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

Monday, October 25, 2021

Notice is hereby given that a Board of Trustees Public Budget Hearing will be held on Monday, October 25, 2021, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479. Members of the public may also register to
address the Board at the following address:
https://www.fortbendisd.com/cms/lib/TX01917858/Centricity/Domain/83/New%20Agenda%20Review%20Address%20Form%201-12-21.pdf. Requests to address the Board must be submitted no later than 4:30 p.m. on the day of the meeting. It is the Board of Trustees' intent that a quorum of the Board of Trustees will be physically present at this location, although one or more Trustees may participate via video conference. The agenda packet for the meeting can be found here: https://meetings.boardbook.org/Public/Organization/649.

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

Goal 1: Fort Bend ISD will provide an equitable learning environment that provides all students access to the FBISD curriculum.
   Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.
Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success.
Goal 4: Fort Bend ISD will develop students' social-emotional, academic, literacy, language, and life skills in a robust Collaborative Community at every school.
Goal 5: Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

For: Fort Bend ISD Board of Trustees Date: October 25, 2021 Agenda Review/Regular Meeting Comparison

Summary

Staff revised, added, or removed the following agenda items following the Agenda Review Meeting on October 18, 2021. A brief explanation is included:

Items Revised Following the Agenda Review Meeting on October 18, 2021.

- **8.A.1: Consider approval of District and Campus Improvement Plan Performance Objectives for the 2021-2022 School Year:** Staff revised the District Improvement Plan to include current partners and other data requested by Board Members.

- **8.B.2: Consider adoption of a Resolution authorizing Fort Bend ISD to offer a Local Remote Learning Program:** Staff revised the Resolution to including wording regarding students who are being asked to return to face-to-face instruction, in alignment with SB 15. Also, to include language to indicate Spanish/English Language Arts.

- **8.C.1.c: Consider approval of Purchase of Plumbing Services, Parts, and Related Services:** Staff reduced the contingency from 20% to 10% based on Board member feedback, which reduced the total contract amount from $4.452M to $4.081M.

- **8.C.1.e: Consider approval of Purchase of Food, Food Service Supplies, and Related Items:** Staff adjusted the contract end date from 2025 to 2022.

New Items Added Following the Agenda Review Meeting on October 18, 2021.

- **4: Recognitions:** Staff added the agenda item.

- **6.1.1: Gibson Consulting will provide a report on the recent internal audit of the Communications Department:** Staff added this information item.

- **9.1.1: Consider approval of an MOU with the Center for Reform of School Systems (CRSS) Texas Institute for School Boards:** The Board added the agenda item.

- **9.1.2: Consider adoption of a Resolution designating a Trustee to serve as the representative for the Houston-Galevston Area Council:** Staff added the agenda item.

For: Fort Bend ISD Board of Trustees
Date: October 25, 2021
Action: Recognitions
Department: Communications

Recommendation

The Administration recommends that the Board recognize:

- Student from Austin High School for leading the Pledges of Allegiance
- Fort Settlement Middle School student for being recognized as one of Broadcom Foundation and Society for Science Top MASTERS
- Two Fort Bend ISD orchestras receive the 2021 Mark of Excellence from the Foundation for Music Education organization
- Student and staff member of Kempner High School receive recognitions from the Houston Museum of Natural Science
- Fort Bend ISD teacher for being selected as the Region 4 Secondary Teacher of the Year

Summary

Sydney Olszewski, a senior at Austin High School, was selected by her school principal to lead the Pledges of Allegiance. Sydney was chosen for her leadership skills. She leads a squad of over 150 cadets in the Austin High School JROTC program. She recently spearheaded a September 11 ceremony and led her cadets in a display of remembrance and has spoken to her principal about the importance of mental health assistance on campus to students. Sydney also excels academically.

Lea Farah, 8th grader at Fort Settlement Middle School, was chosen as one of the Top MASTERS in the 10th annual Broadcom Foundation and Society for Science premier STEM competition for middle school students.

Dulles High School Honors String Orchestra and Dulles Middle School Symphony Orchestra received national recognition as winners in the 2021 Mark of Excellence project sponsored by the Foundation for Music Education organization. The recognition is awarded for outstanding achievement in performance. Additionally, the Foundation awarded the Citation of Excellence to the Dulles High School Philharmonic String Orchestra.

Katelynn Lee, a senior at Kempner High School was selected by the Houston Museum of Natural Science to receive the 2021 Evelyn Frensley Scholarship for Outstanding Achievement in Science or Mathematics. For her outstanding academic credentials and enthusiasm for science. Jerome Muniz, a Science Teacher at Kempner High School was selected by the Houston Museum of Natural Science to receive the 2021 Wilhelmina C. Robertson Excellence in Science or Mathematics

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Teaching Award. For his focus on student growth and inquiry-based approach to classroom learning using differentiated instructional methods including hands-on project-based assignments.

Sherman Batiste, a teacher at Elkins High School, was selected as the Region 4 Secondary Teacher of the Year.

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 25, 2021
Action: Information: Internal Audit of the
Communications Department
References: Policy BAA (Local)

Summary

Gibson Consulting will provide a report on the recent internal audit of the Communications Department.

Submitted by:

Jim Rice
Audit Committee Chair

Fort Bend ISD Communications Management Audit Presentation

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October 25, 2021

Introductions

- Greg Gibson, President and Quality Assurance

- Keri Munkwitz, Project Director and Lead Consultant

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Project Objectives and Scope

- Evaluate the Communication Department's services and practices in order to identify strengths and areas in need of improvement

- Scope of work included an assessment of:

    - Relevant Board policies and administrative guidelines

    - Organizational structure, staffing, and position roles and responsibilities

    - Planning documents, including crisis communications plans, SOPs, sample communications, and performance indicators

    - Digital and print publications, social media, District and campus websites, branding and marketing, and media relations

    - Stakeholder perceptions of and satisfaction with the quality and frequency of communications from District and campus

Approach and Methodology

- Reviewed and analyzed extant data and documents

- Benchmarked key indicators to 5 comparator districts, and to the National School Public Relations Association (NSPRA) *2018 Rubrics of Practice and Suggested Measures*

- Conduct 33 interviews and focus groups with District leadership, Department staff, central office and campus administrators, parents, and community representatives [11]

- Developed and administered a staff survey with a response rate of 53.8% (n = 6,643)

- Triangulated quantitative and qualitative data to develop audit findings and recommendations

Staff Survey Response Rates

Employee Group	Total Employees	Response Rate
Campus Administrator	250	54.8%
Child Nutrition Staff	539	45.5%
Clerical Staff	1,256	57.6%
District Leadership	14	35.7%
Educational Aide	1,088	55.0%
Facilities/Maintenance Staff	757	55.7%
Other Central Office Staff	535	68.0%
Other School-based Staff	223	65.5%
Safety/Security Staff	350	30.9%
Student Support Staff	509	68.2%
Teacher	5,200	56.2%
Temporary or Sub	1,116	18.3%
Transportation Staff	518	34.4%
Total	**12,355**	**53.8%**

Location	Total Employees	Response Rate
District Central Office	4,746	42.8%
Elementary School	3,758	58.0%
Middle School	1,604	58.0%
High School	2,150	55.8%
Other School	97	61.9%
Total	**12,355**	**53.8%**

Survey results were disaggregated by employee group and work location, and analyzed to discern notable trends and patterns

Key Takeaways

- Communications Department is perceived very favorably by most stakeholders (e.g., staff are accessible and responsive)

- A broad perception that communications/messaging about key issues are reactive, not proactive

- Department is not organized or staffed to meet the demand for services or outcomes

- Lack of a comprehensive communications plan to drive the focus and work of the Department

- Effectiveness of Department initiatives and services is not routinely measured

- Opportunities exist to improve communications and outreach to different stakeholders

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Commendations and Recommendations

Commendations

- Fort Bend ISD's communications team has earned numerous awards from the Texas School Public Relations Association (TSPRA)

- Special events and recognition programs are highly regarded by all stakeholders

- Branding and marketing campaigns are widely recognized – consistent branding builds support, trust, and confidence in the District's mission

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- More than 86% of District and campus administrators are satisfied with the communications supports and services provided to them by the Department

Staff Survey Results

Percent Agree/Strongly Agree

Communications Department staff are accessible. — 88.3%

Communications Department staff respond to my requests in a timely manner. — 87.4%

I receive the public relations support I need from the Communications Department. — 87.2%

I am satisfied with the supports to my campus/department for special events. — 86.3%

I know who to contact for public relations help in the Communications Department. — 82.1%

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Recommendations

- **Reorganize the Communications Department to better define and align the functions of the Department**

  - Department is not staffed to meet the demand for services or accomplish desired outcomes (vacant positions)

  - Job descriptions not reflective of position roles and responsibilities

  - Organizationally, work is not aligned to current structure of "internal" vs "external" communications

- **Provide additional communications guidance through local board policy in selected areas**

  - Current policy does not address the Board's intentions/requirements with respect to crisis communications, communications strategy and plan, campus logos and mascots, and accessibility standards

Recommendations

- **Modify the Department's Communication Plan to more clearly link the Department's initiatives and activities to the District's priorities**

  - Missing essential components of a well-developed and comprehensive plan

  - Developed in isolation and without input from key stakeholders

  - Not serving as an effective "roadmap," or driving the focus and work of the Department

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Recommendations

- **Incorporate research and evaluation components into the Communications Plan**

  - Metrics are limited to social media and website analytics, *Let's Talk!* analytics, and post-event surveys

  - No routine processes to collect qualitative and quantitative data to measure overall performance or assess effectiveness of strategies, tactics, or initiatives

  - Limits data-informed decision-making

Staff Survey Results

Percent Mostly/Very Effective

Category	Percent
Creating awareness of FBISD's mission in the school system	72.6%
Celebrating diversity and inclusion	69.4%
Celebrating milestone events	69.0%
Creating awareness of FBISD's mission in the community	65.7%
Supporting the development of partnerships between parents and staff	59.2%
Supporting District staff with materials and communications	56.1%
Building trust among stakeholders	54.2%
Educating taxpayers on financial challenges faced by FBISD	54.1%
Communicating with stakeholders who do not have children enrolled in FBISD	50.0%

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Recommendations

- **Develop communication protocols for District and campus administrators to follow during an emergency/crisis**

  - 75% of campus administrators <u>disagreed</u> with the statement: *There are clear communication protocols to follow during an emergency*

  - It is imperative that communications during a crisis occur consistently and information be presented with clarity

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- **Provide training to District leaders and administrators to support them in being effective communicators**

  - Stakeholders were unanimous in desire for communications-related training to support them in their role as District leaders

  - Delivering timely, unified messages to the appropriate audiences is a shared responsibility of the entire organization

Recommendations

- **Collect feedback from all stakeholder groups to assess communications strategies and their effectiveness**

  - Department does not systematically research stakeholder attitudes and expectations regarding District and campus communications

  - Satisfaction levels with district and campus leadership communications vary significantly across employee types, due in part to different communication preferences and needs

  - Satisfaction levels with the quality and frequency of communications also vary by topic

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Staff Survey Results

Percent Satisfied/Very Satisfied

District Leadership
Campus Administrator
Clerical Staff
Temporary or Sub
Educational Aide
Student Support Staff
Child Nutrition Staff
Other Central Office Department Staff
Facilities/Maintenance Staff
Teacher
Safety/Security Staff
Other School-based Staff
Transportation Staff

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ District ■ Campus/Department
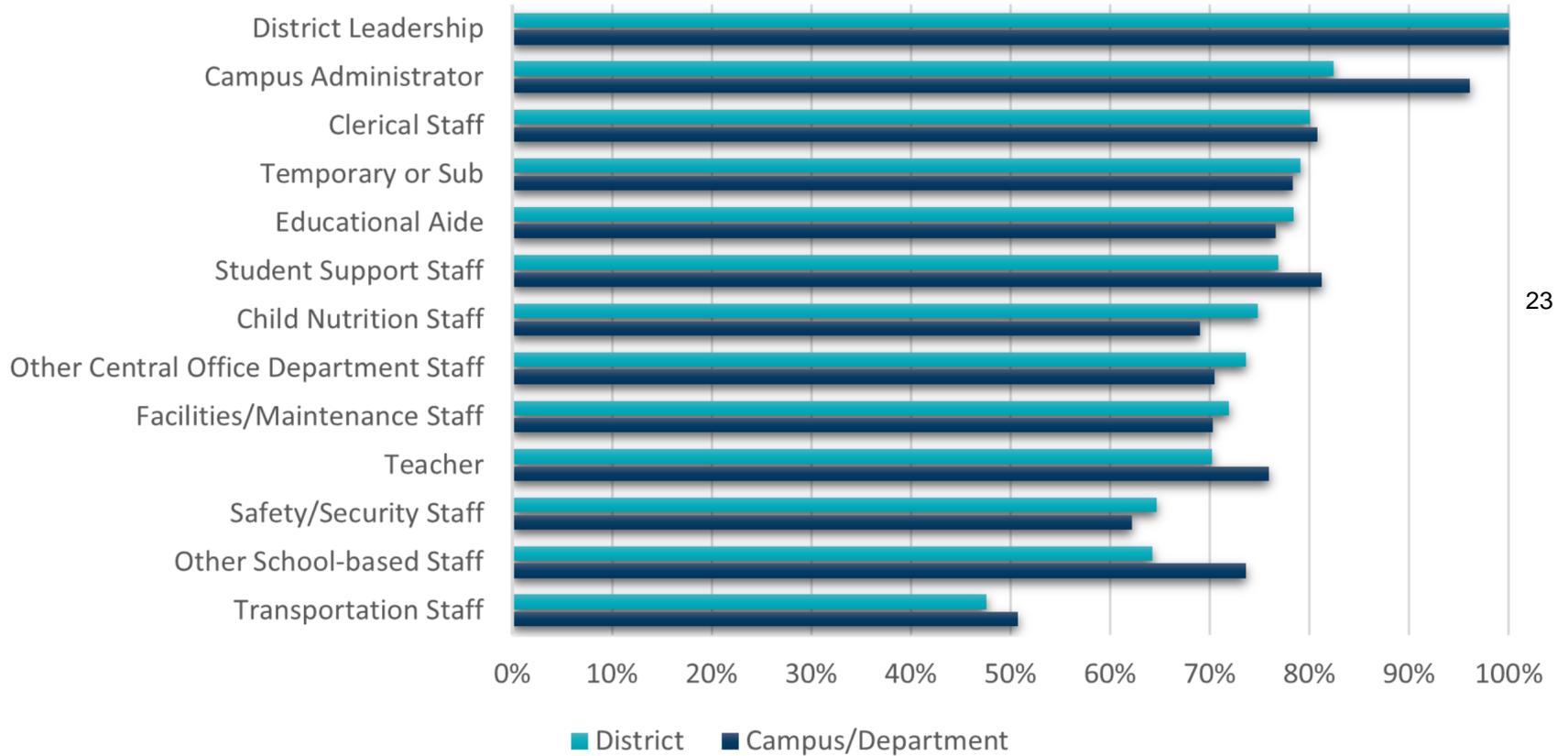
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Staff Survey Results

