of literacy instruction through the enhancement of aligned lesson plans to the curriculum and targeted interventions as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative:  
Improvement in lesson design evidenced in lesson plans and walk-throughs  
Targeted small group instruction twice a week  
10% or more growth from BOY to MOY for 80% or more of students

Summative: Increase from 58% meets to 70% meets on English I EOC  
Increase from 67% meets to 75% meets on English II EOC

**Performance Objective 2:** By June 2023 Dulles High School will improve math instruction through the enhancement of aligned lesson plans to the curriculum and targeted interventions as evidenced through the indicators of success.

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**Evaluation Data Sources:** Formative:  
Improvement in lesson design evidenced in lesson plans and walk-throughs  
Targeted small group instruction twice a week  
10% or more growth from BOY to MOY for 80% or more of students

Summative: Increase from 27% meets on Algebra I EOC to 50%.

**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 2023, Dulles High School will improve student behavior by focusing on student ownership of behavior practices evidenced through the indicators of success.

**Evaluation Data Sources:** Formative: Reduction in referrals by grade level from end of the year last year to MOY this year by 20%

Summative: Reduction in referrals by grade level from end of the year 2022 to 2023 by 50%.

**Performance Objective 2:** By June 2023, Dulles High School will improve culture and climate by focusing on safety and security protocols as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative: Weekly security check of outside doors  
Weekly reports of badging system  
Weekly checks of locked classroom doors

Summative :Analysis of weekly reports for security checks, badging system and locked classroom doors

**Performance Objective 3:** By June 2023, Dulles High School will improve social , emotional and physical learning by enhancing a coordinated health program as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative: Advisory lesson feedback  
Wellness events participation and feedback  
MOY student and staff survey

Summative: EOY student and staff survey

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and 196 partnerships that support the learning community

**Performance Objective 1:** By June 2023, Dulles High School will improve community engagement by increasing parental involvement as evidenced through indicators of success.

**Evaluation Data Sources:** Formative: Increase in events such as parent university, course selection night, open house and booster clubs

Summative: Increase in events from BOY to EOY

# Ea Jones Elementary Performance Objectives

**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 2023 Jones elementary will improve TIER 1 instructional practices and framework through curriculum implementation to increase ALL student readiness in Literacy, Math, and Science as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Indicators:

- \* By October, December, February, increase the alignment to the Instructional Model observed in classrooms from 86% to 91% or higher
- \* By September, October, December, February, increase the differentiated instruction and rigor that supports higher order thinking for GT identification and development is evident in every lesson plan, student work and observations.
- \* By October, December, February, increase the alignment to the Scope and Sequence specific to student ownership protocols from 88% to 93%.
- \* By October, December, February, increase the alignment to the Rigor specific to student ownership protocols from 76% to 81%.
- \* Improving student growth from BOY to MOY REN360 at/above benchmark performance by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, Special Education)
- \* Improving student Science Growth in the 6 scheduled campus assessments by 5% and maintaining above 40% of students meeting approaches or higher.
- \* Improving All students but specifically African American and Special Education students in Reading and Math growth in the 6 scheduled campus assessments by 5%.
- \* Improving student growth from BOY to MOY in TX-KEA performance by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, Special Education)
- \* Increase the number of students meeting the Approaches, Meets, and Masters levels for the Dragon Draft every 6 weeks by 5%

Summative Indicators:

- \* Increasing performance on TX-KEA from BOY to EOY by 10%
- \* Increasing performance on REN360 from BOY to EOY
- \* Increase the number of GT students from 7 students to 15 students by the EOY
- \* Increasing performance on STAAR Meets or Higher for 3rd -5th Grade students in Reading from 37% to 44%
- \* Increasing performance on STAAR Meets or Higher for 3rd -5th Grade students in Math from 24% to 46%
- \* Increasing performance on STAAR approaches or higher for all African American students in Reading from 50% to 60%
- \* Increasing performance on STAAR approaches or higher for all African American students in Math from 49% to 60%
- \* Increasing performance on STAAR approaches or higher for all Special Education students in Reading from 21% to 25%
- \* Increasing performance on STAAR approaches or higher for all Special Education students in Math from 14% to 20%
- \* Increasing performance on STAAR approaches or higher for 5th Grade students in Science from 40% to 45%
- \* Improving student growth from BOY to EOY REN 360 at/above benchmark performance in Reading from
- \* Improving student growth from BOY to EOY REN 360 at/above benchmark performance in Math
- \* Improving alignment from BOY to EOY CST Evidence on Rigor specific to student ownership protocols from 76% to 81%.
- \* Improving alignment from CST Evidence on Scope and Sequence specific to student ownership protocols from 88% to 93%.
- \* Improving alignment from CST Evidence on Instructional Model specific to student ownership protocols from 86% to 91%.
- \* By June 2023, we will increase the Approaches, Meets, and Masters levels in STAAR Reading, Math, and Science by 10% from the previous school year

**Performance Objective 2:** By June 2023 Jones elementary will improve the effectiveness of Intervention for ALL at Risk students through student ownership of learning and targeted Intervention to increase student success in Literacy, Math, Science as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Indicators:

- \* From BOY to MOY, decrease students assigned to TIER 3 targeted interventions in grades K-5 that perform at urgent and intervention levels in BOY and MOY REN360 assessment by 5%.
- \* From BOY to MOY, decrease students assigned to TIER 3 targeted interventions for ALL kindergarten students that perform at Support and Monitor levels in BOY and MOY TX-KEA data by 5%.
- \* From October through March decrease students referred during SST monthly meetings for TIER 3 intervention by 5%.
- \* From September through March students will increase in each of the 6 scheduled campus skills checks for Reading, Math, and Science by at least 2%.

Summative Indicators:

- \* By June 2023, we will increase the percentage of ALL students showing growth in literacy and numeracy on REN360 from BOY to EOY by 10%.
- \* By June 2023, we will increase the percentage of ALL kindergarten students showing growth in literacy and numeracy on TX-KEA from BOY to EOY by 10%.
- \* By June 2023, we will increase the percentage of students exiting TIER 3 intervention by at least 5%.
- \* By June 2023, we will increase the percentage of students accomplishing approaches or higher in STAAR Reading, Math, and Science by 10% from the previous school year

**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 2023 Jones elementary will improve the implementation of the behavior and incentive program through PBIS, PD, and Student Ownership of Behavior as evidenced through the indicators of success. 198

**Evaluation Data Sources:** Formative Indicators:

- \* From September through March decrease student monthly Skyward discipline referrals for ALL students by 25%.
- \* From BOY to MOY, increase students meeting the incentive behavior goals by 5% per grading period.
- \* Teachers will engage in one behavior professional development per semester.
- \* Teachers will facilitate one student restorative circle per month.
- \* Increase student attendance every 4 weeks and maintain attendance at or above the district attendance goal of 96%
- \* At the beginning of every nine weeks K-5 will practice PBIS expectations in all areas on the campus.
- \* Grade levels will practice recess whistle system the first week of the school year and every 4 weeks after.
- \* Grade levels will provide the recess zones and the rotations for the groups by the end of the first week of the school year.

Summative Indicators:

- \* By June 2023, we will close the gap by decreasing the number of Skyward discipline referrals from 126 referrals by 25%.
- \* By June 2023, student attendance will meet or exceed the district goal of 96%
- \* By June 2023, recess discipline incidents will be less than 10 for the year.

**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 June 2023, Jones elementary will improve communication through parent engagement classes, newsletter communication, and family engagement events as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Indicators:

- \* From August through April, parent event participation will increase by 5% monthly.
- \* From August through April, increase parent monthly feedback by 5% monthly.
- \* By the end of August teachers will contact 100% of their parents/guardians.
- \* By the end of the first grading period teachers will have established another form of communication other than phone or email with parents/guardians.
- \* Bi-weekly grade level teacher newsletter to parents.
- \* Bi-weekly Principal newsletter to parents.
- \* By the end of the second week of school a parent survey will be conducted to provide the teacher feedback.
- \* By the end of every nine weeks a parent survey will be sent to provide each teacher feedback.
- \* By the first week of September the parent educator will have at least 5 parents recruited to volunteer and at least 20 parents on registered to volunteer by the end of the fall semester.

Summative Indicators:

- \* By June 2023, increase parent culture and climate survey participation from 171 parents/guardians by 20%.
- \* By June 2023, increase parent event participation by 40% of all parents/guardians of students enrolled.
- \* By June 2023, parents would have received 18 teacher and principal newsletters.
- \* By June 2023, parents would have provided 5 surveys with feedback to each teacher.
- \* By June 2023, the parent educator would have at least 20 parents registered as volunteers.

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# Elkins High School Performance Objectives

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

**Performance Objective 1:** Objective: By June 2023, EHS will increase the effectiveness of rigorous and relevant instruction through impactful PLCs, professional development, clarity, and student ownership of learning, as evidenced by the indicators of success.

**Evaluation Data Sources:** Show 50 percent of students at or above growth on Ren 360 data from Fall '22 to Spring '23  
Increase STAAR Mastery Level to 23% in ELA/Reading and 27% Mastery in Mathematics  
Increase College Career Military Readiness Met indicators by increasing STAAR Meets Grade Level or Above from 67 to 71.

**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 2023, EHS will increase student social-emotional engagement through the implementation of Positive Behavior Systems as evidenced by the indicators of success.

**Evaluation Data Sources:** Student daily average attendance will increase to 96% (from 93%)  
Decrease in referrals for Tardies and Skipping by 25%. (from 421 Skipping and 358 Tardies)  
Increase on Student Engagement survey to 60% (from 53%) of students sharing they are excited about their classes.

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**Goal 3:** FBISD will recruit, develop and retain high quality teachers and staff.

**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 June 2023, EHS will improve community engagement through the implementation of effective communication systems as evidenced by the indicators of success.

**Evaluation Data Sources:** Campus will develop survey for families on communication and how we can improve 2-way communication - we expect to respond to the data collected and improve our community perception each month.

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

# FBISD Early Literacy Center Performance Objectives

**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 May 2023, Ridgemont Early Literacy Center will improve the effectiveness of literacy and numeracy instruction through the implementation of curriculum alignment, student ownership of learning practices, and targeted interventions as evidenced by the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

-Increase alignment to the

Summative Indicators of Success:

**Performance Objective 2:** By June of 2023, Ridgemont ELC will improve the effectiveness of intervention delivery by providing teachers with professional development around best practices and effective utilization of resources for small group instruction, as evidenced by the indicators of success.

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

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**Performance Objective 1:** By May 2023, Ridgemont Early Literacy Center will improve student ownership of behaviors, by providing effective PD and monitoring around the descriptors of the FBISD Student Ownership of Behavior Framework as evidenced through the campus discipline indicators.

**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 June 2023, Ridgemont ELC will have increased the number of Community Engagement opportunities through a variety of ongoing options for communication, mentoring, and parent classes that will result in the overall growth of parental participation as evidenced by the Indicator of Success.

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

**Performance Objective 1:** By June of 2023, Ridgemont Early Literacy Center will recruit, hire, and retain highly-qualified teachers and staff by ensuring a rigorous screening/selection process, providing differentiated professional learning opportunities, and fostering a climate of kindness and positivity.

# Ferndell Henry Center For Learning Performance Objectives

**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 May 2023 at least 80% of our students who were enrolled 45 days or more at Ferndell Henry Learning Center will demonstrate increased progress as evidenced by the exit data on REN 360 indicators for reading and math.

**Evaluation Data Sources:** Pre and Post Assessments utilizing the following software programs: REN 360 (Entry and Exit Data)

**Performance Objective 2:** By the end of May 2023, at least 90% of Ferndell Henry Center for Learning will show improved attendance as evidenced by an increase in the attendance rate from averaging 83% to 90%.

**Evaluation Data Sources:** Attendance Reports, Attendance Committee Meeting, Teacher Attendance Entry Reports

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

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**Performance Objective 1:** By May 2023, Ferndell Henry Center for Learning will demonstrate, facilitate, and foster effective campus-wide safety procedures and processes centered around positive behavior expectations, response to student behavior, student engagement, and social emotional learning support for both students and staff members.

**Evaluation Data Sources:** Behavior Walk-Through Tool Results, Student Exit Survey Results, Parent Exit Survey Results, Quarterly Staff Survey Results, and Discipline Reports.

**Performance Objective 2:** By the end of May 2023, FHCL will reduce the internal recidivism rate from 45% to 35% for minor offenses and from 10% to 5% for major offenses.

**Evaluation Data Sources:** Internal Recidivism Reports  
Behavior Observation Data Tracker

**Performance Objective 3:** PBIS - By the end of the first 9 weeks, Increase the effectiveness of PBIS strategies in the classrooms and school-wide to decrease the recidivism rate.

**Evaluation Data Sources:** Internal Recidivism Reports

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By May 2023, Ferndell Center for Learning (DAEP) will retain at least 95% of the staff by deepening strategies centered around culture and climate, job-embedded professional development, and campus-wide Social Emotional Learning (SEL) support and coaching to meet the needs of all staff members.

**Evaluation Data Sources:** Quarterly Staff Survey Results, Evidenced-Based SEL Curriculum Documentation, Instructional Walk-Through Tool Results, and Professional Development Staff Feedback

**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:** To increase fluid communication, during the 2022 - 2023 academic school year, Ferndell Henry Center for Learning will utilize technological innovation such as Blackboard, Schoology, Naviance, Remind 101, FAQ Link, We Video, and Jotform to increase parental and student awareness of the campus' programs and operations.

**Evaluation Data Sources:** Jot Form Completion and Certificate Report, Parent Survey Results

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

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**Performance Objective 1:** By May 2023, Ferndell Henry Center for Learning will increase the percentage of off-track students' academic recovery rate for students experiencing grade deficiencies and students experiencing HS course credit is' issues through the use of Edgenuity.

**Evaluation Data Sources:** Skyward's Grade Comparison Reports and Edgenuity's Course Completion and Grade Report

# First Colony Middle School Performance Objectives

**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 May 2023, First Colony Middle School will increase implementation of student ownership of learning practices as demonstrated through the use of multiple classroom feedback protocols and by focusing on PLC structures.

SMART Indicator of Success (Formative): By May 2023, students will improve their REN scores in both Reading and Math to a total of 5% growth by the EOY through the use of feedback protocols in the classroom and increased use of PLC structures.

SMART Indicator of Success (Summative): By May 2023, decrease the number of students who do not meet grade level in both Reading and Math on STAAR by 3% through the use of feedback protocols in the classroom and increased use of PLC structures.

**Evaluation Data Sources:** PLC Agenda, Observations, Evidence of planning of feedback protocols, classroom walkthroughs, campus learning walks

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

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**Performance Objective 1:** By May of 2023, First Colony Middle School will use targeted social/emotional learning opportunities and PBIS systems (Bobcat Pride Points, Bobcat Time Lessons) to improve campus culture and climate so that students' overall feelings about school improve.

SMART Indicator of Success (Formative): By May 2023, a BOY and MOY campus created student survey will be given to students, and students' feelings of safety will increase by 5% and feelings of being bullied or picked on will decrease by 5% over the course of the school year.

SMART Indicator of Success (Summative): By May 2023, the feelings of safety score on the Student Engagement Survey will increase 5% and the "Perceptions on Bullying" score on the Student Engagement Survey will decrease 5%.

**Evaluation Data Sources:** SES Survey, SAS Survey, BOQ, SEL Coach data, Student Surveys BOY, MOY, EOY

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By May of 2023, First Colony Middle School will improve campus culture and climate by implementing focused mentoring, continuing new teacher/staff support sessions, and revamping campus interviewing and hiring processes.

SMART Indicator of Success (Formative) By May 2023, a BOY and MOY campus created staff survey that uses a Likert scale will be given to staff, and the staff's feelings around campus culture and climate and Admin level of support will improve by 5% over the course of the year.

SMART Indicator of Success (Summative) By May 2023, EOY staff survey results, T-TESS Self Reflection forms, T-TESS Summative Conference discussions, and Looking Ahead meeting discussions will indicate the staff's feelings around campus culture and climate and Admin level of support will improve by 5%.

**Evaluation Data Sources:** Staff BOY, MOY, EOY survey, Mid-year check in meetings with new staff members, T-TESS Summative Conference, T-TESS Self Reflection form, and Looking Ahead Meetings with staff

# Fort Settlement Middle School Performance Objectives

**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 May of 2023, FSMS will implement intervention/extension through differentiated instructional strategies using targeted intervention and prescriptive professional development to increase student growth for students in special populations (sped, EL, GT) and students who under performed on STAAR.

**Evaluation Data Sources:** Formative Indicators of Success

1. We will see an increase in Ren360 average Lexile levels from BOY to MOY for students in our special populations.
2. Between each Ren360 administration, students will be provided the opportunity to reflect on their progress and set a goal for themselves.

Summative Indicators of Success

1. By the end of the 2023 school year 20% of our special education students will reach expected growth as measured on STAAR Reading and Math.
2. By the end of the 2023 school year we will increase the number of EB students who met exit criteria from 5% to 10% based on TELPAS and STAAR.
3. By the end of the 2023 school year we will increase the number of students who score in the masters range by 5%.

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

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**Performance Objective 1:** By May 2023 FSMS will develop and implement a school-wide behavioral expectation system through the implementation of the district student ownership of behavior framework leading to increased student engagement and fewer discipline referrals.

**Evaluation Data Sources:** Formative Indicators of Success

1. By the end of the first progress reporting period, all teachers will have established social contracts with all of their classes.
2. At the end of every grading period, we will see a drop in the number of level 1 referrals compared to the numbers from the 2021-22 school year.

Summative Indicators of Success

1. By the end of the 2023 school year, FSMS will decrease the number of discipline referrals by 20% from 750 to 600.
2. By the end of the 2023 school year, FSMS will increase student social emotional engagement by meeting with student groups at least quarterly in effort to promote social responsibility and student ownership of behavior.

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By May 2023 FSMS will hire and develop instructionally sound and relationship focused staff by providing support through professional development, the PLC process, and community building to increase retention.

**Evaluation Data Sources:** Formative Indicators of Success

1. During each quarter, staff survey results and feedback during our Falcon Forums will indicate an increase in staff morale.
2. We will work with all campus stakeholders to ensure we have a morale building activity at least once a month.

3. By October 2022, each club/committee will have established membership and have held at least one meeting.

#### Summative Indicators of Success

1. By the end of the 2023 school year, our PLL and TIC will provide teacher driven professional development at least twice a semester.
2. By June of 2023 all core teachers will participate in campus team retreats
3. By the end of the 2023 school year all staff will participate in at least one club or committee to support campus involvement and community building.

# Garcia Middle School Performance Objectives

**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 2023, GMS will improve high quality Tier 1 instructional practices through the implementation of student ownership of learning and teacher/student clarity, as evidenced by indicators of success.

**Evaluation Data Sources:** Summative Indicators of Success:

By June 2023, GMS students use Clarity tools to interact with and identify success criteria within their work as evidenced in lesson plans and classroom observations 25% of the time.

By June 2023, GMS teachers will attend three or more professional learning experiences focused on teacher and student clarity.

Formative Indicator of Success:

By January 2023, GMS will use teacher and student surveys to guide further implementation of Clarity tools.

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**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 2023, GMS will improve student ownership of behavior through consistent implementation of PBIS strategies as evidenced by indicators of success.

**Evaluation Data Sources:** Formative Indicator of Success:

By September 2022, 100 percent of GMS teachers will facilitate a classroom respect agreement and implement classroom expectations/guidelines for success aligned with school wide expectations.

Summative Indicator of Success:

By June 2023, teachers will apply guidelines for success within the classroom as evidenced by CST/walkthrough observations.

By June 2023, hallway discipline referrals will decrease by 10 percent from 2021-22 school year.

By June 2023, GMS teachers will have facilitated at least 4 PBIS Circles during advisory.

By June 2023, GMS administration will have conducted a grade level POD Talk every nine weeks.

**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 June 2023, GMS will improve stakeholder communication by increasing proficiency of technology resources for teachers, students, and parents as evidenced by indicators of success.

**Evaluation Data Sources:** Formative Indicator of Success:

By September 2022, GMS will provide students and teachers a technology resource survey to gauge proficiency and usage.

Summative Indicator of Success:

By June 2023, GMS will provide students and teachers with 3 or more learning opportunities on technology resources.

By June 2023, GMS will increase parent and student traffic on Schoology and Skyward by 10 percent from August to May.

By June 2023, stakeholder surveys will demonstrate increased proficiency of technology resources as indicated in end of year surveys.

# Glover Elementary Performance Objectives

**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 2023 Glover will improve the effectiveness of literacy, numeracy and science instruction for all students (SPED/504, LEP, Eco Dis, etc.) by focusing on strengthening Tier 1 instruction by refining the effectiveness of PLC and planning systems, small group instruction, and rigorous hands on, real-life and authentic learning experiences as evidence through our indicators of success.

**Evaluation Data Sources:** Formative Evidence: PLC protocols and agendas, lesson plans, classroom observations and feedback, peer observations, CST walks, growth in student performance REN360 BOY to MOY, growth in student performance on campus common assessments and district learning assessments, increased use of student work analysis protocols.

Summative Evidence: Increased student performance on STAAR in the Meets and Masters and REN 360 from MOY to EOY.

**Performance Objective 2:** By June 2023 Glover will increase effectiveness of PLCs and instructional planning by focusing on clarity of student expectations, progressions of learning, student work, and student data analysis practices and professional development; as evidence through our indicators of success.

**Evaluation Data Sources:** PLC agendas, classroom observations and feedback, student work samples, student data

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**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 of 2023, Glover will achieve a safe and optimal learning environment by engaging staff in professional learning related to PBIS implementation and school safety, as evidenced by the indicators of success.

**Evaluation Data Sources:** Discipline data, safety protocols, agendas and minutes from PBIS and Safety meetings, campus PD agendas.

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**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 June of 2023, Glover will increase student ownership of learning through the use of rubrics, checklists, feedback protocols and materials/supplies that enhance instruction and learning in Reading, Math and Science.

**Evaluation Data Sources:** Formative Evidence: Increase in use of student ownership tools during Learning Walks Increase percent of students observed using tools to track progression of learning Increase student results in Renaissance 360 BOY to MOY Summative Evidence: Increase student performance on Campus Assessments in the category of Meets and Above Increase in Renaissance 360 MOY to EOY

# Goodman Elementary Performance Objectives

**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 2023, LGE will improve the effectiveness of Tier I instruction in ELAR, math, and science through the use of aligned curriculum, data driven instruction, and student ownership of learning practices as evidence through the indicators of success.

**Evaluation Data Sources:** STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints

**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 of 2023, Goodman Elementary will improve student ownership of behavior practices through PBIS and restorative practices as demonstrated by empowering students to set and meet personal goals, implementing campus wide positive behavioral systems, and increasing awareness and supportive response of trauma informed instructional practices by staff as evidence through the indicators of success.

**Evaluation Data Sources:** STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints

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**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff.

**Performance Objective 1:** By June of 2023, Goodman Elementary will improve the retention rate of high-quality teachers and staff through mentorship, professional development, and PLC support to positively impact student achievement and culture and climate as evidence through the indicator of success.

**Evaluation Data Sources:** STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints

**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 June 2023, Goodman Elementary will improve community engagement through the implementation of family content events, partnerships with businesses and organizations, and collaboration with the community through a variety of campus events as evidence through the indicators of success.

**Evaluation Data Sources:** STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints

**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

**Performance Objective 1:** By June 2023, Goodman Elementary will improve the use of financial, material, and human capital resources by performing an analysis of all budgets, effectiveness of programs and materials, conducting various forms of observations and determining the effectiveness of instruction as it aligns to student achievement as evidence through the evidence of success.

**Evaluation Data Sources:** STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints

# Heritage Rose Elementary Performance Objectives

**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 2023, HRE will improve effectiveness of literacy, mathematics, and science instruction through the implementation of aligned curriculum, student ownership of learning practices, PLC's, and targeted interventions as evidence through the indicators of success.

**Evaluation Data Sources:** STAAR, REN 360, BASS, TX KEA, CLI, DLAs, PLC Protocols, District Learning Practices

Formative Evidence:

By October, December, February, increase the alignment to the instruction model observed in classrooms by 10%.

From BOY to MOY, increase student growth on Ren 360 at/above benchmark performance by 5% for each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)

From BOY to MOY, increase frequency of goal setting and revision observed in classrooms by 10%.

From BOY to MOY, 80% of teachers will implement intervention action plans during the 45-minute intervention block.

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Summative Evidence:

By June 2023, HRE will increase student achievement on STAAR reading by 10% by ensuring that targeted interventions are consistent and intentional.

By June 2023, HRE will increase the percentage of students meeting SGP from BOY to EOY in REN360 by 10%.

From BOY to EOY, HRE will increase alignment to Instruction model observed in classrooms by 20%

Resources:

Title 1 Funds (Professional development sessions, intervention & enrichment resources, activities and materials, Tracking tools for data/assessment, tutorials, Saturday School. small group resources, student materials, language and English Learners materials, subscriptions, centers, stations,

**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 2023, HRE will improve student behavior through the implementation of the aligned student ownership of behavior framework and targeted behavioral intervention as indicated by the indicators of success.

**Evaluation Data Sources:** SAS Self-Assessment Survey, BOQ (3 times a year), Discipline Referrals, PBIS Agendas/Meetings, PBIS Intervention & Supports (District Aide-PBIS Facilitator)/Monthly Data Analysis Reports (Bucks/Stores)

Formative Evidence:

At the BOY, teachers will be provided professional development sessions and implement the elements in our student ownership of behavior framework.

From BOY to MOY, teachers will increase the frequency of PBIS restorative circles in each classroom by 5%.

From BOY to MOY, counselors will support student goal setting regarding behavior in each classroom by 10%.

From BOY to MOY, 80% of teachers will submit targeted intervention plans provided by PBIS facilitator for students in Tier 3.

Summative Evidence:

By June 2023, HRE will decrease targeted discipline indicators in our SAS Self-Assessment Survey.

By June 2023, HRE will track BOQ data to decrease discipline referrals and show student improved behaviors while providing intervention support.

Resources:

Title 1 Funds (Professional development sessions, Items for the Mustang Store and Mustang Cart, Student Incentives, Class Incentives, Student of the Month materials, behavior rewards, goal setting incentives, bullying activities, social emotional learning support with external vendors)

### **Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

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**Performance Objective 1:** By June 2023, HRE will improve professional development by targeting culture and climate as evidence through indicators of success.

**Evaluation Data Sources:** Staff Climate Survey, Professional Learning Feedback, Staff Check-Ins

Formative Evidence:

HRE will increase the positive feedback from the staff to 80% as indicated by the staff climate surveys.

HRE will increase positive staff feedback to 80% for professional development by June 2023.

Summative Evidence:

By June 2023, HRE will evaluate the campus culture and climate through an ongoing stakeholder reflection piece.

By June 2023, HRE will evaluate data for the retention of teachers by comparing BOY and EOY staffing numbers and retain staff at a 90% rate.

Resources:

Title 1 Funds (Professional Learning Sessions, instructional content consultants, planning and instructional resources, sessions and trainings, resources and incentives for instructional staff)

### **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 June 2023, HRE will increase communication by improving community engagement and counselor impact as evidenced through the indicators of success.

**Evaluation Data Sources:** Communication frequencies, parent involvement frequencies, Community/Parent Participation, Title 1 Survey/Feedback, Student Increase Enrollment in Clubs & Committees, PTO-Fundraiser, Feeder Pattern Events (MS & HS)

Formative Evidence:

HRE will increase parent feedback for involvement to 75% by providing a number of opportunities parents by December 2022 and May 2023 as measured by the parent survey.

HRE will raise parental awareness to 75% by increasing number of communications sent to parents by each grade level and administration by December 2022 and May 2023. as measured by the parent survey.

Summative Evidence:

By June 2023, HRE will evaluate parent involvement through participation and attendance numbers from all campus events.

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Resources:

Title 1 Funds ( parent events, materials for parent classes, incentives, special programs from outside community members and vendors, onsite field trips and events, career day speakers, monthly community outreach opportunities)

# Highlands Elementary Performance Objectives

**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 2023, Highlands will improve instruction by ensuring implementation of the aligned curriculum and formative assessment practices as evidenced through indicators of success per grade level.

**Evaluation Data Sources:** Formative Indicators of Success:

- \* Increase student growth on REN360 from BOY to MOY at/above benchmark in literacy performance for all students by 7%.
- \* Increase student growth on REN360 from BOY to MOY at/above benchmark in mathematics performance for all students by 5%.
- \* Increase student growth on BAS from BOY to MOY at/above level by 6%.
- \* Increase the number of classrooms aligned to the curriculum by implementing instructional models through walk throughs
- \* 75% of teachers will be pulling small groups for targeted intervention during intervention/enrichment by MOY through CST walks and walkthroughs.

Summative Indicators of Success:

- \* By May 2023, increase percentage of students at approaches/or higher on math STAAR from 84% to 87%
- \* By May 2023, increase percentage of students at approaches/or higher on reading STAAR from 90% to 92%
- \* By May 2023, increase percentages of students reading on grade level by 5% using BAS
- \* 90% of teachers will be pulling small groups for targeted intervention during intervention/enrichment and small groups by EOY through CST walks and walkthroughs
- \* By May 2023, increase the percentage of students that reclassify from the ESL program by 6%.

**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 May 2023, Highlands Elementary will improve behavior through student ownership of behaviors and effective implementation of PBIS as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative:

By October, 75% of classroom walkthroughs will show evidence of PBIS (respect agreements, Dojo, spirit sticks, positive praise, community circles.)

Summative:

By June 2023, 90% of classroom walkthroughs will show evidence of PBIS (respect agreements, Dojo, spirit sticks, positive praise, community circles.)

By June 2023, discipline referrals will decrease by 10% schoolwide.