Frequency of Communications by Topic
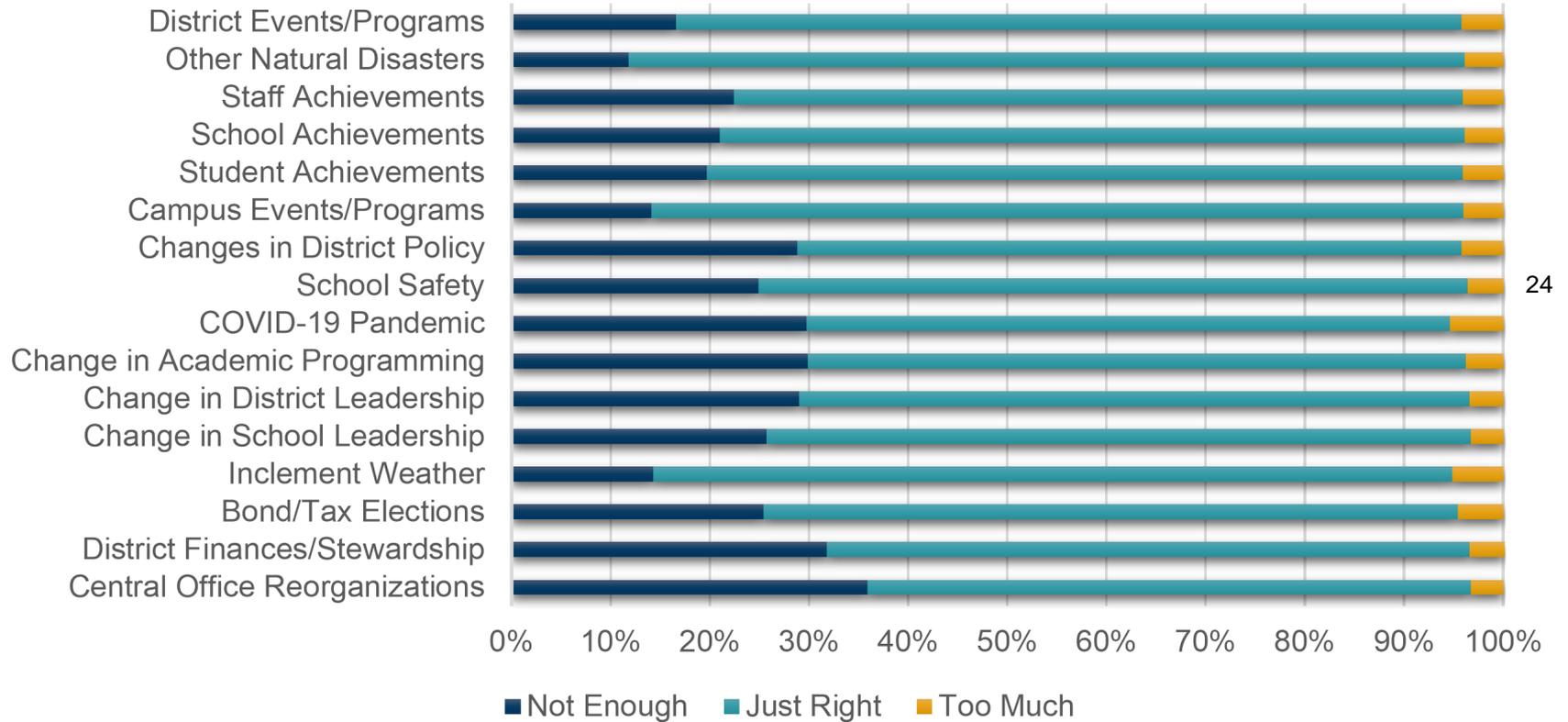
Recommendations

- **Conduct biennial reader surveys for each print and digital publication to assess reader satisfaction and expectations**

    - Many of the District's publications, such as *FBISD Bravo*, *The Frequency, FBISD News Magazine* and *FBISD Express*, are not connecting effectively with readers

    - 57% of staff that responded to the survey <u>disagreed</u> with the statement: *The print/digital publications produced by the Communications Department are high quality.*

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Staff Survey Results

Percent Somewhat/Very Familiar and Percent Mostly/Very Informative

	Familiar	Informative
Checking in with Charles	93.9%	52.5%
Board Recap	84.4%	63.8%
FBISD New Magazine	39.4%	34.7%
FBISD ExPress	33.5%	28.8%
The Frequency	15.0%	13.8%
FBISD Bravo	14.9%	13.7%

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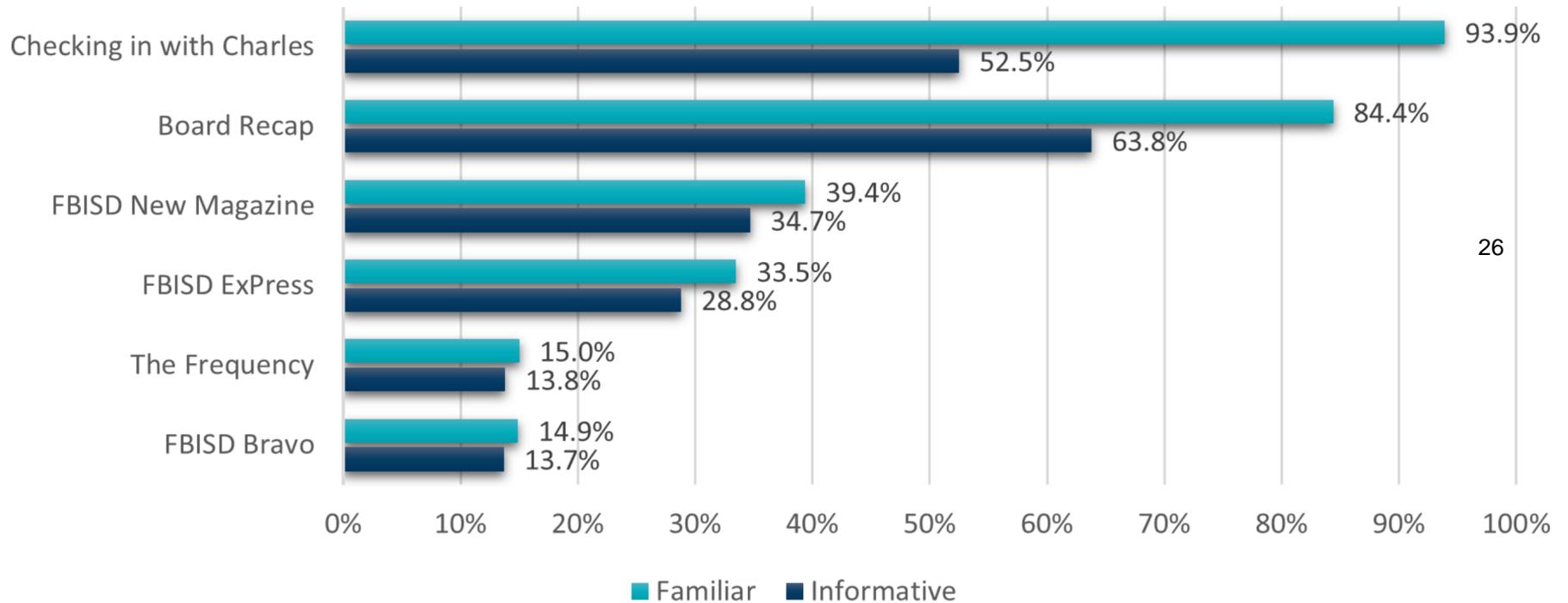
Recommendations

- **Expand website and social media analytics**

  - Use social media and website analytics to set objectives for increased awareness, reach, and interaction with stakeholders

  - Comparator districts use different social media strategies

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Recommendations

Social Media Account	CYPRESS-FAIRBANKS	KATY	FORT BEND	NORTH EAST	ARLINGTON	NORTHSIDE
Total Enrollment	117,120	83,241	77,575	64,215	59,453	107,135
Twitter	30,500	32,600	41,700	18,400	105,900	75,000
Facebook	47,972	37,152	16,723	33,576	28,071	53,306
YouTube	7,800	2,840	7,500	4,550	19,100	4,790
Instagram	24,400	173	6,750	9,011	4,885	12,100
LinkedIn	10,607	10,212	11,435	n/a	8,278	9,942
Total Followers	**121,279**	**82,977**	**84,108**	**65,537**	**166,234**	**155,138**
Relative Reach Ratio						
Twitter	0.26	0.39	0.54	0.29	1.78	0.70
Facebook	0.41	0.45	0.22	0.52	0.47	0.50
YouTube	0.07	0.03	0.10	0.07	0.32	0.04
Instagram	0.21	0.00	0.09	0.14	0.08	0.11
LinkedIn	0.09	0.12	0.15	0	0.14	0.09
Relative Reach Ratio	**1.04**	**1.00**	**1.08**	**1.02**	**2.80**	**1.45**

Relative Reach ratio provides a comparative measure of the total number of followers on social media relative to the size (student enrollment) of each district.

A relative reach of 1.0 means that the number of followers is equal to total enrollment.

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Recommendations

- **Formalize an employee ambassador program with strategies to promote employee ambassadorship**

  - FBISD should enable employees to be positive ambassadors in support of its vision, mission, goals, and objectives

  - A high percentage of staff would recommend FBISD as a place to work and/or send their children, but this sentiment is not universally shared across all employee groups or school levels

Staff Survey Results

Employee Group	Recommend as a Place to Work	Recommend as a Place to Send Their Children
Campus Administrator	8.0	8.4
Child Nutrition Staff	7.8	8.4
Clerical Staff	7.8	8.2
District Leadership	10.0	10.0
Educational Aide	8.1	8.3
Facilities/Maintenance Staff	8.3	8.6
Other Central Office Staff	7.5	8.1
Other School-based Staff	7.0	7.6
Safety/Security Staff	7.8	8.1
Student Support Staff	7.3	7.7
Teacher	7.2	7.6
Temporary or Sub	8.1	8.4
Transportation Staff	6.9	7.6

Likelihood of staff willing to recommend FBISD as a "good place to work" and as a "good place to send their children" (Scale = 1-10)

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Recommendations

- **Collaborate with Human Resources to develop and maintain employee email distribution lists**

  – Separate email distribution lists for different employee groups are not maintained

  – Results in over-communicating irrelevant information to employee groups and risking important information being overlooked by the intended audience

  – Employees complained of "information overload" with respect to email communications

Questions

Communications Management Audit

for the Fort Bend Independent School District

PREPARED AND SUBMITTED BY:

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1 – Introduction

In December 2019, Gibson Consulting Group, Inc. (Gibson), as part of its continuing contract to provide internal auditing services for the Fort Bend Independent School District (Fort Bend ISD, FBISD) Board of Trustees, initiated a Communications Management Audit. In March 2020, the audit was put on hold temporarily due to the COVID-19 pandemic. Audit activities resumed in Summer 2020 and the work was completed in May 2021. Gibson wishes to thank the FBISD leadership and staff for their assistance in conducting this audit and the Board Audit Committee (BAC) for overseeing this important work.

This introductory chapter provides a summary of the audit findings and recommendations, a description of the audit objectives and scope, and Gibson's approach and methodology for conducting the audit.

Audit Summary

Gibson's audit of Fort Bend ISD's communication management function identified some notable strengths, as well as opportunities to improve communications to the District's many stakeholders. Fort Bend ISD's communications team has earned numerous awards from the Texas School Public Relations Association (TSPRA), and the audit team identified many areas where the Department meets the best practice standards set forth by NSPRA. The special events and recognition ceremonies organized by the Communications Department, such as graduation ceremonies and staff services awards, are perceived very favorably by all of the stakeholders who provided feedback to the audit team through interviews, focus groups, and/or the employee survey. Department and campus administrators reported a high level of satisfaction with the communication supports and services provided by Communications Department staff (e.g., more than 87 percent of administrators that responded to the employee survey perceive Department staff to be accessible and responsive), and there is broad consensus amongst these employee stakeholders that the Communications Department "does a lot with available resources."

Areas for improvement center on the lack of a comprehensive communications strategy and plan to drive the focus of the work of the Department. Moreover, the Department does not systemically research and evaluate the effectiveness of its communications strategies, tactics, or initiatives, which has limited its ability to make data-informed decisions to determine whether any adjustments to strategies and tactics are needed moving forward.

It is important to point out that analysis of feedback from the District's stakeholders comprised a significant portion of this Communications Management audit. Unlike an assessment of other school District functions that rely more on a quantitative analysis of key performance indicators and benchmarking, the efficiency and effectiveness of the communications management function is best assessed based on the qualitative feedback provided by the stakeholders who are the receivers of the communications. For this reason, a significant portion of this audit report is dedicated to summarizing stakeholder feedback.

Analysis of employee survey data, as well as anecdotal information shared in interviews and focus groups, highlighted some areas where the District could do a better job of reaching out and communicating with certain stakeholder groups. While a high percentage of employees reported that they are satisfied with the overall quality of communications they receive, satisfaction levels varied widely across employee groups (staff in operational departments, such as Transportation and Facilities Management, reported the lowest rates of satisfaction). Feedback from Trustees was slightly less positive, as there have been some concerns regarding the accuracy of certain communications made by the Department and a perceived lack of experience in proactively addressing major crisis situations. Whether it relates to digital and print publications, social media, District and campus websites, or specific marketing and branding campaigns, the Department does not systematically research stakeholder attitudes, expectations, and preferences regarding the various communication vehicles.

This audit contains 11 recommendations to improve the communications management functions at Fort Bend ISD. The recommendations are listed in Table 1, along with the priority assigned by the audit team. The audit team assigned a priority level to each recommendation based on perceived risk and/or impact to the organization. Recommendations are not listed in order of priority but rather the order in which they appear in the report.

Table 1. Summary of Audit Recommendations

No.	Priority	Recommendation
Department Organization and Management		
1	Medium	Reorganize the Communications Department to better define and align the functions of the Department.
2	Medium	Provide additional communications guidance through local board policy in selected areas.
3	High	Modify the Department's Communication Plan to more clearly link the Department's initiatives and activities to the District's priorities.
4	High	Incorporate research and evaluation components into the Communications Plan.
5	High	Develop communication protocols for District and campus administrators to follow during an emergency/crisis.
6	Medium	Provide training to District leaders and administrators to support them in being effective communicators.
Stakeholder Perceptions and Expectations		
7	High	Collect feedback from all stakeholder groups to assess communications strategies and their effectiveness.
8	Medium	Conduct biennial reader surveys for each print and digital publication to assess reader satisfaction and expectations.

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No.	Priority	Recommendation
9	Medium	Expand website and social media analytics.
10	Low	Formalize an employee ambassador program with strategies to promote employee ambassadorship.
11	Medium	Collaborate with Human Resources to develop and maintain employee email distribution lists.

Audit Objectives and Scope

The primary objective of the Communications Management Audit is to evaluate Fort Bend ISD Communications Department programs and practices in order to identify strengths and areas in need of improvement. The scope of this audit included an assessment of Board policies and administrative guidelines related to internal and external communications, and the Communications Department's organizational structure and staffing, processes and procedures, communication strategies, and planning documents. This audit also included a review of digital and print publications, social media, District and campus websites, branding and marketing, and media relations, as well as an analysis of stakeholder perceptions of and satisfaction with the quality and frequency of communications they receive from District leadership, as well as central office and campus administrators.

The scope of this audit did not include an assessment of specific District or campus/department communications, messaging and/or content, or evaluate the impact or effectiveness of specific communication efforts and outreach activities.

Approach and Methodology

The findings and recommendations included in this audit report were informed by the following data collection and analytical activities.

Data Analysis and Benchmarking

Gibson collected and analyzed current year and historical data provided by Fort Bend ISD, which included budget and expenditure data, position data, job descriptions, legal and local board policies, strategic planning documents, department operating procedures, samples of District publications and videos, social media and website analytics, and other program-specific information. The audit team also reviewed the District and campus websites and social media accounts (Twitter, Facebook, Instagram, YouTube, and LinkedIn).

To provide additional context, Gibson benchmarked Fort Bend ISD to five districts that are similar in size, student demographics, and overall performance (see Table 2). Gibson's benchmarking analysis relied exclusively on publicly available information from the Texas Education Agency (TEA) and district websites. It is important to note that Gibson conducts benchmark analyses to provide context and does not draw conclusions based on any singular benchmark or indicator.

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Table 2. Profile of Benchmark Districts, 2019-20

District	Region	Enrollment	# Schools	Performance (Alpha/Scale)	% Economically Disadvantaged
CYPRESS-FAIRBANKS ISD	04: HOUSTON	117,120	87	B/89	54.3%
KATY ISD	04: HOUSTON	83,241	63	A/92	32.7%
FORT BEND ISD	**04: HOUSTON**	**77,575**	**80**	**B/89**	**43.5%**
NORTH EAST ISD	20: SAN ANTONIO	64,215	75	B/89	49.5%
ARLINGTON ISD	11: FORT WORTH	59,453	78	B/86	72.1%
NORTHSIDE ISD	20: SAN ANTONIO	107,135	121	B/87	47.8%

Source: https://txschools.gov/districts and Texas Academic Performance Reports (TAPR), 2019-20

In addition to benchmarking, the audit team compared elements of Fort Bend ISD's communications program to the National School Public Relations Association (NSPRA) *2018 Rubrics of Practice and Suggested Measures*. NSPRA is an internationally recognized organization that provides school communications training, products, and services to school leaders throughout the United States, Canada, and the US Department of Defense Education Activity (DoDEA) schools worldwide.

Interviews and Focus Groups

During the Summer of 2020, the audit team conducted 29 telephone interviews with Communications Department staff, the Superintendent, members of the Executive Leadership Team (ELT), the Board of Trustees, and community members. The audit team also conducted four focus group sessions with elementary and secondary school principals and parents. The primary objective of the interviews and focus groups was to gather information about Fort Bend ISD's Communications Department and programs, and to solicit feedback from different groups of stakeholders regarding their perceptions of program strengths and areas in need of improvement. Due to the COVID-19 pandemic, all interviews and focus groups were conducted remotely via *Zoom*. A complete list of interviewees and focus groups can be found in *Appendix A – Interview Roster*.