**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:** Highlands Elementary will increase the engagement opportunities for students, staff, parents, and the community using ongoing communication and collaborative opportunities to develop strong partnerships.

**Evaluation Data Sources:** Use ongoing communication through surveys after family learning nights.

# Hodges Bend Middle School Performance Objectives

**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 2023, HBMS will improve instruction by the implementation of student ownership of learning and behavior practices in all content areas. Student ownership of learning and behavior practices will increase to 75% with a resulting change of 5%.

**Evaluation Data Sources:** By May 2023 we will increase all Formative and Summative Evidence reporting data by 10%.

Formative Evidence:

Improving Alignment from CST Evidence on Rigor, Scope and Sequence, and Instructional Model specific to Student ownership of learning.

Improving student growth from BOY to MOY REN 360 to the next performance level by all students and student groups (ED, LEP, SPED)

Summative Evidence:

Increasing performance on STAAR Meets and Masters Grade Level performance.

Increasing percentage of students meeting STAAR Progress

Improving student growth from BOY to EOY Ren 360 to the next performance level by all students and student groups (ED, LEP, SPED)

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**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 2023, HBMS will decrease student behavior by 10% through use of PBIS and Champs as evident through discipline indicators and reports.

**Evaluation Data Sources:** By May 2023 we will increase all Formative and Summative Evidence reporting data by 10%.

\*Denotes data decreased by 10%

Formative Evidence:

Increased use of restorative practices/circles.

Increased student participation in PBIS Celebrations.

Summative Evidence:

Increased Student and Staff attendance rate

\*Decreased office referrals

\*Decreased ISS/OSS/ and DAEP referrals

**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 June 2023, HBMS will have a 5% increase community engagement as evidenced by participation at various parental engagement and campus events (Open House, Title I Parent Night, etc.) and completion of various surveys.

**Evaluation Data Sources:** By May 2023 we will increase all Formative and Summative Evidence reporting data by 10%.

Formative Evidence:

Increased view of weekly newsletters detailing campus events.

Increased parent/guardian attendance at campus events.

Increase in community partnerships

Monthly website maintenance to reflect current campus events.

Summative Evidence:

Increased survey (Title I parent survey, campus surveys, Student Engagement survey, etc.) participation.

Increased feedback regarding state of campus.

Increased parental involvement

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# Hunters Glen Early Literacy Center Performance Objectives

**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 May 2023, Hunters Glen Early Literacy Center will increase the effectiveness of literacy and numeracy instruction by ensuring the implementation of the instructional models, formative assessment, student ownership of learning practices, and targeted interventions as evident in the success indicators.

**Evaluation Data Sources:** Indicators of Success:

By May 2023, Increase the percentage of Pre-Kindergarten students meeting Circle EOY grade level expectations from 80% to 90% through literacy and numeracy small group instruction based on the early childhood readiness indicators.

By May 2023, Increase the percentage of kindergarten students meeting BAS EOY grade level expectations from 81% to 90% through targeted tiered small group instruction and interventions.

By May 2023, Increase the percentage of first grade students meeting BAS EOY grade level expectations from 61% to 85% through targeted tiered small group instruction and interventions.

By May 2023, Increase the percentage of kindergarten students meeting TXKEA grade level expectations from 86% to 92% through targeted tiered small group instruction and interventions.

By May 2023, Increase the percentage of first grade students meeting the EOY Campus Math Diagnostic Assessment grade level expectations from 93% to 95% through targeted tiered small group instruction and interventions. 220

**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 May 2023, Hunters Glen Early Literacy Center will improve student ownership of behaviors by increasing the utilization of PBIS strategies, schoolwide expectations, and social emotional learning practices as indicated through the success indicators.

**Evaluation Data Sources:** Indicators of Success:

By May 2023, Decrease of the number students requiring tiered interventions for social emotional learning from 16% to 12% by the end of year.

By May 2023, Decrease the number of office referrals from 10% to 8% by the end of the year.

By December 2022 Refine and implement social emotional targeted intervention system.

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By May 2023, Hunter Glen ELC will improve campus culture regarding relationship building, targeted professional development collaborative opportunities, structured activities, events, and celebrations to enhance the staff morale which will directly impact students achievement and teacher efficacy.

**Evaluation Data Sources:** Indicators of Success:

Increase of staff participation at campus events  
Increase of attendance at campus activities between staff, parents, and students  
Continued collaboration with district, feeder pattern, and community partners

**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 2023, Hunters Glen ELC will increase communication system through family engagement events to ensure parents understand the importance of school attendance and its alignment to student achievement as evidence through the indicators of success.

**Evaluation Data Sources:** Indicators of Success:

Formative Evidence

Summative Evidence

By May 2023, Increase the percentage of overall student attendance to 94% this upcoming year

By May 2023, Increase frequency of parent engagement opportunities by 10%

By May 2023, Increase parent participation with parent resource coordinator by 10% this upcoming year

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# Hunters Glen Elementary Performance Objectives

**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 2023, HGE will improve the effectiveness of incorporating technology applications into instructional practices through the implementation of training, PLC, and coaching as evidence through the indicators of success.

**Evaluation Data Sources:** Indicator of Success

Formative Evidence:

By August 2022, Increase Lesson plan design depicting technology application usage during instructional learning experiences by teachers increasing by 50%

By September 2022, Improve PLC Agenda creation by infusing technology usage into instructional discourse to support the topic by 10% of the PLC sessions in reading and math.

By December 2022, Increase the number of Professional Development agenda items specifying technology usage with intentional learning applications by 50% of our professional development sessions.

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Summative Evidence:

By June 2023, we will increase the incorporation of technology applications usage during the instructional cycle by 5% from 20% to 25% through the implementation of training PLCs and coaching.

By May 2023, Increase Technology survey results by 10% of favorable responses

By May 2023, Increase the usage of tech apps based on Annual technology report by 10% of our teacher population

By May 2023, Increase EOY campus technology report usage by 50% as compared to the previous year.

**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 2023, HGE will improve the intervention system through the usage of high-quality instructional learning experience as well as rigorous and relevant instructional resources as evidence through the indicators of success.

**Evaluation Data Sources:** Indicator of Success

Formative Evidence:

By October 2022, HGE will increase teacher use of Lesson planning that demonstrate the use of high-quality resources by 20% in comparison to the previous year.

Using a quarterly check-in process, HGE will Increase in the usage of Intervention logs by 25% as compared to last year's intervention documentation system.

Utilizing a bi-weekly data system, HGE will increase student achievement results in Formative Assessments by 30% per baseline data provided.

Summative Evidence:

By June 2023, we will improve progress monitoring and identifying students needing TIER 2 and TIER 3 academic support to 15% of the student population through the implementation of training PLCs and coaching.

By May 2023, HGE will increase Student grade reports score by 30% based on data collected from the onset of the school year.

By June 2023, HGE will increase in STAAR scores by 5% from a 81% overall to

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By June 2023, HGE will improve the implementation of our behavioral system and the impact it has on student learning through professional development and student ownership of behavior framework as evidence through the indicators of success.

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**Evaluation Data Sources:** Indicator of Success

Formative Evidence:

By December 2022, we will increase the frequency of Professional Development on behavioral systems to 2 sessions.

By December 2022, we will improve teacher usage of behavior trackers

By the end of each 9 week period we will increase in Restorative Practices monitoring

By the end of each 9 week period we will increase the frequency of TIER 1 Referrals quarterly

By the end of December 2022 we will increase student growth on Ren 360 at/above benchmark performance from 56 % to 68% as evidenced on the MOY Ren Assessment

By the end of each 9 week period we will increase student proficiency in Skills Check scores

By the end of each 9 week period we will increase in the usage of student ownership tools by teachers and students

Summative Evidence

By June 2023, we will decrease the percentage of student level one discipline referrals by 7% from 161 to 150

By May 2023, we will decrease level one discipline referrals by 7%

By May 2023, we will decrease the percentage of students receiving TIER 1 Referrals

By May 2023, we will increase the frequency of Professional Development on behavioral systems to 2 sessions per semester.

By May 2023, we will improve and increase teacher usage of behavior trackers.

By June 2023, increase performance on STAAR Meets Grade Level Performance

**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 June 2023, HGE will increase community engagement by improving communication system and engagement opportunities as evidenced through indicators of success.

**Evaluation Data Sources:** Indicator of Success

Formative Evidence:

From the BOY to the EOY we will improve with utilize calendars in regards to parent engagement opportunities by 50%

From the BOY to the EOY, we will increase frequency of parent engagement opportunities by 10%

Summative Evidence:

By May of 2023, we will increase of parent engagement with sign in sheets by 20% this upcoming year

By May of 2023, we will increase parent participation in volunteer opportunities on campus by 10% this upcoming year

By May of 2023, we will increase parent participation with parent resource coordinator by 10% this upcoming year

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# James C. Neill Elementary School Performance Objectives

**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 May 2023, Neill Elementary will improve the effectiveness of small group practices through the implementation of Student Ownership of Learning practices, targeted intervention, and PLC protocols as evidenced through the indicators of success (student growth using multiple data points).

**Evaluation Data Sources:** Formative Indicators of Success:

- Increase student growth on REN360 from May 2022 to May 2023 at/above benchmark in MATH performance from 79% to 84% for all students.
- Increase student growth on BAS from May 2022 to May 2023 at/above level from 67% to 72%
- 65% of teachers will be pulling small groups during math and/or ELAR blocks for tier 1 instruction by MOY through CST walks and walkthroughs.
- 65% of teachers will be pulling small groups for targeted intervention during enrichment by MOY through CST walks and walkthroughs.
- 65% of teachers will have targeted small group instruction lessons included in weekly lesson plans by MOY through monthly LEAD team lesson plan checks.

Summative Indicators of Success:

- By May 2023, increase percentage of Asian students at approaches or above on Reading STAAR from 71% to 74% (improvement indicator)
- By May 2023, increase percentage of Asian students at approaches or above on Math STAAR from 59% to 82% (improvement indicator)
- By May 2023, increase the student achievement domain score of Asian students for Student Success on STAAR from 62 to 73 (improvement indicator)
- By May 2023, increase percentage of students at approaches or above on Math STAAR from 74% to 80%.
- Increase student growth on REN360 from May 2022 to May 2023 at/above benchmark in literacy performance from 79% to 84% for all students.
- Increase student growth on BAS from May 2022 to May 2023 at/above level from 67% to 72%
- 75% of teachers will be pulling small groups during math and/or ELAR blocks for tier 1 instruction by EOY through CST walks and walkthroughs.
- 75% of teachers will be pulling small groups for targeted intervention during enrichment by EOY through CST walks and walkthroughs.
- 75% of teachers will have targeted small group instruction lessons included in weekly lesson plans by EOY through monthly LEAD team lesson plan checks.

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**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 May 2023, Neill Elementary will implement a school-wide positive behavior system through implementation of PBIS practices as evidenced through the indicators of success (discipline and PBIS indicators).

**Evaluation Data Sources:** Formative Indicators of Success:

- By October, December, and February, conduct a Staff and Student Needs Assessment Survey and identify and review target focus areas for growth with an expected improvement of 5% for the target focus area in each formative period.
- By October, December, and February, review of campus discipline data indicates a decrease of tier 1 and tier 2 discipline behaviors in common areas by 20% as

compared to the same time last year.

-By October, December, and February, PBIS Committee will review implementations and alignment for JNE Guidelines to Success with a target goal of 75% based on campus walks using the campus checklist.

-By October, December, and February, an increase of student engagement by incorporating social emotional learning lessons during class meetings which will be evidenced through grade level artifacts.

-By October, December, and February, review and implement campus wide positive incentive protocols earned by students.

Summative Indicators of Success:

-By June 2023, the EOY Staff and Student Needs Assessment Survey will respond "Yes" to identified indicators from the BOY Staff and Student Survey as indicated by a 15% increase.

-By June 2023, there will be a 20% decrease in campus discipline data related to Tier 1 or 2 referrals in common areas as compared to EOY 2022.

-By June 2023, all students will have participated in at least 1 strategy related to social-emotional learning.

-By June 2023, PBIS walk data - show 15% growth in percentages of effective implementation of campus wide PBIS systems (Foundations) compared to BOY.

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# Jordan Elementary Performance Objectives

**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 2023, Barbara Jordan Elementary will improve student readiness in literacy, numeracy and science instruction through the TIER 1 instruction that is responsive to ALL students' needs as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

- 1). By October, December, and February, increase the percentage of classrooms aligned to the instructional model by 10% .
- 2). By October, December, and February, increase the alignment to campus focus for small group instruction/targeted interventions to 80% .
- 3). Increasing teachers' usage of small group data binders to collect progress monitoring data with fidelity and using it to deliver Targeted Intervention as evidenced by Campus Walkthrough data.
- 4). From BOY to MOY, increased student growth on the Early Literacy and Reading REN360 test at/above benchmark performance level by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, and Special Education).

Summative Indicators of Success:

- 1). By June 2023, increase performance on STAAR Meets Grade Level performance in literacy from 58% to 68%.
- 2). By June 2023, increase performance on STAAR Meets Grade Level performance in Math from 48% to 58%.
- 3). By June 2023, increase performance on STAAR Meets Grade Level performance in Science from 45% to 55%.
- 4). By June 2023, increase percentages of students meeting SGP from BOY to EOY Ren360 Reading from 51% to 60%
- 5). By June 2023, increase percentages of students meeting SGP from BOY to EOY Ren360 Math from 62% to 70%

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**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 2023, Barbara Jordan Elementary will improve student behavior practices by increasing social emotional learning for all students and implementing campus wide positive behavioral systems as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Evidence:

- 1). Decrease the number of discipline referrals from BOY to MOY by 5% for all students and each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)
- 2). By October, December, and February, increase the number of critical elements identified as 'in place' on the FBISD Benchmark of Quality (BOQ) by 5%

Summative Evidence:

- 1.) Decrease the annual ISS/OSS and DAEP Placement Data for African American Male students
- 2.) Decrease the number of discipline referrals from BOY to EOY by 10% for all students and each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)

**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 June 2023, Barbara Jordan Elementary will increase community engagement by promoting a partnership with parents and families to increase student growth and achievement for all students as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Evidence:

- \* Increase parent participation in school-wide events by 10% (attendance and sign-in sheets)
- \* Increase engagement and attendance of parents/guardians by 10% (Parent Educator Numbers)
- \* Increase from BOY to MOY the number of informational communications sent electronically to parents focusing on the importance of attendance by 15%
- \* Improve the quarterly attendance rate by .25% each quarter when compared to the previous quarter

Summative Evidence:

- \* Increase parent response on the annual Title I survey by 10%
- \* Increase parent participation in school-wide events (attendance and sign-in sheets)
- \* Decrease the number of students with 10 or more absences
- \* Improve the yearly attendance rate by .50% when compared to the 2021-2022 school year

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# Kempner High School Performance Objectives

**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 2023 Kempner High School will improve the overall literacy (ELA and math) of its students by improving curriculum implementation and using PLCs to become more instructionally focused on clarity as shown by our indicators of success which will result in a 10% reduction of students in the red/ at risk per Ren scores.

**Evaluation Data Sources:** Indicators of Success:

Formative Evidence:

- \*Increase in Ren360 from BOY to MOY
- \*Walkthroughs, observations, and DLAs
- \*Reduce failure rates
- \*Improve PLC Implementation

Summative Evidence:

- \*Increase in Ren360 from BOY to EOY
- \*Improvement in STAAR growth rate in ELA and math
- \*Improvement in Meets Grade Level % in all subpops

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**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 2023, Kempner High School will improve student ownership of behavior through the implementation of PBIS-based strategies as evidenced through the indicators of success which will result in a 10% reduction of level 1 discipline as tracked by skyward referrals.

**Evaluation Data Sources:** Indicators of Success:

Formative Evidence:

- \*Design and implement staff and student rewards
- \*Establish PBIS team
- \*PBIS flowchart for discipline responses
- \*Staff trainings
- \*Reduce failing grades

Summative Evidence:

- \*Decrease in overall discipline referrals, including tardies
- \*Decrease in ISS/OSS/DAEP (when discretionary)
- \*Decrease in chronic absenteeism %
- \*Improve perceptions of students about Behavioral engagement on Student Engagement Survey
- \*Decrease in violence indicators on Pride Survey
- \*Decrease in mental and physical health indicators on Pride Survey

**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 June 2023, Kempner High School will improve community engagement through parent involvement by a 10 % increase in participation of parent organizations as evidenced through the indicators of success.

**Evaluation Data Sources:** Indicators of Success:

Formative and Summative Evidence:

\*Increase in KPO membership

\*Increase in Kempner Athletic Boosters

\*Increase in community donations

\*Increase in parent participation at school-wide functions, such as Freshman Orientation, Open House, Coog Fest, and College and Career Nights

# Lake Olympia Middle School Performance Objectives

**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 2023, LOMS will improve the effectiveness of instruction in all Core areas (ELA, Social Studies, Science, and Math) through the implementation of PLC protocols, aligned curriculum, and targeted large/small group interventions as evidenced by indicators of success.

- Evaluation Data Sources:**
- \* Increasing overall student growth on Ren360 BOY to EOY to the level of at/above benchmark by at least 5 percent
  - \* Increasing performance on STAAR Meets Grade Level performance by at least 5 percent
  - \* Monitoring alignment to the Instructional Model via the following:
    - \* Weekly planning with content teams discussing formative data
    - \* Monthly campus walkthroughs with administration
    - \* Quarterly campus walks with district leaders
    - \* Weekly review of lesson plans with feedback

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

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**Performance Objective 1:** By May 2023, LOMS will improve student ownership of behavior through the implementation of PBIS and SEL strategies such as circles, PBIS matrix, and restorative practices as evidenced by indicators of success.

**Evaluation Data Sources:** By May 2023, we will decrease the percentage of disciplinary referrals for minor infractions by 15% from the 2021-22 through implementation of PBIS strategies such as a campus expectations matrix and discipline flow chart, as well as restorative practices (circles, student reflection, etc).

By May 2023, we will increase the percentage of students participating in SE groups by 30% from October to April through counselor led groups, referrals to PBIS, and advisory circles.

**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 2023, LOMS will increase opportunities for parent and community engagement through the implementation of monthly campus initiatives such as Community Talks/Walks, Open House, CPAC, Parent University, and PTO as evidenced through increased on-campus volunteers, meeting/event attendance, and feedback from PTO.

- Evaluation Data Sources:**
- \* Increased parent attendance in campus events to at least 50 percent of the the student guardian population
  - \* Increase parent participation in PTO from <1 percent in the 21-22 school year to at least 5 percent of the student population in the 22-23 school year.
  - \* Increased parent volunteerism at a minimum of ten events during school day or at after school campus events

# Lantern Lane Elementary Performance Objectives

**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 2023, Lantern Lane Elementary will improve the effectiveness of instruction through the implementation of aligned curriculum and targeted intervention as evidence through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success

- \* Increase student growth on REN360 from BOY to MOY at/above benchmark in literacy performance from 40% to 45 % for all students.
- \* Increase student growth on REN360 from BOY to MOY at/above benchmark in mathematics performance from 50% to 55% for all students.
- \* Increase the number of classrooms aligned to the curriculum by implementing the instructional models from BOY to MOY from 50% to 60%
- \* Increase the number of students achieving approaches or higher in 4th grade on Interim STAAR Assessment from 48% to 60%.

Summative Indicators of Success

- \* By May 2023, increase the number of classrooms aligned to the curriculum by implementing the instructional models from MOY to EOY from 60% to 75%
- \* Increase student growth on REN360 from MOY to EOY at/above benchmark in literacy performance from 45% to 50 % for all students.
- \* Increase student growth on REN360 from MOY to EOY at/above benchmark in mathematics performance from 55% to 60% for all students.
- \* By May 2023, increasing percentages of students achieving approaches/or higher on math STAAR from 57% to 70%.
- \* By May 2023, increasing percentages of students achieving approaches/or higher for reading STAAR from 76% to 80%.
- \* By May 2023, increasing percentages of students achieving approaches/or higher for science STAAR from 36% to 50%.
- \* By May 2023, increasing the percentage of student performance on Kinder Readiness assessments.

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**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 2023, Lantern Lane Elementary will improve culture and climate through effective implementation of PBIS and student ownership behavior framework as evidence through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success

Increase Teacher-Student Relationships through the student engagement from BOY to MOY using campus surveys

- Increase, "Adults at my school listen to the students." from 73% to 78%
- Increase, "Other students here like me the way I am." from 74% to 79%
- Decrease, "I don't understand why I get the grades I do." from 67% to 60%

By October 2022, 50% of teachers will engage in professional development on PBIS strategies and teachers will develop classroom expectations that are aligned with campus success criteria to support student engagement.

By October 2022, 50% of teachers will engage in professional development on the implementation of Learner Dispositions to increase positive teacher/student relationships and how to provide students with strategies with peer support.

Summative Indicators of Success

Increase Teacher-Student Relationships through the student engagement from MOY to EOY using campus surveys

- Increase, "Adults at my school listen to the students." from 78% to 83%
- Increase, "Other students here like me the way I am." from 79% to 84%
- Increase, "I don't understand why I get the grades I do from 60% to 52%

By May 2023, 90% of teachers will effectively implement classroom expectations through PBIS strategies to improve student engagement and provide a positive classroom culture.

By May 2023, 90% of teachers will effectively implement Learner Dispositions provide a safe environment to use for supporting positive and respectful peer and teacher interactions.

**Performance Objective 2:** By June 2023, LLE will improve student engagement and participation within the campus community and culture as demonstrated by multiple sources of evidence through the indicators of success.

**Evaluation Data Sources:** Formative Evidence

Counselor supporting students and teachers throughout the campus for Social and Emotional Learning.

Improvement of student ownership of behavior through implementation Caring School Communities morning circles.

Increase the number of student participation on campus academic clubs and extracurricular activities by a minimum of 10%.

Student academic and behavior progress with their connection to their participation in academic or extracurricular activities.

Summative Evidence

Parent and student survey to monitor student engagement and provide feedback on how to increase student participation.

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# Lexington Creek Elementary Performance Objectives

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

**Performance Objective 1:** Campus Performance Objective: By June 2023, Lexington Creek will improve the effectiveness of tier one math instruction through the alignment of the instructional model and PLC alignment of data (Impact Protocols) as evidenced through the indicators of success.

**Evaluation Data Sources:** Success Indicators:

Formative:

By January 2023, all 2nd through 5th students will take a summative evaluation to determine mastery to TEKS for the semester.

From BOY to MOY 90% of teachers will move from up one progression on the math instructional rubric using on the teachers self-determined area based on their self-reflection.

Increase student performance at/above benchmark by 5% from BOY to MOY on REN 360 across students demographic groups (Ethnicity, Economically Disadvantaged, Emerging Bilingual, Special Education)

Increase student Circle performance at/above benchmark by 5% from BOY to MOY on Circle performance across demographic groups (Ethnicity, Economically Disadvantaged, Emerging Biliterates, Special Education) 234

Summative Evidence:

From BOY to EOY, 95% of teachers will move up one progression on the math instructional rubric using the teacher's self-determined area based on their self-reflection.

Increase student performance at/above benchmark by 7% from BOY to EOY on REN 360 across student's demographic groups (Ethnicity, Economically Disadvantaged, Emerging Bilingual, Special Education)

Increase student Circle performance at/above benchmark by 7% from BOY to EOY on Circle performance across demographic groups (Ethnicity, Economically Disadvantaged, Emerging Biliterates, Special Education)

**Performance Objective 2:** By June 2023, Lexington Creek will improve the effectiveness of tier one ELA instruction through the alignment of the instructional model and PLC alignment of data (Impact Protocols) as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative:

By January 2023, all 2nd through 5th students will take a summative evaluation to determine mastery to TEKS for the semester.

Running record data will show an increase in fluency by the end of each nine-week grading period.

From BOY to MOY 90% of teachers will move from up one progression on the ELA instructional rubric using on the teachers self-determined area based on their self-reflection.

Increase student performance at/above benchmark by 5% from BOY to MOY on REN 360 across students demographic groups (Ethnicity, Economically Disadvantaged,

Emerging Bilingual, Special Education)

Increase student Circle performance at/above benchmark by 5% from BOY to MOY on Circle performance across demographic groups (Ethnicity, Economically Disadvantaged, Emerging Biliterates, Special Education)

Summative Evidence:

From BOY to EOY, all students will meet the Fountas and Pinnell reading grade level expectations.

From BOY to EOY, 95% of teachers will move up one progression on the ELA instructional rubric using the teacher's self-determined area based on their self-reflection.

Increase student performance at/above benchmark by 7% from BOY to EOY on REN 360 across student's demographic groups (Ethnicity, Economically Disadvantaged, Emerging Bilingual, Special Education)

Increase student Circle performance at/above benchmark by 7% from BOY to EOY on Circle performance across demographic groups (Ethnicity, Economically Disadvantaged, Emerging Biliterates, Special Education)

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

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**Performance Objective 1:** By June 2023, Lexington Creek will improve the culture and climate of the building through the consistent implementation of PBIS, as evidenced by the indicators of success.

**Evaluation Data Sources:** Formative:

By the end of August, the Lexington Creek Elementary community will have grade level expectation meetings to review common shared PBIS vocabulary and safety at the school.

LCE will increase the use of Teach Like a Champion Strategies in the classroom to help students monitor their ownership behavior. A new strategy will be added each month starting in October.

By September, 100% LCE teachers will post classroom expectations as well as teach and reinforce classroom expectations

LCE will track disruptive behaviors monthly and compare to see the trend in disruptive behaviors.

LCE will track inappropriate behaviors monthly and compare to see the trend in inappropriate behaviors.

Summative Evidence:

Decrease student referrals by 10% from the 22-21 school year demographic groups (Ethnicity, Economically Disadvantaged, Emerging Bilingual, Special Education)

By June 2023, LCE will increase the practices of community circles from two grade levels to four grade levels.

By June 2023, will increase the perception of students feel safe and not nervous at school based on the district engagement survey.

**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 June 2023, Lexington Creek will improve communication and feedback through the consistent implementation of Student Ownership protocols, as evidenced by the indicators of success.

**Evaluation Data Sources:** Indicators of Success:

Formative Evidence:

Monthly data binder checks for evidence of Student Ownership Protocols

Student Survey

Exit Ticket for Lions Way Day Event

Summative Evidence:

District Student Needs Survey

# Madden Elementary Performance Objectives

**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 May 2023, Madden Elementary will improve the effectiveness of intervention systems through the implementation of Student Ownership of Learning, targeted instruction, and Professional Learning Community practices as evidenced through the indicators of success.

**Evaluation Data Sources:** By October 2022, walk-through and T-TESS data will indicate that students are developing individualized goals in 50% of classrooms.

By December 2022, walk-through and T-TESS data will indicate that students are developing individualized goals in 65% of classrooms.

In February 2023, walk-through and T-TESS data will indicate that students are developing individualized goals in 70% of classrooms.

By May 2023, walk-through and T-TESS observation data will indicate that students are developing individualized goals in 75% of classrooms.

By January 2023, the percentage of students showing growth in literacy on REN360 will increase 3% from BOY to MOY.

By January 2023, the percentage of students showing growth in math on REN360 will increase by 3% from BOY to MOY.

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By May 2023, the percentage of special education students meeting approaches in STAAR reading will increase from 27% to 30%.

By May 2023, the percentage of students showing growth in math on REN360 will increase 5% from BOY to EOY.

By May 2023, the percentage of students showing growth in literacy on REN360 will increase 5% from BOY to EOY.

By October 2022, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.

By December 2022, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.

By February 2023, 100% of the GT teachers will have identified and began implementing 10 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric

By May 2023, 100% of GT students and teachers will reflect and review the progress of the individualized SMART goals and make adjustments as needed.

**Performance Objective 2:** By May 2023, Madden Elementary will incorporate writing instruction in all core content areas through the implementation of Student Ownership of Learning and Professional Learning Community practices as evidenced through the indicators of success.

**Evaluation Data Sources:** By October 2022, walk-through and T-TESS data will indicate that students are extending their learning through writing opportunities in 50% of all ELA, math, science, and social studies classrooms.

By December 2022, walk-through and T-TESS data will indicate that students are extending their learning through writing opportunities in 60% of all ELA, math, science, and social studies classrooms.

In February 2023, walk-through and T-TESS data will indicate that students are extending their learning through writing opportunities in 70% of all ELA, math, science, and social studies classrooms.

By May 2023, walk-through and T-TESS data will indicate that students are extending their learning through writing opportunities in 80% of all ELA, math, science, and social studies classrooms.

By October 2022, 95% of core content teachers will participate in professional learning on writing across content areas.

By December 2022, 95% of core content grade teachers will calibrate with their grade level at least twice a semester to ensure consistent writing expectations are being implemented across core content areas.

By February 2023, common formative assessment data reviewed during PLC meetings will indicate that students are expanding their written responses in all core content areas.

By June 2023, 3rd - 5th STAAR data will show a 2% percent increase in masters for reading when compared to 2022 STAAR Scores.

**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 May 2023, Madden Elementary will improve campus culture and climate through implementation of PBIS practices and professional learning as evidenced through the indicators of success. 238

**Evaluation Data Sources:** From BOY to MOY, increase student engagement on campus administered surveys for 3rd - 5th grade students by 2% targeting selected questions.

- o "Students at my school are there for me when I need them."
- o "Students here respect what I have to say."
- o "I feel safe at school."
- o "The rules at my school are fair."

By May 2023, CVME will increase Perceptions of Fairness and Safety (The rules at my school are fair & I feel safe at school) on the FBISD Student Engagement Score from 89% to 91%.

o By May 2023, CVME will increase Perceptions of Respect and Belonging (Students here respect what I have to say) on the FBISD Student Engagement Score from 81% to 83%.

o By May 2023, CVME will increase Support from Students (Students at my school are there for me when I need them) on the FBISD Student Engagement Score from 86% to 88%.