Staff Survey

Gibson developed and administered a survey to collect feedback from all District employees regarding communications from the District and campus/department. The primary purpose of the survey was to measure employee's satisfaction with the overall quality of the communications they receive from the District as well as from their respective campus/department on various topics of importance, including the frequency, accuracy, timeliness, and trustworthiness of information disseminated through various mediums and communication vehicles, such as social media, District and campus websites, newsletters, and videos. A copy of the staff survey can be found in *Appendix B – Staff Survey Instrument*.

The staff survey was administered in both English and Spanish to all District employees using *Qualtrics*, an on-line survey platform. Employees within the Departments of Transportation, Facilities, and Child Nutrition also received paper surveys, as many of these staff do not routinely access a computer during

the work day. In total, the audit team administered 12,355 staff surveys, and received a total of 6,643 responses, for an overall response rate of 53.8 percent.

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The remainder of this report is organized into the following chapters and appendices:

- Chapter 2 – Department Organization and Management
- Chapter 3 – Stakeholder Perceptions and Expectations
- Appendices
  - Appendix A – Interview Roster
  - Appendix B – Staff Survey Instrument
  - Appendix C – Summary of Responses to Open-Ended Question

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2 – Department Organization and Management

Background

The Communications Department (the Department) in Fort Bend ISD provides Districtwide and campus communications and public relations support in order to engage and build positive, mutually beneficial relationships between all stakeholders. The Department provides the following types of services:

- **Strategic communications support** such as developing communication plans to promote District and campus initiatives, providing public relations support, crisis management and counseling, and developing marketing and branding strategies.

- **Print and digital publications** such as electronic news bulletins, Board meeting summaries, general information guides, staff newsletters, and numerous other program-specific District and campus communications.

- **Web-based communications** including managing the District's website content and social media accounts and providing support for content on campus websites and Twitter accounts.

- **Editorial marketing services** to assist schools and departments with their local communications efforts, such as news releases, campus newsletters, parent letters, etc.

- **Graphic design and supports** for District leadership, schools, and departments, and videography services to promote Districtwide initiatives and programs.

- **Special events and recognition ceremonies** such as graduation ceremonies, annual staff service awards and recognition ceremonies, school dedication ceremonies, bond referendum information campaigns, and media relations.

There are some functions that are often associated with the Communications Department but are not currently under its purview. They include:

- **Public Information Requests (PIR)** are managed through the Department of Legal Services.

- **Community relations** is primarily the responsibility of the Department of Collaborative Communities, which manages the District's business and community partnership programs, volunteer and mentor programs, and parent organizations.

- **Printing services** are the responsibility of the Print Shop, which is organized within the Department of Business and Finance.

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Department Organizational Structure and Staffing

Fort Bend ISD's Communications Department is comprised of 15.5 full-time equivalent (FTE) positions and is led by a Chief Communications Officer (CCO). Under the direction of the Superintendent, the CCO is responsible for providing strategic leadership in planning and developing proactive communications to support District initiatives that support student achievement. Some of the essential duties and responsibilities outlined on the CCO job description are to:

- Provide strategic leadership on critical District projects and initiatives to support the Superintendent and leadership team to ensure a clear focus on the achievement of all students.

- Provide advice and counsel to the Superintendent, leadership team, and principals on sensitive Districtwide initiatives and school issues.

- Provide leadership and training to District staff related to effective communications, marketing, and incident/crisis response.

- Develop and implement marketing and branding strategies.

- Provide strategic advice, analysis, and communication related to incident/crisis response and District and school issues that reach key audiences to represent the District in a professional and caring manner.

- Provide strategic leadership and direct all facets of the daily operations and functions of the communication team, including public relations, event planning, advertising, strategic publications, and in the development of high quality and effective web, video, and social/viral media.

- Provide strategic leadership and oversee the District's media relations activities and use such opportunities to strengthen the District's messages to its community.

- Oversee aspects of employee recognition programs through Board meeting recognition scripts and employee recognition programs.

The organizational chart for the Communications Department is presented in Figure 1 below.

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Figure 1. Communications Department Organization Chart, 2020
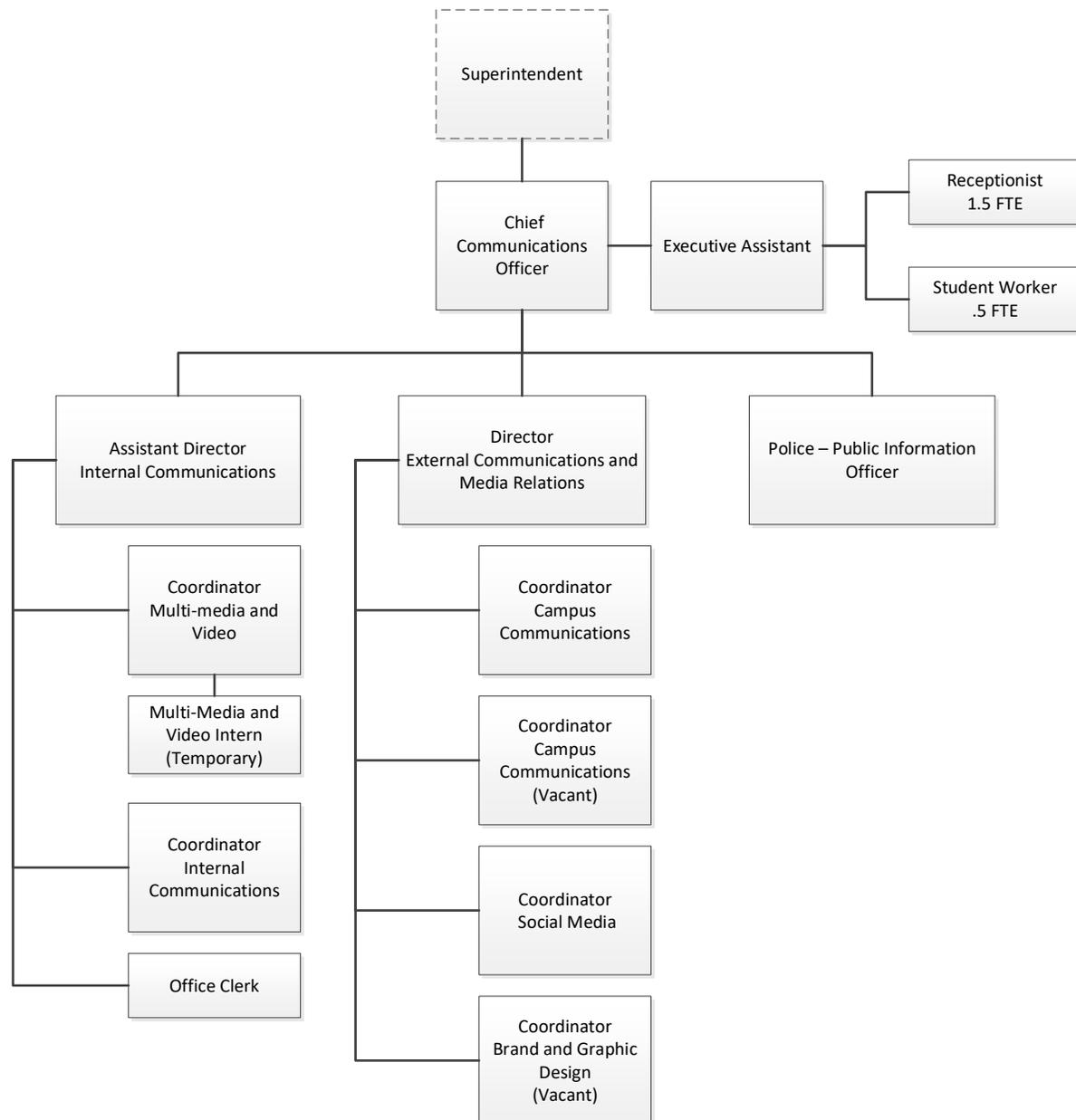
Source: Fort Bend ISD

Over the past five years, Department staff decreased 1 FTE (6.1%), from 16.5 FTEs in 2015-16 to 15.5 FTEs in 2019-20. Over this time period, staffing fluctuated from a high of 17.5 FTEs in 2016-17 to a low of 12 FTEs in 2017-18. Table 3 below details the change in FTE by position.

Table 3. Department Staffing by Position Type, 2015-16 to 2019-20

Position Type	2015-16	2016-17	2017-18	2018-19	2019-20	5-Year Δ
Chief	1.0	1.0	1.0	1.0	1.0	**0.0**
Director/Assistant Director	2.0	3.0	2.0	2.0	3.0	**1.0**

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Position Type	2015-16	2016-17	2017-18	2018-19	2019-20	5-Year Δ
Coordinator	3.0	5.0	6.0	6.0	5.0	**2.0**
Specialist/Facilitator	3.5	3.0	-	-	-	**-3.5**
Clerical/Admin/Receptionist/Temp	7.0	5.5	3.0	4.3	6.5	**-0.5**
Total Department FTE	**16.5**	**17.5**	**12.0**	**13.3**	**15.5**	**-1.0**

Source: Fort Bend ISD Staffing Data, 2013-2020

Some of the staffing fluctuations the Department experienced over this time period can be attributed to a central office reorganization that occurred in 2017-18, which resulted in the establishment of the Department of Collaborative Communities. The community relations function and the 3.5 FTE positions associated with it (the Director of Parent and Community Engagement, the Community Engagement Liaison, the Shared Dreams Facilitator, and a part-time Community Engagement Specialist) were realigned under this new department. In addition to the central office reorganization, the Communications Department also underwent some organizational restructuring and position reclassifications. This resulted in a net increase of 2 FTE Coordinator positions (two of which were vacant at the time of this audit), a net decrease of 1 FTE Specialist position (in addition to the 2.5 Specialist FTEs referenced previously), and a net decrease of 0.5 FTE administrative support position (which included a net decrease of 1 FTE Administrative Assistant and 0.5 FTE Receptionist position, and a net increase of 1.0 FTE Multi-Media/Intern position). In 2019-20, the Department also added a new Public Information Officer position (1.0 FTE).

Department Expenditures

Table 4 below presents a five-year summary of Communication Department expenditures by type of expenditure or object code. Total Department expenditures increased 5.7 percent ($110,569) from 2015-16 to 2019-20 (the most current year available). On a per student basis, total expenditures remained relatively flat, with the exception of 2017-18, when expenditures decreased 7.6 percent from the prior year due to a decline in Professional and Contracted Services.

Table 4. Communication Department Expenditures by Expenditure Type, 2015-16 to 2019-20

Object Code/Expenditure Type	2015-16	2016-17	2017-18	2018-19	2019-20
6100 Payroll Cost	$966,412	$1,055,122	$1,049,503	$1,047,953	$1,194,727
6200 Professional/Contracted Services	$774,015	$641,843	$444,545	$597,962	$529,062
6300 Supplies and Materials	$52,721	$143,171	$150,283	$162,803	$154,397
6400 Other Operating Costs	$150,334	$146,471	$190,475	$194,209	$170,352
Total Department Expenditures	**$1,943,482**	**$1,986,607**	**$1,834,806**	**$2,002,927**	**$2,054,051**
Expenditures per Student	**$26.66**	**$26.94**	**$24.48**	**$26.31**	**$26.48**

Source: Fort Bend ISD Expenditure Data, 2015-2020

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Audit Findings and Recommendations

Commendation 1: Fort Bend ISD's communications team has earned numerous awards from the Texas School Public Relations Association (TSPRA).

Fort Bend ISD's Chief Communications Officer (CCO) currently serves as the President of the Texas School Public Relations Association (TSPRA), an organization dedicated to improving public education in Texas via quality communication services. In this capacity, the CCO and her staff have access to ongoing professional learning opportunities, emerging technology, and awareness of best practice research. The CCO was also the winner of the TSPRA 2017 Professional Achievement Award, which recognizes full-time professionals in the field of school public relations who hold a professional membership in TSPRA for at least ten years, and who have exhibited a creative, dedicated, and professional approach to school communications. Maintaining membership in professional public relations associations aligns to the standards for professional growth and development and helps to ensure that Department leadership continues to refine skills and expand their knowledgebase.

Finding 1: The Communications Department is not staffed to meet the demand for services or accomplish desired outcomes.

Several observations were made by the audit team in its review of the Department's organizational structure, staffing levels, and position responsibilities. These are discussed briefly below.

- The Department's organizational structure reflects a "stakeholder-centric" model whereby staff are aligned according to their focus on either the District's "internal" or "external" stakeholders. As illustrated in Figure 1 above, all positions within the Department (with the exception of the Public Information Officer) report to either a Director of External Communications and Media Relations or an Assistant Director of Internal Communications. While this "stakeholder-centric" model is not uncommon in school district communication departments, the functions within these organizational units do not singularly focus on either "internal" or "external" communications. For example, the two Campus Communication Coordinator positions report to the Director of External Communications and Media Relations, but a key responsibility of this position is to serve as a liaison between the Communications Department, other departments, and campuses (i.e., supporting "internal" stakeholders). Similarly, the Assistant Director of Internal Communications is responsible for "providing direction in keeping the internal public informed about the goals, programs, and activities of the school District" as well as "promoting the District's Bond communications program"[1] – the latter of which primarily focuses on communications to external stakeholders. The emphasis on "internal" and "external" nomenclature in the position titles of the Director and Assistant Director organizational model is somewhat misleading, and staff report that it has resulted in some confusion and overlapping

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[1] Assistant Director of Internal Communications job description (2019).

responsibilities. It can also inhibit accountability as it is not always clear who is and/or should be responsible for which functions.

▪ Anecdotal feedback provided to Gibson during interviews and focus groups with Department staff and other stakeholders was unanimous in the perception that the Communications Department appears to be under-resourced. The Brand and Graphic Design Coordinator position was vacant at the time of this audit, stretching the capacity of other staff in the Department to meet the demand for these services. The Communications Department has since collaborated with the Print Shop to permanently shift responsibility for some of the graphic design work (mostly to fulfill campus requests) to that Department, alleviating some of the workload and leaving open the possibility of repurposing this position. In addition, one of the two Campus Communication Coordinator positions was also vacant at the time of this audit.

▪ The Multi-Media and Video Intern position was created as a temporary part-time position responsible for working collaboratively with Communications Department staff as well as with other department and campus staff on all projects and events. The intent of a 'temporary' position is to provide a career pathway into the Communications Department. The individual occupying this position, however, has been in this role since 2018-19, which exceeds the timeline for a 'temporary' placement. In practice, the functions performed by the individual occupying this entry-level position for three years now expand beyond those listed on the job description.

▪ Coordination of all special events and staff recognition ceremonies, such as graduations and annual staff service award ceremonies, is one of the primary responsibilities of the Internal Communications Coordinator, who receives significant support from the Executive Assistant. While feedback from Fort Bend ISD leadership and staff at all levels within the organization about the special events and ceremonies organized by the Department has been overwhelmingly positive, there is some consensus that this function is under-resourced, particularly as the number of special events is increasing.

▪ Several of the job descriptions for positions within the Communications Department have not been reviewed or updated recently and may not accurately reflect current position roles and responsibilities, or the reporting structure. The Executive Assistant job description was last updated in 2015, and the Chief Communications Officer, the Campus Communication Coordinator, and the Receptionist job descriptions were last updated in 2016. All of the other job descriptions have been updated within the past four years.

To provide context for the organizational and staffing analysis, Gibson reviewed the websites and organizational charts (where available) of the communications departments for each of the five comparator districts (Cypress-Fairbanks ISD, Katy ISD, North East ISD, Arlington ISD, and Northside ISD). This analysis yielded two key observations. First, the functions and responsibilities of communications departments varied across districts. As examples, the communications department in Cypress-Fairbanks ISD provides translations services; Northeast ISD's communications department oversees volunteer programs and services; and, Arlington ISD's communications department includes community relations.

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It is unclear from Gibson's review of the five comparator district websites where responsibility for special events and recognition ceremonies resides within their respective organizations. Second, not all districts provide the full list of departmental staff/positions on their website, making it difficult to determine staffing levels, nor do they provide enough information (beyond position title) to truly understand the scope and responsibilities of each position. The National School Public Relations Association (NSPRA) also does not provide any guidance on communications department staffing. For these reasons, the audit team was unable to benchmark Fort Bend ISD's staffing ratios with the comparator districts or best practice standards.

Recommendation 1: Reorganize the Communications Department to better define and align the functions of the Department.