By September 2022, 95% of Madden teachers will participate in professional learning on PBIS strategies and understanding how to teach behavior expectations to students.

By December 2022, 95% of Madden teachers will participate in professional learning on Learner Dispositions as well as how to increase positive student emotional engagement with peer support.

By May 2023, 95% of Madden teachers will have participated in professional learning on the impact and improvement that effective implementation of positive behavior supports played on student emotional engagement.

# Malala Yousafzai Elementary Performance Objectives

**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 of 2023, MYE will improve the effectiveness of science instruction through the implementation of the 5E model, of learning practices and targeted data analysis as evidenced through indicators of success.

**Evaluation Data Sources:** By October 2022, walkthrough data will indicate that students are extending their learning through hands-on activities in 50% of all science classrooms.

By December 2022, walkthrough data will indicate that students are extending their learning through hands-on activities in 60% of all science classrooms.

By February 2022, walkthrough data will indicate that students are extending their learning through hands-on activities in 70% of all science classrooms.

By May 2022, walkthrough data will indicate that students are extending their learning through hands-on activities in 80% of all science classrooms.

By October of 2022, 95% of science core content teachers will participate in professional learning on the science 5E instructional model.

By December 2022, 95% of science core content teachers will calibrate with their grade level at least three times during extended planning to ensure consistent science<sup>239</sup> expectations are being implemented across the science curriculum.

**Performance Objective 2:** By June of 2023, MYE will improve the effectiveness of literacy instruction through student ownership of learning practices and targeted intervention as evidenced through indicators of success.

**Evaluation Data Sources:** By January 2023, the percentage of students showing growth in literacy on REN 360 will increase by 5% from BOY to MOY.

By May 2023, the percentage of students showing growth in literacy on REN 360 will increase by 5% from MOY to EOY.

By October 2022, 95% of reading core content teachers will participate in professional learning on guided reading and the reading instructional model.

By December 2022, 95% of reading core content teachers will calibrate with their grade level at least three times during extended planning to ensure consistent reading expectations are implemented across the reading curriculum.

By October 2022, small group and Leopard Time walkthrough data will indicate the implementation of targeted intervention in 50% of all reading classrooms and Leopard Time intervention/enrichment groups.

By December 2022, small group and Leopard Time walkthrough data will indicate the implementation of targeted intervention in 60% of all reading classrooms and Leopard Time intervention/enrichment groups.

By February 2022, small group and Leopard Time walkthrough data will indicate the implementation of targeted intervention in 70% of all reading classrooms and Leopard Time intervention/enrichment groups.

**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 2023, MYE will improve the effectiveness of positive reinforcement strategies through the implementation of professional development and positive behavior interventions and supports (PBIS) as evidenced through the indicators of success.

**Evaluation Data Sources:** Leopard Loot, House System, Student referral data, student discipline data, and formative assessments of student behavior.

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By June of 2023, MYE will implement and monitor systems focusing on teacher development and social-emotional well-being.

**Evaluation Data Sources:** By October 2022, 95% of MYE teachers and staff will participate in a climate survey included in the staff newsletter.

By December 2022, 95% of MYE teachers and staff will participate in a climate survey included in the staff newsletter.

By February 2022, 95% of MYE teachers and staff will participate in a climate survey included in the staff newsletter.

By October 2022, 95% of teachers new to the school

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# Marshall High School Performance Objectives

**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 2023, Thurgood Marshall will utilize PLC protocols and professional development focusing on providing timely, effective feedback and clarity to cultivate a culture of thinkers where there is evidence of improved Tier I and II instruction as shown through use of student ownership of tools, reduced failures rates, and overall student growth.

**Evaluation Data Sources:** Formative IoS:

- \* By the end of each grading cycle, the percentage of teacher failure rates will be reduced by 10% in comparison to the same time as last years' reporting cycle.
- \* From BOY to MOY, an increase in student growth of at least 5% will be shown in all assessed students on Ren360 Reading and Math tests.
- \* From BOY to MOY, the percentage of teachers engaging in ongoing feedback using a variety of tools will increase from 16% to at least 21%.
- \* By January 2023, Marshall will increase the percentage of students achieving College, Career, and Military Readiness by at least 3%.

Summative IoS:

- \* By June 2023, increase performance on Approaches in Algebra I STAAR from 43% to 55%.
- \* By June 2023, increase performance on Meets on all tested STAAR areas of at least 40%.
- \* From MOY to BOY, an increase in student growth of at least 10% will be shown in all assessed students on Ren360 Reading and Math tests.
- \* From MOY to EOY, the percentage of teachers engaging in ongoing feedback using a variety of tools will increase from 16% to at least 36%.
- \* By June 2023, Marshall will increase the percentage of students achieving College, Career, and Military Readiness by at least 5%.

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**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 2023, Thurgood Marshall will continue to support well rounded students by building a positive school culture and climate through professional development and a strong use of school wide PBIS school system that reinforces, reminds, and redirects students to expected behaviors; reducing the overall number of student disciplinary infractions, as shown in district discipline data and responses to stakeholder surveys.

**Evaluation Data Sources:** Formative IoS:

- \* By each quarterly CIP review, the percentage of teachers implementing PBIS rewards appropriately will increase by 10%.
- \* By each quarterly CIP review, the percentage of students receiving PBIS rewards appropriately will increase by 10%.
- \* By the end of each grading cycle, the percentage of student disciplinary reports will be reduced by 10% in comparison to the same time as last years' reporting cycle.

Summative IoS:

- \* By June 2023, Thurgood Marshall will reduce the overall number of student disciplinary infractions, as shown in district discipline data, by ensuring strong use of PBIS systems school wide and mentoring to continue to build a positive culture.

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By June 2023, Thurgood Marshall will retain and attract high quality teachers by improving its Mentorship program and

providing relevant, on-going professional development that strengthens professional portfolios and build social/emotional wellness based on responses from teacher surveys and participation rates.

**Evaluation Data Sources:** Formative IoS:

- \* By each quarterly CIP review, the percentage of teachers implementing new strategies or utilizing resources acquired from campus PD sessions will increase by 10%.
- \* By December 2022, at least 50 % of Marshall's teachers will have participated in at least one campus Wellness activity.

Summative IoS:

- \* By June 2023, 100% of Marshall's teachers will have shown growth on at least one Domain in T-TESS.
- \* By June 2023, 100% of Marshall's teachers will respond positively to surveys related to campus climate and culture.
- \* By June 2023, Marshall will have a teacher turnover rate less than 10%.

**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 June 2023, Thurgood Marshall will increase community engagement by supporting students through mentorships, Guidance Counselors, Student Support Teams, and Drop Out Prevention systems to ensure students' social and emotional needs are met resulting in improved attendance rates, reduced discipline infractions, and growth in student achievement.

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**Evaluation Data Sources:** Formative IoS:

- \* By October 2022, Marshall will have increased the number of mentor/mentee relationships on campus.
- \* By each quarterly CIP review, the percentage of parents engaged in opportunities offered by the campus to support their students' academic or social achievement.
- \* By the end of each grading cycle, the percentage of student disciplinary reports will be reduced by 10% in comparison to the same time as last years' reporting cycle.

Summative IoS:

- \* By June 2023, Marshall have acquired at least 5 more mentors/mentor programs than last year.
- \* By June 2023, at least 75% of parents will complete and submit the annual survey.
- \* By June 2023, 99% of students will complete and submit the annual survey.
- \* By June 2023, Thurgood Marshall will reduce the overall number of student disciplinary infractions, as shown in district discipline data, by ensuring strong use of PBIS systems school wide and mentoring to continue to build a positive culture.

# Mary Austin Holley Elementary Performance Objectives

**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 2023, Holley will improve the effectiveness of literacy and numeracy instruction through the implementation of aligned curriculum, student ownership of learning practices, and targeted tier 1 instruction and interventions as evidenced through the indicator of success of student growth.

**Evaluation Data Sources:** Formative Assessment

By BOY to EOY, increase student growth in geometry and measurement on REN 360 by 7% for each student group ( Eco dis, EB, ethnicity and Special Education through tier 1 ,2 and 3 instruction.

By BOY to EOY, increase student performance in inferencing, author's purpose within all genres on REN 360 by 5% for each student group ( Eco dis, EB, ethnicity and Special Education through tier 1, 2 and 3 instruction.

By Dec. and May, CST walks will be used to monitor the alignment of the curriculum and feedback.

By December and April, MHE will provide PD in math and reading instruction.

Summative assessment

By June 2023, increase performance on STAAR math grade level performance from 67% to 70%.

By Jun 2023, increase performance on STAAR reading grade level performance from 69% to 75%.

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**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 2023, MHE will improve behaviors by focusing on student ownership of behavior practices and the implementation of PBIS as demonstrated by the indicators of success.

**Evaluation Data Sources:** Formative;

By September, MHE will create a campus-wide behavior expectations for common areas and post throughout the school.

By September, MHE teachers will engage in professional development on PBIS and implement the strategies throughout the school.

By October, December, March and May we will decrease the number of discipline referral quarterly by 5% from 2022-2021 data to 2022-23 data by implementing the PBIS strategies and the PBIS room.

Summative:

By May 2023, we will decrease the number of discipline referrals for the current school year in comparison to the 2021-22 school year by 5%.

**Performance Objective 2:** By June 2023, MHE will improve student culture and climate by focusing on community partnerships and through attendance rates, as evident in the indicators of success.

**Evaluation Data Sources:** Formative: By Oct., Dec and Feb. increase the average daily attendance rate from 94.2% to 96% as measured through weekly attendance reports.

By Dec. parents of student's with low attendance and tardies will be contacted and encouraged to attend parent meetings on students success.

By September, ADA will contact all dual residency families and obtain new dual residency paperwork.

Summative: By May 2023, increase the attendance to 96% as measured by the PIEMS reports.

# Meadows Elementary Performance Objectives

**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 2023, ME will close gaps in performance in reading and math among student groups as demonstrated by multiple sources of evidence through focusing on PLC practices and protocols.

**Evaluation Data Sources:** Formative Assessment

Increase in student performance (showing growth) from BOY to MOY at or above benchmark performance Ren360 for literacy (specifically in comprehension) and math (specifically in numeracy)

Increase the use of PLC Feedback planning protocols for Tier I instruction in PLC's from BOY to MOY

Summative Assessment

Increase the use of PLC Feedback planning protocols for Tier I instruction in PLC's from BOY to EOY

Increase in student performance (growth) in meeting STAAR Progress in Reading and Math 3rd-5th

Increase in student performance (growth) in meeting TxKea, BAS, PreK Circle/Engage Assessment (PreK-2)

Increase in student performance (showing growth) from BOY to EOY at or above benchmark performance Ren360 for literacy (specifically in comprehension) and math (specifically in numeracy)

1) the goal of 80% of K-2 students will show a year's worth of growth per the Ren 360 testing from EOY Reading and Math testing to EOY testing. 2) STAAR results will show growth in Reading and Math in order to raise the overall campus rating from a C to an A. 4th graders will increase the % of reaching approaches/masters from 79% to 85% in Reading and 69% to 77% in Math. 5th graders will increase the % of reaching approaches/masters from 64% to 74% in reading and 45% to 55% in Math. <sup>245</sup>

**Performance Objective 2:** By June 2023, all GT Identified students will show growth in their GT Learning plan in place to monitor academic/behavioral growth- parents, teachers, and students will create an academic/social goal that will be monitored throughout the school year. As part of the planning process, teachers will discuss and develop learning strategies to support our Gifted and Talented Students.

**Evaluation Data Sources:** GT Teachers will meet with 100% of GT students and record GT learning plan goals into Skyward by end of September.

RtI Monthly meetings will allow time for the teachers of the GT students to report the growth of each student on their goals. Teachers will also meet regularly with students and parent to keep informed of student progress.

Evaluation Data Sources:

RtI Monthly meetings will allow time for the teachers of the GT students to report the growth of each student on their goals. Teachers will also meet regularly with students and parent to keep informed of student progress.

Summative Evaluation:

GT Teachers will meet with all GT students to review EPY progress on goals by mid-May.

ALL GT students will complete the GT project this school year.

Some progress made toward meeting Objective

**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 of 2023, ME will increase the implementation of student ownership of learning practices by focusing on PLC protocols as demonstrated by various forms of evidence.

**Evaluation Data Sources:** Formative

CST walk data - show growth in percentages in rigor and teachers utilizing feedback protocols and students using tools to monitor/track their own learning from BOY data to MOY Data

Improve PLC system for campus leadership team walkthroughs and coaching in classrooms in between CST visits to monitor teacher use of CST feedback - show increase in number of informal classroom walkthroughs from BOY to MOY.

Summative

CST walk data - show growth in percentages in rigor and teachers utilizing feedback protocols and students using tools to monitor/track their own learning from BOY data to EOY Data

Improve PLC system for campus leadership team walkthroughs and coaching in classrooms in between CST visits to monitor teacher use of CST feedback - show increase in number of informal classroom walkthroughs from BOY to EOY.

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**Performance Objective 2:** By June 2023, ME will improve student social emotional learning through implementation of behavior framework through PBIS evidenced by frequency of practice.

**Evaluation Data Sources:** Formative Evidence

Increase in use of co-created respect agreements to support positive and respectful peer and teacher interactions, increase in use of structures and/or tools to facilitate collaboration opportunities for students, etc.)

Summative evidence

Increase in use of PBIS components of school wide expectations, behavior flow chart, classroom expectations, teacher and reinforce expectations, and PBIS team monitoring and data analysis.

Indicators of Success:

Increasing the implementation of school wide expectations for student behavior and common areas, respect agreements, restorative practices, and social emotional character traits measured through frequency of character lessons, informal walkthroughs of common areas, and staff/student survey results.

Strategy 1

Integration of PBIS strategies will continue to be planned for in PLC's and implemented to help students understand campus expectations for behavior and student academic success.

Strategy's Expected Result/Impact

Decreased discipline referrals to less than 25% and increased observations of good classroom management practices

Staff Responsible for Monitoring

Administrators and PBIS Committee

Strategy 2

Students will model Profile of a Graduate Attributes and learner dispositions by adhering to campus guidelines of success.

Strategy's Expected Result/Impact  
Increased student efficacy of behavior and movement on the Student Ownership of Learning Progression of Practice

Staff Responsible for Monitoring  
Administrators and Counselors

**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 June 2023, ME will increase social emotional learning for students and staff by focusing on staff and student mental wellness and development of student ownership of behavior practices as demonstrated by multiple sources of evidence.

**Evaluation Data Sources:** Formative

Increasing the frequency of PD each month to train teachers and staff in SEL strategies

Increase the frequency of SEL protocols using in PLC and dedicated monthly faculty meeting (PLC and FM agendas)

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Summative

Increased number of students and staff who report a positive school environment and culture of belonging via feedback on EOY SEL survey.

# Mission Bend Elementary Performance Objectives

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

**Performance Objective 1:** By June 2023, Mission Bend will improve literacy and numeracy instruction through curriculum implementation that is responsive to ALL students' needs, as evident through indicators of success.

**Evaluation Data Sources:** Formative: \*Provide quarterly professional development opportunities which focus on the FBISD Instructional Model and rigor of the standard

\*BOY to MOY REN360 Reading and Math At/Above level will increase by 2% in grades 1st-5,

BOY to MOY REN Early Literacy for Kindergarten will increase from 40% to 60% at or above level

BOY to MOY CIRCLE PK rapid letter name will increase from 51% rapid letter name to 65% and math rote counting will increase 6% to 50%

\*At least 2% of K-2 students will increase by one level in their targeted numeracy strand as measured by the Measuring Growth in Mathematics \*Improving the rate of Special Education students meeting their IEP goals on Nine Weeks Progress reports so that at least all students show at least 10% growth each Nine Week grading period

\*From BOY to MOY, MBE will increase in alignment with the rigor of the standards from 72% to 77%, as demonstrated by the CST CC21. \*From BOY to MOY will increase from 40% to 60% students will articulate what they are learning, why they are learning, and what success looks like, as demonstrated by CST CC6.

Summative \*By EOY, MBE will increase the rigor of the standard to 79%, as indicated on CST walk data. \*Increase student growth on district benchmarks for all student groups

MOY to EOY REN360 Reading and Math At/Above level will increase by 12% in grades KN- 5

MOY to EOY CIRCLE PK letter ID and letter sounds will increase from 65% rapid letter name to 85%, and math rote counting will increase 50% to 80%

\*At least 50% of K-2 students will meet their targeted level of proficiency in the numeracy strand as measured by the Measuring Growth in Mathematics

\*By EOY, we will increase our percentage of GT students by 2% from 2.64.

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**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 2023, Mission Bend will improve behavior by implementing Positive Behavior Intervention Systems components (i.e. positive reinforcers; Schoolwide/Classroom Guidelines; behavior response chart) by increasing social-emotional learning for ALL students, as evident through indicators of success.

**Evaluation Data Sources:** Formative: \*Provide quarterly professional development opportunities which focus on Student Ownership and Feedback

\*BOY to MOY office referrals will decrease by 40%

\*At least 80% of students will participate in PBIS celebrations

\*From BOY to MOY, MBE will increase teacher modeling feedback from 9% to 15%, as demonstrated by the CST F2.

\*From BOY to MOY will increase from 2% to 10% students will engage in giving or receiving feedback using tools.

Summative \*By EOY, MBE will increase the teacher modeling to 50%, as demonstrated by the CST F2.

By EOY there will be a 50% decrease in office referrals

By EOY, \*At least 90% of students will participate in PBIS celebrations

\*By EOY, 20% of students will engage in giving or receiving feedback using tools.

**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 June 2023, Mission Bend will increase Community engagement by promoting a partnership with families and the community by providing opportunities for collaboration to provide ALL students with a well-rounded education, as evident through indicators of success.

**Evaluation Data Sources:** Formative: \*Partnership with local business-increase in partnership event logs

\*BOY to MOY increase parent involvement opportunities with at least one event per month

\*By BOY to MOY, At least 80% of parents will be connected to the parent engagement platform

\*From BOY to MOY, MBE's parent survey will reflect that 70% of parents feel informed on student's academics and behavior

\*From BOY to MOY, 2% of students will be connected to a mentor.

Summative \*EOY increase of parent involvement opportunities with at least one event per month

\*By EOY, at least 90% of parents will be connected to the parent engagement platform

By EOY, MBE's parent survey will reflect that 80% of parents feel informed on student's academics and behavior

\*From EOY, 5 % of students will be connected to a mentor.

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# Mission Glen Elementary Performance Objectives

**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 2023, MGE will increase the effectiveness of instruction by building teacher clarity and rigor of the standard, implementation of differentiated instruction and intervention equipping all students to own their learning as evidenced by the indicators of success.

**Evaluation Data Sources:** Formative

- \*Provide quarterly professional development opportunities which focus on the FBISD Instructional Model and rigor of the standard
- \*BOY to MOY REN360 Reading and Math At/Above level will increase by 2% in grades 3-5, BOY to MOY BAS for Kindergarten, BOY to MOY CIRCLE PK letter ID and letter sounds will increase by 10%)
- \*At least 2% of K-2 students will increase by one level in their targeted numeracy strand as measured by the Measuring Growth in Mathematics
- \*Improving the rate of Special Education students meeting their IEP goals on Nine Weeks Progress reports so that at least all students show at least 10% growth each Nine Week grading period
- \*From BOY to MOY MGE will increase in rigor from 86% to 88% as demonstrated by the CST CC1.
- \*From BOY to MOY will increase from 67% to 70% students will articulate what they are learning, why they are learning, and what success looks like as demonstrated by CST CC6.

Summative

- \*By EOY MGE will increase the rigor of instruction to 92% as indicated on CST walk data.
- \*Increase student growth on district benchmarks for all student groups (BOY to EOY REN360 Reading and Math At/Above level will increase by 12% in grades 3-5, BOY to MOY CIRCLE PK letter ID and letter sounds will increase by 80%)
- \*At least 50% of K-2 students will meet their targeted level of proficiency in the numeracy strand as measured by the Measuring Growth in Mathematics
- \*By EOY we will increase our percentage of GT students

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**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 2023, MGE will improve culture and climate through the implementation of campus wide PBIS strategies and student ownership of behavior for all students as demonstrated through the Indicators of Success.

**Evaluation Data Sources:** Formative

- BOY to MOY share at least 3 strategies with the staff to build relationships to defuse situations
- BOY to MOY no more than 5 Special Education discipline referrals
- BOY to MOY establish expectations for positive behavior referrals

Summative

- MOY to EOY share at least 5 strategies with the staff to build relationships to defuse situations
- MOY to EOY no more than 8 Special Education discipline referrals
- MOY to EOY all teachers will nominate a minimum of 2 students per Nine Weeks for positive behavior referrals

**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 June 2023, MGE will continue to increase positive climate and culture by providing consistent and timely parent communication and increasing the engagement of all stakeholders as indicated by the indicators of success.

**Evaluation Data Sources:** BOY to MOY establish communicating the MGE Mission and Vision in the school family newsletter.  
BOY to MOY establish communicating safety procedures in the school family newsletter.

Summative

MOY to EOY increase the percentage of parents who feel that the Mission and Vision of the school are clearly communicated by 2% as measured by the K12 .

MOY to BOY Decrease the 8% of parents who feel they are not aware of the MGE safety and security procedures 6%

# Mission West Elementary Performance Objectives

**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 2023, Mission West Elementary will improve the effectiveness of literacy, math and science instruction through the implementation of aligned curriculum, professional development, and targeted interventions as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Evidence:

- \* By October, December, and February, increase the percentage of classrooms aligned to the instructional model by 10%
- \* By October, December, and February, increase the alignment to campus focus for small group instruction/targeted interventions to 80%
- \* Increasing teachers' usage of small group data binders to collect progress monitoring data with fidelity and using it to deliver Targeted Intervention as evidenced by campus CST and Walkthrough data
- \* From BOY to MOY, Increase student growth on REN360 at/above benchmark performance by 5% for each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)

Summative Evidence:

- \* By June 2023, increase performance on STAAR Meets Grade Level performance in Reading from 56% to 58%
- \* By June 2023, increase performance on STAAR Meets Grade Level performance in Math from 38% to 42%
- \* By June 2023, increase performance on STAAR Meets Grade Level performance in Science from 24% to 28%
- \* By June 2023, increase percentages of students meeting SGP from BOY to EOY Ren360 Reading from 71% to 74%
- \* By June 2023, increase percentages of students meeting SGP from BOY to EOY Ren360 Math from 64% to 67%

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**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 2023, Mission West Elementary will improve student behavior through the implementation of PBIS and student ownership of behavior framework as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Evidence:

- \* Decrease the number of discipline referrals from BOY to MOY by 5% for all students and each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)
- \* By October, December, and February, increase the number of critical elements identified as 'in place' on the FBISD Benchmark of Quality (BOQ) by 5%

Summative Evidence:

- \* Decrease the annual ISS/OSS and DAEP Placement Data for Hispanic students
- \* Decrease the number of discipline referrals from BOY to EOY by 10% for all students and each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)

**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 June 2023, Mission West Elementary will improve communication through the implementation of parent engagement initiatives and counselor impact as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Evidence:

- \* Increase parent participation in school-wide events by 10% (attendance and sign-in sheets)
- \* Increase engagement and attendance of parents/guardians by 10% (Parent Educator Numbers)
- \* Increase from BOY to MOY the number of informational communications sent electronically to parents focusing on the importance of attendance by 15%
- \* Improve the quarterly attendance rate by .25% each quarter when compared to the previous quarter

Summative Evidence:

- \* Increase parent response on the annual Title I survey by 10%
- \* Increase parent participation in school-wide events (attendance and sign-in sheets)
- \* Decrease the number of students with 10 or more absences
- \* Improve the yearly attendance rate by .50% when compared to the 2021-2022 school year

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# Missouri City Middle School Performance Objectives

**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 2023, MCMS will improve the effectiveness of instruction in all content areas by use of targeted Interventions, and curriculum implementation as evidence through indicators of success.

**Evaluation Data Sources:** \* Formative Evidence:

- o Improved methods for activating students' prior knowledge and checks for understanding by 5- 10%
- o Increased frequency of use of mentor texts, models, exemplars, and instructional tools by 5- 10%
- o Daily intentional questions and opportunities for critical writing and analytical thinking will increase by 5- 10%
- o Improved data tracking from one assessment to another by 5- 10%
- o Walk-through data for consistency of successful implementation of tier 1 instruction and intervention will increase by 5- 10%
- o Decrease in the number of students needing urgent intervention by 5- 10%
- o Increase in student growth and performance on any formative assessment by 5- 10%

\* Summative Evidence:

- o Increase the number of students achieving adequate yearly progress by 5- 10%
- o Increase in overall student group performance (e.g., in-class summative assessments, STAAR, EOY REN 360) by 5- 10%
- o Increase performance on STAAR Meets Grade Level performance by 5- 10%

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\* SMART Indicator of Success: By June 2023, MCMS will increase the percentage of students showing growth in all STAAR content areas by 5% - 10%.

**Performance Objective 2:** By June 2023, MCMS will improve PLC practices and curriculum implementation by use of professional development as evidenced through instructional indicators of success.

**Evaluation Data Sources:** \* Formative Evidence:

- o Consistent campus-led PD on PLC Protocols (i.e., curriculum focus, instructional planning, analyzing student work, design formative assessments) and implementation of protocols by 5- 10%
- o Classroom walk-throughs and specific feedback on implementation of instructional practices agreed upon during PLC would increase by 5- 10%
- o Improving alignment from CST Evidence on Rigor, Scope and Sequence, and Instructional Model specific to student ownership protocols would increase by 5- 10%
- o Use of PLC checklist during PLCs to strengthen and provide feedback on practices increase by 5- 10%
- o Use of classroom walk-through and PLC feedback as a needs assessment for professional development would increase by 5- 10%
- o Consistent use of data tracking tool to monitor student progress and decrease in the number of students needing urgent intervention by 5- 10%

\* Summative Evidence:

- o Improving alignment from CST Evidence on Rigor, Scope and Sequence, and Instructional Model specific to student ownership protocols by 5- 10%
- o Increasing student growth from BOY to EOY REN 360 at/above benchmark performance by 5- 10%
- o Increasing performance on STAAR Approaches performance by 5- 10%
- o Increasing professional development opportunities by 5- 10%

\* SMART Indicators of Success: By June 2023, MCMS will enhance Tier 1 instructional practices and increase student mastery 5% - 10% through improved PLC

protocols supported by monthly professional development opportunities.

**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 2023, MCMS will improve behavior through implementation of PBIS and student ownership of behavior framework as evidenced through indicators of success.

**Evaluation Data Sources:** \* Formative Evidence:

- o Decrease in the number of classroom disruptions by 5- 10%
- o Consistent and improved campus wide PBIS system by 5- 10%
- o Improved alignment of classroom expectations to campus-wide expectations by 5- 10%
- o Increase in monthly student attendance by 5- 10%
- o Increase in academic performance by 5- 10%
- o Increase in restorative practices/circles by 5- 10%
- o Increase in positive relationships (I.e., student-to-student, student-to-staff) by 5- 10%

\* Summative Evidence:

- o Decrease in overall discipline referrals submitted by 5- 10%
- o Increase in overall dimensions of Student Engagement Survey (I.e., Behavior Engagement, Emotional Engagement, and Cognitive Engagement) by 5- 10%

SMART Indicator of Evidence: By June 2023, MCMS will decrease the number of discipline referrals on disruption by 25% - 30% through consistent implementation of PBIS and student ownership of behavior framework.

**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 June 2023, MCMS will improve communication systems through community partnerships and parent engagement as evidenced through the indicators of success.

**Evaluation Data Sources:** \* Formative Evidence:

- o Surveys - students and parents
- o Increase number of varied communication tools by 5- 10%
- o One pagers/flyers to share information with all students
- o Parent meetings in all home languages
- o Increased community partnerships by 5- 10%
- o Increased parent participation in all campus events (sign-in sheets) by 5- 10%

\* Summative Evidence:

- o Increase in the number of parents completing Title I Parent Survey by 5- 10%

- o Increased awareness and use of Title I Compact by 5- 10%
- o Increased parent/school collaboration on events throughout the school year by 5- 10%
- o Increased student achievement and social-emotional well-being as a result of parent and community engagement by 5- 10%

SMART Indicator of Success: By June 2023, MCMS will increase parent and community engagement by 10% - 15% through increased communication methods, collaboration, varied event timing, and events based on students' interests/needs.

# Oakland Elementary Performance Objectives

**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 2023, OE will improve literacy instruction through the implementation of aligned curriculum, student ownership of learning practices, and targeted interventions as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative indicators of Success:

- Increase student growth on Reading REN from BOY to MOY by 5% for each grade level.
- Increase student growth on Phonological Assessments by 5% each assessment period.
- increase student growth on BAS from May 2022 to May 2023 at/above level by 5%.
- PLC agendas and attendance data will indicate PLCs meet once every 6 days from September to May
- CST walk and walkthroughs will show a minimum of 80% of all teachers pulling small groups for targeted intervention during Wildcat Enrichment Block by MOY.
- CST walks and walkthroughs will show a minimum of 80% of all teachers in grades K-2 lesson plans align with phonics objectives that are specific to intervention and enrichment.

Summative Indicators of Success:

By June 2023, we will increase percentage of student Approaches Grade Level on 3rd grade Reading STAAR from 88% to 90%.

By June 2023, we will increase percentage of student Meets Grade Level on 4th grade Reading STAAR from 73% to 75%.

By June 2023, we will increase percentage of student Meets Grade Level on 5th grade Reading STAAR from 75% to 77%.

By June 2023, we will increase the percentage of student growth in REN Literacy from BOY to EOY by 10% for each grade level.

BY June 2023, we will increase the percentage of students scoring At/Above in REN Early Literacy EOY from 74% to 78%.