Fort Bend ISD must ensure that the Communications Department is organized and staffed to effectively and efficiently support the strategic communications goals of the District. Ultimately, Department staffing must be driven by the goals and strategies articulated in its communications plan. It must also ensure that staffing levels and employee skill sets are sufficient to accomplish important initiatives and meet the demands for services.

The existing position vacancies provide the Department with a timely opportunity to fill and/or reclassify positions to address any gaps in skillsets, functions, or service levels within the Department. A realigned organizational structure will also help to ensure accountability for key functions. Based on this assessment, the audit team recommends the following changes to better define and align the functions in the FBISD Communications Department:

- Reclassify the Assistant Director of Internal Communications to an Assistant Director of Communications and Multi-Media, and reclassify the Director of External Communications and Media Relations to a Director of Communications and Media Relations. Both of these reclassifications would reflect a change in the job title only and would not require a change in pay grade.

- Reclassify the Multi-media Intern position to a Specialist of Multi-Media and Video. This reclassification would reflect a change in the job title and profile, and may also require a change in pay grade to reflect the increase in the requirements of the new position.

- Reclassify the Internal Communications Coordinator position to a Coordinator of Special Events and Programs. This reclassification would reflect a change in the job title and profile, but would not require a change in pay grade. This position would exclusively focus on coordinating Districtwide special events and recognition ceremonies, as well as supporting campuses with communications for special events.

- Add a new Special Events and Programs Intern position to support the increased and seasonal demand for public-facing special events and ceremonies. This position would provide administrative support for this function.

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- Reclassify and repurpose the vacant Brand and Graphic Design Coordinator position to one that would allow the Department more flexibility in meeting the demand for videography services as well as branding and graphic design services. This reclassification would reflect a change in the job title and profile, but would not require a change in pay grade.

- Delineate responsibility for supporting specific campuses to each of the Campus Communication Coordinators positions. Ensure these positions coordinate with the Department of School Leadership to provide campus-specific supports to principals.

- Collaborate with the Human Resources Department to fill the remaining vacant positions and to ensure all job descriptions accurately reflect position roles and responsibilities.

Management Response: Management agrees with the recommendation. The department needs have changed since the audit was started a year and half ago and we have had some slight modifications in work flow and we'd like to move forward with at least one of the recommendations and convert the FTE originally designed to support graphics, to now support events and recognitions. This was an area noted in the audit and this move would support that issue. The added demand of events and recognition have put added pressures on the current team and dedicated staff to address this will even out the work flow.

Finding 2: Board policy does not address several communications functions.

According to the NSPRA's *2020 Rubrics of Practice and Suggested Measures*, governing boards should adopt written policies to guide the district's communications and public relations efforts. These policies should include:

- A policy that commits the organization to providing comprehensive communications/public relations in an open and honest way that meets the needs and desires of all internal and external publics;

- A policy regarding the release of information about individual staff, students, or clients;

- A policy that describes public involvement in the organization's decision-making;

- A policy that enables employees, parents, and others to appeal policy or administrative decisions;

- Policies that require the organization to learn what employees and patrons want to know and to provide that information in various ways; and,

- A community involvement policy that encourages interested citizens to review the district's mission, goals, and objectives; and to become educated about and offer opinions on issues that may require action in the future.

Fort Bend ISD maintains all board policies in the online Board Policy Manual on the District's website at http://pol.tasb.org/Home/Index/483. LEGAL policies contain compilations of federal law, state law, and court decisions as statutory context in which all other policies are to be read, while LOCAL policies are

policies adopted by the Fort Bend ISD Board of Trustees and reflect the decisions of the Board regarding the educational needs of students and the priorities and values of the community. EXHIBITS contain forms, charts, or other types of supporting information for these policies.

Gibson reviewed Fort Bend ISD's online policy manual and identified LEGAL and LOCAL Board policies that relate to (either directly or in part) District communications, public information and requests for information, community relations, stakeholder involvement in decision-making, District and campus website content, and staff service awards. Gibson identified four LEGAL Board policies, one EXHIBIT, and nine LOCAL Board policies related to these topics. Excerpts of these policies are listed below in the order that they appear in the online Board Policy manual.

Local Governance Policies

- **Policy BBD (LEGAL) Board Members Training and Orientation.** *Public Information Act Training* – Not later than the 90th day after taking the oath of office, each board member shall complete training of not less than one and not more than two hours regarding the responsibilities of the board and its officers and employees under Government Code Chapter 552 (Public Information Act).

- **Policy BBD (EXHIBIT) Framework for School Board Development.** *Accountability* – The Board measures and communicates how well the vision is being accomplished. The Board reports District progress to parents and community in compliance with state laws and regulations. *Advocacy* – The Board promotes the vision:

    – The Board demonstrates its commitment to the shared vision, mission, and goals by clearly communicating them to the Superintendent, the staff, and the community.

    – The Board ensures an effective two-way communication system between the District and its students, parents, employees, media, and the community.

    – The Board builds partnerships with community, business, and governmental leaders to influence and expand educational opportunities and meet the needs of students.

    – The Board supports children by establishing partnerships between the District, parents, business leaders, and other community members as an integral part of the District's educational program.

    – The Board leads in recognizing the achievements of students, staff, and others in education.

- **Policy BDF (LOCAL) Planning and Decision-Making Process.** *Philosophy* – The Board believes that collaboration and partnership with the community supports sound decision-making. *Purpose* – The purpose of this policy is to establish expectations for the formation of Board-appointed committees that may from time-to-time be created to support the District's planning and decision-making.

- **Policy BED (LOCAL) Board Meetings Public Participation.** *Philosophy* – The Board believes that a forum should be provided for members of the public to express feedback and share information with the Board. Public participation at Board meetings is an important part of the community engagement process and should provide an opportunity for collaboration, partnership, and information sharing.

- **Policy BJA (LOCAL) Superintendent Duties and Qualifications.** *Duties* – The Superintendent shall fulfill the responsibilities of the public information coordinator and shall receive, on behalf of Board Members, the training specified by Government Code 552.012. *Communication with the Board* – The Superintendent shall establish and oversee a system of communication that builds and sustains a unified and effective Team of Eight. This shall include:

  - Timely updates on significant issues as they arise, using agreed upon criteria and procedures;

  - Responding in a timely and complete manner to Board requests for information that are consistent with Board policy and Board Operating Procedures;

  - Providing recommendations and appropriate supporting materials to the Board on matters submitted for Board consideration; and,

  - Provide fiscal updates and budgetary information to the Board in a timely manner.

- **Policy BQ (LEGAL) Planning and Decision-Making Process.** *Planning and Decision-Making Process* – A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district and campuses' educational plans, goals, performance objectives, and major classroom instructional pro-grams.

- **Policy BQA (LOCAL) Planning and Decision-Making Process District Level.** *Philosophy* – The Board believes in a District culture that embraces care, respect and safety. In addition, a culture of truth-telling through an honest feedback loop must be associated with strategic planning and decision making in order to tell a comprehensive story related to District progress, the development of the whole child, and student achievement. Further, the Board believes in the importance of the District partnering with stakeholders for input in the planning and decision-making process in order to promote student growth and continuous improvement of District operations to achieve the District Mission, Vision and Goals.

- **Policy BQB (LOCAL) Planning and Decision-Making Process Campus Level.** *Philosophy* – The Board believes in a campus culture that embraces care, respect, and safety. In addition, a culture of truth-telling through an honest feedback loop associated with community-based accountability is necessary in order to tell a comprehensive campus story related to development of the whole child and student achievement. Further, the Board believes in the importance of the campus

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partnering with stakeholders for input in the planning and decision-making process in order to promote student growth and continuous improvement and to achieve campus goals aligned to the District Mission, Vision, and Goals.

Business and Support Services

- **Policy CQA (LEGAL) Technology Resources District, Campus and Classroom Websites**. *Information Required on Website* – A district that at any time on or after January 1, 2019, maintained a publicly accessible internet website shall post on a publicly accessible website the following information […details required and optional content to be posted on a district's website(s)].

Personnel

- **Policy DJ (LOCAL) Service Awards**. The Board expects that continuous service of District employees be rewarded with tangible items of appreciation and recognition. The Superintendent or designee shall determine appropriate recognition items for employees after each five years of consecutive service in the District; these items must be standard across the District.

Community and Governmental Relations

- **Policy GB (LEGAL) Information Access/Requests for Information.** A superintendent shall be a district's officer for public information. Each department head shall be an agent of the officer for purposes of complying with the public information laws.

- **Policy GB (LOCAL) Public Information Program.** The Board recognizes the importance of providing a public information program to help ensure that school patrons and employees are informed about the programs and services of the District. The Board shall authorize the establishment of a department of School and Community Relations to assist in meeting that goal.

- **Policy GF (LOCAL) Public Complaints.** *Philosophy* – The Board believes student success is best achieved in a well-functioning, positive, nurturing, and collaborative community. Therefore, the District shall provide an equitable process for addressing community complaints that values individuals, fosters positive resolution, and preserves relationships.

- **Policy GK (LOCAL) Community Relations.** *Inform* – The District shall provide and maintain channels of two-way communication to inform and encourage the community to collaborate and partner with the District. Proactive communication between the District and the community in order to inform District actions and decisions.

Based on this review, Gibson identified several areas that are not currently addressed by either the LEGAL or LOCAL Board policy framework, but may be areas where additional guidance from the Board in the form of policy is needed. A review of comparator district online policy manuals found that some districts

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have established LOCAL Board policies to more clearly communicate the Board's intentions and requirements on these topics.

- **Crisis Communications** – Both Katy ISD and Arlington ISD have established Policy GBAA (LOCAL) School Communications Program/News Media Relations that addresses news releases and communications during a crisis: *News Releases* – News releases concerning political or controversial issues or the overall operation of District schools, or involving more than one campus, shall be made only by the Superintendent or designee. Other news releases concerning athletic events, programs, and activities at an individual campus shall be made by the office of communications. *Communications During a Crisis* – In any crisis situation affecting the District or an individual campus, the Superintendent shall be the official District spokesperson and shall be responsible for all communication with the news media.

- **Accessibility Standards** – North East ISD has established Policy CQA (LOCAL) Technology Resources District, Campus, and Classroom Websites that requires administrative procedures be developed for all new, newly added, or modified online content, and functionality to be accessible to people with disabilities (e.g., closed captioning) as measured by conformance to the benchmarks for measuring accessibility.

- **Communications Strategy and Plan** – Fort Bend ISD does not currently have a policy that authorizes the Superintendent to develop a communications strategy and plan to ensure the District's goals and objectives are met. The need for a more comprehensive communications strategy and plan was expressed by Trustees during interviews with the audit team. (See *Finding 3* with regard to deficiencies with the Department's current Communications Plan.)

- **Campus Logos and Mascots** – Fort Bend ISD does not currently have a policy that addresses the legal requirements for the use of school logos and/or team mascots. (The branding guidelines established by the Communications Department only address the use of FBSID logos, color palette, and recommended typefaces.) Feedback from District leadership, Department staff, and other department administrators suggest that this is an area where specific guidance from the Board is needed. Many staff cited recent examples of campuses using trademarked mascots and/or logos, which could potentially result in legal complaints. It was not readily apparent if any of the comparator districts have addressed this issue through LOCAL Board policy.

In addition, some LOCAL Board policies are either very dated or narrowly focused. For example, the issue date for Policy GB (LOCAL) Public Information Program is 2/19/1985. This policy authorizes the establishment of a School and Community Relations Department, which no longer exists. Policy GK (LOCAL) Community Relations, on the other hand, addresses proactive and two-way communication between the District and the community in order to inform District actions and decisions. It does not, however, reference the need for proactive and two-way communications with District employees.

Not all guidance, however, needs to be (nor should it be) established in Board policy. Administrative regulations and standard operating procedures can provide more specific guidance and instruction on

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various topics in alignment with LEGAL and LOCAL Board policy. At present, there are no administrative regulations and/or standard operating procedures related to Communications published on the District's website. A statement on the website reads "FBISD is in the process of providing public-facing administrative procedures. The contents of this page will be updated as staff approves standard operating procedures that align with Legal and Local policies."

Recommendation 2: Provide additional communications guidance through local board policy in selected areas.

Based on the audit team's policy review, it is recommended that the Board develop new policies that 1) requires the Superintendent (or designee) to develop a comprehensive communications strategy and plan in support of accomplishing the District's strategic goals and objectives; 2) ensures compliance with the use of trademarked logos and mascots; and, 3) ensures compliance with accessibility standards for online content.

The Board should determine whether or not a new policy is needed that would specifically designate the Superintendent as the District's official spokesperson during a crisis situation or on topics that are highly controversial in nature (similar to Katy ISD and Arlington ISD). At present, the Director of External Communications and Media Relations serves as the official district spokesperson. The Communications Department should continue to research communication policies in other districts for ideas and insights, particularly in the area of crisis communications. The Board should also review Policy GB (LOCAL) Public Information Program to determine whether it needs to be updated or eliminated.

Management Response: *Management agrees with the recommendation. In working with the Board Policy Committee, the department can receive additional guidance from the Board through updated policies to reflect our practices and strategic initiatives.*

Finding 3: The Department's Communication Plan is missing essential components of a well-developed and comprehensive plan.

One of the primary functions of Fort Bend ISD's Communications Department is to develop and guide effective communication strategies to ensure the accomplishment of the District's strategic goals and objectives. To do this effectively, it is essential that the Department have a research-based communications plan aligned to the Fort Bend ISD Strategic Plan that will drive the focus of the work of the Department. As part of this audit, Gibson collected and reviewed the Department's communication strategy and planning documents, which included the 2018 Communications Plan and the 2019-20 Communication Strategy and Planning document.

The 2018 Communications Plan states that it is "intended to provide a roadmap for achieving goals and priorities that ensure the accomplishment of the District's mission and vision." The plan was developed by the Chief Communications Officer and the Director of External Communications with limited input from Department staff, District leadership, or other stakeholders. It has not been well-socialized within the Communications Department nor has it been socialized outside of the Department, evidenced by the fact

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that most of the stakeholders interviewed were not familiar with the Department's communications plan when asked about it. The communications plan document is 27 pages and includes following sections:

- The District's vision, mission, and background;

- A list of five Communications Department objectives;

- A bulleted list of the seven target audiences (taxpayers/community at large, parents, community partners, students, employees, media, and elected officials);

- Eight key messages;

- A description of the Communications Department organization and key functions;

- A sentence that addresses planning, which states that the Department will "proactively plan strategic and organized responses to specific happenings or initiatives that could impact stakeholders' views or support of Fort Bend ISD";

- Communications tactics, which includes brief descriptions of the Department's responsibilities with respect to media relations, branding, publications, website, and other communication tools, public relations support, Twitter and Facebook, and special events and recognitions; and,

- Fourteen appendices, which includes descriptions and procedures related to 1) Planning: communication channels, crisis/campus incidents, called bond/tax election, hiring a new superintendent, change in leadership, change in policy, program or financial strategy, inclement weather closure or delayed start, surge in enrollment, and 2) Tactics: branding guidelines, publications and communications tools, services, website guidelines, social media strategy, and special recognition programs.

While there are many informative and useful aspects of this plan, it is not serving its intended purpose to "provide a roadmap" for the Department. Importantly, the plan does not link any specific strategies or tactics with specific projects or initiatives to accomplish the Department's five objectives. It also lacks the following essential components:

- References to any relevant District policies;

- Description of specific communication initiatives;

- Specific strategies and/or tactics for accomplishing each of the stated objectives;

- Description of how strategies and tactics differ for each target audience;

- Description of methods for determining the effectives of communication strategies and tactics;

- Performance indicators to track and measure progress;

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- Timelines for accomplishing specific initiatives; and,

- Project budget and required resources for accomplishing specific initiatives.

Separately, the audit team also reviewed the Department's 2019-20 Communication Strategy and Planning document, which is a two-page document (or flyer) specifically focused on the District's "60 Years of Excellence" campaign. The document outlines 10 key messages and three District goals. Each goal includes several tools/tactics to meet each goal (see Figure 2). While this is a good example of a more detailed plan related to a specific initiative, it is not referenced in the Department's communications plan, and also lacks many of the essential elements described previously.

Figure 2. Fort Bend ISD Communications Strategy and Planning for 2019-20

Source: Fort Bend ISD

Not having a comprehensive plan that drives the focus of the work of the Department appears to be a contributing factor to the perception by some District leaders and other stakeholders that the Communications Department is "reactive and not proactive." Approximately 68 percent of staff that responded to Gibson's survey agreed/strongly agreed with the following statement: "*FBISD leadership communications are proactive*." Feedback from stakeholders that participated in interviews and focus groups also expressed a need for communications to be more proactive, particularly when a situation or topic may be perceived as unpopular or highly controversial (e.g., Sugarland 95, school boundaries). Other anecdotal feedback provided to the audit team suggests that several communication strategies have been developed and driven by the Superintendent in response to certain situations, rather than being part of a more deliberate and planned strategy initiated and developed by the Communications Department.

Recommendation 3: Modify the Department's Communication Plan to more clearly link the Department's initiatives and activities to the District's priorities.

Developing an effective communications plan would help to ensure alignment between the District's mission and goals with the Communications Department's strategies and initiatives for supporting the District in achieving them. A well-designed and research-based communications plan should serve as a framework for determining communication priorities, focusing the work of the Communications Department, and clearly demonstrating how projects, tasks and responsibilities align with the major priorities of the District.

To ensure that communications are more strategic and proactive, the Department should modify its communications plan so that it is organized around specific communication goals, objectives, and initiatives. For every initiative, the plan should include projected timelines and budgets, as well as an outline of the communication roles and responsibilities for all staff (not just staff within the Communications Department), because often staff outside of the Department, as well as Board members, play an important role in ensuring efficient and effective dissemination of information. Moreover, the plan should guide the development and dissemination of key messages that are critical to Fort Bend ISD's major initiatives and goals, and should present a roadmap for effectively communicating with all of the District's internal and external stakeholders. The Department should ensure that the cultural preferences for communications amongst the District's diverse stakeholder groups and target audiences are also adequately addressed. It is important that the plan provide a full picture of the scope and responsibilities of the Communications Department and include a description of all ongoing communication activities, such as the digital and print publications, video productions, marketing campaigns, and special events.

Once finalized, the plan should be distributed to District and campus leadership and posted on the District's website. The plan should be evaluated semi-annually to monitor progress to determine whether any adjustments to strategies and tactics are needed. As new communications initiatives unfold, the communications plan should be updated.

Management Response: Management agrees with the recommendation. The department plans to work with the new superintendent to update the communications plan and ensure all activities are aligned to the District's priorities.

Finding 4: The Communications Department does not systematically research and evaluate the effectiveness of its communications strategies, tactics, or initiatives.

Being able to measure outcomes is a critical component when decisions must be made about continuing specific communication activities given limited resources and staff capacity. The Communications Department currently tracks a limited number of metrics related to website and social media operating statistics (e.g., number of followers, number of content clicks, number of engagements), *Let's Talk!* analytics, or surveys administered after a special event or recognition ceremony (e.g., graduations). These operating statistics and survey data, however, do not provide sufficient guidance to ensure an effective communications program.

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Beyond these metrics and data, the audit team did not obtain evidence that the Communications Department has established any other indicators to measure performance, nor has it implemented processes to routinely collect qualitative or quantitative data to assess the effectiveness of specific communication strategies, tactics, or initiatives. The absence of a research and evaluation component makes it difficult for the Department determine the effectiveness and/or impact of its communications efforts, and to make data-informed decisions to determine whether any adjustments to strategies and tactics are needed moving forward.

Recommendation 4: Incorporate research and evaluation components into the Communications Plan.

To ensure an effective communications function, the Communications Department should evaluate every major communication effort to determine whether planned goals were met and objectives achieved. Evaluation metrics and measurable outcomes should be established for each communications initiative and incorporated into the communications plan. The communications plan should include a variety of approaches for regular and ongoing evaluation of communication effectiveness and the results should be shared with District leadership and used to inform communication strategy. For each initiative, the Department should seek to answer the following questions:

- Did the target audience receive the communication?

- When did they access the information?

- How much of the information did they consume?

- Did the target audience understand the key message(s)?

- How can the next communication be more effective?

The Department must clearly define what is to be measured for each initiative. This can range anywhere from "stakeholder reach" (e.g., number of households that received a publication), to "stakeholder engagement" (e.g., number of 'likes' on a social media post, satisfaction levels with the frequency and quality of shared information), to "impact on stakeholder behavior" (e.g., passage of a bond referendum), or any combination of the above. For each indicator, the Department should establish baseline targets against which to track and measure progress.

The Department should also determine what tools and processes (including frequency and timeline) will be used to gather qualitative and quantitative data. Surveys, for example, are an effective tool for understanding stakeholder perceptions, expectations, and needs. The results are quantifiable and can easily be used to compare current performance to past performance. Focus groups allow for a deeper understanding of stakeholder perceptions and expectations and are particularly useful to gather feedback about the effectiveness of messaging. Analyzing social media statistics as it relates to a specific initiative or topic is also very useful. It is important to evaluate the effectiveness of communications across stakeholder groups/segments and to use those results to revise and improve communications strategies and tactics.

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Management Response: Management agrees with the recommendation. As part of the communication plan revamp, we will work to incorporate data and analytics that will help drive the work of the department. Additional resources and funding to support this effort would allow the current team to refocus tasks to engage in this important work.

Finding 5: District and campus administrators are not provided with complete communication protocols to follow during an emergency/crisis situation.

A crisis is an event that occurs suddenly and most often unexpectedly, and if not managed well, can result in confusion and mistrust amongst stakeholders. Providing communications and public relations support to District leadership and department and campus administrators during an emergency or crisis situation is an important service provided by the Communications Department. Notably, the District added a Public Information Officer position in 2019-20 to act as a liaison between Fort Bend ISD police department, District and campus administrators, the news media, and the public. The primary role of this position is to assist in the distribution of timely information related to student safety issues at Fort Bend ISD campuses and develop and execute proactive communication campaigns that emphasize the District's commitment to student safety to all stakeholder groups.

Appendix B of the Department's Communications Plan (referenced previously) outlines some general steps principals should follow, with regard to communication protocols, in the event of a campus emergency or crisis situation. For example, the plan instructs principals to "first assess/life and safety issues immediately, and take actions in accordance with campus emergency procedures" and to "notify their Assistant Superintendent for additional guidance and support." Appendix B also specifies the role of the Communications Department and the Department of School Leadership in the event of a crisis. For example, the plan states that "Fort Bend ISD's Communications Department will work collaboratively with the Department of School Leadership and campus principals to assist with messaging related to sensitive situations."

Beyond these instructions, however, there is little other guidance to support principals or other District administrators with their communications during an emergency or crisis situation. For example, the plan states that "campus principals should develop and issue messages if there is an immediate safety concern, or if communications staff cannot provide a response in the timeframe needed by the campus", but it does not include any standard forms or templates for principals to model their communications. Further, approximately 75 percent of District administrators and campus principals that responded to Gibson's survey disagreed/strongly disagreed with the following statement: "There are clear communication protocols to follow during an emergency." Feedback from District and campus administrators during interviews and focus groups, particularly from those that are new to Fort Bend ISD and/or new to their leadership position, also agreed with this sentiment.

Recommendation 5: Develop communication protocols for District and campus administrators to follow during an emergency/crisis.

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A well-developed and consistently updated crisis communication plan will ensure that Fort Bend ISD has the infrastructure in place to respond as-needed to a range of natural disasters or other crises. While it is not possible to plan for every scenario or event, a well-managed crisis communication plan can help manage messaging to preserve the District's brand, reputation, and credibility. At all levels, it is imperative that communications occur consistently and information be presented with clarity.

It is recommended that the Department create a crisis communications management plan that establishes protocols to ensure transparency around crisis issues and/or events and to support District and campus administrators in their communications. This plan should align with and complement the District's disaster readiness plan (if one exists). This document should be a stand-alone document (separate from the departmental Communications Plan discussed previously) so that it can be routinely updated and shared digitally. All District and campus administrators should receive annual training on crisis communication protocols.

The plan should communicate broadly how the District will handle and communicate about a crisis and outline the steps that need to be taken in regard to communications with both internal and external stakeholders. The plan should identify by name members of the District's crisis communications team and include their contact information, and should specify the roles and responsibilities of others (by position) in the communications process. It should also include which communication vehicles are to be used (e.g., Twitter, email, news release) and by whom. Importantly, the plan should include a series of templates covering a variety of communications to address common situations (e.g., technology outages, social media threats) that District and campus administrators can easily leverage. Other elements that should be addressed in the crisis communications management plan include:

- References to relevant district policies;

- Protocols for communications to non-English speakers so that they receive the same information at the same time as English speakers during a crisis;

- List and description of backup systems and networks to communicate critical information relevant to district staff, families and stakeholders;

- Contact information for local government offices, public health departments, evacuation centers, police and fire departments, the Red Cross, and other organization that district and/or campus administrators may need to communicate with during a crisis; and,

- Tactics for proactively engaging the media.

Management Response: Management agrees with the recommendation. The department will curate the standard protocols on how, when and what to communicate to parents and stakeholders to support the growing needs of faster and more consumable communications.

Finding 6: The Communications Department does not provide communications and/or media relations training to District leaders and administrators.

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One of the responsibilities articulated in the Chief Communications Officer job description is to "provide leadership and training to district staff related to effective communications, marketing and incident/crisis response." However, the Department does not provide any formalized or ongoing communications training to District leaders or administrators. Stakeholders that provided feedback to the audit team during interviews and focus groups were unanimous in their desire for communications-related training to support them in their role as District leaders. Specific examples cited by focus group participants where more training would be welcomed include: media relations and interviewing skills, public speaking (face-to-face and videoconference), social media, written communications, and developing effective PowerPoint presentations. Some stakeholders also said they would like more training related to legal statutes that dictate access to public information (e.g., FERPA). In reality, delivering timely, unified messages to the appropriate audiences is a shared responsibility of the entire organization, so not adequately training and supporting District leaders and administrators to be effective communicators increases the risk of having communications that are ineffective, inaccurate, or otherwise not well-received—all of which could negatively impact the District's image and reputation.

Recommendation 6: Provide training to District leaders and administrators to support them in being effective communicators.

The Communications Department should implement a communications training program to assist District leaders and administrators in their communications with staff, students, parents, media, and community members. A well-implemented communications training program will help to set expectations for effective communications and increase accountability for this function throughout the District. The Department should ensure that all District leaders and administrators (veterans as well as new hires) receive ongoing training in the best communications techniques and the proper use of tools and technology. Examples of training topics that should be addressed include:

- Relevant Board policies and other legal requirements
- Emergency/crisis communications procedures and protocols
- Media relations and interviewing skills
- Social media etiquette and best practices
- Telephone, voicemail, and email etiquette and best practices
- Videoconferencing etiquette and best practices
- Branding guidelines
- Ambassadorship
- Cultural competency

The Department should leverage existing avenues for delivering professional development, such as principal Town Hall and/or PLC meetings, workshops, webinars, or other online resources.

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Management Response: *Management agrees with the recommendation. The department will engage crisis communications training for the Board and leadership, as well as training for principals to support the growing needs of faster and more consumable communications to stakeholders.*

3 – Stakeholder Perceptions and Expectations

Background

Understanding stakeholder perceptions and expectations about communications – whether it is from District leadership, department administrators, or school principals – can help to identify whether current communication strategies, channels, and vehicles are effective, and can help inform the District's communication strategy moving forward.

The audit team solicited feedback about the District's communications from different internal and external groups of stakeholders – Trustees, District administrators, principals, teachers and other Fort Bend ISD employees, parents, and community representatives – through interviews, focus groups, and an employee survey. This chapter provides a summary of the feedback received from Fort Bend ISD stakeholders, as well as findings and recommendations for areas in need of improvement. The remainder of this chapter is organized as follows:

- Stakeholder Feedback
    - Communication Channels
    - Quality and Frequency of Communications
    - Employees as Ambassadors
    - Communications Response to the COVID-19 Pandemic
    - Cross-departmental Communications
    - Communications Support for District Leadership and Administrators
    - Special Events and Recognition Ceremonies
    - Digital and Print Publications
    - Social Media
    - District and Campus Websites
    - Branding and Marketing
    - Media Relations
- Findings and Recommendations

Stakeholder Feedback

Gibson conducted 28 interviews and four focus groups to collect anecdotal feedback from the District's different stakeholder groups. A list of interviewees and focus groups is contained in Appendix A. Stakeholders were probed about their preferences for how and how often they would like receive

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information from the District and campus leadership, the quality of communications they receive, and suggestions for how Fort Bend ISD could improve communications to better meet their informational needs.

Gibson also administered a survey to all Fort Bend ISD employees to better understand their preferences for and reliance on different communication channels and satisfaction with the overall quality and frequency of communications they receive from the central office and from their campus. Employees were also asked to respond to the following open-ended question: *What one thing could Fort Bend ISD leadership/administration do (more of, or differently) to improve communications with District employees?* Detailed responses are included in *Appendix C*. In total, 6,643 employees responded to the survey, for an overall response rate of nearly 54 percent. Table 5 below details the response rate by employee work location. District central office staff includes school-based itinerant staff (e.g., special education, temporary staff) as well as auxiliary staff (e.g., transportation, child nutrition, facilities maintenance and operations, security and security).

Table 5. Survey Response Rate by Work Location

Location	Total Employees	Response Rate
District Central Office	4,746	42.8%
Elementary School	3,758	58.0%
Middle School	1,604	58.0%
High School	2,150	55.8%
Other School	97	61.9%
Total	**12,355**	**53.8%**

Source: Gibson Consulting Group Employee Survey

Gibson also disaggregated and analyzed survey responses by employee type (somewhat overlapping with department) and years of employment with Fort Bend ISD. Tables 6 and 7 show the disaggregated survey response rates for each group.

Table 6. Survey Response Rate by Employee Group

Employee Group	Total Employees	Response Rate
Campus Administrator	250	54.8%
Child Nutrition Staff	539	45.5%
Clerical Staff	1,256	57.6%
District Leadership	14	35.7%
Educational Aide	1,088	55.0%
Facilities/Maintenance Staff	757	55.7%
Other Central Office Staff	535	68.0%
Other School-based Staff	223	65.5%
Safety/Security Staff	350	30.9%
Student Support Staff	509	68.2%
Teacher	5,200	56.2%
Temporary or Sub	1,116	18.3%

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Employee Group	Total Employees	Response Rate
Transportation Staff	518	34.4%
Total	**12,355**	**53.8%**

Source: Gibson Consulting Group Employee Survey

Table 7. Survey Response Rate by Years of Employment at Fort Bend ISD

Years of Employment	Total Employees	Response Rate
Less than 2 Years	4,033	48.5%
2 to 5 Years	3,598	52.5%
6 to 10 Years	1,672	52.9%
More than 10 Years	3,052	54.7%
Total	**12,355**	**53.8%**

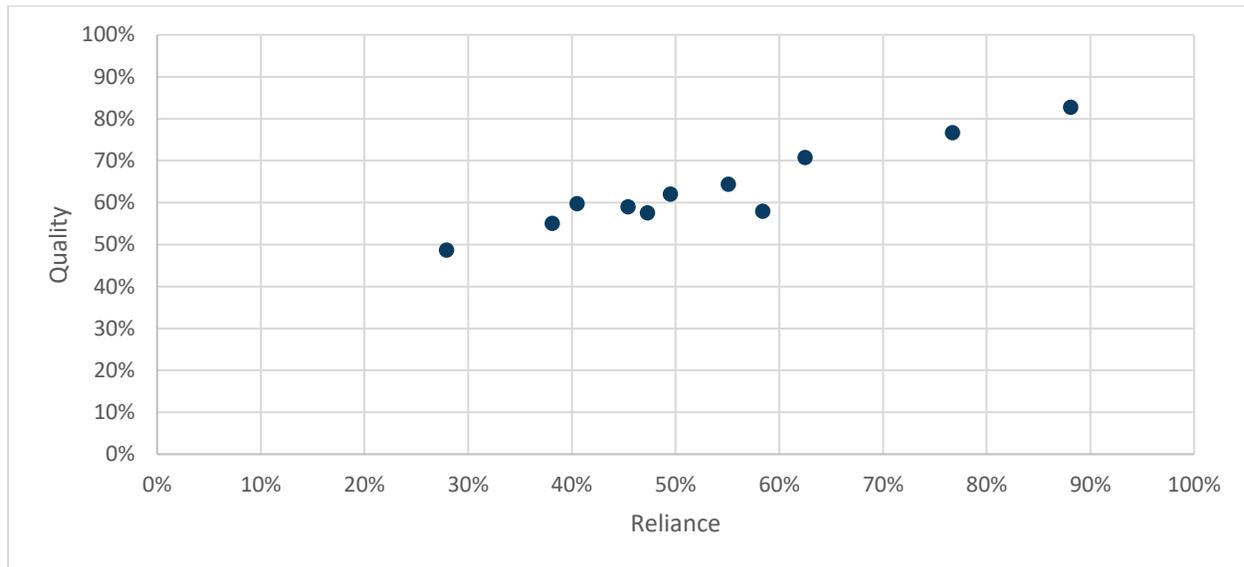Source: Gibson Consulting Group Employee Survey

Communication Channels

Communication channels are the means through which people in an organization communicate. Thought must be given to which communication channels should be used to deliver various types of messages. In general, complex messages require more interactive channels that facilitate two-way communication to ensure clarity (e.g., staff meetings), while less complex messages can be delivered using one-way communication channels (e.g., newsletters). Communication channels include face-to-face interactions, staff meetings, emails, phone calls, text messages, newsletters, social media, websites, etc. Since employees in Fort Bend ISD send and receive messages using a variety of channels, one objective of the employee survey was to assess how much employees *rely on* different channels to send and receive communications and to measure their perceptions of the *overall quality* of the communications they receive through each channel.