By June 2023, campus walkthrough data will indicate 80% of classrooms implement small group instruction during the Wildcat Enrichment Block.

By June 2023, campus walkthrough data will indicate 80% of classrooms in K-2 implement phonics curriculum in their classroom reflected in lesson plans that align phonics objectives to specific intervention and enrichment.

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**Performance Objective 2:** By June 2023 Oakland Elementary will improve the effectiveness of Math instruction through focusing on the instructional model, small group implementation, and student ownership of learning practices as evidenced in our indicators of success.

**Evaluation Data Sources:** Formative indicators of Success:

- Increase student growth on Math REN from BOY to MOY by 5% for each grade level.
- Increase student growth on TxKea from May 2022 to May 2023 at/above level by 5%.
- PLC agendas and attendance data will indicate PLCs meet once every 6 days from September to May
- CST walk and walkthroughs will show a minimum of 80% of all teachers pulling small groups for targeted intervention during Wildcat Enrichment Block by MOY.

Summative Indicators of Success:

By June 2023, we will increase percentage of student Approaches Grade Level on 3rd grade Math STAAR from 79% to 82%

By June 2023, we will increase percentage of student Meets Grade Level on 4th grade Math STAAR from 68% to 72%.

By June 2023, we will increase percentage of student Meets Grade Level on 5th grade Math STAAR from 63% to 67%.

By June 2023, we will increase the percentage of student growth in REN Math from BOY to EOY by 10% for each grade level.

BY June 2023, we will increase the percentage of students scoring On-Track in TxKEA from 72% to 75%.

By June 2023, campus walkthrough data will indicate 80% of classrooms implement small group instruction during the Wildcat Enrichment Block.

**Performance Objective 3:** By June 2023 Oakland Elementary will improve the effectiveness of Science instruction through focusing on the instructional model, small group implementation, and student ownership of learning practices as evidenced in our indicators of success.

**Evaluation Data Sources:** Formative indicators of Success:

- Monthly CST walks and walk-throughs will reflect an increase of Student Ownership of Learning via hands-on activities, goal-setting, and feedback in grade 3-5 classrooms.
- Increase the amount of times teachers utilize the Science Lab through a rotating Lab schedule and sign-in for Grades 3-5.
- PLC agendas and attendance data will indicate PLCs meet once every 6 days from September to May.

Summative Indicators of Success:

By June 2023, we will increase percentage of student Approaches Grade Level on 5th grade Science STAAR from 79% to 82%.

By June 2023, Campus Lab Sign In sheets will indicate 80% of classroom in Grades 3-5 utilized the Science Lab.

By June 2023, 80% of teachers in grade 3-5 will incorporate hands-on science lessons at least once per week as evidenced by lesson plans and the Science Lab sign in document.

**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 2023 OE will increase students' Social emotional engagement through improved implementation of SEL and relationship building activities that cultivate student ownership of learning and behavior as evidenced in our indicators of success.

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**Evaluation Data Sources:** Formative:

- Improving PLC actions to include the planning for SEL ideas and activities in at least 1 PLC per month.
- Improving frequency of SEL activity implementation per classroom observations via walkthrough data and weekly lesson plans.
- Increase opportunities for formal feedback, once in the fall and once in the Spring, on school culture and climate from staff, students, and parents.
- Increase the number of students that indicate positive responses on the Student Needs Assessment.
- Increase student positive responses on Targeted selected questions on the FBISD Student Engagement Survey by 5%.

Summative:

By December 2022, 80% of teachers will incorporate one SEL idea/activity in their weekly lesson plans.

By June 2023, 80% of teachers will incorporate two SEL ideas/activities in their weekly lesson plans.

By June 2023, Oakland Elementary will increase Peer Support of Learning (Other students here like me the way I am) on the FBISD Student Engagement Score from 82% to 87%.

By June 2023, Oakland Elementary will increase Peer Support of Learning (I enjoy talking to the students here) on the FBISD Student Engagement Score from 79% to 84%.

By June 2023, Oakland Elementary will increase Peer Support of Learning ( Students here respect what I have to say) on the FBISD Student Engagement Score from 71% to 76%.

# Oyster Creek Elementary Performance Objectives

**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 2023, Oyster Creek ES will improve the effectiveness of literacy and math instruction by ensuring implementation of the instructional models and professional development practices as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Evidence:

- By October, December, February, increase the alignment to the Instructional Model observed in classrooms to 90%.
- By October, December, February, increase the percentage of classrooms providing rigorous independent and group station activities at a rigorous level by 20%.
- From BOY to MOY, increase student growth on REN360 at/above benchmark performance by 5%.
- From BOY to EOY, increase K-2 student percentage on BAS at/above district reading level expectation by 5% for each grade level.

Summative Evidence:

- By June 2023, increase performance on STAAR Reading "Met" Grade Level performance in literacy from 86% to 90%
- By June 2023, increase percentages of students meeting "On Watch" or higher from BOY to EOY in REN360 Reading from 81% to 90%.
- By June 2023, increase percentages of students meeting "On Watch" or higher from BOY to EOY in REN360 Math from 90% to 95%.
- By June 2023, increase performance on STAAR Math Meets Grade Level performance in literacy from 78% to 83%
- From BOY to EOY, increase alignment to Instructional Model observed in classrooms from 84% to 90%.

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**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 2023, Oyster Creek ES will improve the effectiveness of Student Ownership of Behavior practices by ensuring implementation of PBIS, Restorative Practices, and Professional Development are implemented as evidenced through indicators of success.

**Evaluation Data Sources:** Formative Evidence:

- By October, December, and February, increase the number of critical elements identified as "in place" on the FBISD Benchmark of Quality (BOQ) by 5%.
- By October, December, and February, increase staff skill level identified as "adequate" skill or higher when asking restorative questions to respond to challenging behaviors on the Staff Restorative Practices Survey.

Summative Evidence:

- By May 2023, OCE will increase the number of critical elements identified as "in place" on the FBISD Benchmark of Quality (BOQ) for "implementation" from 55.6% to 75%.
- By April 2023, 90% OCE staff members will score "adequate" skill or higher on the Staff Restorative Practice Survey indicating they are skilled at asking restorative questions to challenging behaviors.

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**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 June 2023, OCE will increase the effectiveness of communication systems through professional development and by increasing stakeholder engagement as evidenced by the indicators of success.

**Evaluation Data Sources:** Formative:

-By October, December, February, increase the amount of communications being sent through Talking Points by 5%.

-By October, December, February, parent participation in school events will increase by 7% at each grade level.

Summative:

-By April 2023, Increase the number of parents responding to the OCE campus survey that "they have been kept informed of their child's academic progress" as agree or strongly agree from 83% to 90%.

-By May 2023, 90% of OCE parents/guardians will have attended one or more school events.

# Palmer Elementary Performance Objectives

**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 2023, we will improve the effectiveness of Math and Science instruction through the implementation of the district's curriculum and instructional model, plc, and targeted intervention as evidence through indicators of success

**Evaluation Data Sources:** Summative: By May 2023, there will be a significant decrease in the number of students in the Intervention level on EOY Math REN in comparison to BOY Math REN;  
Summative: By May 2023, there will be at least a 10% increase in 3rd-5th grade students performing at the Approaches level on 2023 STAAR Math in comparison to 2022 STAAR Math;  
Summative: By May 2023, there will be at least a 5% increase in the AA, Special Ed, and EL subpop meeting Approaching level on 2023 STAAR Math in comparison to 2022 Math STAAR;  
summative: By May 2023; there will be a 15% increase in 5th grade students performing at the Approaches level on 2023 Science STAAR in comparison to 2022 Science STAAR;  
Formative: By January 2023, there will be decrease in the number of student in the Intervention level on the MOY Math REN in comparison to BOY Math REN

**Performance Objective 2:** By June 2023, K-2nd grade teachers will improve the effectiveness of ELA instruction through the implementation of the district's curriculum and instructional model, plc and targeted intervention as evidence through indicators of success<sup>261</sup>

**Evaluation Data Sources:** Summative: By May 2023, at least 80% of kinder, 1st, and 2nd grade students will be reading at/above grade level based on EOY REN;  
Summative: By May 2023 at least 75% of AA, SPED, and EB subpop will read at or above grade level based on BAS or EOY REN;  
Formative: By February, there will be at least a 10% increase in the amount of students reading at/above grade level based REN MOY in comparison to the BOY;  
Formative: By the end of the 2nd Nine weeks, there will be a 10% increase in the amount of students reading on grade level according to BAS in comparison to BAS BOY results

**Performance Objective 3:** By April 2023, we will improve the effectiveness of gifted and talented referral process through campus and community communications.

**Evaluation Data Sources:** Summative: By April 2023, we will have a 1.3 % of students qualifying to receive gifted and talented services in comparison to April 2022 based on the Gifted and Talented assessment; By end of October 2022, we will have a 5% increase in Gifted and Talented referrals in comparison to last school year.

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

**Performance Objective 1:** We will improve the campus culture and climate through the implementation of PBIS systems, targeted behavior intervention strategies, and positive recognition awards.

**Evaluation Data Sources:** Summative: At least 90% of students will be positively recognized by the end of the school year using campus currency for meeting student expectations as measured by PBIS Rewards software data.

Summative: One student from each homeroom will be awarded Student of the Month providing approximately 300 recognitions for students by the end of the school year.  
Formative: One student from each homeroom will be awarded Student of the Month starting September through January 2023  
Formative: One student from each homeroom will be awarded Student of the Month starting January 2023 through April 2023  
Summative: Student attendance will meet or exceed the district target of 96.5% at least 27 of the 37 weeks of the school year.

**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:** We will improve parental support through community engagement opportunities for parents.

**Evaluation Data Sources:** Summative: We will hold 4 parent and community trainings by the end of the school year.  
Formative: Monthly parent training newsletter will be emailed every month starting September 2022-May 2023; We will hold a Fall and Spring parent conference  
Formative: Place a weekly advertisement for a business partner starting September through May or until business partner is secured.

# Pecan Grove Elementary Performance Objectives

**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 2023, PGE will improve student achievement in reading through the implementation of aligned curriculum, student ownership of learning and targeted intervention as evidence through the indicators of success.

**Evaluation Data Sources:** \* Formative Data:

By October, December and February, increase the alignment to the Instructional Model from 53% to 70%.

By October, December and February, increase the alignment to the Rigor from 35% to 50%.

From BOY to MOY, increase percentage of students at or above benchmark on REN360.

BY MOY, 75% of students in grades K-2 will be reading on grade level on BAS.

\* Summative Data:

By June 2023, we will increase the percentage of students showing growth in reading on REN360 from BOY to EOY.

\* Grade 2: Target 80%

\* Grade 3: Increase from 77% to 80%.

\* Grade 4: Increase from 68% to 75%

\* Grade 5: Increase from 83% to 85%

By June 2023, we will Increase the number students in each grade level with an SGP (Student Growth Percentile) of 35 or above at EOY for Grades 2-5. [Student Growth Report]

\* Grade 1: 70%

\* Grade 2: Increase from 47% to 70% {1st graders from 2022-47%}

\* Grade 3: Increase from 58% to 70% {2nd graders from 2022- 58%}

\* Grade 4: Increase from 77% to 85% {3rd graders from 2022-77%}

\* Grade 5: Increase from 64% to 70% {4th grade from 2022-64%}

By June 2023, 70% of students in Grades 1-5 will be reading on grade level using the FPC Reading Record

By June 2023, 80% of K-2 students will be reading on grade level at EOY on BAS

By June 2023, 55% of all 3-5 students will meet grade level or above on STAAR Reading (Closing the Gaps).

By June 2023, increase the alignment to the Instructional Model from 53% to 75%.

By June 2023, , increase the alignment to the Rigor from 35% to 70%.

By June 2023, at least 80% of students will respond "Yes" on the student survey to 6 indicators.

\* I work in small group with my teacher at least once a week.

\* My teachers notice if I have trouble learning something.

\* My teachers give me help when I need it.

\* My teachers give me work that helps me understand what we are learning in class.

\* I get feedback from my peers to help me learn.

\* I get feedback from my teachers to help me learn.

**Performance Objective 2:** By June 2023, PGE will improve student achievement in math through the implementation of aligned curriculum, student ownership of learning and targeted intervention as evidence through the indicators of success.

**Evaluation Data Sources:** \* Formative Data:

By October, December and February, increase the alignment to the Instructional Model from 53% to 70%.

By October, December and February, increase the alignment to the Rigor from 35% to 50%.

By MOY, 90% of students will be at or above benchmark on REN360 Math (with a focus on 2nd grade)

\* Summative Data:

By June 2023, 90% of students will have an SGP (Student Growth Percentile) of 35 or above at EOY. (With specific targets below for each grade level)

\* Grade 1: 70%

\* Grade 2: 70% {1st graders from 2022-60%}

\* Grade 3: 70% {2nd graders from 2022- 47%}

\* Grade 4: 85% {3rd graders from 2022-81%}

\* Grade 5: 70% {4th grade from 2022-60%}

By June 2023, 50% of all 3-5 students will meet grade level or above on STAAR Math (Closing the Gaps)

By June 2023, increase the alignment to the Instructional Model from 53% to 75%.

By June 2023, , increase the alignment to the Rigor from 35% to 70%.

By June 2023, at least 80% of students will respond "Yes" on the student survey to 6 indicators.

\* I work in small group with my teacher at least once a week.

\* My teachers notice if I have trouble learning something.

\* My teachers give me help when I need it.

\* My teachers give me work that helps me understand what we are learning in class.

\* I get feedback from my peers to help me learn.

\* I get feedback from my teachers to help me learn.

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**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 2023, PGE will improve student behavior through the implementation of PBIS and professional learning as evidence through the indicators of success.

**Evaluation Data Sources:** Formative:

By October, 75% of classroom walkthroughs will show evidence of PBIS (respect agreements, Dojo, positive praise, Cougar Cash).By June 2023, increase 42.85% to 65% on Benchmark of Quality System Indicators (PBIS)

Summative:

By June 2023, decrease discipline referrals from 98 referrals to 88 referrals (10%)

By June 2023, decrease disproportionality rate of AA students being referred from 3.4 to 2.0

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By June 2023, PGE will increase teacher retention by providing opportunities for teacher support, collaboration and leadership as evidence by the indicators of success. (YR1: Grades 2/3, Expanding to 4/5 in Year 2, K/1 in YR 3)

**Evaluation Data Sources:** Formative:

By October, December and February, increase the alignment to the Instructional Model from 53% to 70%.

By October, December and February, increase the alignment to the Rigor from 35% to 50%.

By October, 75% of PLC teams will have implemented all four of the PLC components based on the PLC Walkthrough Tool

Summative:

By June 2023, increase the alignment to the Instructional Model from 53% to 75%.

By June 2023, , increase the alignment to the Rigor from 35% to 70%.

On the Opportunity Culture survey, at least 80% of respondents agree/ strongly agree:

- \* I would like OC to continue in my school next year.
- \* The OC staffing model has had a positive impact on staff collaboration.
- \* My school's OC staffing model has improved the effectiveness of teachers.
- \* The OC model has increased student achievement at my school.

# Progressive High School Performance Objectives

**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 2023, Progressive High School will improve the graduation rate, through the implementation of the FBISD Behavior Framework and compacted instruction as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative: At least 80% of students will complete at least 1 Edgenuity course per term.

At least 85% of students in cohort 2022 and cohort 2023 will pass courses each term.

At least 90% of students will complete both the CPR and Peace Officer Training by term 3.

All students eligible (100%) to use TSI as a substitute for EOC in math and/or reading will sit for the TSI in the fall 2022 semester or in the semester in which they become eligible after at least one month of preparation.

Summative: The graduation rate will increase by 5% from 79% to 84% to walk in June 2023.

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**Performance Objective 2:** Through high quality instruction, Progressive High School will improve CCMR by June 2023 through the implementation of targeted professional learning and feedback on clarity as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative: PHS will increase the passing rate each offering of EOC testing, TSI testing and ASVAB.

Summative: By May 2023, the indicators for CCMR (EOC achievement, TSI achievement, ASVAB achievement, and enlistment in Armed Forces) will increase by 10%.

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

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**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:** Through communication systems, Progressive High School will increase enrollment across the 2022-2023 school year in program offerings through targeted recruitment efforts as evidenced by campus enrollment data in May 2023.

**Evaluation Data Sources:** Formative: PHS will increase visibility throughout FBISD and the flow of information by March 2023 to ensure stakeholders know and understand all program offerings.

Summative: By the conclusion of the 2022-2023 school year, PHS enrollment will increase by at least 5%.

# Ridge Point High School Performance Objectives

**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 May 2023 through the use of effective lesson planning which includes WICOR strategies and professional learning communities, teachers will increase the relevance of student classroom learning to real world applications.

**Evaluation Data Sources:** Formative Evidence:

Throughout the year, during all campus walk through observations, data will specifically target relevance of lessons for students.

By the end of the first semester a one question survey will be administered during advisory on whether they see the relevance of lessons.

Summative Evidence

By May of 2023 on the student engagement survey questions- understanding why what you learn in school will be important for your life and applying school based knowledge to everyday life we will see an increase on both questions of three percentage points.

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

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**Performance Objective 1:** By May 2023, Ridge Point High School will implement and reinforce campus-wide support systems to promote safety through the use of increased staff monitoring, student identification methods, and positive behavioral intervention and supports.

**Evaluation Data Sources:** By June 2023, we will decrease the number DAEP referrals related to safety violations by 20% (PSUU Marijuana-Other Cont Sub, Vaping with THC).

Formative Evidence:

-By the second week of school, campus wide support systems will be shared with all staff and students

-By October 2022, student and staff members will start wearing ID cards

-Freshman teacher meeting

Summative Indicators of Success:

By May 2023, student and staff ID protocols are still in place, there have been quarterly meetings of our PBIS committee, and data related to safety violations have been shared with staff members.

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By May 2023 RPHS will have supported highly effective teachers new to our campus through mentorship program and quarterly meetings with administration, so they complete a successful year and return to our campus.

**Evaluation Data Sources:** Formative evidence

Throughout the year administrators will hold at least three meetings with new teachers to discuss observations of their current effectiveness in the classroom.

Through the course of the school year administrators will review observation summaries from mentors of alternative certification programs.

Summative

By May 2023 the amount of highly effective teachers who leave RPHS by the end of May will be less than 20% of our total teachers new to the building.

**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 of 2023, Ridge Point will improve communication to students and parents to increase understanding of the available post-secondary college/career/military programs across student populations by offering numerous opportunities for support and information as evidenced through our indicators of success.

**Evaluation Data Sources:** Formative Evidence:

- \* By the end of course selection, enrollment in advanced courses/pathways will increase by 3%.
- \* Increase participation in CCMR readiness assessments, etc. (ACT, SAT, TSI, CTE Industry Certification).

Summative Evidence:

- \* Increase in enrollment of students completing advanced courses/pathways by student groups (ethnicity, Economically Disadvantaged, Special Education, English Learners).
- \* For the 2022-2023 school year, the percentage of students earning credit in advanced courses/pathways by student groups will increase by 3%.
- \* By May of 2023, passing rates on CCMR readiness assessments (ACT, SAT, TSI, CTE Industry Certification) will increase by 3%.

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# Ridgegate Elementary Performance Objectives

**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 2023, Ridgegate will increase the effectiveness of literacy instruction by using PLCs to drive curriculum implementation, student ownership of learning practices, and targeted interventions as evidenced by the Indicator of Success

**Evaluation Data Sources:** Formative Indicators of Success

1. Increase the alignment to the Rigor, Scope, and Sequence and instructional model by 3% each quarter, as observed in ELA classrooms.
2. Increase the implementation of rubric, checklists, protocols for discussion and goal setting, as observed in ELA classrooms from 65%-70%.
3. From BOY to MOY, increased student growth on the Early Literacy and Reading REN360 test at/above benchmark performance level by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, and Special Education )

Summative Indicators of Success

1. By June 2023, increase percentages of students meeting SGP in literacy from BOY to EOY on Ren360 from 71%-78%.
2. By June 2023, increase performance on STAAR meets grade level performance in literacy from 50% to 60%
3. From BOY to EOY, increase alignment to the Rigor, Scope, and Sequence and instructional model, as observed in ELA classrooms from 80%-85%.

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SMART Indicator of Success

By June 2023, RGE will increase the percentage of students showing growth in literacy on Ren360 from 71%-78%

**Performance Objective 2:** By June 2023, Ridgegate will increase the effectiveness of math instruction by using PLCs to drive curriculum implementation, student ownership of learning practices, and targeted interventions as evidenced by the Indicator of Success

**Evaluation Data Sources:** Formative Indicators of Success

1. Increase the alignment to the Rigor, Scope, and Sequence and instructional model by 3% each quarter, as observed in Math classrooms.
2. Increase the implementation of rubric, checklists, protocols for discussion and goal setting, as observed in Math classrooms from 65%-70%.
3. From BOY to MOY, increased student growth on the Math REN360 test at/above benchmark performance level by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, and Special Education )

Summative Indicators of Success

1. By June 2023, increase percentages of students meeting SGP in math from BOY to EOY on Ren360 from 71%-78%.
2. By June 2023, increase performance on STAAR meets grade level performance in math from 55% to 65%
3. From BOY to EOY, increase alignment to the Rigor, Scope, and Sequence and instructional model, as observed in Math classrooms from 80%-85%.

SMART Indicator of Success

By June 2023, RGE will increase the percentage of students showing growth in math on Ren360 from 68%-75%.

**Performance Objective 3:** By June 2023, Ridgegate will increase the effectiveness of Science instruction by using PLCs to drive curriculum

implementation, student ownership of learning practices, and targeted interventions as evidenced by the Indicator of Success

**Evaluation Data Sources:** Formative Indicators of Success

1. Increase the alignment to the Rigor, Scope, and Sequence and instructional model by 3% each quarter, as observed in Science classrooms.
2. Increase the implementation of rubric, checklists, protocols for discussion and goal setting, as observed in Science classrooms from 65%-70%.
3. From SFA#1 to SFA#3 increased student growth on the Science SFA at the meets benchmark performance level by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, and Special Education )

Summative Indicators of Success

1. By June 2023, increase performance on STAAR meets grade level performance in science from 40% to 48%
3. From BOY to EOY, increase alignment to the Rigor, Scope, and Sequence and instructional model, as observed in Science classrooms from 80%-85%.

**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

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**Performance Objective 1:** By June 2023, Ridgeway will have increased the number of Community Engagement opportunities through a variety of ongoing options for communication, mentoring, and parent classes that will result in overall growth of parental participation as evidenced by the Indicator of Success.

**Evaluation Data Sources:** Formative Indicators of Success

1. Increase attendance in parent education classes by 3% as indicated by sign in sheets from BOY to MOY
2. Increase the number of engagement participants in our monthly Coffee with the Principal monthly meetings by 3% from the BOY to the MOY.

Summative Indicator of Success

1. By June 2023 we will increase the percentages of parent attendance as indicated in parent education classes sign in sheets from BOY to EOY from 10 parents to 18 parents.
2. By June 2023 we will increase the number of engagement participants in our monthly Coffee with the Principal monthly meetings by the average of 15 parents to 35 parents by the end of the year.

# Ridgemont Elementary Performance Objectives

**Goal 1:** Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

**Performance Objective 1:** By June of 2023, Ridgemont ES will improve the effectiveness of TIER 1 instruction by implementing Student Ownership of Learning and Formative Assessment protocols, as evidenced in the student achievement and growth indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success

1. From BOY to MOY, increase student growth on the REN360 assessment (Reading & Math) at/above benchmark performance level by 5%.
2. Increase the percentage of Clarity descriptors observed in classroom by 10% each quarter.

Summative Indicators of Success

1. Increase overall achievement scores in both reading and math STAAR by 5% from 2022 results.
2. By June 2023, increase percentage of students meeting SGP in reading and math on REN360 BOY to EOY by 5%.

**Performance Objective 2:** By June of 2023, Ridgemont ES will improve the effectiveness of intervention delivery by providing teachers with professional development around best practices and effective utilization of resources for small group instruction, as evidenced by the indicators of success. 272

**Evaluation Data Sources:** Formative Indicators of Success

1. From BOY to MOY, increase student growth on REN360 at/above benchmark performance by 5%.
2. By December, increase the percentage of classrooms providing rigorous small group instruction and station activities by 20%.

Summative Indicators of Success

1. From BOY to MOY, increase student growth on REN360 at/above benchmark performance by 8%.
2. By June 2023, increase the percentage of students at "meets" or above by 10%.

**Performance Objective 3:** By June of 2023, Ridgemont will increase science student achievement by ensuring the strategic integration of campus priority science concepts during literacy instruction and increasing exposure to STAAR like questions earlier in the year as demonstrated by the indicators of success.

**Evaluation Data Sources:** Formative Evidence

1. Increase the integration of science and literacy in classrooms by 10% every quarter.
2. Increase achievement from CIA#1 to CIA#2 by 10%.

Summative Evidence

1. Science STAAR scores will increase by 10%.

**Goal 2:** Fort Bend ISD will provide a safe and supportive environment for learning and working.

**Performance Objective 1:** By June 2023, Ridgemont Elementary will increase student attendance rates by ensuring daily communication with parents and student incentives as demonstrated by the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success

1. Number of classes with perfect attendance will increase by 5% by the end of each week.
2. Increase end-of-year district attendance rates by .3% each quarter.

Summative Indicators of Success

Increase end-of-year district attendance rates by 1% from last year's.

**Performance Objective 2:** By June of 2023, Ridgemont Elementary will achieve a safe and optimal learning environment by engaging staff in professional learning related to PBIS implementation and school safety as demonstrated by the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success

1. Learning walks will evidence an increase in classroom PBIS implementation by 15% each quarter.
2. Number of referrals will be decreased by 10% each quarter.
3. Professional development opportunities around PBIS implementation will be available to teachers at least once every quarter.

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Summative Indicators of Success

1. At least 75% of teachers will be implementing PBIS expectations effectively by the May of 2023.
2. Skyward disciplinary referrals and actions will be reduced by 15% from 2022-2023.

**Goal 3:** Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.

**Performance Objective 1:** By June of 2023, Ridgemont Elementary retain highly-qualified teachers and staff by ensuring a rigorous screening/selection process, provide differentiated professional learning opportunities, and fostering a climate of kindness and positivity as demonstrated by the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success

1. 90% or more of teachers/staff will provide positive feedback on staff climate surveys.
2. 90% of more of teachers will provide positive feedback regarding the plans for differentiated PD opportunities as per PD surveys.

Summative Indicators of Success

1. Maintain teacher turnover rate by less than 5% by the end of the school year.

**Goal 4:** Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and

innovation, and partnerships that support the learning community.

**Performance Objective 1:** By June of 2023, Ridgemont Elementary will increase parental involvement by fostering an environment in which they see themselves as equal partners in the education of their children.

**Evaluation Data Sources:** Formative Indicators of Success

1. Parent volunteering will increase by 10% each quarter.

Summative Indicators of Success

1. Parent attendance to school events will be increased by 10% from last years' attendance.
2. Surveys will indicate that over 80% of our parents have a positive perception of our school (programs, customer service, other services).

# Rosa Parks Elementary Performance Objectives

**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 May 2023, RPE will improve the effectiveness of instruction through the implementation of aligned curriculum and targeted interventions as evidence through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

Increase in At/Above Benchmark performance level by 5% from BOY to MOY on the Reading and Math Ren 360 Assessment.

Increase the alignment to the Instructional Model observed in classrooms to by 5% each formative review cycle.

Increase the number of classrooms aligned to the curriculum to 50% evidenced in data from RPE campus walks.

Increase the number of targeted interventions provided by teachers to 50% as measured by RPE campus walks.

Summative Indicator of Success:

Increase the number of students at the Meets and above performance level on the

~Reading STAAR (Meets: from 46% to 51%; Masters: from 25% to 28%)

~Math STAAR (Meets: from 34% to 39%; Masters: from 15% to 18%)

~Science STAAR (Meets: from 14% to 19%; Masters: from 3% to 6%)

Increase the number of students achieving full year's growth on Math and Reading STAAR with 5% improvement rate on School Progress: Academic Growth.

Increase in At/Above Benchmark performance level by 5% from MOY to EOY on the Reading and Math Ren 360 Assessment.

Increase the number of classrooms aligned to the curriculum to 80% evidenced in data from RPE campus walks.

Increase the number of targeted interventions provided by teachers to 80% as measured by RPE campus walks.

**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 May 2023, RPE will improve culture and climate through effective implementation of PBIS and student ownership behavior framework as evidence through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success

By December 2022, 50% of teachers will engage in professional development on PBIS strategies.

By January 2023, we will decrease the number of office referrals made in the first semester by 5%.

Summative Indicators of Success

By May 2023, 80% of teachers will effectively implement classroom expectations through PBIS strategies to provide a positive classroom culture.

By June 2023, we will decrease the number of office referrals made by 5%.

**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

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**Performance Objective 1:** By June 2023, RPE will improve the community and parent engagement through the implementation of varied communication systems and feedback opportunities as evidenced through the indicators of success.

**Evaluation Data Sources:** Weekly newsletter to parents from teachers.

Newsletter to parents from principal (determine frequency in the 1st semester and 2nd semester).

Campus events with 30% parent stakeholder attendance

Increase parent participation on surveys by 20%

Increase parent attendance of parent education courses.

Increase parent attendance of evening events.

# Scanlan Oaks Performance Objectives

**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 2023, Scanlan Oaks Elementary will improve instruction through student readiness in literacy and numeracy by ensuring implementation of the instructional model and formative assessment practices as evidenced through indicators of success.

**Evaluation Data Sources:** Formative Evidence:

- By October, December, February, increase the alignment to the Instructional Model observed in classrooms from 71% to 80%.
- From BOY to MOY, increase student growth on REN360 at/above benchmark performance by 5%.
- From BOY to EOY, increase K-2 student percentage on BAS at/above district reading level expectation by 5% for each grade level.