The survey specifically asked employees to distinguish between the communications they receive from their campus leadership (e.g., principal/school office) or department leadership (e.g., supervisor for centrally-based staff), and the communications they receive from the District leadership (e.g., the school board, superintendent, or district offices). Based on the survey results, there tends to be a high positive correlation between the communication channels employees most rely on and their perception of the overall quality of those communication channels. This was true for communications from both school/department leadership and for communications from District leadership.

Figure 3 illustrates the degree to which employees rely on communication channels and their overall perception of the quality of those communication channels, while Tables 8 and 9 below provide details by type of communication channel for school/department channels and District leadership channels, respectively.

Figure 3. Communication Channels from School/Department Leadership – Employee Reliance and Perception of Quality

Source: Gibson Consulting Group Employee Survey

Note: Reliance percentages reflect the degree (Quite a Bit/Very Much) to which employees rely on a communication channel and their perception of the overall quality (Good/Very Good) of a communication channel.

Table 8. Communication Channels from School/Department Leadership – Employee Reliance and Perception of Quality

Communication Channel	Reliance	Quality
Personal communications from supervisor	88.1%	82.8%
Faculty/Staff Meetings	76.7%	76.7%
Automated Emails	62.5%	70.8%
Word-of-Mouth	58.4%	58.0%
Newsletters and E-newsletters	55.1%	64.4%
Automated Text Messages	49.5%	62.1%
Schoology	47.3%	57.6%
School Website	45.4%	59.0%
Automated Phone Calls	40.5%	59.8%
Printed Materials	38.1%	55.1%
Campus Social Media	27.9%	48.7%

Source: Gibson Consulting Group Employee Survey

Note: Reliance percentages reflect the degree (Quite a Bit/Very Much) to which employees rely on a communication channel and their perceptions of the overall quality (Good/Very Good) of a communication channel.

Table 9. Communication Channels from District Leadership – Employee Reliance and Perception of Quality

| Communication Channel	Reliance	Quality
Automated Emails	65.7%	71.7%
FBISD Website	63.5%	70.3%
District-wide Staff/Department Meetings	57.0%	64.4%
Word-of-Mouth	52.0%	56.6%
Board Meetings	51.3%	64.7%
Automated Text Messages	45.5%	60.3%
Schoology	42.7%	56.5%
Newsletters/E-newsletters	41.8%	56.7%
Automated Phone Calls	40.8%	59.2%
FBISD Social Media	35.8%	54.4%
Printed Materials	33.8%	55.3%

Source: Gibson Consulting Group Employee Survey

Note: Reliance percentages reflect the degree (Quite a Bit/Very Much) to which employees rely on a communication channel and their perceptions of the overall quality (Good/Very Good) of a communication channel.

As Table 10 suggests, automated emails are the most relied on communication channel for communications from District leadership (it is the second most relied on communication channel for communications from school/department leadership after personal communications from a supervisor). However, this was not true for every employee group. Table 10 below shows the most relied on communication channel for communications from District leadership for each employee group. Campus administrators and other central office staff tend to rely most on Districtwide staff/department meetings; District leaders tend to rely most on School Board meetings; and, teachers, temporary staff, and other school-based staff tend to rely most on information shared on the District's website.

Table 10. Communication Channels from District Leadership – Reliance by Employee Group

Employee Group	Reliance	Most Relied on Communication Channel
Campus Administrator	80.5%	District-wide Staff/Department Meetings
Child Nutrition Staff	74.1%	Automated Emails
Clerical Staff	80.6%	Automated Emails
District Leadership	100.0%	Board Meetings
Educational Aide	77.5%	Automated Emails
Facilities/Maintenance Staff	70.0%	Automated Emails
Other Central Office Staff	67.3%	Districtwide Staff/Department Meetings
Other School-based Staff	70.6%	FBISD Website
Safety/Security Staff	57.5%	Automated Emails
Student Support Staff	69.7%	FBISD Website
Teacher	58.7%	Automated Emails
Temporary or Sub	77.6%	FBISD Website
Transportation Staff	68.0%	Automated Emails

Source: Gibson Consulting Group Employee Survey

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Note: Reliance percentages reflect the degree (Quite a Bit/Very Much) to which employees rely on a communication channel.

Quality and Frequency of Communications

Seventy-three percent of staff responding to the survey were mostly or very satisfied with the overall quality of communications from District leadership, and 76 percent were mostly or very satisfied with the overall quality of communications from their campus/department leadership. However, satisfaction levels varied widely across employee groups, with District leadership and campus administrators reporting the highest levels of satisfaction, and transportation staff reporting the lowest levels of satisfaction. Approximately 22 percent of transportation staff and 10 percent of safety/security staff indicated that they are very dissatisfied with the overall quality of communications from their school/department; satisfaction with the overall quality of communications from District leadership followed a similar pattern.

Figure 4. Employees Satisfaction with the Overall Quality of Communications from the District Leadership and Campus/Department Leadership
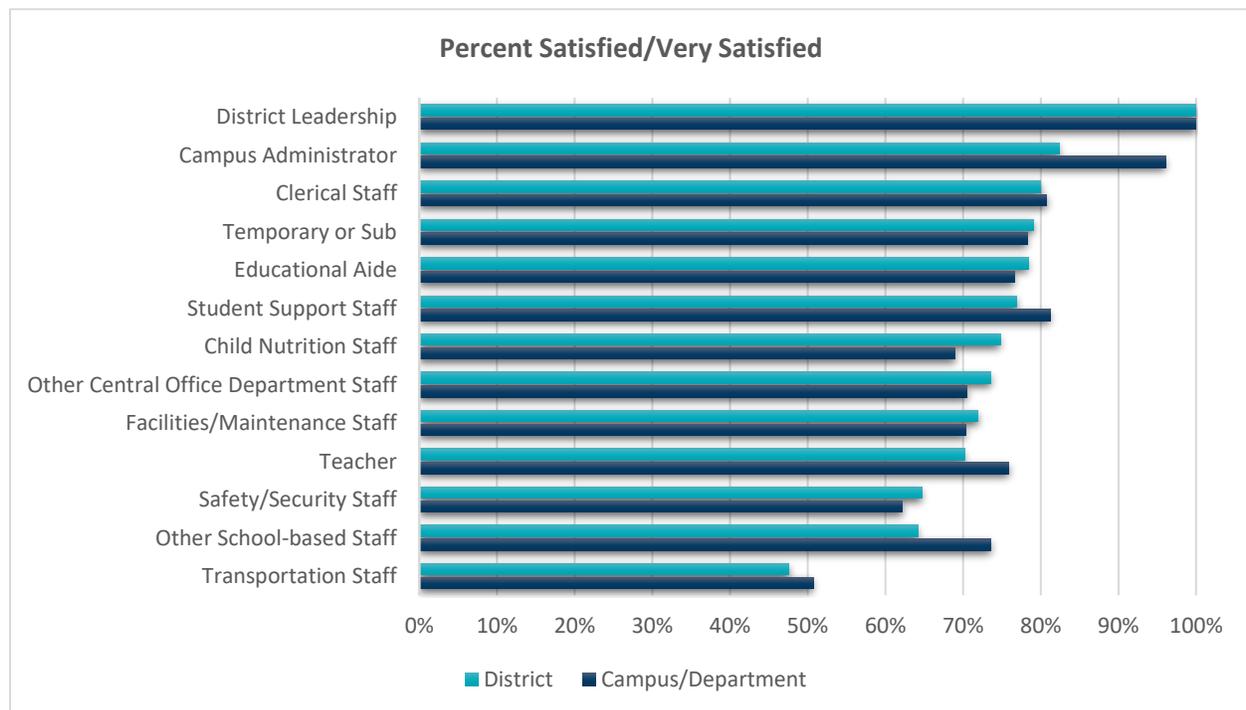
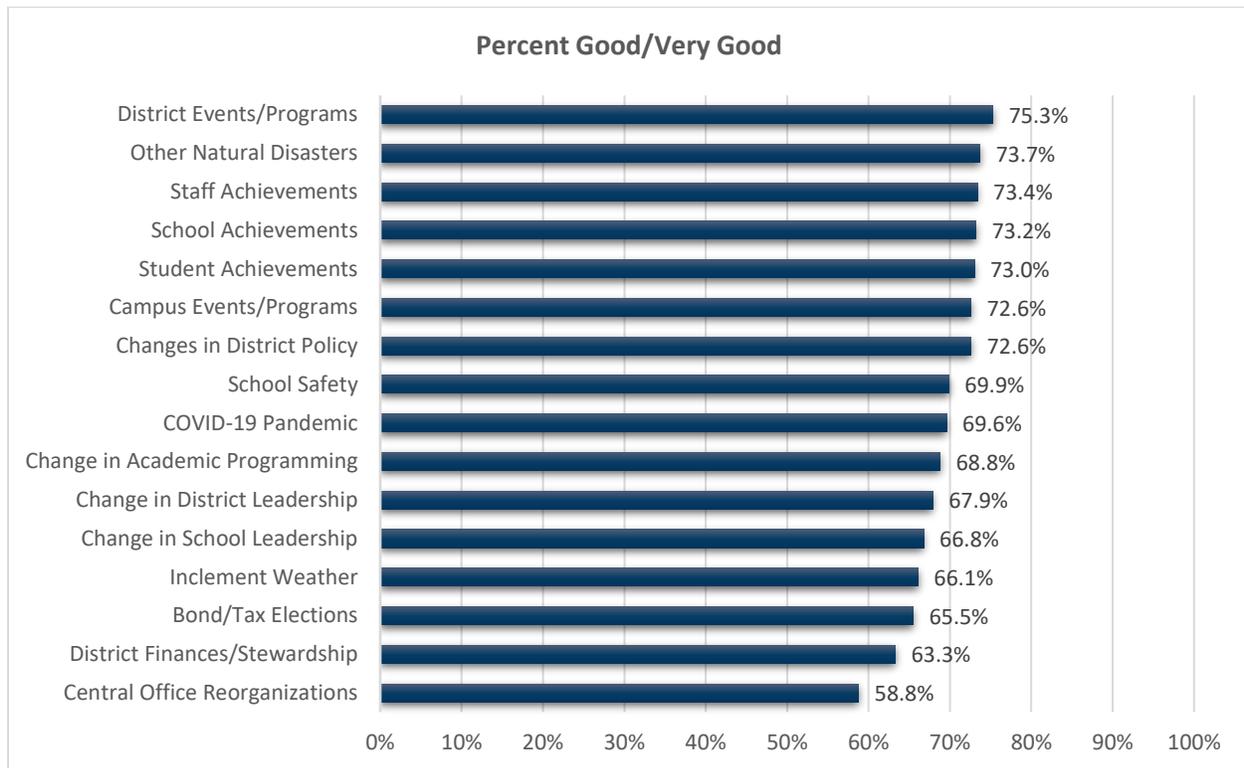Source: Gibson Consulting Group Employee Survey

More than 80 percent of staff that responded to the survey consider communications from their campus/department leadership to be accurate, informative, relevant, trustworthy, and clear/easy to understand. Fewer staff consider communications to be timely and proactive. On these criteria, staff found communications from District leadership to be somewhat less favorable, though still greater than 67 percent.

Figure 5. Communications from District Leadership and Campus/Department Leadership

Percent Good/Very Good

|	District	Campus/Department
Accurate		
Informative		
Relevant		
Trustworthy		
Clear/Easy to Understand		
Timely		
Proactive		
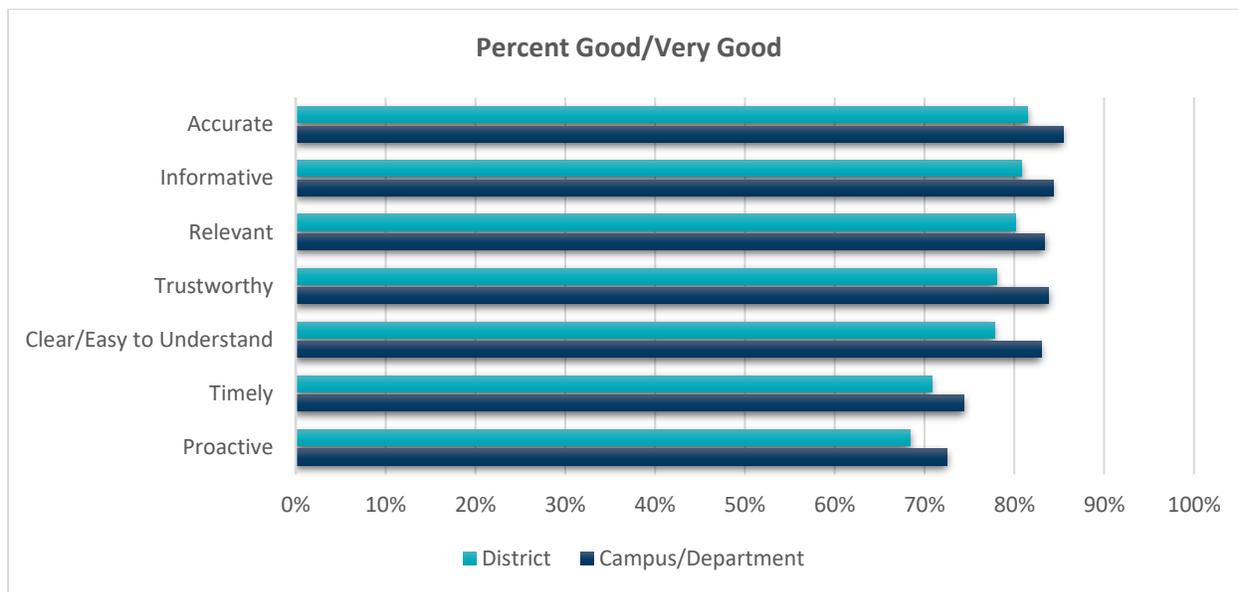
Source: Gibson Consulting Group Employee Survey

When asked about the quality of the District's communications about certain topics of interest, communications about District events and programs were rated highest (75.3%), followed by communications about natural disasters, and staff, school and student achievements. Communications about central office reorganizations, District finances/stewardship, and bond/tax elections were rated lowest, with less than 66 percent of staff rating them as good or very good.

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Figure 6. Quality of Communications from District Leadership, by Topic

Percent Good/Very Good

| Topic	Percent
District Events/Programs	75.3%
Other Natural Disasters	73.7%
Staff Achievements	73.4%
School Achievements	73.2%
Student Achievements	73.0%
Campus Events/Programs	72.6%
Changes in District Policy	72.6%
School Safety	69.9%
COVID-19 Pandemic	69.6%
Change in Academic Programming	68.8%
Change in District Leadership	67.9%
Change in School Leadership	66.8%
Inclement Weather	66.1%
Bond/Tax Elections	65.5%
District Finances/Stewardship	63.3%
Central Office Reorganizations	58.8%

Source: Gibson Consulting Group Employee Survey

Overall, staff report that the frequency of communications they receive on most topics is just right, with only a small percentage of staff indicating that they are receiving too many communications. Topics that tended to rate the lowest in terms of quality (e.g., central office reorganizations) also tended to have a higher percentage of employees reporting that they did not receive enough communications about that topic.

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Figure 7. Frequency of Communications from District Leadership, by Topic
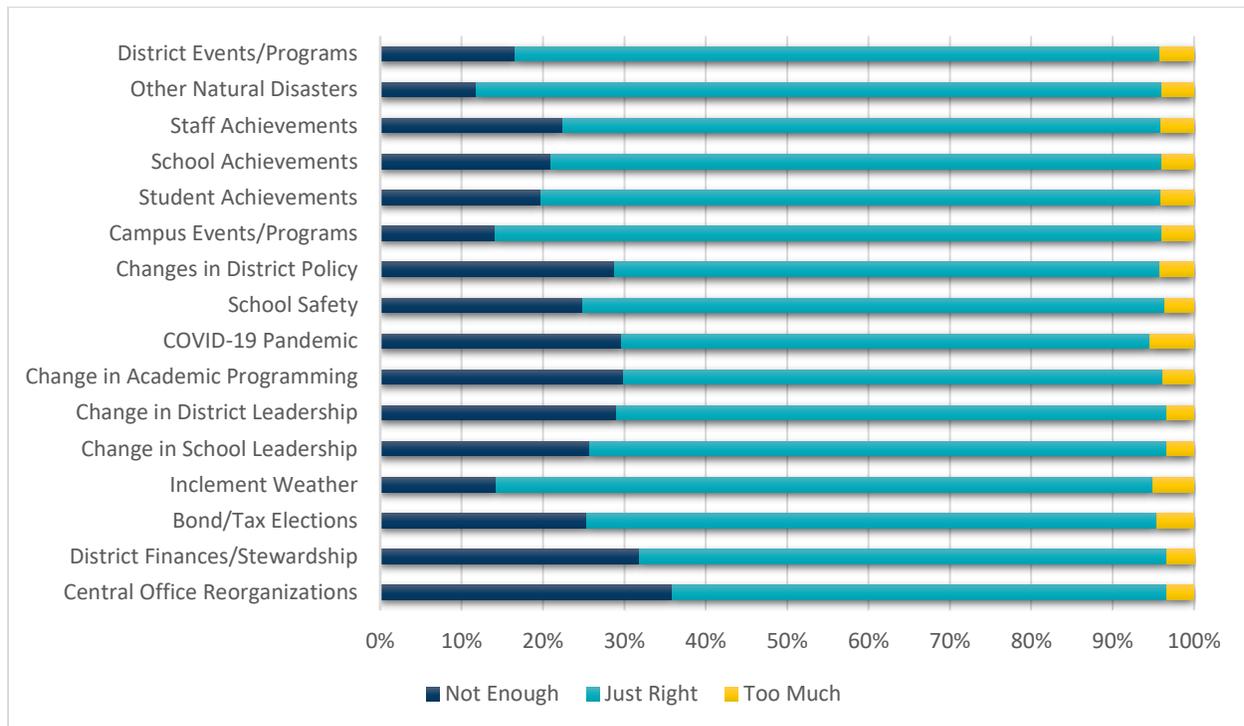
Source: Gibson Consulting Group Employee Survey

Employees were asked to rate the effectiveness of the District's communications about its key message of quality of education in Fort Bend ISD and allowing students to reach their full potential. Nearly 73 percent of staff that responded to the survey believe that the District is effective/very effective at creating awareness of its mission in the school system, while 69 percent of staff believe that the District is effective at celebrating diversity and inclusion. Staff feedback suggests that the District is less effective in its communications to stakeholders who do not have children in the school system, with just 50 percent of staff rating the District's communications as effective/very effective in this area.

Figure 8. District Communications About Key Messages
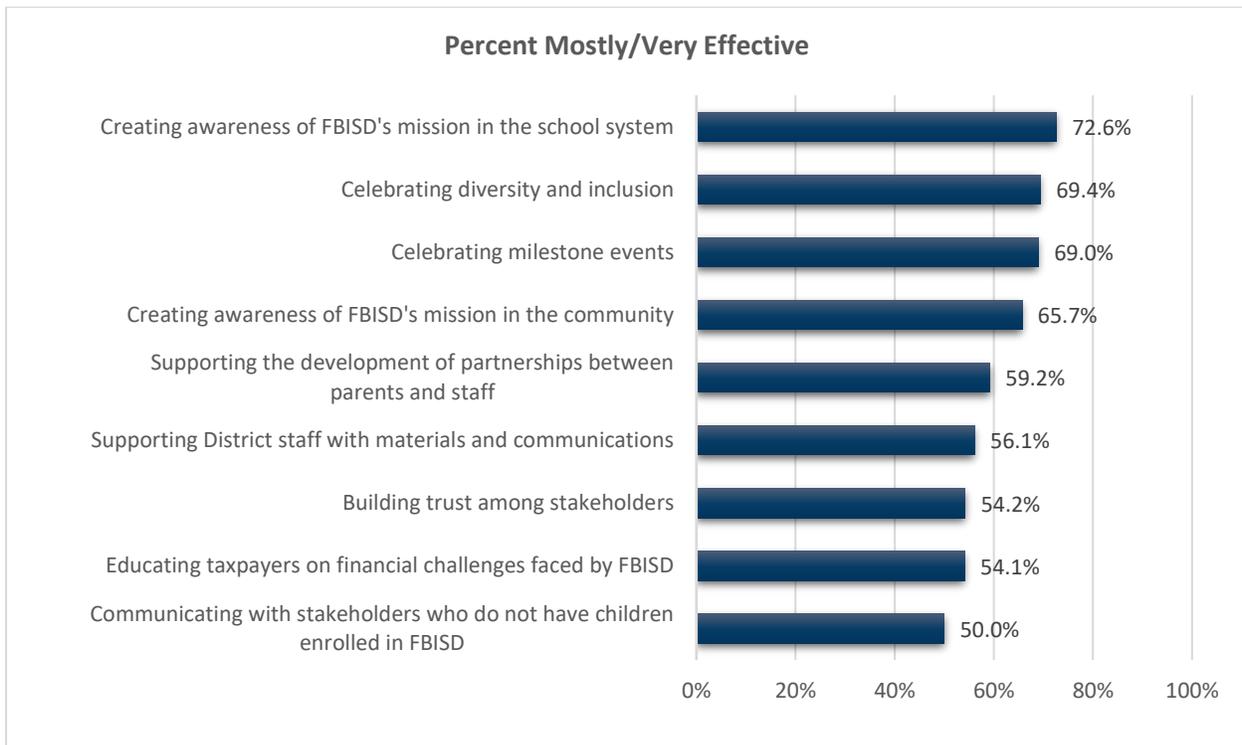
Source: Gibson Consulting Group Employee Survey

Employees as Ambassadors

Employees are often considered the most credible sources of information about a school district, so it is therefore critical that the District enables them to be positive ambassadors in support of its vision, mission, goals and objectives. Employees that feel valued and are satisfied in their current position or role tend to be the most positive ambassadors. Conversely, employees that do not feel valued or are otherwise dissatisfied can be become disengaged, leading to low employee morale and poor work performance, both of which can be detrimental to the district's brand and image.

Overall, a high percentage of employees that responded to the survey would recommend Fort Bend ISD to friends and family as a place to work and/or to send their children. However, these sentiments are not universally shared across all employee groups or school levels. On a scale of 1 (not at all likely) to 10 (extremely likely), employees responded with an average rating of 7.5 when asked *"How likely you are to recommend Fort Bend ISD to friends and family as a place to work?"* and an average rating of 7.9 when asked *"How likely are you to recommend Fort Bend ISD schools to friends and family as a place to send their children?"*

Table 11 shows the average ratings to both of these questions by employee group. When asked about recommending Fort Bend ISD as a place to work, transportation staff had the lowest average rating (6.9), followed by other school-based staff (7.0), teachers (7.2), and student support staff (7.3). When asked

about recommending Fort Bend ISD as a place to send their children, responses overall were higher and there was slightly less variation across employee groups.

Table 11. Likelihood of Recommending Fort Bend ISD as a Place to Work and a Place to Send Their Children, by Employee Group

Employee Group	Recommend as a Place to Work	Recommend as a Place to Send Their Children
Campus Administrator	8.0	8.4
Child Nutrition Staff	7.8	8.4
Clerical Staff	7.8	8.2
District Leadership	10.0	10.0
Educational Aide	8.1	8.3
Facilities/Maintenance Staff	8.3	8.6
Other Central Office Staff	7.5	8.1
Other School-based Staff	7.0	7.6
Safety/Security Staff	7.8	8.1
Student Support Staff	7.3	7.7
Teacher	7.2	7.6
Temporary or Sub	8.1	8.4
Transportation Staff	6.9	7.6

Source: Gibson Consulting Group Employee Survey

Employees located at high schools had the lowest average ratings to these questions; otherwise, responses to these questions did not vary much by employees at other locations.

Table 12. Likelihood of Recommending Fort Bend ISD as a Place to Work and a Place to Send Their Children, by Location

Location	Recommend as a Place to Work	Recommend as a Place to Send Their Children
District Central Office	7.8	8.2
Elementary School	7.6	8.0
Middle School	7.6	7.8
High School	6.9	7.5
Other School	7.7	8.0

Source: Gibson Consulting Group Employee Survey

Using these data, the audit team also calculated a Net Promoter Score (NPS) for each employee group, which is a measure of staff enthusiasm. Net promoter scores are calculated by asking respondents to rate an institution on a scale from zero to ten (staff rated working at Fort Bend ISD and sending children to Fort Bend ISD on this scale). The percentage of those responding nine and ten is subtracted from those responding zero to six. A score above zero is considered good, scores above 20 percent are considered favorable, and scores above 50 percent are considered excellent.

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Overall, employees were more positive about sending children to Fort Bend ISD than working at it, and the degree of enthusiasm for the District varied considerably by employee group. However, high school staff, other school-based staff, and transportation staff had negative promoter scores (unfavorable NPS rating) with respect to working at Fort Bend ISD. Teachers (who make up nearly half of all employees) also had a low NPS score (3.5) with respect to working at Fort Bend ISD. Other employee groups had more favorable NPS ratings. The analysis of NPS reveals employee groups who are likely to be the most positive ambassadors for Fort Bend ISD, as well as employee groups who could potentially be detractors and/or are otherwise indifferent.

Table 13. Percent of Employees that Would Recommend Fort Bend ISD as a Place to Work and a Place to Send Their Children, Net Promoter Score and Rating by Employee Group

Employee Group	Place to Work		Place to Send Their Children	
	NPS Score	NPS Rating	NPS Score	NPS Rating
Campus Administrator	32.5%	Favorable	46.3%	Favorable
Child Nutrition Staff	27.4%	Favorable	43.9%	Favorable
Clerical Staff	24.5%	Favorable	37.6%	Favorable
District Leadership	100.0%	Excellent	100.0%	Excellent
Educational Aide	28.5%	Favorable	35.8%	Favorable
Facilities/Maintenance Staff	42.2%	Favorable	51.1%	Favorable
Other Central Office Staff	14.1%	Good	32.6%	Favorable
Other School-based Staff	-9.5%	Unfavorable	14.5%	Good
Safety/Security Staff	20.3%	Favorable	33.3%	Favorable
Student Support Staff	6.5%	Good	16.0%	Good
Teacher	3.5%	Good	17.7%	Good
Temporary or Sub	29.0%	Favorable	40.4%	Favorable
Transportation Staff	-0.8%	Unfavorable	21.6%	Favorable

Source: Gibson Consulting Group Employee Survey

Table 14. Percent of Employees that Would Recommend Fort Bend ISD as a Place to Work and a Place to Send Their Children, Net Promoter Score and Rating by Employee Location

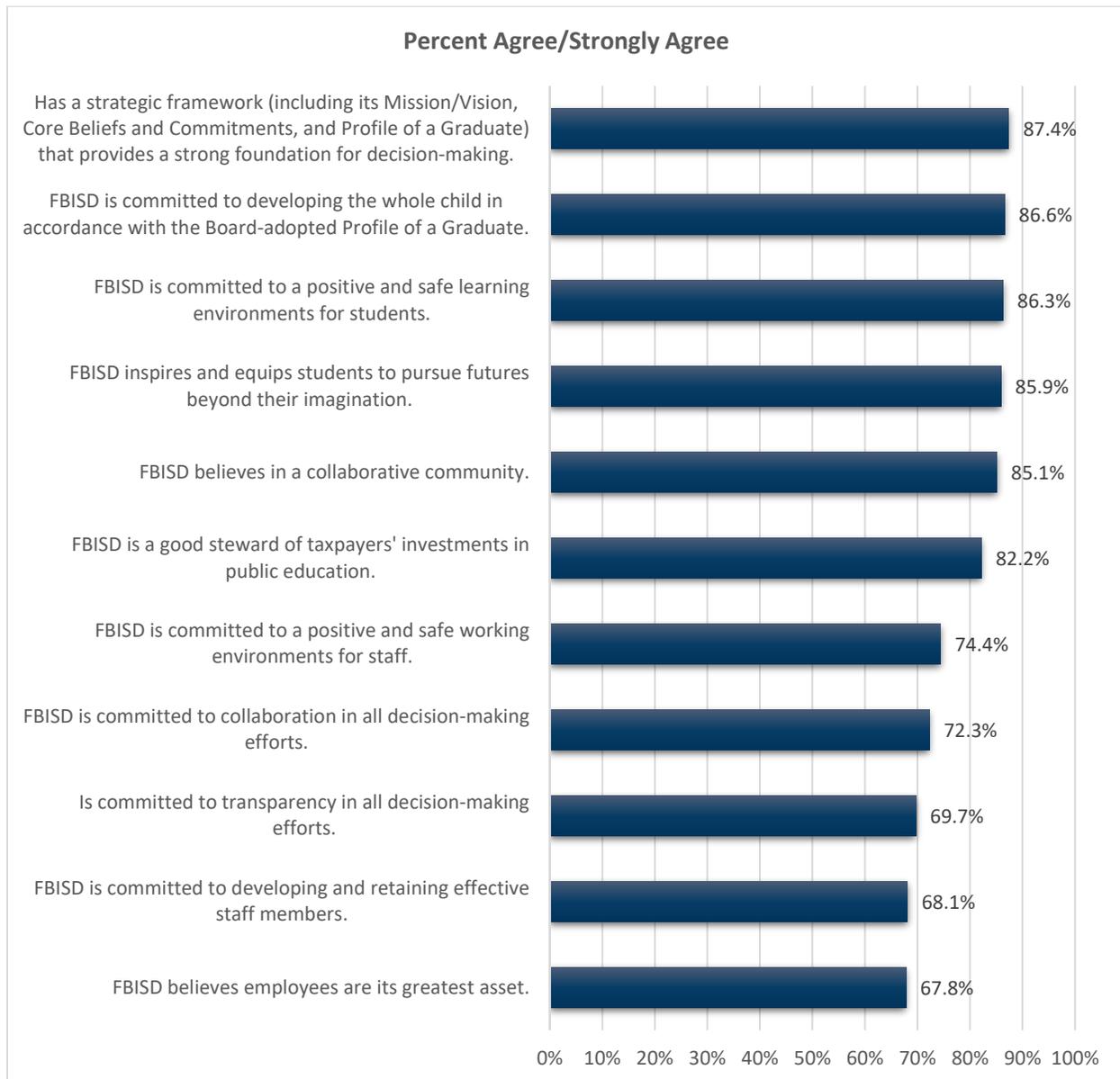| Employee Location	Place to Work		Place to Send Their Children	
	NPS Score	NPS Rating	NPS Score	NPS Rating
District	23.4%	Favorable	36.6%	Favorable
Elementary	15.9%	Good	29.9%	Favorable
Middle	14.1%	Good	21.2%	Favorable
High	-5.5%	Unfavorable	11.9%	Good
Other	12.5%	Good	26.4%	Favorable

Source: Gibson Consulting Group Employee Survey

Employees that feel valued tend to be the most positive ambassadors. Nearly 68 percent of staff that responded to the survey agreed/strongly agreed with the following statement: *FBISD believes employees are its greatest asset*. Approximately 11 percent of staff *strongly disagreed* with this statement. The rates of agreement and disagreement varied widely across employee groups. Employees with the highest rates

of agreement include District administrators (100%), substitutes/temporary staff (82%), and child nutrition staff (82.5%), while employee groups that had the highest rates of disagreement include transportation staff (17.1%), teachers (14.3%), and other school-based staff (13%). Interestingly, staff with less than two years of employment with Fort Bend ISD had the highest rates of agreement (75.2%), while staff that have been employed with Fort Bend ISD between six and 10 years had the lowest rates of agreement (58%) with this statement.