Summative Evidence:

- By June 2023, increase performance on STAAR Meets Grade Level performance in literacy from 71% to 75%
- By June 2023, increase percentages of students meeting SGP (35+) from BOY to EOY in REN360 by 5%.
- From BOY to EOY, increase alignment to Instructional Model observed in classrooms from 71% to 80%.

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

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**Performance Objective 1:** By June 2023, Scanlan Oaks Elementary will improve the effectiveness of Student Ownership of Behavior practices by ensuring implementation of PBIS and restorative practices as evidenced through indicators of success.

**Evaluation Data Sources:** Formative Evidence:

- By October, December, February, increase the number of critical elements identified as "in place" on the FBISD Benchmark of Quality by 5%.
- By October, December, February, increase staff skill level identified as "adequate" or higher when asking restorative questions to respond to challenging behaviors on the Staff Restorative Practices Survey.

Summative Evidence:

- By May 2023, increase the number of critical elements identified as "in place" on the FBISD Benchmark of Quality from 24% to 32%
- By April 2023, 90% of SOE staff members will score "adequate" skill or higher when asking restorative questions to respond to challenging behaviors on the Staff Restorative Practices Survey on the staff restorative practices survey

# Schiff Elementary Performance Objectives

**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 May 2023, Jan Schiff Elementary will improve instruction through implementation of aligned curriculum, targeted intervention, student ownership of learning, and the effective implementation of PLC's as evidenced through the indicators of success.

**Evaluation Data Sources:** Strategy 1:

Formative Measure: By October 2022, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.

Summative Measure: By May 2023 100% of GT students and teachers will reflect and review the progress of individualized SMART goals and make adjustments as needed.

Strategy 2:

Formative Measure: By October 2022 there will be evidence of student ownership of learning in 50% of classrooms as evidenced by walkthroughs and learning walks.

Summative Measure: By May 2023 there will be evidence of student ownership of learning in 65% of classrooms as evidenced by walkthroughs and learning walks.

Strategy 3:

Formative Measure: By October 2022 increase the number of classrooms which are implementing the district instructional models and are aligned to the curriculum from 60% to 65% as evidenced by CST walks and walkthroughs.

Summative Measure: By May 2023 increase the number of classrooms which are implementing the district instructional models and are aligned to the curriculum from 75% to 80% as evidenced by CST walks and walkthroughs.

Strategy 4:

Formative Measure: By January 2023 increase student growth on REN360 literacy (BOY to MOY) by 3%.

By January 2023 increase student growth on REN360 math (BOY to MOY) by 3%.

Summative Measure: By May 2023 (MOY to EOY) increase student growth on Ren360 literacy by 3%.

By May 2023 (MOY to EOY) increase student growth on REN360 math by 3%.

By May 2023 increase the percentage of students at approaches/or higher on reading STAAR from 90% to 92%.

By May 2023 increase the percentage of students at approaches/or higher on math STAAR from 83% to 85%.

**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 May 2023 Jan Schiff Elementary will improve campus culture and climate through the implementation of PBIS/SEL practices, and professional development as evidenced through the indicators of success.

**Evaluation Data Sources:** Strategy 1:

Formative Measure: By October 60% of all classrooms will have a co-created respect agreement signed and displayed with evidence that it is being used to develop positive teacher to student and student to student interactions, as noted in walkthroughs and observations.

Summative Measure: By May 2023 90% of all classrooms will have a co-created respect agreement signed and displayed with evidence that it is being used to develop positive teacher to student and student to student interactions, as noted in walkthroughs and observations.

Strategy 2:

Formative Measure: By October 2022, there will be a 5% decrease in the number of discipline referrals in Skyward from October 2022.

Summative Measure: By May 2023, there will be a 20% decrease in the number of referrals in Skyward from May 2022.

Strategy 3:

Formative Measure: From BOY to MOY increase student engagement on campus administered surveys for 3rd-5th grade students by 2% targeting selected questions:  
Disaffection: "I feel nervous when I'm at school"  
Perceptions of Respect and Belonging: "Students here respect what I have to say"  
Peer Support of Learning: Support from Students: "Other students care about me"  
Peer Support of Learning: Perceptions of Respect and Belonging: "Students at my school are there for me when I need them"  
Summative Measure: By May 2023, JSE will increase perceptions of "Disaffection ("I feel nervous when I'm at school") from 70% to 72%.  
By May 2023, JSE will increase Perceptions of Respect and Belonging ("Students here respect what I have to say") from 72% to 74%.  
By May 2023, JSE will increase perceptions of Peer Support of Learning: Support from Students: "Other students care about me") from 83% to 85%, and ("Students at my school are there for me when I need them") from 83% to 85%.

# Seguin Elementary Performance Objectives

**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 2023, Juan Seguin Elementary will increase the effectiveness of Math, Science, and Reading instruction through the implementation of strong and consistent Tier 1 instruction, small group targeted interventions, and student ownership of learning practices, utilizing formative assessment protocols, as evidenced through indicators of success.

**Evaluation Data Sources:** Formative Evidence:

Improving student growth from BOY to MOY REN 360 at/above benchmark performance by student groups (All Students)

Improving student growth from BOY to MOY BAS and TX-KEA.

JSES Learning Walks conducted by administrators, team leaders and specialists.

Classroom observations and walkthroughs conducted by administrators.

Summative Evidence:

By June 2023, JSES will increase the percentage of students showing growth in Math STAAR from 74% to 80% in grades 3-5. 280

By June 2023, JSES will increase the percentage of students showing growth in Reading STAAR from 81% to 86% in grades 3-5.

By June 2023, JSES will increase the percentage of students "At/Above Benchmark" in Math Ren 360 from 75% to 80% in grade 1.

By June 2023, JSES will increase the percentage of students "At/Above Benchmark" in Reading Ren 360 from 63% to 68% in grade 1.

By June 2023, JSES will increase the percentage of students "At/Above Benchmark" in Math Ren 360 from 77% to 82% in grade 2.

By June 2023, JSES will increase the percentage of students "At/Above Benchmark" in Reading Ren 360 from 68% to 73% in grade 2.

By June 2023, JSES will increase the percentage of students "At/Above Benchmark" in Early Literacy from 56% to 61% in Kindergarten.

By June 2023, JSES will increase the percentage of students "ON TRACK" in CLI rapid vocabulary assessment from 75% to 80% in PK.

**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 2023, JSES will improve student ownership of behavior through the fidelity and effective implementation of PBIS framework, student ownership of behavior practices and targeted behavior interventions as evidenced through the indicators of success.

**Evaluation Data Sources:** JSES Learning Walks conducted by administrators, team leaders and specialists.

Classroom observations and walkthroughs conducted by administrators.

Discipline referrals will decrease by 10% at the end of each nine weeks.

Increase in student ownership of their behavior.

**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 June 2023, JSES will engage the community as partners in education to develop students' socio-emotional skills in a safe collaborative environment in every classroom and common areas of the school.

**Evaluation Data Sources:** Increase in community and parent participation in school-wide activities, events, and initiatives.

Number of responses of parent feedback surveys

Increase PTA collaboration

Increase engagement and collaboration with feeder pattern campuses.

# Settlers Way Elementary Performance Objectives

**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 May 2023, Settlers Way Elementary will improve the effectiveness of instruction through the implementation of student ownership of learning practices, targeted instruction, and professional learning practices as evidenced by indicators of success.

**Evaluation Data Sources:** Formative:

By October 2022, 60% of SWE classrooms will begin student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.

By December 2022, 70% of SWE classrooms will regularly be utilizing student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.

By February 2023, 75% of SWE classrooms will regularly utilize student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.

By May 2023, 80% of SWE classrooms will regularly utilize student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.

By October 2022, all teachers will participate in professional learning communities focusing on student ownership of learning practices and effective progress monitoring tools.

By December 2022, all teachers will utilize effective progress monitoring tools, so they are able to identify students in need of intervention through the SST process.

By May 2023, effective intervention and progress monitoring will have successfully identified students needing tiered support.

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Summative:

By June 2023, increase on STAAR Reading: Meeting Grade Level performance 4%

By June 2023, increase on STAAR Math: Meeting Grade Level performance 4%

By June 2023, increase on STAAR Science: Meeting Grade Level performance 4%

By January 2023, the percentage of students showing growth in literacy and math on REN360 will increase by 2% from BOY to MOY

By June 2023, the percentage of students showing growth in literacy and math on REN360 will increase by 4% from BOY to EOY

By June 2023, campus self evaluation along the Progressions of Practice: Formative Assessment from Emerging to Empowered for the Implementation of PLC Protocols.

By June 2023, teachers will provide documentation of progress monitoring for students identified in the SST process.

By June 2023, students needing tiered support will have been identified as SE student or documented on tier,

**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 May 2023, Settlers Way Elementary will improve culture and climate through the implementation of student ownership of behavior and PBIS strategies as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative:

By October 2022, Spirit Tag Success Criteria will be developed by the teacher in 65-75% of all classrooms

By December 2022, Spirit Tag Success Criteria will be co-constructed in 65-75% of all classrooms

By February 2023, Spirit Tag Success Criteria will be co-constructed in 70-80% of all classrooms

By September 2022, BOY data will indicate that most classrooms are utilizing the respect agreement and utilizing positive behavior support systems.

By September 2022, there will be an increase in student clubs opportunities by 15%.

By February 2023, both a student and parent feedback panel will be established by the campus.

Summative:

By May 2023, Spirit Tag Success Criteria will be co-constructed in 90-100% of all classrooms

By May 2023, EOY data will indicate that all classrooms are utilizing the respect agreement and utilizing positive behavior support systems.

By May 2023, EOY data will indicate that all classrooms are utilizing the respect agreement and utilizing positive behavior support systems.

By May 2023, there will be an increase in student participation in clubs by 25%.

By May 2023, there will be an increase in stakeholder feedback and satisfaction by 15%.

# Sienna Crossing Elementary Performance Objectives

**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 May 2023, SCE will improve the effectiveness of intervention systems through the implementation of strong RI processes, targeted interventions, and Professional Learning Community practices as evidenced through the indicators of success.

- Evaluation Data Sources:**
- \* PLC Protocols and Agendas
  - \* Walk-throughs and T-TESS observations
  - \* RENS 360 Testing Schedules and Scores
  - \* Student Support Team Documentation
  - \* Small group intervention progress monitoring documentation

**Performance Objective 2:** By June 2023, all GT Identified students will show growth in their GT Learning plan in place to monitor academic/behavioral growth- parents, teachers, and students will create an academic/social goal that will be monitored throughout the school year. As part of the planning process, teachers will discuss and develop learning strategies to support our Gifted and Talented Students.

**Evaluation Data Sources:** RtI Monthly meetings will allow time for the teachers of the GT students to report the growth of each student on their goals. Teachers will also meet regularly with students and parent to keep informed of student progress. <sup>284</sup>

Evaluation Data Sources:

RtI Monthly meetings will allow time for the teachers of the GT students to report the growth of each student on their goals. Teachers will also meet regularly with students and parent to keep informed of student progress.

Summative Evaluation:

Some progress made toward meeting Objective

**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 2023, SCE will improve student social emotional learning through implementation of behavior framework through PBIS evidenced by frequency of practice.

- Evaluation Data Sources:** Formative Evidence  
Increase in use of co-created respect agreements to support positive and respectful peer and teacher interactions, increase in use of structures and/or tools to facilitate collaboration opportunities for students, etc.)  
Summative evidence  
Increase in use of PBIS components of school wide expectations, behavior flow chart, classroom expectations, teacher and reinforce expectations, and PBIS team monitoring and data analysis.

Indicators of Success:

Increasing the implementation of school wide expectations for student behavior and common areas, respect agreements, restorative practices, and social emotional character traits measured through frequency of character lessons, informal walkthroughs of common areas, and staff/student survey results.

**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 June 2023, the PTO, SCE Climate Committee, Counselors and Wellness Committee will organize and host at least 3 student, community, and/or staff events to boost morale, promote community involvement, recognize Profile of a Graduate attributes, and encourage health and wellness.

**Evaluation Data Sources:** Strategy 1

SCE Climate Committee, PTO Executive Board, and Wellness Committee will meet at least twice a semester to review the overall health and morale of the students, families, and staff and plan activities that can be incorporated to maintain a positive climate. We will plan incentives, student recognition, and educational forums for Profile of a Graduate and student mental health and wellness.

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Strategy's Expected Result/Impact

Discussions at PLC, team leader, Instructional leadership meetings, climate committee, wellness, PTO, Student recognition ceremonies, and faculty meetings to survey and serve student, family, and teacher/staff mental and physical health needs. Improved communication and exhibition of profile of a graduate attribute and their connection to our overall school culture and climate.

# Sugar Mill Elementary Performance Objectives

**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 2023, Sugar Mill will improve the effectiveness of literacy instruction through job- embedded professional development and professional learning community cycles to strengthen the implementation of aligned curriculum as evidenced through targeted indicators of success.

**Evaluation Data Sources:** Formative:

By January 2023, BOY to MOY data on REN Reading will show 70% of students making growth.

IST will complete quarterly walks to provide feedback to teachers that aligns with our Instructional Model Campus Based Tool.

Summative

- REN 360 Growth Measure (SGP= 35)

By June 2023, we will increase the percentage of students showing growth in literacy on REN 360 from BOY to EOY from 64% to 76%.

- CST Tool

By June 2023, we will increase the percentage of literacy instruction showing alignment to the Literacy Instructional model from 75% to 90%. 286

- BAS

By June 2023, the percentage of students reading on or above grade level by the end of the year will increase from 61% to 75%.

-BAS

By June 2023, we will increase the percentage of kinder through second grade students demonstrating at least one year's growth on BAS reading levels from 43% to 55%.

**Performance Objective 2:** By June 2023, Sugar Mill will increase student growth for Hispanic, Asian, Economically Disadvantaged, and Emergent Bilinguals by improving the effectiveness of math instruction through job-embedded professional development and professional learning community cycles as evidenced through targeted indicators of success.

**Evaluation Data Sources:** Formative:

By January 2023, BOY to MOY data on REN Math will show 70% of students making growth.

IST will complete quarterly walks to provide feedback to teachers that aligns with our Instructional Model Campus Based Tool.

Summative Evaluations:

- REN 360 Growth Measure (SGP= 35)

By June 2023, we will increase the percentage of students showing growth in math on REN 360 from BOY to EOY from 56% to 75%.

- CST Tool

By June 2023, we will increase the percentage of math instruction showing alignment to the Math Instructional model from 86% to 92%.

- TX-KEA

By June 2023, we will increase the percentage of students rating on track on the EOY TX-KEA math assessment from 67% to 85%.

**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 2023, Sugar Mill will improve the campus community, culture, and climate through ongoing professional learning to strengthen the implementation of positive behavior intervention support systems on campus as evidenced through targeted indicators of success.

**Evaluation Data Sources:** Formative:

By January 2023, 80% of our classrooms will show positive behavior intervention strategies being utilized measured with the SEL Learning Walk Tool.

At the monthly PBIS Committee Meetings, the team will analyze the behavior "think sheets" to determine trends and patterns that need to be addressed with students through tiered behavior supports.

Summative:

Skyward Discipline Data

By June 2023, we will decrease the percentage of referrals occurring in classrooms from 56% to 45%.

By June 2023, the number of students with three or more discipline referrals will decrease from 7 to 3.

SEL Learning Walk Tool

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By June 2023, we will observe 95% implementation of positive behavior intervention strategies in classrooms measured with the SEL Learning Walk Tool.

**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 June 2023, Sugar Mill will increase attendance for students through the implementation of positive recognition on campus as evidenced through targeted indicators of success.

**Evaluation Data Sources:** Formative:

Our team will evaluate the weekly attendance rate data for Sugar Mill that is sent out from the district each month during our data verification meeting.

Summative:

By June 2023, our student attendance rate will be at or above 96.8%

# Sullivan Elementary Performance Objectives

**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 2023, ASE will improve the effectiveness of Literacy instruction through the implementation of aligned curriculum, Student Ownership of Learning practices, and targeted intervention as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

Increase student growth on REN360 from May 2022 to May 2023 at/above benchmark in literacy performance from 91 to 93% for all students.

Increase student growth on BAS from May 2022 to May 2023 at/above level from 82% to 86%

Increase the number of classrooms aligned to the curriculum by implementing instructional models to 80% as measured by CST walks and walkthroughs.

80% of teachers will be pulling small groups for targeted intervention during intervention/enrichment by MOY through CST walks and walkthroughs.

Summative Indicators of Success:

By May 2023, increase percentage of student at mastery level on 3rd Reading STAAR from 69% to 70%.

By May 2023, increase percentage of student at mastery level on 4th Reading STAAR from 69% to 74%.

By May 2023, increase percentage of student at mastery level on 5th Reading STAAR from 68% to 73%.

By May 2023, increase percentages of students at/above grade on BAS from 82% to 86%

By May 2023, Increase the number of classrooms aligned to the curriculum by implementing instructional models to 80% through CST walks and walkthroughs

80% of teachers will be pulling small groups for targeted intervention during intervention/enrichment by EOY through CST walks and walkthroughs

**Performance Objective 2:** By June 2023, ASE will increase the effectiveness of PLCs through the collective focus on curriculum Unit planning, instructional concept planning, the designing of formative assessments, and analization of student data , as evidenced through indicators of success.

**Evaluation Data Sources:** Increase STAAR Meets performance in Math as follows...3rd grade: 80%-85%; 4th grade: 73%-80%; 5th grade: 89%-94%

Decrease STAAR DNM performance in Math as follows... 3rd grade: 6%-4%; 4th grade: 10%-5%; 5th grade: 3%-2%

Increase STAAR Meets performance in Reading as follows... 3rd & 5th grades: 95%; 4th grade: 90%

Decrease STAAR DNM performance in Reading as follows...3-5th grades: 2%

Incread STAAR Meets in Science as follows... 5th grade: 70%-75%

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MOY REN in Reading and Math for all grades K-5 will reflect 90% and above for On-Level scores.  
EOY REN in Reading and Math for all grades will reflect 95% and above for On-Level scores.

Student Survey given 3X per year related to SOL and Climate/Culture.

**Performance Objective 3:** By June 2023, ASE will improve the effectiveness of Math instruction through the implementation of aligned curriculum, Student Ownership of Learning practices, and targeted intervention as evidenced through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

Increase student growth on REN360 from May 2022 to May 2023 at/above benchmark in mathematics performance from 96% to 97% for all students.

Increase the number of classrooms aligned to the curriculum by implementing instructional models to 80% as measured by CST walks and walkthroughs.

80% of teachers will be pulling small groups for targeted intervention during intervention/enrichment by MOY through CST walks and walkthroughs.

Summative Indicators of Success:

By May 2023, increase percentage of student at mastery level on 3rd Math STAAR from 56% to 60%.

By May 2023, increase percentage of student at mastery level on 4th Math STAAR from 56% to 61%.

By May 2023, increase percentage of student at mastery level on 5th Math STAAR from 63% to 68%.

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By May 2023, Increase the number of classrooms aligned to the curriculum by implementing instructional models to 80% through CST walks and walkthroughs.

80% of teachers will be pulling small groups for targeted intervention during intervention/enrichment by EOY through CST walks and walkthroughs.

# Townwest Elementary Performance Objectives

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

**Performance Objective 1:** Campus Performance Objective: By June 2023 Townwest Elementary School will refine and improve Tier I instruction and small group instruction to close gaps in mathematics, ELA, and science through professional learning communities as evidence through the indicators for success.

**Evaluation Data Sources:** Formative:

By October 2022, 60% of TWE classrooms will begin student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.

By December 2022, 70% of TWE classrooms will regularly be utilizing student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.

By February 2023, 75% of TWE classrooms will regularly utilize student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.

By May 2023, 80% of TWE classrooms will regularly utilize student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.

By October 2022, all teachers will participate in professional learning communities focusing on student ownership of learning practices and effective progress monitoring tools.

By December 2022, all teachers will utilize effective progress monitoring tools, so they are able to identify students in need of intervention through the SST process.

By May 2023, effective intervention and progress monitoring will have successfully identified students needing tiered support.

Summative:

By June 2023, increase on STAAR Reading: Meeting Grade Level performance 5% By June 2023, increase on STAAR Math: Meeting Grade Level performance 5%

By June 2023, increase on STAAR Science: Meeting Grade Level performance 5%

By January 2023, the percentage of students showing growth in literacy and math on REN360 will increase by 2% from BOY to MOY

By June 2023, the percentage of students showing growth in literacy and math on REN360 will increase by 4% from BOY to EOY

By June 2023, campus self-evaluation along the Progressions of Practice:

Formative Assessment from Emerging to Empowered for the Implementation of PLC Protocols.

By June 2023, teachers will provide documentation of progress monitoring for students identified in the SST process.

By June 2023, students needing tiered support will have been identified as SE student or documented on tier,

**Performance Objective 2:** Campus Performance Objective: By June 2023 Townwest Elementary will refine and improve the effectiveness of intervention for all at risk students through targeted intervention to increase student success in mathematics, ELA, and science as evidence through indicators of success.

**Evaluation Data Sources:** Teachers will engage in ongoing professional development focusing on implementing Tier 1 small groups to effectively differentiate instruction to meet the needs of all learners.

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

**Performance Objective 1:** Campus Performance Objective: By June 2023 Townwest Elementary School will increase the implementation of providing social emotional classes through classroom guidance lesson curriculum and PBIS strategies as evidence through the indicators of success.

**Evaluation Data Sources:** Formative:

By September 2022, BOY data will indicate that most classrooms are utilizing the respect agreement and utilizing positive behavior support systems PRIDE.

By September 2022, there will be an increase in home visits by 10%.

By February 2023, both a student and parent feedback panel will be established by the campus.

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Summative:

By May 2023, EOY data will indicate that all classrooms are utilizing the respect agreement and utilizing positive behavior support system PRIDE.

By May 2023, EOY data will indicate that all classrooms are utilizing the respect agreement and utilizing positive behavior support system PRIDE.

By May 2023, there will be an increase in stakeholder feedback and satisfaction by 10%.

# Travis High School Performance Objectives

**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 2023, we will increase the effectiveness of PLC practice by implementation of systems for developing student and teacher clarity that allow for the planning of differentiation within Tier 1 instruction as demonstrated in multiple sources of evidence.

**Evaluation Data Sources:** Indicator of Success: We expect to increase the use of learning progressions observed in PLCs and classroom observations from 30% to 50% by June 2023 as evidenced by classroom observations and PLC observations. We expect to increase by at least 5% at each quarterly formative check in October, December, and February.

**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 2023, we will increase the effectiveness of a system to improve our social emotional learning activities and college & career awareness activities by focusing on student-created lessons during our advisory/Tiger Time, the use of Ambush mentors to facilitate SEL lessons from Josten's Harbor and Herff Jones Leadership curriculum in predominantly freshmen and sophomore advisories, and Friday team-building activities in advisory.

**Evaluation Data Sources:** We expect to see quality delivery of advisory lessons go from 40% of Tiger Time classroom observations to 60% as evidenced by a campus-based data collection observation. We expect to increase by at least 5% at each quarterly formative check in October, December, and February.

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By June 2023, we will increase implementation of a system for staff development, retention, and positive climate and culture by focusing on the work of the climate committee and implementing collaborative opportunities among staff as demonstrated in multiple sources of evidence.

**Evaluation Data Sources:** Indicator of Success: We expect our campus-based staff survey data to indicate an increase in staff engagement at campus events and implementation of staff-generated ideas from April 2022 to January 2023 to April 2023. We expect to increase positive staff activities by at least 2 at each quarterly formative check in October, December, and February.

**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 June 2023, we will increase the effectiveness of a school-wide PBIS based reward system for positive behaviors and outcomes by focusing on an expanded Tiger Pride Points reward system to recognize and reward students and staff.

**Evaluation Data Sources:** Indicator of Success: We expect to see an increase in the percentage of students and staff earning Tiger Pride Points by the end of May 2023 as compared to the Tiger Pride Participation data from May 2022 as well as an increase in parent donations to the program over the previous year. We expect to increase by at least 2% at each quarterly formative check in October, December, and February.

**Performance Objective 2:** By June 2023, we will increase parent engagement through activities available on campus and school communication with academic and social/emotional support for parents/guardians to help their children at home.

**Evaluation Data Sources:** We will increase the number of parent activities at school and school communication supports as compared to those two parent engagement types from the 2021-2022 school year. We expect to increase by at least 2 activities from either type at each quarterly formative check in October, December, and February.

# Walker Station Elementary Performance Objectives

**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 2023, WSE will improve the effectiveness of literacy, math, and science instruction through the implementation of aligned curriculum and targeted interventions as evidence through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

- \* By October 2022, all teacher K-5 will engage in unit and grade mapping for Terms 1 and 2.
- \* By December 2022, we will observe the development of aligned, teacher-created formative assessments and data analysis during PLC meetings in grade 2-5 occurring at least once per term.
- \* By February 2023, we will increase the percentage of students showing growth in literacy and math on Ren360 to 87%.
- \* By April 2023, 90% of literacy, math, and science teachers will demonstrate a proficient or above rating in 2.2 Content Knowledge and Expertise as evidenced in T-TESS walkthroughs and observations.

Summative Indicators of Success:

- \* By June 2023, we will increase the percentage of students showing growth in literacy and math on Ren360 to 95%.
- \* By June 2023, 100% of students will meet expected or accelerated growth on STAAR in reading and math in 4th and 5th grades.
- \* By June 2023, we will increase the percent of students demonstrating mastery of science STAAR at the meets grade level standard from 76% to 80%.
- \* By June 2023, we will maintain a score of 100 on the closing the gap indicator on our school report card.

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**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 2023, WSE will improve culture and climate of the learning environment through the implementation of student ownership of learning and behavior practices as evidence through the indicators of success.

**Evaluation Data Sources:** Formative Indicators of Success:

- \* By August 2022, WSE will create campus-wide behavior expectations for common areas and post the expectations throughout the school.
- \* By September 2022, teachers will engage in professional development on PBIS and understand how to teach behavior expectation to students - 60% of classrooms will have co-created respect agreements in use.
- \* By December 2022, the attendance rate will be at 98% or above.
- \* By January 2023, 2nd-5th grade students will engage in goal-setting activities and monitor their progress toward goal attainment.
- \* By January 2023, all students will have engaged in two guidance lessons related to student ownership of behavior.

Summative Indicators of Success:

- \* By June 2023, the chronic absenteeism rate at WSE will decrease from 8.5% (64 students in 2021-2021) to 4% (32 students) or less.
- \* By June 2023, WSE will maintain low discipline referrals of no more than 5% of the study body (40 students).
- \* By June 2023, all students will have engaged in four guidance lessons related to student ownership of behavior.

# Willowridge High School Performance Objectives

**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 May 2023, Willowridge High School will improve effectiveness of instruction across all content areas through the implementation of FBISD curriculum, intervention, and structured PLCs, as shown in our indicators of success.

**Evaluation Data Sources:** Formative evidence: Improved student performance in Reading and Math Intervention data, Increase student performance on REN 360 BOY to MOY by 5% for at least 80% of our students, increased alignment to scope and sequence and rigor, at least 50% of walkthroughs submitted include feedback protocols or WICOR strategies, a 5% increase in all STAAR EOC's, coaching cycles in Schoolmint and campus walkthrough data

Summative: Increase in Math and Reading performance on REN 360 EOY, STAAR Data meets & master. increased alignment to scope and lesson plan submission inspection.

**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 May 2023, Willowridge High School will improve culture and climate through effective implementation of student ownership of behavior practices, use of PBIS framework, and Restorative Practices as measured by indicators of success. 295

**Evaluation Data Sources:** Formative: Weekly analysis of OSS/ISS data to decrease the number of students suspended, decrease BOY to MOY tardies, observation feedback for classroom PBIS/behavior management structures

Summative: Increase in student attendance, decrease ISS/OSS referrals, decrease dropout rates.

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Performance Objective 1:** By May 2023, WHS will improve recruiting and retention of teachers through instructional coaching, professional development, and a focus on culture and climate as measured by the indicators of success.

**Evaluation Data Sources:** Formative: coaching cycles completed, decreasing number of vacancies, mid year and end of year climate surveys,

Summative: retain 90% of current staff

**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 2023, Willowridge High School will improve parent/community partnerships through opportunities for increased collaboration, PBIS activities, and partnership events.

**Evaluation Data Sources:** Ongoing communication with a minimum of 400 views parent/student, increased parent attendance to open house by 25% and increase parent educator events

# **Fort Bend Independent School District**

## **CBAS Campus Improvement Plans**

### **2022-2023 Goals, System Responses, and Indicators of Success**



**Fort Bend CBAS**  
**Armstrong Elementary**  
**2022-2023**

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# Goals

Revised/Approved: June 22, 2022

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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

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**Initial Signal:** Major Change

## System Response 1 Details

**System Response 1:** By May 2023, Dr. Lynn Armstrong Elementary will improve the effectiveness of instruction through the implementation of aligned curriculum and Professional Learning Communities (PLCs) as evidence through indicators of success.

**Evidence of Success:** Formative:

\*By February 2023, Dr. Lynn Armstrong Elementary will increase student growth from beginning-of-the-year (BOY) to middle-of-the-year (MOY) in REN360 reading and math at/above benchmark performance by 5% for each student groups (Ethnicity, Economically Disadvantaged, English Learners, Special Education).

\*By May 2023, Dr. Lynn Armstrong Elementary will increase the alignment to the instructional model observed in classrooms from 76% to 85%.

\*By May 2023, Dr. Lynn Armstrong Elementary will observe and document at least ten targeted small guided group lessons per week.

\*By May 2023, Dr. Lynn Armstrong Elementary will hold at least one Professional Learning Communities (PLCs) per month that focuses on the implementation of aligned curriculum for each grade-level.

Summative:

\*By May 2023, Dr. Lynn Armstrong Elementary will increase the percentage of students showing at least one-year's growth in literacy on REN360 from beginning-of-the-year (BOY) to end-of-the-year (EOY) from 65% to 75%.

\*By May 2023, Dr. Lynn Armstrong Elementary will increase the percentage of students showing at least one-year's growth in math on REN360 from beginning-of-the-year (BOY) to end-of-the-year (EOY) from 62% to 70%.

\*By May 2023, Dr. Lynn Armstrong Elementary will increase performance on STAAR Meets Grade Level performance in literacy from 27% to 37%.

\*By May 2023, Dr. Lynn Armstrong Elementary will increase performance on STAAR Meets Grade Level performance in math from 19% to 29%.

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 1:** 7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?

**Initial Signal:** Major Change

**System Response 1 Details**

**System Response 1:** By May 2023, Dr. Lynn Armstrong Elementary will improve behavior through the implementation of a campus-wide Positive Behavior Interventions and Supports (PBIS) system as evidence through indicators of success.

**Evidence of Success:** Formative:

\*By January 2023, Dr. Lynn Armstrong Elementary will increase climate and culture as measured from beginning-of-the-year (BOY) to middle-of-the-year (MOY) student survey.

\*By May 2023, Dr. Lynn Armstrong Elementary's Positive Behavior Interventions and Supports (PBIS) Committee will hold at least five committee meetings.

Summative:

\*By May 2023, Dr. Lynn Armstrong Elementary will increase climate and culture as measured from beginning-of-the-year (BOY) to end-of-the-year (EOY) student survey.

\*By May 2023, Dr. Lynn Armstrong Elementary will decrease the percentage of discipline referrals by 10% (no more than 21 discipline referrals).

\*By May 2023, Dr. Lynn Armstrong Elementary will increase its attendance rate from 92% to 95%.

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**Fort Bend CBAS  
Austin High School  
2022-2023**

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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

**Key Question 3:** 3.1 To what degree do learning experiences engage students in meaningful and relevant work?

3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?

3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?

3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?

**Initial Signal:** Minor Change

#### System Response 1 Details

**System Response 1:** 3.1: By June 2023 Stephen F. Austin High School will be an organization that will improve student achievement by increasing the use of the instructional model and intervention strategies as demonstrated by our indicators of success.

**Evidence of Success:** Formative Indicator of Success:

\*From BOY to MOY improve our instruction by increasing the use of the instructional model to positively impact student growth resulting in a 5% increase of students scoring at/above benchmarks on Renaissance 360 data and/or literacy level.

\*By April, based on STAAR interim results, students will be identified for targeted interventions to help decrease the number of lower performing students (Below Meets) on STAAR EOC (vs STAAR interim).

\*By May, all students eligible for industry certification will have completed their assessment to demonstrate their real world readiness.

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Summative Indicators of Success:

\*By June 2023, from BOY to EOY, the use of instructional model will be seen in at least 50% of classroom visits (ex. T-Tess observations, walkthroughs) resulting in an increased percentage of students scoring at/above benchmarks on Renaissance 360 data and/or STAAR EOC.

\*By June 2023, targeted interventions will result in at least a 5% increase in the number of students scoring Meets grade level or above on STAAR tests and improve CCRM rating.

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 1:** 7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?

**System Response 1 Details**

**System Response 1:** 7.1: By June 2023 Stephen F. Austin High School will be an organization that will improve the culture of the school through PBIS strategy implementation campus wide and social-emotional learning/support in order to address the needs of students and staff related to safety and well-being.

**Evidence of Success:** Formative Indicator of Success

By November, PBIS strategies have been introduced and implemented campus wide resulting in consistent positive student interactions and behaviors.

Summative Indicator of Success

In June, we will have a 5% decrease in number of ISS, OSS, and DAEP referrals for all student groups and a 5% decrease in number of students tardy to class (based on beginning of the year).

In June, on the student survey, we see an increased number of students who feel they have an adult on campus that you can talk to.

In June, due to classroom PBIS strategy implementation, staff increase their positive interactions with students as evidenced by a decreased number of classroom discipline referrals.

**Fort Bend CBAS**  
**Colony Bend Elementary**  
**2022-2023**

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# Goals

Revised/Approved: October 3, 2022

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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

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**Initial Signal:** Minor Change

## System Response 1 Details

**System Response 1:** By the spring of 2023, CBE will improve math instruction for all students by focusing on implementation of the math instructional model as evidenced by indicators of success. .

**Evidence of Success:** Classroom walkthroughs and teacher lesson plans will indicate an increase of 10% at each checkpoint (October, December, March and May) of teachers consistently using the math instructional model.

There will be at least a 5% increase in student performance on the math REN from BOY to MOY and from MOY to EOY.

By May of 2023 the number of students with SGP of 35% or higher on the math REN 360 will increase by at least 10%.

On the 2023 STAAR test the number of students who meet or exceed grade level expectations in math will increase from 52% to 70%.

On the 2023 STAAR test, the number of students, labeled as special education that pass the math STAAR will increase from 41% to 50%.

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 2:** 7.2 To what degree does the school cultivate a positive culture and supportive climate?

**System Response 1 Details**

**System Response 1:** By May of 2023, CBE will improve the identification and monitoring of students with SEL needs as indicated by the evidence of success.

**Evidence of Success:** At each checkpoint (October, December, February and May), CBE will see at least a 2% decrease in behavior referrals related to SEL issues and 100% of students struggling with their behavior will be connected to at least one adult at CBE.

100% of students who contact the CBE counselor, Karol Hartman, via her schoology form, will have their needs addressed and supports put in place if necessary.

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 2:** 5.2 To what degree are we fostering and developing a culture of learning and implementation among all staff?

**System Response 1 Details**

**System Response 1:** By the spring of 2023, CBE will improve teacher mentorship among staff as evidenced by indicators of success.

**Evidence of Success:** Walkthrough data will show an increase of 10% at each checkpoint (October, December, February and May) of teachers observing each other and using targeted strategies such as accountable talks and guided math in their classrooms.

The pineapple chart will show an increased usage of 10% at each checkpoint by a variety of teachers.

**Fort Bend CBAS**  
**Colony Meadows Elementary**  
**2022-2023**

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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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

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## System Response 1 Details

**System Response 1:** By June 2023, Colony Meadows ES will improve the effectiveness of literacy and math instruction by ensuring implementation of the instructional models and professional development practices as evidenced through the indicators of success.

**Evidence of Success:** Formative Evidence:

- By October, December, February, increase the alignment to the instructional Model observed in classrooms to 90%
- By October, December, February, increase the percentage of classrooms providing rigorous independent and group station activities at a rigorous level each day to 90%.
- From BOY to MOY, increase student growth on REN360 at/above benchmark performance by 5%.
- From BOY to EOY, increase K-2 student percentage on BAS at/above district reading level expectation by 5% for each grade level.

Summative Evidence:

- By June 2023, increase performance on STAAR Reading at the Meets/Masters levels from 83% to 88%.
- By June 2023, increase performance on STAAR Math at the Meets/Masters levels from 75% to 80%.
- From BOY to EOY, increase alignment to instructional Model observed in classroom from 70%.
- From BOY to EOY, increase student growth on REN360 at/above benchmark performance by 5%.
- From BOY to EOY, increase K-2 student percentage on BAS at/above district reading level expectation by 5% for each grade level.

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

**Key Question 3:** 3.1 To what degree do learning experiences engage students in meaningful and relevant work?

3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?

3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?

3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?

**System Response 1 Details**

**System Response 1:** By June 2023, Colony Meadows ES will improve the effectiveness of growing their GT/High Performing students by ensuring implementation of differentiated instruction for all students as evidenced through the indicators of success.

**Evidence of Success:** Formative Evidence:

-November and February, we will have 75% of our students showing growth on our data wall using pre-determined growth criteria per grade level.

-January and May MOY and EOY REN360 Growth reports for Math and Reading will show at least 75% of students with an SPG of 35 or above.

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Summative Evidence:

-By June 2023, increase performance on STAAR Reading at the Meets/Masters levels from 83% to 88%.

-By June 2023, increase performance on STAAR Math at the Meets/Masters levels from 75% to 80%.

-By May 2023, EOY REN360 Growth Report for Reading will show a decrease of low growth students who perform with high proficiency.

-By May 2023, EOY REN360 Growth Report for Math will show a decrease of low growth students who perform with high proficiency.

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 3:** 7.3 To what degree do our schools support the physical and social-emotional needs of students?

**System Response 1 Details**

**System Response 1:** By June 2023, Colony Meadows ES will improve the effectiveness of Student Ownership of Behavior practices by ensuring implementation of PBIS, Restorative Practices, and professional development are implemented as evidenced through indicators of success.

**Evidence of Success:** Formative Evidence:

- By October, December, and February, decrease the number of critical elements identified as "needs improvement" on the Benchmark of Quality (BOQ) from 5 to 0.
- By October, December, and February, increase staff skill level identified as "adequate" skill or higher when asking restorative questions to respond to challenging behaviors on the Staff Restorative Practices Survey.
- Lesson Plans for Morning Meetings, Tiger Teams, and Guidance times will show evidence of planned focused lessons on PBIS: specifically, restorative practices, respecting each other, and teamwork.

Summative Evidence:

- By May 2023, CME will decrease the number of critical elements identified as "needs improvement" on the Benchmark of Quality (BOQ) from 5 to 0.
- By April 2023, 90% of the staff members will score "adequate" skill or higher on the Staff Restorative Practice Survey indicating they are skilled at asking restorative questions to challenging behaviors.
- By May 2023, CME 3rd, 4th, and 5th grade students the percentage of students who show a positive response to the Peer Support of Learning section of the Elementary Student Engagement Survey will increase as follows:
  - Other students here like me the way I am. Increase from an 82% to 87%
  - Other students care about me. Increase from an 87% to 90%.
  - Students at my school are there for me when I need them. Increase from an 85% to 90%.
  - Students here respect what I have to say. Increase from a 76% to an 81%.

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**Fort Bend CBAS**  
**Dulles Middle School**  
**2022-2023**

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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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

**Initial Signal:** Maintain

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## System Response 1 Details

**System Response 1:** By June of 2023 Dulles MS will increase the effectiveness of PLCs through the implementation of student ownership of learning tools implementation of Tier 1 curriculum, and professional development as evidenced through the indicators of success.

**Evidence of Success:** Formative Indicators of Success:

- \* Increase the frequency that students interact with the Success Criteria and Learning Intentions from 48% to 53% as determined by Campus Learning Walks.
- \* 60% of our students will be able to reference Rubrics and Checklists independently when asked during Campus Learning Walks.
- \* NEW: Peer Feedback Stems are evident by student use of the feedback language in the classroom during Campus Learning Walks.
- \* Math and Reading REN Screener will show a 5% decrease of students' moving in the Intervention and At Risk between BOY to MOY and MOY to EOY.

Summative Indicators of Success:

- \* By June 2023, Increase the frequency that students interact with) Success Criteria and Learning Intentions from 48% to 53% as determined by Campus Learning Walks.
- \* Math and Reading REN Screener will show a 5% decrease of students' moving in the Intervention and At Risk between BOY to MOY and MOY to EOY.
- \* By June of 2023 DMS will close the achievement gap in our STAAR scores by 5%.

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 1:** 7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?

**System Response 1 Details**

**System Response 1:** By June of 2023 Dulles MS will improve campus culture by developing effective student communication systems, implementation of PBIS, Restorative practices, and social and emotional learning as evidenced by the indicators of success.

**Evidence of Success:** Formative Indicators of Success:

- \* By the end of the 2023 school year DMS will have decrease in offenses for physical contact by 5% from the 2022 school year.
- \* There will be more than a 10% increase of positive student and teacher response from the Campus Culture survey when asked about feeling recognized for positive behavior in the classroom as seen from the BOY to MOY survey.
- \* When asked in the student Campus Culture survey there will be a 10% increase of students will respond that Viking Time has had a positive effect on their school experience between the BOY, MOY and EOY survey.
- \* By the end of the 2023 school year DMS will have decreasing the number of students failing two or more classes by 5% from the 2022 school year.

Summative Indicators of Success:

- \* By the end of the 2023 school year DMS will have decrease in offenses for physical contact by 5% from the 2022 school year.
- \* By the end of the 2023 school year DMS will have decreasing the number of students failing two or more classes by 5% from the 2022 school year.
- \* There will be more than a 90% positive student and teacher response from the campus culture survey when asked at the EOY.
- \* When asked in the student Campus Culture survey at least 85% of students will respond that Viking Time has had a positive effect on their school experience.

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**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 2:** 7.2 To what degree does the school cultivate a positive culture and supportive climate?

**Initial Signal:** Maintain but Consider a Change

**System Response 1 Details**

**System Response 1:** By June of 2023 Dulles MS will improve campus culture by developing effective student communication systems, implementation of PBIS, Restorative practices, and social and emotional learning as evidenced by the indicators of success.

**Evidence of Success:** Formative Indicators of Success:

- \* By the end of the 2023 school year DMS will have decrease in offenses for physical contact by 5% from the 2022 school year.
- \* There will be more than a 10% increase of positive student and teacher response from the Campus Culture survey when asked about feeling recognized for positive behavior in the classroom as seen from the BOY to MOY survey.
- \* When asked in the student Campus Culture survey there will be a 10% increase of students will respond that Viking Time has had a positive effect on their school experience between the BOY, MOY and EOY survey.
- \* By the end of the 2023 school year DMS will have decreasing the number of students failing two or more classes by 5% from the 2022 school year.

Summative Indicators of Success:

- \* By the end of the 2023 school year DMS will have decrease in offenses for physical contact by 5% from the 2022 school year.
- \* By the end of the 2023 school year DMS will have decreasing the number of students failing two or more classes by 5% from the 2022 school year.
- \* There will be more than a 90% positive student and teacher response from the campus culture survey when asked at the EOY.
- \* When asked in the student Campus Culture survey at least 85% of students will respond that Viking Time has had a positive effect on their school experience.

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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

**Key Question 1:** 4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?

**Initial Signal:** Maintain but Consider a Change

**System Response 1 Details**

**System Response 1:** By June of 2023 Dulles MS will improve the community engagement through collaborative partnerships by increasing opportunities for student, parent, staff and community to access all areas of the Viking campus experience as evidence through the indicators of success.

**Evidence of Success:** Formative Indicators of Success:

- \* Increase the number of PTO membership by 10% per grade level from previous school year.
- \* Increase the number of VIPS by 5% across all grade levels.
- \* DMS will see parents from all grade levels at multiple school events as determined by QR Code survey at each event.
- \* DMS will have at least 50% of grade level/school parents who attend in attendance at "Rap with Reggie", "Talk with Tammi", "Hang out with Henry", "Discourse with Dave" Viking check-ins.
- \* Dulles Middle School will increase the number of events that target individual and multiple grade levels

Summative Indicators of Success:

- \* By the end of the 2023 school year DMS will retain at least 80% of our PTO members to the next school year.
- \* By the end of the 2023 school year we will have a commitment of 100% of our VIPS to return for the 2024 school year.
- \* During the end of year Parent and Student Campus engagement survey at least 85% of those surveyed will state that they felt connected to the Dulles MS Viking Culture as a result of attend 1 or more school function.

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**Fort Bend CBAS**  
**Drabek Elementary**  
**2022-2023**

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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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

## HB3 Goal

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**Initial Signal:** Major Change

### System Response 1 Details

**System Response 1:** By May 2023, Rita Drabek Elementary will increase the effectiveness of instruction by ensuring implementation of the instructional model, student ownership of learning, and targeted intervention as evidenced through the indicators of success.

**Evidence of Success:** Formative Indicators of Success:

\* By October, December, March, and May 2023, 70% of students' literacy levels will increase each quarter according to REN360 and/or BAS assessments.

\* By October, December, March, and May 2023, campus walkthrough data will show an 5% increase each quarter in student ownership by co-constructing success criteria using exemplars/examples (increase from 29% to 49% by EOY).

\* By October, December, March, and May 2023, campus walkthrough data will show a 5% increase each quarter in student ownership by interacting with success criteria using tools (increase from 46% to 66% by EOY).

\* By October 2022, teachers will increase their knowledge of GT qualities and will use campus data to increase teacher referral for GT testing from 0%.

Summative Indicators of Success:

\* By May 2023, RDE will increase the percentage of 3-5 students showing growth in literacy on REN360 from BOY to EOY from a campus average of 60.5% to 68% by meeting the 35 SGP target goal.

\* By May 2023, RDE will increase the percentage of K-2nd grade students meeting on/above grade level from 64% to 68% according to BAS assessment.

\* By May 2023, RDE will increase performance on STAAR in Science from 66% to 75%.

\* By May 2023, RDE will increase performance on STAAR in Reading and Math from 80% to 85%.

\* By May 2023, RDE will increase the number of GT identified students from 1.5% to 3.8% (pre-covid identification rate).

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 3:** 7.3 To what degree do our schools support the physical and social-emotional needs of students?

**Initial Signal:** Major Change

**System Response 1 Details**

**System Response 1:** By May 2023, Rita Drabek Elementary will empower students to take ownership of their behavior by providing PBIS and classroom systems to promote a culture of belonging and safety as evidenced through the indicators of success.

**Evidence of Success:** Formative Indicators of Success:

- \* By October 2022, RDE will establish a baseline of data to measure areas of focus using the Student Self- Assessment Survey (SAS) and a Parent Engagement Survey (adjustments to formative indicators of success will be made accordingly).
- \* By October 2022, all instructional staff will be trained in PBIS foundations and campus-wide/classroom systems.
- \* By October, December, March, and May 2023, classroom teachers will increase the number of times students engage in community circle by 5% each quarter.
- \* By October, December, March, and May 2023 students will have engaged in a minimum of 1 SEL lesson per month.
- \* By October, December, March, and May 2023, PreK Circle data will show a quarterly increase of social/emotional behaviors to meet an overall increase from 65% to 85% by the EOY.

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Summative Indicators of Success:

- \* By May 2023, the use of co-created respect agreements to support positive and respectful peer and teacher interactions will increase from 80% to 90%.
- \* By May 2023, RDE will increase the number of teacher-modeled and/or student-observed community circles according to observation data will increase from 1% to 20%.
- \* By May 2023, RDE will increase the number of students who feel they are able to choose a tool needed to accomplish goals throughout the day from 61% to 70%.
- \* By May 2023, RDE will increase the number of staff trained in PBIS foundations and campus-wide/classroom systems from 56% to 85%.

**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

**Key Question 1:** 4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?

**Initial Signal:** Major Change

System Response 1 Details	
<p><b>System Response 1:</b> By May 2023, Rita Drabek Elementary will increase parent participation opportunities to empower families to take an active role in their student's learning environment as evidenced through the indicators of success.</p> <p><b>Evidence of Success:</b> Formative Indicators of Success:</p> <ul style="list-style-type: none"><li>* By October 2022, RDE will establish a campus parent committee to recruit parent volunteers to participate in campus activities and decision-making opportunities.</li><li>* By October, December, March, and May of 2023, RDE will increase the number of opportunities parents will have to engage in planning and organizing programs and/or events on campus by 1 per quarter.</li><li>* By October, December, March, and May of 2023, RDE will increase the number of opportunities families will have to engage and participate in programs and/or events on campus by 1 per month.</li></ul> <p>Summative Indicators of Success:</p> <ul style="list-style-type: none"><li>* By May 2023, RDE will provide families with monthly engagement and participatory activities.</li><li>* By May 2023, RDE will increase parent participation from 0%.</li><li>* By May 2023, RDE will guide parents and families with taking ownership of and leading the campus parent committee and begin the transition into a formal campus PTO/PTA.</li></ul>	320

**Fort Bend CBAS**  
**Hightower High School**

**2022-2023**

**Accountability Rating: C**

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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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

**Initial Signal:** Major Change

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**Summative Evaluation:** By June, 2023, ELA EOC results will increase by 3% from the Spring 2022 results.

By June, 2023, Algebra I EOC results will increase by 10% from the Spring 2022 results.

By June, 2023, Biology EOC results will increase by 3% from the Spring 2022 results.

By June, 2023, US History EOC results will increase by 5% from the Spring 2022 results.

By May, 2023, the percentage of TELPAS speaking will increase from beginning to intermediate by 3%.

By June, 2023, the percent of students failing one or more classes, as reported on Report Cards, decreases from semester one to semester two.

### System Response 1 Details

**System Response 1:** By May, 2023, 100% of EOC content teachers will engage in highly functioning PLCs, that follow defined protocols for instructional planning and data disaggregation on a weekly basis. EOC teachers will submit PLC planning and unit calendars to Instructional Leaders that align with district and campus PLC checklists. Data driven instructional (DDI) meetings will take place after all common assessments to analyze misconceptions and assist teachers with improving reteaching opportunities.

**Evidence of Success:** Formative:

Increasing positive trends of PLC teams following best practices and defined protocols resulting in improved student outcomes.

Improving student growth in DLA performance.

Improved student growth in Ren360 BOY to EOY at/above grade level benchmark.

Improved instruction based on intentionality.

Core PLC teams will collaborate on and use common unit and final exams.

Core PLC team will have more than one version of their final exams.

Summative:

By June, 2023, ELA EOC results will increase by 3% from the Spring 2022 results.

By June, 2023, Algebra I EOC results will increase by 10% from the Spring 2022 results.

By June, 2023, Biology EOC results will increase by 3% from the Spring 2022 results.

By June, 2023, US History EOC results will increase by 5% from the Spring 2022 results.

By May, 2023, the percentage of TELPAS speaking will increase from beginning to intermediate by 3%.

By June, 2023, the percent of students failing one or more classes, as reported on Report Cards, decreases from semester one to semester two.

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

**Key Question 2:** 2.1 To what degree are we preparing students for post-secondary success, including college, career, or military?

2.2 To what degree are we equipping students with SKILLS FOR LIFE (Profile of a Graduate)?

2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?

2.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)?

2.5 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COMPASSIONATE CITIZEN (Profile of a Graduate)?

2.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of LIFE-LONG LEARNER (Profile of a Graduate)?

**Summative Evaluation:** By October, 2022, teachers will have their rooms equipped with classroom expectation posters.

By December, 2022, CWT data will show an increase in students demonstrating an understanding of classroom expectations.

By December, 2022, PBIS data will show an increase in students demonstrating an understanding of campus expectations.

System Response 1 Details	
<b>System Response 1:</b> By May, 2023, all seniors will have a CCMR score care conference with their counselors. <b>Evidence of Success:</b> Counselors' conference logs Increase in post-secondary readiness assessments such as ACT, SAT, TSI, and ASVAB. Increase graduation rate.	324

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 1:** 7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?

**Initial Signal:** Major Change

**Summative Evaluation:** By June, 2023, there will be a decrease of students skipping classes by 10% as reported on the District discipline data.

By June, 2023, there will be a decrease of students attending Saturday detention as reported on the PBIS Student Tracker.

By June, 2023, there will be a decrease number of teacher discipline referrals as reported by the District discipline data report.

**System Response 1 Details**

**System Response 1:** By May, 2023, Positive Behaviors Intervention Systems (PBIS) will implement campus expectations for all students and utilize restorative practices that will reduce the number of discipline referrals and reduce the number of serious student offenses.

**Evidence of Success:** Formative:

Schoolwide Expectations posted throughout campus

Classroom Expectations are taught and posted in every classroom

There will be a monthly frequency of PBIS meetings, evidence by recorded minutes.

Every classroom teacher will have a copy of the Use of Behavior Flowchart and implement it.

Campus PBIS strategies and posters will be covered during August, 2022 Staff Professional Development

PBIS will develop monthly student reward incentives beginning in September, 2022

District SEL lessons will be offered each 9-weeks during Cane Time. Teachers will receive training on these lessons prior to delivery.

Mental Health Supports will be provided for staff and students.

Administrators will be assigned a new Alpha Split of students to manage discipline and academic systems and to track goals and discipline data

Summative:

By June, 2023, there will be a decrease of students skipping classes by 10% as reported on the District discipline data.

By June, 2023, there will be a decrease of students attending Saturday detention as reported on the PBIS Student Tracker.

By June, 2023, there will be a decrease number of teacher discipline referrals as reported by the District discipline data report.

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**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 3:** 5.3 To what degree do we build leaders (capacity) within the organization?

**Initial Signal:** Minor Change

**Summative Evaluation:** By June, 2023, there will be an increase in the opportunities for teachers to demonstrate leadership at the campus and district levels.

**System Response 1 Details**

**System Response 1:** By June, 2023, HHS will create a professional environment that is conducive to building capacity among staff members that will focus on leadership, implementation of best practices, and retention.

**Evidence of Success:** Formative:

Campus PD results with implementation of instructional and PBIS practices.

TAPP Mentor Program will include monthly targeted meetings that are designed to enhance the new teacher's practice.

Support form district curriculum departments to model lessons

Classroom walk-throughs (campus and CST) will use a MS forms tool to record instructional trends, and use the data to make support decisions.

Summative:

By December, 2022 75% of campus teaches will have completed their self-reflection of their T-TESS observations.

By December, 2022, all new teachers will be assigned a mentor and will have been given an opportunity to observe the instructional practices of an accomplished veteran teacher.

By June, 2023, there will be a reduction in staff resignations by 10%.

**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

**Key Question 1:** 4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?

**Initial Signal:** Major Change

**Summative Evaluation:** By December, 2022, HHS will have a newly organized and functional PTO, with elected officers  
By June, 2023, a minimum of 85% off all parent surveyed will show that they feel welcomed by staff.

System Response 1 Details	
<p><b>System Response 1:</b> By June, 2023, HHS will provide monthly engagement opportunities for community stakeholders that build relationships and fosters positive student outcomes.</p> <p><b>Evidence of Success: Formative:</b> Introduce HHS Parent University that brings important topics to parents at least once per 9-week term. Revise the campus PTO with newly elected officers and regular meetings that results in increased number of community and parent support. Increased calendar of events for parents and community. Increased number of Parent Newsletters that serve to inform and call to action.</p> <p><b>Summative:</b> By December, 2022, PBIS will have established Student Tracker systems and data. By December, 2022, HHS will have a newly organized and functional PTO, with elected officers. By June, 2023, Student Engagement survey will show an overall increase in positive interactions with teachers by .5% By June, 2023, a minimum of 85% off all parent surveyed will show that they feel welcomed by staff.</p>	327

**Fort Bend CBAS**  
**James Patterson Elementary**

**2022-2023**



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# Goals

Revised/Approved: August 8, 2022

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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

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### System Response 1 Details

**System Response 1:** By June, 2023 James Patterson Elementary will increase the effectiveness and alignment of tiered instruction by way of high-yielding teaching strategies that adhere to FBISD instructional models, facilitate student ownership of learning, and are appropriate in alignment and rigor as evidenced by the following indicators of success. Intentionality and emphasis will be given to the alignment of ELA instruction to curricular goals (only 45% alignment according to campus support walkthrough data).

**Evidence of Success:** Formative Indicators of Success:

\* By October, December, March, and June, 2023, 70% of students will increase their reading and math grade level equivalencies to meet target growth of one year's gain on REN360 (35 scaled score) and/or BAS assessments.

\* By October, December, March, and June, 2023, campus walkthrough data will demonstrate at least a 10% increase each quarter in the use of student ownership tools (learning intentions, success criteria, co-constructed check student checklists, rubrics, and exemplars).

\* By October, December, March, and May, 2023, campus walkthrough data will demonstrate at least 10% increase each quarter in teachers adhering to lesson plans for guided instruction in accordance with the campus's instructional delivery schedule.

By October, December, March, and May, 2023, campus walkthrough data will demonstrate at least a 12% increase each quarter in the delivery of ELA instruction that is appropriate in curricular alignment, pacing, and rigor.

Summative Indicators of Success:

\* By June 2023, the percentage of grade levels meeting the target performance standard of 35 SGP (scale score target for one year's growth) will increase from 67% to 80% according to Renaissance 360 data.

\* By June, 2023, Patterson will increase performance on STAAR in Science from 58 % to 70%.

\* By June, 2023, Patterson will increase performance on STAAR in Reading and Math from 75% and 65% respectively to 80% in both content areas.

\* By June, 2023, Patterson will increase the percentage of GT identified students from 0.80 % (6 students )to 10 students.

By June, 2023, Patterson will increase The Closing the Gap Rating from 76 (C) to 80 (B).

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**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 5:** 5.5 To what degree does the organization attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated in order to improved student outcomes?

**System Response 1 Details**

**System Response 1:** By June, 2023, James Patterson Elementary will retain high quality staff by reducing the number of teachers who report mental fatigue/mental health challenges by a minimum of 66%

**Evidence of Success:** By June, 2023, at least 66% of all instructional staff who reported experiencing mental health challenges in the fall semester will demonstrate having the mental capacity and emotional stamina to productively engage in teaching and learning.

**Fort Bend CBAS**  
**James Reese Career & Technical Center**  
**2022-2023**

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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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

**Initial Signal:** Major Change

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## System Response 1 Details

**System Response 1:** By June 2023, James Reese Career and Technical Center will empower students to take responsibility for and ownership of their learning and behavior by providing strong Tier 1 instruction targeting student ownership protocols including goal setting and revision, thereby increasing students' success and readiness for post-secondary career opportunities as evidence in our indicators.

**Evidence of Success:** Formative Evidence:

- \* Observation: By June 2023, show a positive trend of at least 10% growth on goal setting & revision indicators on the campus walk-through tool. (Reviewed October, December, February, June)
- \* Feedback: By June 2023, show a positive trend of at least 10% in the data for students' reporting goal setting & revision on campus generated student survey using baseline data from October. (Reviewed October, December, February, June)
- \* Observation: By June 2023, show a positive trend with teachers planning goal setting & revision activities in Professional Learning Communities as evidenced by a 20% growth in PLC agenda and minutes and the campus generated PLC walkthrough tool. (Reviewed October, December, February, June)

Summative Evidence:

- \* Observation: By June 2023 show at least 10% growth on goal setting & revision indicators on the campus walk-through tool.
- \* Feedback: By June 2023, show at least 10% in the data for students' reporting goal setting & revision on campus generated student survey using baseline data from October.
- \* Observation: By June 2023, show teachers planning goal setting & revision activities in Professional Learning Communities as evidenced by a 20% growth in PLC agenda and minutes and the campus generated PLC walkthrough tool.

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

**Key Question 2:** 2.1 To what degree are we preparing students for post-secondary success, including college, career, or military?

2.2 To what degree are we equipping students with SKILLS FOR LIFE (Profile of a Graduate)?

2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?

2.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)?

2.5 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COMPASSIONATE CITIZEN (Profile of a Graduate)?

2.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of LIFE-LONG LEARNER (Profile of a Graduate)?

**Initial Signal:** Major Change

#### System Response 1 Details

**System Response 1:** By June 2023, James Reese Career and Technical Center will prepare students for post-secondary success, including college, career or military by providing strong Tier 1 instruction with designed data driven learning experiences aligned with industry certification standards, thereby increasing students' success and readiness for post-secondary career opportunities as evidence in our indicators.

**Evidence of Success:** Formative Evidence:

- \* Observation: By June 2023 show a positive trend of at least 10% growth the Learning Framework Classroom Clarity specifically section CC6 - Students can articulate what they are learning, why they are learning it and what success looks like on the campus generated walk-through tool. (Reviewed October, December, February, June)
- \* Observation: By June 2023 show a positive trend of at least 10% improvement of alignment between TEKS, curriculum, and industry certification standards in the classroom learning experiences using the campus generated walk-through tool. (Reviewed October, December, February, June)
- \* Feedback: By June 2023, establish a baseline and show 10% improvement of students' understanding the connection between classroom learning experiences and industry certification exams on campus generated student survey. (Reviewed October, December, February, June)
- \* Observation: By June 2023, establish a baseline and show 10% improvement of alignment of TEKS, curriculum and industry exam standards in Professional Learning Communities (evidenced by PLC agendas and minutes). (Reviewed October, December, February, June)

Summative Evidence:

- \* Observation: By June 2023 show at least 10% growth the Learning Framework Classroom Clarity specifically section CC6 - Students can articulate what they are learning, why they are learning it and what success looks like on the campus generated walk-through tool.
- \* Observation: By June 2023 show at least 10% improvement of alignment between TEKS, curriculum, and industry certification standards in the classroom learning experiences using the campus generated walk-through tool.
- \* Feedback: By June 2023, show 10% improvement of students' understanding the connection between classroom learning experiences and industry certification exams on campus generated student survey.
- \* Observation: By June 2023, show 10% improvement of alignment of TEKS, curriculum and industry exam standards in Professional Learning Communities (evidenced by PLC agendas and minutes).

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 2:** 7.2 To what degree does the school cultivate a positive culture and supportive climate?

**Initial Signal:** Major Change

**System Response 1 Details**

**System Response 1:** By June 2023, James Reese Career and Technical Center will cultivate a positive culture and supportive climate by implementing a comprehensive PBIS plan which defines behavior expectations while fostering a sense of belonging for students and staff as evidence in our indicators.

**Evidence of Success:** Formative Evidence:

- \* Observation: By June 2024, show a positive trend with teachers discussing and incorporating learner dispositions in Professional Learning Communities as evidenced by a 20% growth in PLC agenda and minutes and the campus generated PLC walkthrough tool. (Reviewed October, December, February, June)
- \* Observation: By June 2024, show a positive trend with teachers incorporating learner dispositions in unit plans and daily lesson plans within their as evidenced by a 20% growth in PLC agenda and minutes, unit and daily lesson plans, and the campus generated PLC walkthrough tool. (Reviewed October, December, February, June)
- \* Observation: By June 2023, our PBIS committee will create and implement a comprehensive PBIS plan as evidence by PBIS committee agendas, minutes and campus created staff and student survey. (Reviewed October, December, February, June)

Summative Evidence:

- \* Observation: By June 2024, show teachers discussing and incorporating learner dispositions in Professional Learning Communities as evidenced by a 20% growth in PLC agenda and minutes and the campus generated PLC walkthrough tool.
- \* Observation: By June 2024, show teachers incorporating learner dispositions in unit plans and daily lesson plans within their as evidenced by a 20% growth in PLC agenda and minutes, unit and daily lesson plans, and the campus generated PLC walkthrough tool.
- \* Observation: By June 2023, our PBIS a comprehensive PBIS plan is complete and fully implemented by all staff members.

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**Fort Bend CBAS**  
**Lakeview Elementary**  
**2022-2023**

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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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

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## System Response 1 Details

**System Response 1:** By June 2023, Lakeview Elementary will improve literacy and numeracy instruction by focusing on use of PLC's for curriculum planning and alignment to provide strong tier 1 instruction and empower students to take ownership of their learning as demonstrated through the indicators of success.

**Evidence of Success:** Formative Indicator of Success

LVE will increase the percent of teachers engaging students in ongoing feedback using a variety of tools to develop student ownership of learning from 28% to 38% on classroom walks.

LVE will increase the percentage of students talking to their peers about their learning during classroom walks from 47% to 52%.

LVE will increase the analysis of student work in PLC's from 25% to 50% for teachers to provide feedback and students to set goals for their learning.

By June 2023, LVE will increase the percentage of all students who demonstrate growth with an SGP35 on EOY reading Ren 360 65% to 70%.

By June 2023, LVE will increase the percentage of all students who demonstrate growth with an SGP35 on EOY math Ren360 73% to 78%.

**Summative Indicator of Success:**

By June 2023, LVE will increase the percentage of all students at/above in literacy on EOY REN360 62% to 67%.

By June 2023, LVE will increase the percentage of all students at/above in math on EOY Ren 360 82% to 85%

By June 2023, LVE will increase the percentage of students passing all reading tests from 83 % to 87%.

By June 2023, LVE will increase the percentage of students passing all math tests from 88% to 92%.

By June 2023, LVE will increase the percentage of K-2 students on or above level on EOY BAS from 63% to 70%.

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 2:** 7.2 To what degree does the school cultivate a positive culture and supportive climate?

**System Response 1 Details**

**System Response 1:** By June 2023, Lakeview Elementary will improve behavior by focusing on cultivating a positive school culture and supportive climate through consistent implementation of PBIS as demonstrated through the indicators of success.

**Evidence of Success:** Formative Evidence

LVE will increase to 100% of teachers utilizing respect agreements and classroom expectations based on classroom walks.

LVE will increase attendance from 93.85% to 96.5% through monthly attendance meetings to monitor any students with 10 or more absences.

LVE will increase attendance from 93.85% to 96.5% through the use of our PBIS system recognizing grade level attendance monthly.

Summative Evidence

LVE will increase the EOY BoQ score from 93 to 95 through monthly recognition of employees.

LVE will increase the EOY BoQ score from 93 to 95 by posting positively stated schoolwide expectations around the school.

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**Fort Bend CBAS**  
**Quail Valley Elementary**  
**2022-2023**

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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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

### System Response 1 Details

**System Response 1:** By May 2023, Quail Valley Elementary will improve the effectiveness of instruction by ensuring implementation of the instructional models, targeted intervention, student ownership of learning as evidenced through the indicators of success.

**Evidence of Success:** Formative Indicators of Success

From BOY to MOY 65% of QVE students will increase their literacy level as demonstrated through BAS and campus collected reading levels.

From BOY to MOY we will increase our meets/masters students by 10% math level as demonstrated the REN math State Star Screening Report through REN assessments.

From the December to March STAAR Interim, students will increase 5% for meets and masters combined.

From BOY to MOY we will see an increase in the percentage of students using feedback to revise work and demonstrate new understanding from 36% to 40%. CST GSR1

80% of our classroom walkthrough data will show an instructional arrangement of small group.

Summative Indicators of Success

By May 2023 QVE will increase the percentage of the performance on STAAR literacy approaches, meets and masters from 75% to 80%.

By May 2023 QVE will increase performance on STAAR math approaches, meets and masters from 60% to 65%.

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By May 2023, QVE students will increase the percentage of students showing growth in literacy from BOY to EOY from 55% to 60% on the REN Star Longitudinal report.

By May 2023, QVE students will increase the percentage of students showing growth in math from BOY to EOY from 67% to 73% on the REN Star Longitudinal report.

From MOY to EOY we will see an increase in the percentage of students using feedback to revise work and demonstrate new understanding from 40% to 45%. CST GSR1

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 2:** 7.2 To what degree does the school cultivate a positive culture and supportive climate?

**System Response 1 Details**

**System Response 1:** By May 2023, Quail Valley Elementary will improve the culture and climate for staff and students by providing positive behavior interventions and supports, counseling lessons and professional development to promote a culture of belonging and safety as evidenced through indicators of success.

**Evidence of Success:** Formative Indicators of Success:

- o From BOY to MOY 80% of staff will participate in professional development on PBIS strategies and learner dispositions.
- o From BOY to MOY 80% of our staff will have awarded 10 points using the PBIS app.
- o From BOY to MOY we will increase our positive referrals from 0 to 50.
- o From BOY to MOY, increase staff satisfaction and engagement on campus surveys by 10%.
- o From BOY to MOY, increase student engagement on campus administered surveys by 7% targeting selected questions.  
"Students here respect what I have to say."  
"The rules at my school are fair."  
"I don't understand why I get the grades I get."
- o Students will practice their identified disposition(s) using the success criteria that will support the achievement of their learning/behavior goal(s) increasing from 6% to 10%.

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Summative Indicators of Success:

- o From MOY to EOY 100% of our staff will have awarded 25 points using the PBIS app.
- o From MOY to EOY we will increase our positive referrals from 50 to 100.
- o From MOY to EOY, increase staff satisfaction and engagement on campus surveys by 10%.
- o Student Engagement Survey
- o By May 2023, QVE will increase Perceptions of Respect and Belonging (Students here respect what I have to say) on the student engagement score from 68% to 80%.
- o By May 2023, QVE will increase Perceptions of Respect and Belonging (Adults at my school listen to the students) on the student engagement score from 75% to 82%.
- o By May 2023, QVE will decrease student Disaffection (I don't understand why I get the grades I get) on the student engagement score from 63% to 40%.
- o By May 2023, 85% of staff at QVE will either select agree or disagree with the following questions:
  - o I feel supported and empowered by the administration to make decisions about my teaching.
  - o I enjoy coming to work every day.
  - o My administration cultivates a positive and collaborative relationship among faculty and staff at this school.
- o Students will practice their identified disposition(s) using the success criteria that will support the achievement of their learning/behavior goal(s) increasing from 10% to 15%.

**Fort Bend CBAS**  
**Quail Valley Middle School**  
**2022-2023**

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# Goals

Revised/Approved: September 19, 2022

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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

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**Initial Signal:** Major Change

## System Response 1 Details

**System Response 1:** By June 2023, QVMS educators will improve behavior, social emotional learning and campus culture by implementing PBIS protocols and procedures, as demonstrated through evidence of success indicators.

**Evidence of Success:** Formative Evidence:

\*Assessment: Track term, semester, action, action reason and location from BOY to EOY for all students and each student group to reduce the percentage of student in ISS, OSS and DAEP from EOY 21-22 to EOY 22-23

\*Observation: Gain 80% or better commitment to Tier I PBIS strategies in the classroom as evidenced through PBIS learning walks

\*Assessment: Track attendance data every three weeks and by term

Summative Evidence:

\*Assessment: Reduce RDA disproportionality rate to below 2.0 for African American students

\*Assessment: Improve attendance rates to 96% or higher for all students and 94% or higher for each student group

\*Observation: Gain 80% or better commitment to Tier I PBIS strategies in the classroom as evidence through learning walks

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

**Key Question 3:** 3.1 To what degree do learning experiences engage students in meaningful and relevant work?

3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?

3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?

3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?

**Initial Signal:** Major Change

**System Response 1 Details**

**System Response 1:** By June 2023, QVMS will strengthen student instruction through development of educator capacity using professional development and Professional Learning Communities, as measured by the evidence of success.

**Evidence of Success:** FORMATIVE EVIDENCE:

\*Survey: Baseline and track data on student executive functioning BOY to EOY

\*Observation: Increase rigor, as demonstrated on Learning Walks, to 80% or higher by EOY for alignment to scope and sequence, rigor and instructional practices

\*Assessment: Increase percentage of students demonstrating growth on REN 360 Reading and Math SGP from BOY to EOY

\*Assessment: Reduce percentage of students designated for intervention on REN 360 Reading and Math

\*Assessment: Baseline data--Demonstrate progress on GT goals and projects assessing progress at each term (learning plans 6-8, TPSP projects 6th grade, etc.)

\*Observation: Baseline percentage of teachers utilizing feedback/accountable talk and AVID WICOR strategies as evidenced by campus walks

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SUMMATIVE EVIDENCE:

\*Assessment: Achieve an "A" campus rating/score of 90 or higher on state accountability

\*Assessment: Improve STAAR, STAAR-ALT, TELPAS trends in growth, and meeting and mastery percentages

\*Assessment: Baseline: 95% completion of GT goals and TPSP projects by EOY

\*Assessment: Increase PSAT participation percentage and percentage meeting college readiness criteria benchmarks in Reading and Math

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 2:** 7.2 To what degree does the school cultivate a positive culture and supportive climate?

**System Response 1 Details**

**System Response 1:** By June 2023, QVMS educators will improve behavior, social emotional learning and campus culture by implementing PBIS protocols and procedures, as demonstrated on evidence of success indicators.

**Evidence of Success:** Formative Evidence:

- \*Track discipline evidence by Term, Semester, Action, Action Reason, Location from BOY to EOY (All Students, Student Groups)
- \*Decrease percentage of students in ISS, OSS and DAEP from EOY 21-22 to EOY 22-23
- \*Improve to 80% or better on campus walkthrough observations, using the SEL observation protocol
- \*Demonstrate an increase to 80% or better commitment implementing Tier I PBIS intervention strategies in the classroom from BOY to EOY

Summative Evidence:

- \*Reduce disproportionality in discipline to below 2.0 on RDA for African American students--monitor by
- \*Improve attendance rates to 96% for all students and 94% for each student group, evidenced by term and year
- \*Increase percentage of students engaging in relevant, student-led activities that promote inquiry, collaboration and organization as evidenced on learning walks--80% or better on alignment to rigor, scope and sequence and instructional practices

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**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 5:** 5.5 To what degree does the organization attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated in order to improved student outcomes?

**Initial Signal:** Minor Change

**System Response 1 Details**

**System Response 1:** By June 2023, QVMS educators will utilize FBISD hiring processes, coaching, mentorship and training to recruit, select, and support highly qualified educators, place current educators in roles suiting their strengths and build capacity with all educators to accomplish the established indicators of success for culture and student ownership of learning and behavior.

**Evidence of Success:** \*100% of QVMS educators will successfully complete established district and campus professional development to support accomplishment of the indicators of success for culture and student ownership of learning and behavior.

\*Baseline--the percentage of teachers engaging in AVID professional learning

\*Increase the percentage of teachers certified/endorsed in GT to at least 60%

\*Increase to 100% of ELA teachers certified in ESL

\*Baseline--percentage of teachers completing and utilizing feedback/accountable talk, AVID and culturally responsive practices as observed on Learning Walks and campus walks

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**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

**Key Question 1:** 6.1 To what degree does the organization manage financial, human, physical and technological resources in a way that enables and enhances transparency, accountability, integrity, efficiency, and innovation in all operations to support improved student outcomes?

**Initial Signal:** Maintain

**System Response 1 Details**

**System Response 1:** By June 2023, QVMS educators will utilize campus resources (funding, time, materials/equipment, professional development), to implement strategies, monitor progress through communication and observation, and adjust strategies in order to improve indicators of campus culture and student ownership of learning and behavior established in Goals 1, 2 and 4.

**Evidence of Success:** FORMATIVE AND SUMMATIVE EVIDENCE:

- \*90% of campus budget expenditures support campus work on culture and student ownership of learning and behavior
- \*100% of CIP strategies are tied to available campus resources
- \*Successful completion of CIP strategies and accomplishment of performance objectives in Goals 1, 2 and 4.

# Fort Bend CBAS

## Sartartia Middle School

**2022-2023**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

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**#JAGPRIDE**

# Goals

Revised/Approved: May 26, 2023

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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

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**Initial Signal:** Major Change

## System Response 1 Details

**System Response 1:** By June 2023, Sartartia Middle School will improve the effectiveness of core content area instruction (Tier I and Tier II) through the implementation of aligned curriculum, student ownership of learning, targeted intervention, professional learning communities, and professional development as evidence through the indicators of success.

**Evidence of Success:** Formative Evidence:

- By June 2023, we will increase the percentage of students showing growth in literacy on REN360 from BOY to EOY from 59.8% to 62% and math on REN360 from BOY to EOY from 64.1% to 66%.
- By June 2023, we will increase rigor to 70% or higher (currently at 59%), as demonstrated through Campus Support Team Learning Walks.
- By June 2023, we will increase demonstration of instructional model to 75% or higher (currently at 66%), as evidenced through Campus Support Team Learning Walks.
- By June 2023, we will increase alignment to district scope and sequence, as demonstrated by Campus Support Team Learning Walks, to 85% or higher (currently at 63%).
- By June 2023, students will show a growth of 10% on REN reading and math assessments by student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education).
- By June 2023, 3/4 job embedded professional development sessions will allow for teacher choice.
- By June 2023, 75% of team teachers will be following the PLC format as evidenced through our PLC Checklist protocol.

Summative Evidence:

- By June 2023, Reading Math, Science and Social Studies Maters will increase 5% from 21-22 STAAR -Increasing percentages of students meeting STAAR Progress.
- By June 2023, 5% of teachers will report proficient or higher on SMS Teacher Survey for Success Criteria being communicated students and aligned to PLC.
- By June 2023, 85% of students will report proficient in ownership of learning on student engagement survey.
- By June 2023, 5% of students will move up in Ren Intervention Category (Urgent Intervention, Intervention, On watch, At/Above Benchmark) for both math and reading.
- By June 2023, 95% of GT identified students will have complete GT goals and completed their TPSP projects as evidenced through their GT Advisory teacher.

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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

**Key Question 2:** 2.1 To what degree are we preparing students for post-secondary success, including college, career, or military?

2.2 To what degree are we equipping students with SKILLS FOR LIFE (Profile of a Graduate)?

2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?

2.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SERVANT LEADER (Profile of a Graduate)?

2.5 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COMPASSIONATE CITIZEN (Profile of a Graduate)?

2.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of LIFE-LONG LEARNER (Profile of a Graduate)?

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

**Key Question 3:** 3.1 To what degree do learning experiences engage students in meaningful and relevant work?

3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?

3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?

3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?

**Initial Signal:** Minor Change

#### System Response 1 Details

**System Response 1:** By March 2023, all SMS students and educators will improve campus climate and culture through their engagement as learners in the school environment as demonstrated through participation in extracurricular learning opportunities and social emotional engagement using the Profile of a Graduate and Learner Dispositions.

**Evidence of Success:** Formative Evidence:

- By June 2023, all SMS students will have participated in clubs and/or self-selected activity during the school day through our Wednesday Advisory Schedule.
- By June 2023, we will increase the percentage of classrooms using academic circles during student advisory time by 5%. Administrators and Counselors will be using an observation protocol to collect data throughout the school year. Teachers will submit a progress check and goal setting protocol each 9 week based on student choice and student engagement.
- By June 2023, we will increase the percentage of students participating in extracurricular activities for all students, as evidenced in our Student Engagement Survey and through JagSanity2.0 participation records.
- By June 2023, SMS will provide 2 additional extracurricular opportunities for students to participate in such as clubs/organizations.
- By June 2023, SMS will provide 6 activities to build school climate throughout the school year for students and staff.
- By June 2023, 80% of SMS students will receive SEL instruction through our Tuesday advisory as evidenced through our advisory schedule and attendance.
- By June 2023, 25 teachers will increase their connection to real world to make the work more engaging and meaningful as demonstrated through lesson plans and campus support team learning walks.

Summative Evidence:

- By June 2023, 80% or more of SMS students will report a positive experience while at SMS on the Student Engagement Survey on Social Emotional Engagement elements.
- By June 2023, 90% of students will state that they feel safe at school as on the Student Engagement Survey.
- By June 2023, 100% of students will have participated in a club during the day as evidenced through our Wednesday Advisory Master Schedule.
- By June 2023, CST walks will show 80% of teachers are making real world connections through their lesson planning.

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 1:** 7.1 To what degree do students and staff feel safe and secure at school? To what degree are students and staff safe and secure at school?

**Initial Signal:** Major Change

**System Response 1 Details**

**System Response 1:** By May 2023, Sartartia Middle School will improve student behavior by developing and implementing a school-wide behavioral expectation system (PBIS) through the creation of a student ownership of behavior framework that leads to increased student engagement, self-advocacy, safety, and fewer discipline referrals.

**Evidence of Success:** Formative Evidence:

- By June 2023, SMS will increase the number of opportunities for everyone to learn, interact, and be engaged in the school culture/community. (Professional learning: emphasis regarding PBIS, including teacher supports).
- By June 2023, the PBIS committee will recognize positive behavior and increase in attendance every 9 weeks through our campus rewards system.
- By June 2023, referrals for tardies, horse play and class disruption will decline by 10%.
- By June 2023, SMS will monitor, study, and improve our Discipline Data. We will monitor by Term, Semester, Action, Action Reason, Location from BOY to EOY (All Students, Student Groups)--by decreasing percentage of students in ISS, OSS and DAEP from EOY 21-22 to EOY 22-23 by 5%.
- By June 2023, SMS will increase equity/reduce disproportionality evidenced through discipline and behavior (All Students, Student Groups)--ISS, OSS, DAEP.
- By June 2023, 80% or more students will report that they have a teacher they trust and connect with as evidence in the Student Engagement Survey.
- By June 2023, 80% of teachers will effectively implement SMS PBIS protocols for student behavior issues and interact with our discipline flowchart.
- By June 2023, SEL lessons will be delivered in advisory for students to engage in self-reflection on behavior 3 times per school year.

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Summative Evidence:

- By June 2023, SMS will improve responses from students on the Student Engagement Survey on Social Emotional Engagement element by 10%.
- By June 2023, the PBIS Committee will review data each month to provide appropriate support to the campus as documented through PBIS Committee meeting minutes.
- By June 2023, SMS will report a decrease the number of applicable office referrals by 10%. Reduction in office referrals will be the result of empowering teachers/staff to use the discipline matrix flowchart.
- By June 2023, 80% or more of SMS students will report a positive experience while at SMS on the Student Engagement Survey on Social Emotional Engagement elements.
- By June 2023, 90% of students will state that they feel safe at school as on the Student Engagement Survey.
- By June 2023, 100% of students will have participated in a club during the day as evidenced through our Wednesday Advisory Master Schedule.

**Fort Bend CBAS**  
**Sugar Land Middle School**  
**2022-2023 Improvement Plan**

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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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

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## System Response 1 Details

**System Response 1:** By May 2023, SLMS will improve PLC practices by focusing on implementation of instructional models, content lesson cycles, and scope and sequence alignment as evidenced in the indicators of success.

**Evidence of Success:** Formative:

Demonstrate quarterly increase of alignment of Scope and Sequence based on CST walks by 15%.

Demonstrate quarterly increase in Rigor based on CST walks by 10%.

Demonstrate quarterly increase in alignment with Instructional Models based on CST walks by 10%.

Summative:

By May 2023, increase in student proficiency and growth on campus and state assessments by 15% in math and 5% in reading

By May 2023, all content PLCs will demonstrate improvement in structure and protocol and reflection in the use of the PLC Collaborative Actions/Observation Checklist

Increase by 5% of students demonstrating On Watch to At/Above benchmark performance on Ren 360 from BOY to EOY

Increase by 5% the Meets and Masters percentages on STAAR from 21/22 to 22/23

Increased alignment on walkthrough data - rigor, scope and sequence, and instructional model from 21/22 to 22/23 by 15%.

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 2:** 7.2 To what degree does the school cultivate a positive culture and supportive climate?

**System Response 1 Details**

**System Response 1:** By May 2023, SLMS will improve the climate and culture for staff and students through implementation of effective PBIS strategies as evidenced in the indicators of success.

**Evidence of Success:** Formative:

- Increase in use and implementation of PBIS as evidenced through walkthrough data collection by 10%
- Decrease in discipline referrals entered in Skyward and in our SLMS classroom management tool from each Term in 21/22 to each Term in 22/23 by 20%.
- Increased participation in PBIS incentive celebrations from each term in 21/22 to each term in 22/23 by 25%.
- Increase in number of periodic events held during the school year by term by 20%.

Summative:

- Decrease in end of year discipline offenses from the previous year's data in Skyward by 10%
- Increase percentage of students demonstrating academic growth on campus, district, and state assessments compared to 21/22 data by 30%.
- Increase the Meets and Masters percentages on STAAR by 5% from 21/22 data
- Increase in positive feedback from MOY to EOY on stakeholder feedback (staff and student surveys) by 10% based on survey.
- Increased Benchmarks of Quality score at EOY by 10%
- Increased staff retention from 21/22 to 22/23 by 50%.

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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

**Key Question 1:** 4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?

**System Response 1 Details**

**System Response 1:** By May 2023, SLMS will improve stakeholder engagement by focusing on regular and intentional opportunities for stakeholders to connect with the school, as evidenced in the indicators of success.

**Evidence of Success:** Formative:

Increase in community partnerships from BOY to MOY by 10%.

Increased student attendance on monthly and quarterly Skyward reports by 1%

Increase in stakeholder participation in counselor meetings by 10%.

Summative:

Increased participation in stakeholder attendance in administrator talks/meetings by 40%.

Satisfactory positive feedback on EOY campus survey by 20%.

Increase in community partnerships from BOY to EOY by 5%.

Increase student attendance for the year in Skyward by 2% from 21/22 to 22/23.

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**Fort Bend CBAS**  
**Thornton Middle School**  
**2022-2023**

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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

**Key Question 1:** 1.1 To what degree do students take responsibility for and ownership of their learning and behavior?

1.2 To what degree do schools ensure students experience success in learning?

1.3 To what degree do our students develop student smartness profiles that refine deficits and build upon strengths?

1.4 To what degree do educators provide learning experiences appropriate to student needs?

1.5 To what degree are educators equipped to support all students through learning progressions from a content, pedagogical, and sociological perspective?

1.6 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of EFFECTIVE COMMUNICATOR (Profile of a Graduate)?

1.7 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of CRITICAL THINKER (Profile of a Graduate)?

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## System Response 1 Details

**System Response 1:** By June 2023, RTMS will improve the effectiveness and alignment of grade level PLC's through professional development, and the implementation of aligned curriculum as evidenced in the indicators of success.

**Evidence of Success:** Formative Indicators of Success

Improving CST Walk evidence on rigor, scope and sequence and instructional practices

Summative Indicators of Success

Increasing percentage of students at/above benchmark on BOY & MOY & EOY Ren360 (all students, student groups)

Increasing percentage of students demonstrating growth on REN 360 SGP (all students, student groups)

Improving academic grades (all student, student groups) by monitoring progress report and report card grades (all students, student groups)\*

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

**Key Question 3:** 3.1 To what degree do learning experiences engage students in meaningful and relevant work?

3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?

3.3 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of SKILLS FOR LIFE (Profile of a Graduate)?

3.4 To what degree do our teachers and faculty support, encourage, emulate, and move students towards the goal of COLLABORATIVE TEAM MEMBER (Profile of a Graduate)?

**System Response 1 Details**

**System Response 1:** By June 2023, RTMS will improve the effectiveness of student goal setting through engaging learning experiences, a strong professional learning community structure for students in the classroom as evidenced in the indicators of success.

**Evidence of Success:** Formative Indicators of Success

Improving use of PLC protocols by providing common planning periods for vertical and horizontal alignment

Increasing frequency of Administrative feedback by use weekly PLC agendas

Improving CST data on classroom observations for rigor, instructional practices and scope and sequence

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Summative Indicators of success

Increasing percentage of students at/above benchmark on BOY & MOY & EOY Ren360 (all students, student groups)

Increasing percentage of students demonstrating growth on REN 360 SGP (all students, student groups)

**Goal 2:** FBISD will provide a safe and supportive environment for learning and working

**Key Question 3:** 7.3 To what degree do our schools support the physical and social-emotional needs of students?

**System Response 1 Details**

**System Response 1:** By June 2023, RTMS will improve the effectiveness of social emotional learning by increasing opportunities for student engagement and schoolwide social emotional supports as evidenced in the indicators of success.

**Evidence of Success:** Formative Indicators of Success

Increase opportunities for participation in Thunder Clubs

Increases in extracurricular student participation (all students, student groups)

Increased percentage of lessons focus on Social-Emotional Learning

Improving CST Walk evidence targeting observation of Social-Emotional Learning

Summative Indicators of Success

Improving responses from student and parents on surveys (BOY & EOY Surveys, Student Engagement Survey)

Improving responses from staff on Staff Engagement Survey

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 3:** 5.3 To what degree do we build leaders (capacity) within the organization?

**System Response 1 Details**

**System Response 1:** By June 2023, RTMS will improve the effectiveness and increase visibility in recruiting and capacity-building efforts by providing opportunities for growth and leadership within the campus through professional development and PLC's as evidenced in the indicators of success.

**Evidence of Success:** Formative Indicators of Success

Increased opportunities for training, modeling and capacity-building with PLC Team Leads

Increased opportunities for Professional Development on student ownership in the classroom, clarity and PLC protocols

Increased participation by staff in training and leadership opportunities

Summative Indicators of Success

Increased participation and recruitment through community area job fairs, social media, professional connects, FBISD job fair, internal promotion

Increased retention rates of staff

Increases in staff serving in leadership roles through monitoring stipend sheet, team leaders, club and organization list, committee list for leadership interest/potential

Improving responses on Staff Engagement Survey

Improving responses on Student Engagement Survey

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**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Key Question 5:** 5.5 To what degree does the organization attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated in order to improved student outcomes?

**System Response 1 Details**

**System Response 1:** By June 2023, RTMS will increase visibility in recruiting and capacity-building efforts providing opportunities for growth and leadership within the campus through Professional Development and PLC's in order to retain quality staff to improve student outcomes. This will be evident by BOY and EOY staff engagement survey and out charted leadership opportunities.

**Evidence of Success:** Increased opportunities for training, modeling and capacity-building with PLC Team Leads

- \* Increased opportunities for Professional Development on student ownership in the classroom, clarity and PLC protocols
- \* Increased participation by staff in training and leadership opportunities

**For: Fort Bend ISD Board of Trustees**  
**Date: October 17, 2022**  
**Action: Consideration and Approval: Targeted Improvement Plan for Willowridge High School**  
**References: AIC (Legal) and AID (Legal)**  
**Department: Department of School Leadership**

**Recommendation**

Consideration and possible approval of the Targeted Improvement Plan (TIP) required by Texas Education Agency for Willowridge High School.

**Background**

To identify schools for Comprehensive Support and Improvement (CSI), TEA annually ranks all Title I campuses based on Closing the Gaps scaled scores. Beginning August 2022, TEA also evaluated overall scaled scores to make final CSI determinations. Using a multi-step process, Title I campuses with both the lowest Closing the Gaps and lowest overall scaled scores are identified for Comprehensive Support and Improvement.

Willowridge High School has been identified as a Comprehensive Support and Improvement (CSI) campus and, therefore, must participate in interventions, develop a Targeted Improvement Plan (TIP), submit the plan to the Texas Education Agency, and conduct a Board hearing to approve the plan. The administration is asking the Board to approve Willowridge High School's Targeted Improvement Plan.

Submitted by:

Dr. Christie Whitbeck  
Superintendent of Schools

Recommended by:

Kwabena Mensah  
Chief of Schools

**Fort Bend Independent School District**  
**Willowridge High School - TIP**  
**2022-2023 Targeted Improvement Plan**



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**Superintendent:**  
**DCSI/Grant Coordinator:**

Dr. Christie Whitbeck  
Rhonda Mason

**Principal:** Jennifer Roberts  
**ESC Case Manager:** Dr. Trenae Hill  
**ESC Region:** 4

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Rhonda Mason

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Ashley Causey

## Principal

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I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Jennifer Roberts

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# Data Analysis

## Student Achievement

**What accountability goal has your campus set for this year?**

The goals below for Willowridge High School were determined in order to move our overall accountability rating to a C. The accountability goal for Willowridge High School in Domain I-Student Achievement is to:

- Increase overall STAAR performance from a component score of 34 to a component score of 41.
- The class of 2022 Cohort CCMR for 2023 Accountability is set at 27.4%. Moving forward, we have set a goal of 45% of the 2023 Cohort to meet at least one CCMR indicator to be reflected on 2024 Accountability.
- The class of 2022 Cohort Graduation Data for 2023 Accountability is unofficially set at 79.3%. Moving forward we have set a goal for 90% of the 2023 Cohort to graduate to be reflected on the 2024 Accountability.

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For Domain I Student Achievement our focus is on increasing STAAR performance in all areas. Improving STAAR performance with an emphasis on the number of students who meet and master grade level, will allow our Domain I score to move forward toward our overall goal for a C rating.

## School Progress

### What accountability goal has your campus set for this year?

The accountability goal for Willowridge High School in Domain 2A: School Progress--Academic Growth is to increase the overall component score from a 62 to a 70. This goal was determined by reviewing current accountability data and developing a path to increased growth. This will allow us to reach our overall accountability rating of a C.

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## Closing the Gaps

### What accountability goal has your campus set for this year?

The accountability goal for Willowridge High School in Domain 3: Closing the Gaps is to move our overall component score from a 9 to 50. This goal was determined in order to move our overall accountability rating to a C. Based on our 2022 Accountability data, we must work to move more student groups toward the achievement targets in each category.

To accomplish this goal, we must show growth across multiple student groups in the following ways:

- Academic Achievement: move from 1 student group meeting target to a minimum of 5 student groups meeting target
- Graduation Status: move from 1 student group meeting target to a minimum of 4 student groups meeting target
- ELP Status: move from 0 target met to 1
- School Quality Status: For 2023 Accountability, the data is set; however, moving forward we are working on systems to increase the number from 1 student groups meeting target to a minimum of 4 student groups meeting target by 2024.

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## Subject Areas and Student Groups

**Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?**

1. Both ELA and Mathematics are identified focus for our campus. Overall, on the 2022 STAAR results, four student groups were within 1-5 percentage points of meeting the ELA/Reading Target. As we implement a focus on writing across the curriculum and instruction aligned to the rigor of the TEKS, our student groups have strong growth potential in this area. In mathematics there is more work needed to close the gap on the targets for each student group. Our focus for math will be with Algebra I for the EOC test and Algebra II in preparation for CCMR criteria.

2. English Language Proficiency: This area is identified based on the number of students who fall under the EB/EL indicator. This subject area showed 15% progress rate in 2022. With a focus on writing across the curriculum and SIOP strategies for students in all areas, students have the potential to show progress based on TELPAS results.

The intended outcome on our accountability domain scores is to increase our overall Closing the Gaps domain by focusing on areas where we can see growth potential. An increase meets and masters standard by 5% for ELA will lead to an increase in targets met in the Closing the Gaps domain. For the ELPS status, the goal is to show progress from the 15% to reach the 36% target. T

**Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?**

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1. African American student group.
2. Hispanic student group.

The intended outcome for focusing on these student groups is the ability to grow these students in both TELPAS and STAAR. In doing so, our Closing the Gaps domain score will progress to meet more targets.

## **CCMR**

### **What goals has your campus set for CCMR?**

By June 2023, at least 30% of the class of 2023 will have met CCMR criteria and at least 25% of the class of 2024 will have met CCMR criteria. This data will be reviewed quarterly through OnSuite data to track and monitor the progress of these two cohorts.

## **Federal Graduation Rate**

### **What goals has your campus set for Federal Graduation Rate?**

By June of 2023, 90% of the class of 2023 will graduate from high school to be reflected on 2024 accountability.

# Essential Actions

## Cycles 1-3

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Not Yet Started**

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

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**Implementation Level: Partial Implementation**

**Key Practices:** High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Partial Implementation**

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

## Cycle 4

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Not Yet Started**

**Key Practices:**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Not Yet Started**

**Key Practices:**

# Cycles

## Cycle 1 - (Sept – Nov)

**Did you achieve your student performance data goals? Why or why not?:**

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Not Yet Started

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Rationale:** The Instructional Leadership at WHS consists of Principal, Associate Principal, Dean of Instruction, 3 Assistant Principals, P-Tech Dean, and Instructional Coaches for each of the content areas. The administrative team's focus and capacity needs to be built around instructional leadership. There are PLC processes, a campus walk through document, and instructional coaching in place; however, monitoring of the effectiveness of PLC practices, teacher actions, and coaching needs to be defined and strengthened. Expectations for these areas need to be clearly defined and communicated. Systems for monitoring and feedback need to be developed and implemented with consistency. By selecting this EA, this will have a positive impact on student outcomes because instructional leaders will have greater capacity to provide actionable feedback to teachers to improve instructional practices.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Through coaching the WHS leadership team on roles and responsibilities, clear expectations and outcomes, and identifying strengths, gaps, and professional learning needs, the instructional team will increase instructional leadership capacity.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Once clearly defined roles and responsibilities are clearly defined and in writing, share the information with stakeholders including, administrators, teachers, students, parents and other external partners as needed through campus newsletters and website, faculty and department meetings. Share information with administrators through one-on-one conversations and instructional leadership team meeting.

**Desired Annual Outcome:** By the end of May 2023, 100% of campus instructional leaders will have a clear list of roles and responsibilities with clearly defined expectations. Leadership team meetings will include written agendas, recorded meeting minutes, and next steps with emphasis on data analysis, progress monitoring, and observation and feedback. Weekly calendars will show time for observation and feedback of classroom instruction, PLCs and key data meetings. Performance evaluations with measurable goals are pre-determined, written and agreed upon by both principal and direct report.

**District Commitment Theory of Action:** The district will provide opportunities for job embedded professional learning and training for Instructional Coaches and campus administration.

**Desired 90-day Outcome:** By November 2022, 100% of the instructional team will show evidence on their calendars of dedicated time for instructional walk throughs, TTESS walk throughs, and feedback sessions.

**District Actions:** Training and support for instructional leadership for administrators. Support in developing clear roles and responsibilities around focus areas.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Capacity of administrators for instructional leaderships	Action Step 1	Builds collaboration of administrative team and outlines campus priorities.
Competing priorities and time	Action Step 3	Instructional leadership teams will share calendars and schedule time for these action items.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Schedule weekly administrative meetings with an agenda focused on teacher classroom instruction, PLCs, and key data points.</p> <p><b>Evidence Used to Determine Progress:</b> Weekly agendas that reflect data, needs, next steps for each area.</p> <p><b>Person(s) Responsible:</b> Principal, Associate Principal</p> <p><b>Resources Needed:</b> Template for agenda Protected time for administrative meeting Space for meetings</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 6, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 31, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> <p style="text-align: right;">377</p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> Clearly define administrative roles and responsibilities focused on areas of CCMR, T-TESS, Observation and feedback, ARDs and Special Education responsibilities, Discipline management and PBIS.</p> <p><b>Evidence Used to Determine Progress:</b> Roles and Responsibility document  T-TESS supervision chart  T-TESS progress tracker  Campus Walk through schedule  Campus walk through tracker  Walk through form with data trends</p> <p><b>Person(s) Responsible:</b> Principal  Administrative Team</p> <p><b>Resources Needed:</b> Administrative job description  TTESS supervision groups  Microsoft form for campus walk through document</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> October 10, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 31, 2022</p>	<p><b>Progress toward Action Steps:</b>  <b>Necessary Adjustments/Next Steps:</b></p> <p style="text-align: right;">378</p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Instructional Leadership Team will share calendars to reflect scheduled time for observation, feedback on classroom instruction, PLC attendance, and key data meetings.</p> <p><b>Evidence Used to Determine Progress:</b> Calendars with evidence of PLC attendance, classroom walkthroughs and feedback sessions scheduled.  Walk through data supports schedule outlined on the calendar</p> <p><b>Person(s) Responsible:</b> Campus Administrators</p> <p><b>Resources Needed:</b> Training around expectations for shared calendar  Exemplar from ESF training Lever 1.1 of instructional calendar.</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> October 10, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 31, 2022</p> <p><b>Funding Sources:</b> Region 4 Contracted Services - 6200-Professional and contracted services - \$10,000</p>	<p><b>Progress toward Action Steps:</b>  <b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 1 - (Sept – Nov)

### 2. Essential Action 5.3: Data-driven instruction.

#### **Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

**Rationale:** The campus has PLC time built into the master schedule for all EOC tested areas. Teachers use the unit planning guide as well as the lesson planning guide to develop lessons and assessments aligned to the rigor of the TEKS. Data is collected from various sources including STAAR, REN 360, common formative assessments, unit tests, District Learning assessments, and interim assessments. The campus is developing best practices and a clear focus of how to analyze data and student work. We need more support in digging deeper into data and connecting data driven decisions to Tier I instructional practices. A clear focus and understanding of data driven instruction and progress monitoring is paramount to see increase student growth. There is a need to develop and monitor common protocols and language across all content areas. By selecting this EA, this will have a positive impact on student outcomes because EOC teams will be intentional and focused on data driven instruction to make instructional decisions.

**Who will you partner with?:** TIL

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**How will you build capacity in this Essential Action?** We will work closely with Region IV and our campus support team to ensure teachers and instructional leaders have professional learning on data-driven instruction, progress monitoring, PLC cycles of improvement and embedded interventions. Regular data meetings with instructional leaders to review trends of data and where gaps exist for teachers or teams in collecting and acting on data. We will support teachers and teams in data analysis to guide instructional decision making.

Provide learning opportunities around unpacking standards and identifying gaps in conceptual and procedural knowledge.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure the staff is aware of our efforts to improve our focus on data driven instruction through professional development sessions, information in our weekly newsletters, and support in faculty meetings and PLCs. We will communicate to our community and parents through newsletters and various parent engagement events. Students will also have the opportunity to learn and take ownership of their data through classroom discussions, Eagle Time lessons, student leadership groups and feedback sessions. Feedback on the adjustments and improvements to our data driven instructional systems will be collected through stakeholder surveys periodically throughout the year.

**Desired Annual Outcome:** By June 2023, 100% of EOC content teachers utilize protected time built into the master schedule to meet weekly. Weekly meetings include the use of agendas, corrective instruction action planning processes, use of a common protocols to disaggregate data to track and monitor student progress. Teachers will visibly monitor student progress toward measurable goals.

**District Commitment Theory of Action:** Provide assistance with professional learning as needed.  
Provide supports for PLC processes, data tracking and progress monitoring as needed.

**Desired 90-day Outcome:** By November 2022, EOC content area PLCs will have consistent agenda and systems in place to show evidence planning, data review, analysis of student work in PLC sessions. EOC content area teams will develop instructional calendars with pre-scheduled data meetings and make informed instructional decisions. Teachers will begin to develop an understanding corrective instruction planning to write corrective instruction action plan, including identified gaps and dates for reteach specific students to be addressed, the method of re-assessment and follow up date for data review. EOC PLC teams will engage in and implement feedback cycles to address student misconceptions and build student ownership of learning. Teachers will improve instructional practice around strong Tier I instruction and embedded interventions.

**District Actions:** We will work with the district to identify and implement effective systems for supporting struggling learners. We will work with district specialists to improve PLC processes and provide training for teachers.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?	What specific action steps address these challenges?	How does this action step address this challenge?
Aligning PLC practices with data driven instruction focused on progress monitoring and intervention	Action Step 1	Establishes clear expectation and direction for teachers and PLCs on data analysis and progress monitoring.
Competing prioritize creating time constraints	Action Step 1	The master schedule is built to provide the time for PLCs.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Evaluate master schedule to ensure EOC content areas have protected time during the day for PLC processes.</p> <p><b>Evidence Used to Determine Progress:</b> Master schedule showing time for EOC content areas built into the day.            PLC calendar showing PLC meeting times that include specific data disaggregation times..            Student growth on STAAR EOC.</p> <p><b>Person(s) Responsible:</b> Dean of Instruction, Principal</p> <p><b>Resources Needed:</b> Exemplar of Unit planning documents that show strong data driven elements and progress monitoring.</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 6, 2022 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> October 31, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> <p style="text-align: right;">380</p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> Conduct pre- scheduled data meetings to review student data and student work and develop timeline for next CFU and formative assessment check points.</p> <p><b>Evidence Used to Determine Progress:</b> PLC calendar shows pre-scheduled data meetings for EOC content areas.  PLC agenda shows data review protocol and results, documents next steps and reteach plan.  Progress monitoring system is updated regularly to show student strengths and weaknesses.</p> <p><b>Person(s) Responsible:</b> Dean of Instruction, Administrators, Instructional Coaches</p> <p><b>Resources Needed:</b> Exemplars of data protocols.  Exemplar of high leverage and efficient progress monitoring system.</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> October 10, 2022 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> October 31, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Begin to develop PLC agendas to reflect conversations about student data, high leverage instructional strategies, and possible adjustments to instruction based on data.</p> <p><b>Evidence Used to Determine Progress:</b> PLC agendas and unit planning documents aligned to unity planning cycle.</p> <p><b>Person(s) Responsible:</b> Administrators, Instructional Coaches</p> <p><b>Resources Needed:</b> Exemplar agendas  Exemplar unit planning documents.  Training to support data driven instruction</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> October 17, 2022 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> October 31, 2022</p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b> 381</p>

**Describe any substantive differences in planned actions and actual implementation of these actions.:**

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:**

**Explain how effective the specific actions were in making progress toward the goal.:**

**Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:**

## Cycle 2 - (Dec – Feb)

**Did you achieve your student performance data goals? Why or why not?:**

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Not Yet Started

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Rationale:** The Instructional Leadership at WHS consists of Principal, Associate Principal, Dean of Instruction, 3 Assistant Principals, P-Tech Dean, and Instructional Coaches for each of the content areas. The administrative team's focus and capacity needs to be built around instructional leadership. There are PLC processes, a campus walk through document, and instructional coaching in place; however, monitoring of the effectiveness of PLC practices, teacher actions, and coaching needs to be defined and strengthened. Expectations for these areas need to be clearly defined and communicated. Systems for monitoring and feedback need to be developed and implemented with consistency. By selecting this EA, this will have a positive impact on student outcomes because instructional leaders will have greater capacity to provide actionable feedback to teachers to improve instructional practices.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Through coaching the WHS leadership team on roles and responsibilities, clear expectations and outcomes, and 382 identifying strengths, gaps, and professional learning needs, the instructional team will increase instructional leadership capacity.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Once clearly defined roles and responsibilities are clearly defined and in writing, share the information with stakeholders including, administrators, teachers, students, parents and other external partners as needed through campus newsletters and website, faculty and department meetings. Share information with administrators through one-on-one conversations and instructional leadership team meeting.

**Desired Annual Outcome:** By the end of May 2023, 100% of campus instructional leaders will have a clear list of roles and responsibilities with clearly defined expectations. Leadership team meetings will include written agendas, recorded meeting minutes, and next steps with emphasis on data analysis, progress monitoring, and observation and feedback. Weekly calendars will show time for observation and feedback of classroom instruction, PLCs and key data meetings. Performance evaluations with measurable goals are pre-determined, written and agreed upon by both principal and direct report.

**District Commitment Theory of Action:** The district will provide opportunities for job embedded professional learning and training for Instructional Coaches and campus administration.

**Desired 90-day Outcome:** By February 2023, 100% of the administrative team will participate in feedback cycles with teachers providing clear, actionable feedback to teachers.

**District Actions:** The district will support professional learning of administrators and instructional coaches in Observation and Feedback coaching cycles. District staff will provide feedback to campus administration on the coaching cycles.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Texas Instructional Leadership Observation and Feedback Training for administrators and instructional coaches.</p> <p><b>Evidence Used to Determine Progress:</b> Attendance at professional learning Coaching cycles with teachers</p> <p><b>Person(s) Responsible:</b> Principal, Dean</p> <p><b>Resources Needed:</b> Training through Texas Instructional Leadership</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> - <b>Frequency:</b> - <b>Evidence Collection Date:</b></p>	<p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p>

## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

**Rationale:** The campus has PLC time built into the master schedule for all EOC tested areas. Teachers use the unit planning guide as well as the lesson planning guide to develop lessons and assessments aligned to the rigor of the TEKS. Data is collected from various sources including STAAR, REN 360, common formative assessments, unit tests, District Learning assessments, and interim assessments. The campus is developing best practices and a clear focus of how to analyze data and student work. We need more support in digging deeper into data and connecting data driven decisions to Tier I instructional practices. A clear focus and understanding of data driven instruction and progress monitoring is paramount to see increase student growth. There is a need to develop and monitor common protocols and language across all content areas. By selecting this EA, this will have a positive impact on student outcomes because EOC teams will be intentional and focused on data driven instruction to make instructional decisions.

**Who will you partner with?:** TIL

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**How will you build capacity in this Essential Action?** We will work closely with Region IV and our campus support team to ensure teachers and instructional leaders have professional learning on data-driven instruction, progress monitoring, PLC cycles of improvement and embedded interventions. Regular data meetings with instructional leaders to review trends of data and where gaps exist for teachers or teams in collecting and acting on data. We will support teachers and teams in data analysis to guide instructional decision making.

Provide learning opportunities around unpacking standards and identifying gaps in conceptual and procedural knowledge.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure the staff is aware of our efforts to improve our focus on data driven instruction through professional development sessions, information in our weekly newsletters, and support in faculty meetings and PLCs. We will communicate to our community and parents through newsletters and various parent engagement events. Students will also have the opportunity to learn and take ownership of their data through classroom discussions, Eagle Time lessons, student leadership groups and feedback sessions. Feedback on the adjustments and improvements to our data driven instructional systems will be collected through stakeholder surveys periodically throughout the year.

**Desired Annual Outcome:** By June 2023, 100% of EOC content teachers utilize protected time built into the master schedule to meet weekly. Weekly meetings include the use of agendas, corrective instruction action planning processes, use of a common protocols to disaggregate data to track and monitor student progress. Teachers will visibly monitor student progress toward measurable goals.

**District Commitment Theory of Action:** Provide assistance with professional learning as needed.  
Provide supports for PLC processes, data tracking and progress monitoring as needed.

**Desired 90-day Outcome:** By February 2023, EOC content PLCS will have well established progress monitoring system in place that allows for corrective instruction actions.

**District Actions:** The district will provide PLC and content support as needed around data driven protocols and corrective instruction actions.

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Describe any substantive differences in planned actions and actual implementation of these actions.:**

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:**

**Explain how effective the specific actions were in making progress toward the goal.:**

**Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:**

### Cycle 3 - (Mar – May)

**Did you achieve your student performance data goals? Why or why not?:**

#### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Not Yet Started

**Key Practices:** Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars. • Performance expectations are clear, written, and measurable and they match job responsibilities. • Campus instructional leaders use consistent written protocols and processes to lead their department or grade-level teams. • Campus instructional leaders meet weekly to focus on student progress and formative data. • Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Rationale:** The Instructional Leadership at WHS consists of Principal, Associate Principal, Dean of Instruction, 3 Assistant Principals, P-Tech Dean, and Instructional Coaches for each of the content areas. The administrative team's focus and capacity needs to be built around instructional leadership. There are PLC processes, a campus walk through document, and instructional coaching in place; however, monitoring of the effectiveness of PLC practices, teacher actions, and coaching needs to be defined and strengthened. Expectations for these areas need to be clearly defined and communicated. Systems for monitoring and feedback need to be developed and implemented with consistency. By selecting this EA, this will have a positive impact on student outcomes because instructional leaders will have greater capacity to provide actionable feedback to teachers to improve instructional practices.

**Who will you partner with?:** TIL

**How will you build capacity in this Essential Action?** Through coaching the WHS leadership team on roles and responsibilities, clear expectations and outcomes, and 386 identifying strengths, gaps, and professional learning needs, the instructional team will increase instructional leadership capacity.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Once clearly defined roles and responsibilities are clearly defined and in writing, share the information with stakeholders including, administrators, teachers, students, parents and other external partners as needed through campus newsletters and website, faculty and department meetings. Share information with administrators through one-on-one conversations and instructional leadership team meeting.

**Desired Annual Outcome:** By the end of May 2023, 100% of campus instructional leaders will have a clear list of roles and responsibilities with clearly defined expectations. Leadership team meetings will include written agendas, recorded meeting minutes, and next steps with emphasis on data analysis, progress monitoring, and observation and feedback. Weekly calendars will show time for observation and feedback of classroom instruction, PLCs and key data meetings. Performance evaluations with measurable goals are pre-determined, written and agreed upon by both principal and direct report.

**District Commitment Theory of Action:** The district will provide opportunities for job embedded professional learning and training for Instructional Coaches and campus administration.

**Desired 90-day Outcome:** By May 2023, 100% of the ILT team will participate in TIL Observation and Feedback training and implement the observation and feedback cycle.

**District Actions:**

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

## Cycle 3 - (Mar – May)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. • Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. • Teachers (with content and grade-level teams whenever possible) have protected time build into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. • Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

**Rationale:** The campus has PLC time built into the master schedule for all EOC tested areas. Teachers use the unit planning guide as well as the lesson planning guide to develop lessons and assessments aligned to the rigor of the TEKS. Data is collected from various sources including STAAR, REN 360, common formative assessments, unit tests, District Learning assessments, and interim assessments. The campus is developing best practices and a clear focus of how to analyze data and student work. We need more support in digging deeper into data and connecting data driven decisions to Tier I instructional practices. A clear focus and understanding of data driven instruction and progress monitoring is paramount to see increase student growth. There is a need to develop and monitor common protocols and language across all content areas. By selecting this EA, this will have a positive impact on student outcomes because EOC teams will be intentional and focused on data driven instruction to make instructional decisions.

**Who will you partner with?:** TIL

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**How will you build capacity in this Essential Action?** We will work closely with Region IV and our campus support team to ensure teachers and instructional leaders have professional learning on data-driven instruction, progress monitoring, PLC cycles of improvement and embedded interventions. Regular data meetings with instructional leaders to review trends of data and where gaps exist for teachers or teams in collecting and acting on data. We will support teachers and teams in data analysis to guide instructional decision making.

Provide learning opportunities around unpacking standards and identifying gaps in conceptual and procedural knowledge.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** We will ensure the staff is aware of our efforts to improve our focus on data driven instruction through professional development sessions, information in our weekly newsletters, and support in faculty meetings and PLCs. We will communicate to our community and parents through newsletters and various parent engagement events. Students will also have the opportunity to learn and take ownership of their data through classroom discussions, Eagle Time lessons, student leadership groups and feedback sessions. Feedback on the adjustments and improvements to our data driven instructional systems will be collected through stakeholder surveys periodically throughout the year.

**Desired Annual Outcome:** By June 2023, 100% of EOC content teachers utilize protected time built into the master schedule to meet weekly. Weekly meetings include the use of agendas, corrective instruction action planning processes, use of a common protocols to disaggregate data to track and monitor student progress. Teachers will visibly monitor student progress toward measurable goals.

**District Commitment Theory of Action:** Provide assistance with professional learning as needed.  
Provide supports for PLC processes, data tracking and progress monitoring as needed.

**Desired 90-day Outcome:** By May 2023, EOC content teams will use data protocols and progress monitoring to provide embedded interventions and corrective instructional actions in their daily and weekly planning.

**District Actions:**

**Did you achieve your 90 day outcome?:**

**Why or why not?:**

**Did you achieve your annual outcome?:**

**Describe any substantive differences in planned actions and actual implementation of these actions.:**

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:**

**Explain how effective the specific actions were in making progress toward the goal.:**

**Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:**

## Cycle 4 - (Jun – Aug)

**Describe any substantive differences in planned actions and actual implementation of these actions.:**

**Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.:**

**Explain how effective the specific actions were in making progress toward the goal.:**

**Describe any changes made to the planned goal, metrics, desired outcomes, and/or actions for the coming year that resulted from reflections on prior practice.:**

# Campus Grant Funding Summary

6200-Professional and contracted services					
Cycle	Essential Action	Step	Resources Needed	Account Code	Amount
1	1	3	Region 4 Contracted Services		\$10,000.00
<b>Sub-Total</b>					\$10,000.00
<b>Budgeted Budget Object Code Amount</b>					\$34,400.00
<b>+/- Difference</b>					\$24,400.00
<b>Grand Total Budgeted</b>					\$34,400.00
<b>Grand Total Spent</b>					\$10,000.00
<b>+/- Difference</b>					\$24,400.00

# Student Data

Student Achievement and Closing the Gaps																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2023 Student Count	% of Assessments										
									2021 Results	2022 Results	2022 Participation Rates	Cycle 1			Cycle 2			2023 Accountability Goal	
												Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	834	55	54	N/A	District Created Benchmark	56		Interim Assessment	60		60	
			All	All	Reading	Meets	STAAR	834	35	33	N/A	District Created Benchmark	35		Interim Assessment	40		40	
			All	All	Reading	Masters	STAAR	834	3	4	N/A	District Created Benchmark	8		Interim Assessment	10		10	
			All	All	Mathematics	Approaches	STAAR	627	46	63	N/A	District Created Benchmark	65		Interim Assessment	70		68	
			All	All	Mathematics	Meets	STAAR	627	12	20	N/A	District Created Benchmark	25		Interim Assessment	27		25	
			All	All	Mathematics	Masters	STAAR	627	3	8	N/A	District Created Benchmark	10		Interim Assessment	13		13	
			All	All	Science	Approaches	STAAR	603	66	68	N/A	District Created Benchmark	70		Interim Assessment	73		73	
			All	All	Science	Meets	STAAR	603	26	31	N/A	District Created Benchmark	35		Interim Assessment	35		36	
			All	All	Science	Masters	STAAR	603	6	6	N/A	District Created Benchmark	10		Interim Assessment	11		11	391
			All	All	Social Studies	Approaches	STAAR	603	85	82	N/A	District Created Benchmark	85		Interim Assessment	88		88	
			All	All	Social Studies	Meets	STAAR	603	54	49	N/A	District Created Benchmark	53		Interim Assessment	55		54	
			All	All	Social Studies	Masters	STAAR	603	24	20	N/A	District Created Benchmark	22		Interim Assessment	25		25	
Closing the Gaps	Focus 1	Academic Achievement	All	African American	ELA	N/A	ELA	N/A	31	31	94	District Created Benchmark	33		Interim Assessment	35		40	
	Focus 2	English Language Proficiency	All	ELL	TELPAS	N/A	TELPAS	N/A	21	15	83	Other	26		Other	33		37	

Academic Growth												
Core Metrics	Sub Metrics	Grade	Summative Assessment	2023 Total # of Evaluated Students	Percentage of Students	2022 Results	Cycle 1 Formative Goal	Cycle 1 Actual Results	Cycle 2 Formative Goal	Cycle 2 Actual Results	Summative Goal	Summative Actual Results
Academic Growth	ELAR	All	STAAR	834	Did Not Meet	13	11		10		10	
					Approaches	54	56		40		40	
					Meets	33	35		40		40	
					Masters	4	6		10		10	
	Math	All	STAAR	307	Did Not Meet	17	15		14		12	
					Approaches	63	65		66		68	
					Meets	20	22		24		26	
					Masters	8	10		11		13	