Fort Bend ISD must ensure that employees have accurate information so they can effectively communicate about District strengths, issues and challenges. Approximately 83 percent of staff that responded to the survey agreed or strongly agreed with the following statement: "*The communications I receive from District leadership/administration enable me to be a good ambassador for Fort Bend ISD*." Transportation staff again had the lowest rate of agreement (although still relatively high) with 72 percent of staff reporting that they agree/strongly agree with this statement. Similarly, 84.9 percent of staff that responded to the survey agreed/strongly agreed with the following statement: "*The communications I receive from my school/department enable me to be a good ambassador for Fort Bend ISD.*"

Overall, employees agreed with positive statements about Fort Bend ISD, but perceptions ranged widely (20 percentage points) based on specific statements. Figure 9 below details the percent of employees who agreed/strongly agreed with positive statements about the District. As noted previously, the statement that received the lowest rate of agreement was *FBISD believes employees are its greatest asset.*

Figure 9. Positive Statements About Fort Bend ISD

Percent Agree/Strongly Agree

Statement	Percent
Has a strategic framework (including its Mission/Vision, Core Beliefs and Commitments, and Profile of a Graduate) that provides a strong foundation for decision-making.	87.4%
FBISD is committed to developing the whole child in accordance with the Board-adopted Profile of a Graduate.	86.6%
FBISD is committed to a positive and safe learning environments for students.	86.3%
FBISD inspires and equips students to pursue futures beyond their imagination.	85.9%
FBISD believes in a collaborative community.	85.1%
FBISD is a good steward of taxpayers' investments in public education.	82.2%
FBISD is committed to a positive and safe working environments for staff.	74.4%
FBISD is committed to collaboration in all decision-making efforts.	72.3%
Is committed to transparency in all decision-making efforts.	69.7%
FBISD is committed to developing and retaining effective staff members.	68.1%
FBISD believes employees are its greatest asset.	67.8%

Source: Gibson Consulting Group Employee Survey

Communications Response to the COVID-19 Pandemic

Following the outbreak of the COVID-19 pandemic, Fort Bend ISD launched a series of communications to provide internal and external stakeholders with up-to-date information regarding the District's response to the pandemic. For example, the District created a *COVID-19 Update* website to provide stakeholders with timely updates to District policies and procedures, news, and other announcements. The Superintendent also posted a series of video messages to further explain the District's decisions in response to the pandemic.

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It should be noted that interviews and focus groups with District stakeholders were mostly conducted in July and August of 2020, just four months into the pandemic. Gibson's employee survey was administered in December 2020, nine months after the start of the COVID-19 pandemic. Keeping in mind this context, Gibson questioned stakeholders regarding their overall satisfaction with the District's communications in response to the COVID-19 pandemic (*not* about whether or not they agreed with decisions that were being made in response to it).

Stakeholder satisfaction with the District's communications in response to the COVID-19 pandemic overall was favorable, but satisfaction levels varied by stakeholder group. The majority of employees that responded to the survey reported that they were satisfied/very satisfied with the District's communications about the pandemic. As shown in Figure 10 below, communications about COVID-related policies such as mask wearing and social distancing received the highest rates of satisfaction (81.9%), while communications about school reopening plans received the lowest rates of satisfaction (67%).

Figure 10. District Communications About the COVID-19 Pandemic
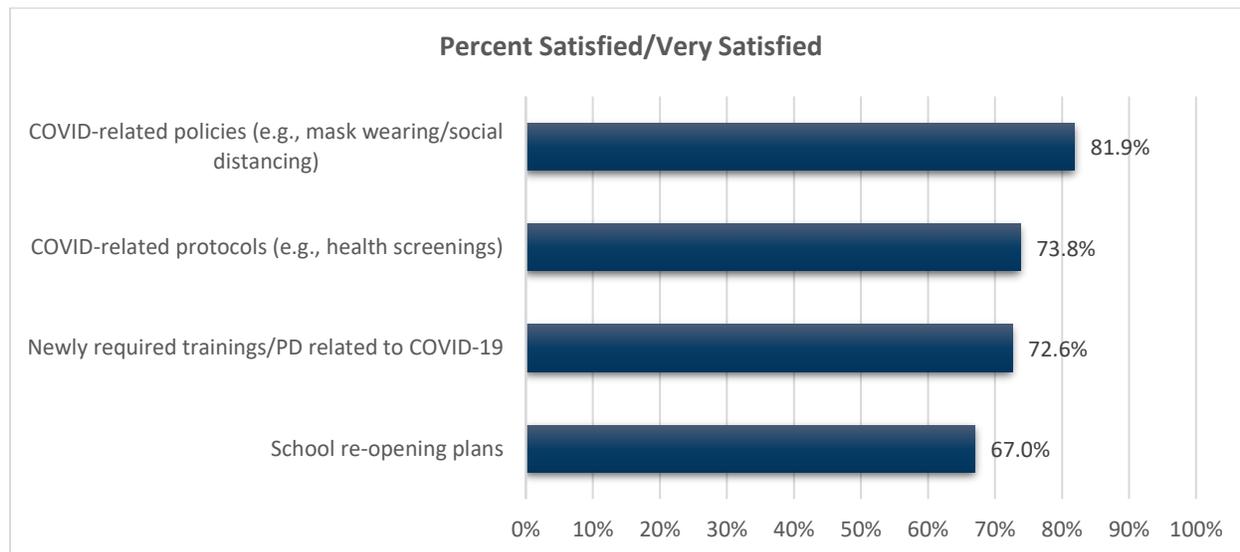
Source: Gibson Consulting Group Employee Survey

Figure 11 below shows the percent of employees by position type that indicated that they were satisfied or very satisfied with the District's communications regarding school reopening plans. One hundred (100) percent of District leadership that responded to the survey reported that they were satisfied/very satisfied with the District's communications about school reopening plans, while 57.5 percent of educational aides, 59.9 percent of transportation staff, and 63.3 percent of teachers that responded that they were satisfied/very satisfied with the District's communications on this topic.
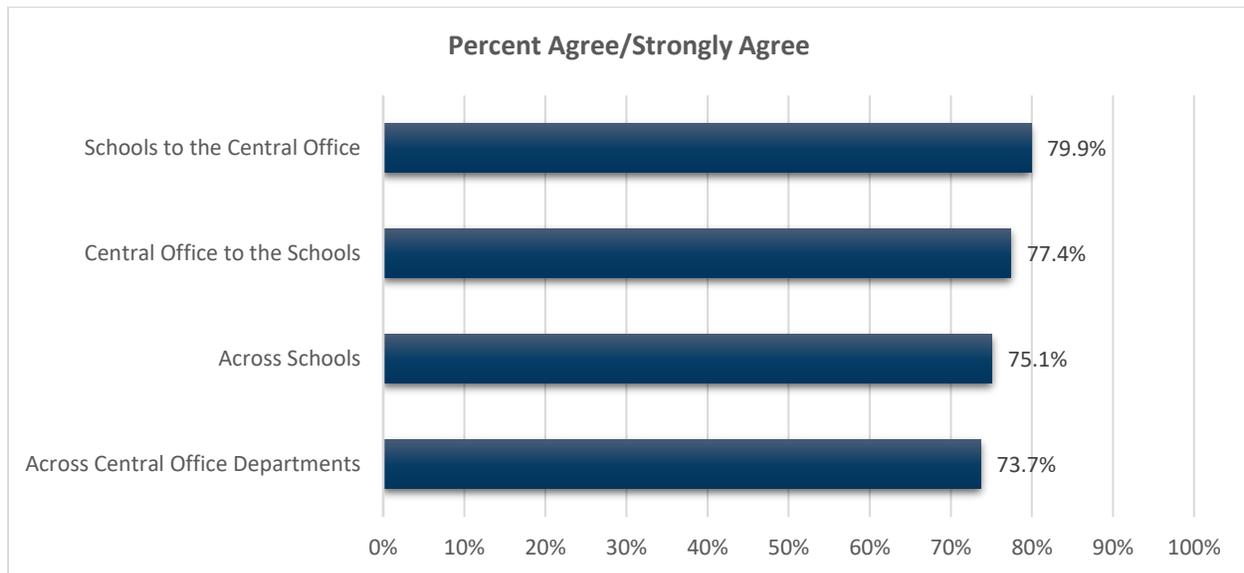
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Figure 11. District Communications About School Reopening Plans

Percent Satisfied/Very Satisfied

District Leadership	100.0%
Temporary/Substitutes	80.7%
Other Central Office Department Staff	77.6%
Child Nutrition Staff	76.6%
Safety/Security Staff	75.5%
Campus Administrator	75.0%
Facilities/Maintenance Staff	72.1%
Other School-based Staff	69.9%
Clerical Staff	69.6%
Student Support Staff	68.4%
Teacher	63.3%
Transportation Staff	58.9%
Educational Aide	57.5%
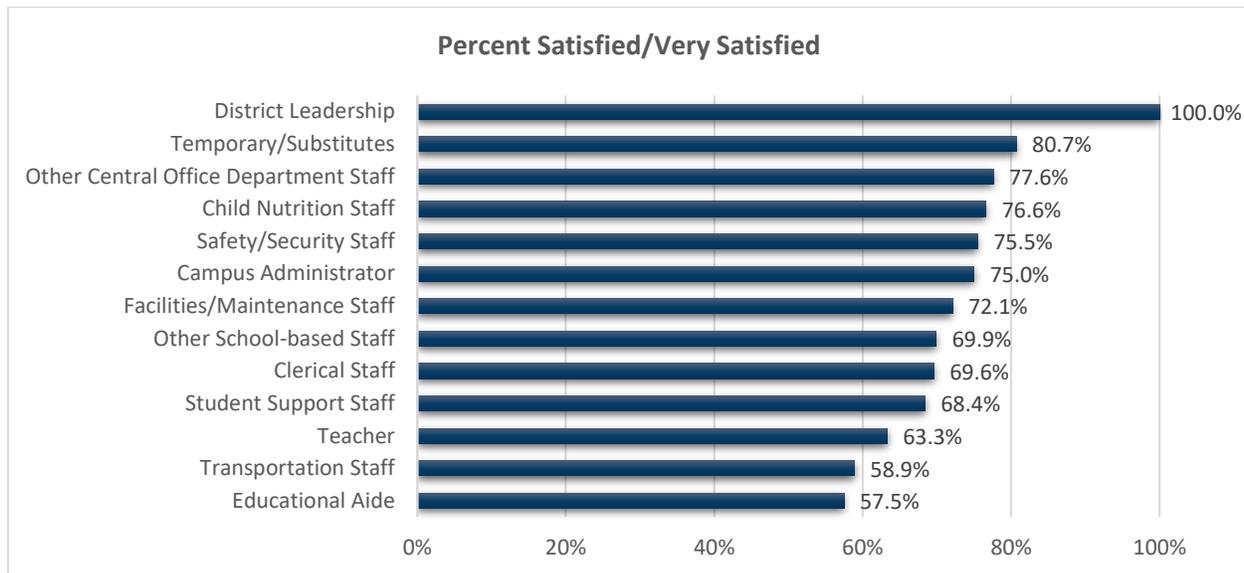
Source: Gibson Consulting Group Employee Survey

When asked about their satisfaction with District's communications about these topics in focus groups, parents said that they would like more information about the rationale for *why* certain decisions were made by District leadership, not just *what* the final decision was. For example, parents expressed that they were very appreciative that the District surveyed both parents and students regarding their preferences for school reopening during COVID-19, but then also expressed disappointment because the District did not provide them with the survey results.

Cross-departmental Communications

Gibson specifically asked District and campus administrators (only) about their perceptions of communications upward, downward, and across the organization. Nearly 80 percent of District and campus administrators that responded to the survey agreed/strongly agreed that the District supports effective communications from schools to the central office (upward), and 77 percent of administrators agreed/strongly agreed that the District supports effective communications from central office to the schools (downward). Rates of agreement were slightly lower regarding the effectiveness of communications across schools (75.1%) and across central office departments (73.7%).
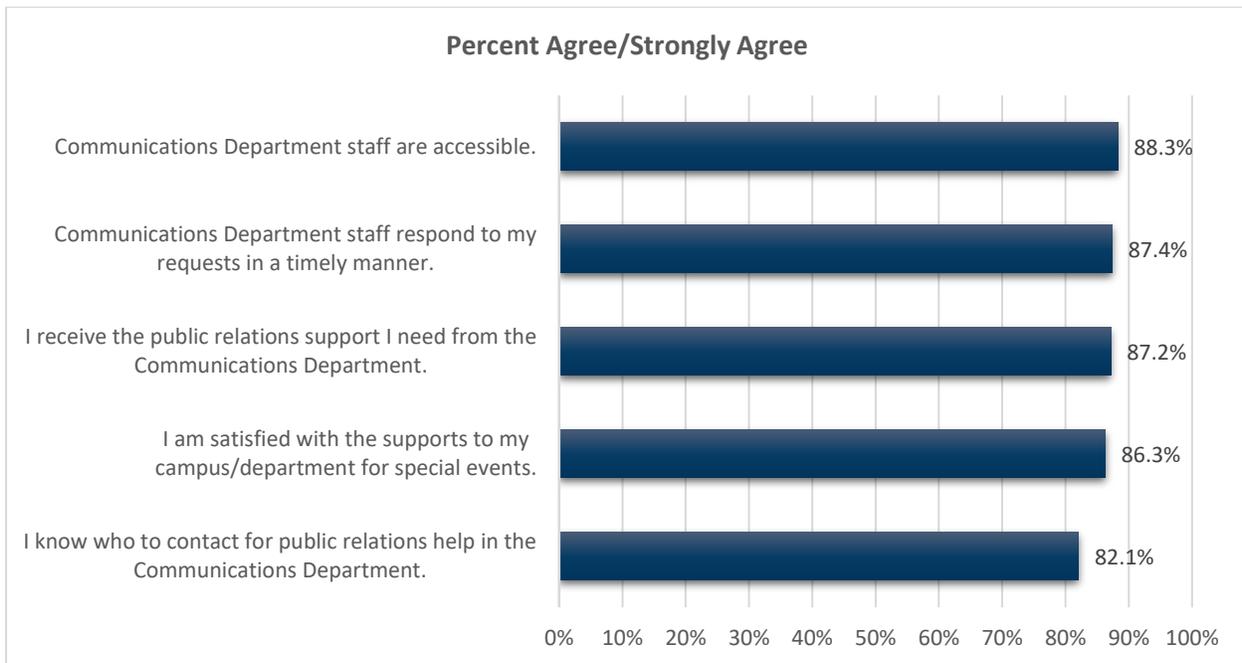
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Figure 12. Fort Bend ISD Supports Effective Communications

Percent Agree/Strongly Agree

Schools to the Central Office — 79.9%
Central Office to the Schools — 77.4%
Across Schools — 75.1%
Across Central Office Departments — 73.7%

Source: Gibson Consulting Group Employee Survey

Communications Support for District Leadership and Administrators

District administrators and campus principals reported very high levels of satisfaction with the services and supports provided by the Communications Department. More than 86 percent of District and campus administrators that responded to the survey indicated that Communications Department staff are accessible and responsive, and that they are satisfied with the supports they receive from the Department with respect to public relations and special events. A slightly smaller percentage (82.1%) of District and campus administrators reported that they know who to contact within the Communications Department when they need assistance with public relations.

This survey response data was further supported by anecdotal feedback provided during interviews with District administrators and focus groups with elementary and secondary principals. In this context, principals expressed a need for more support for non-emergency communications, such as developing campus newsletters.

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Figure 13. Statements about the Communications Department

Percent Agree/Strongly Agree

- Communications Department staff are accessible. — 88.3%
- Communications Department staff respond to my requests in a timely manner. — 87.4%
- I receive the public relations support I need from the Communications Department. — 87.2%
- I am satisfied with the supports to my campus/department for special events. — 86.3%
- I know who to contact for public relations help in the Communications Department. — 82.1%

Source: Gibson Consulting Group Employee Survey

Overall, Trustees provided mostly positive feedback when asked about the communications supports and services provided to them by the Communications Department. Trustees noted that they are frequently supported in their communication efforts with talking points, frequently asked questions (FAQs), and video presentations. They are particularly satisfied with the weekly *Board Update*. Trustees noted that much of the information they need (and request) is appropriately filtered through the Superintendent and is timely.

However, Trustees noted several areas where improvements are needed. For example, the daily email updates they receive were described as not well organized and containing too much information. Trustees also expressed a desire for communications to be more proactive, and for talking points to be more relevant and tailored to the specific communities they represent. Perhaps the single biggest concern expressed by Trustees is that there have been several recent instances where a communication had to be retracted because it was inaccurate. All of these instances have related to topics that are sensitive in nature and/or highly controversial (e.g., school boundaries), so any risk of miscommunication to stakeholders risks damaging the credibility of District leaders and/or the District's brand and image.

Trustees also expressed a concern about the perceived lack of experience in the Communications Department in addressing major communication issues (e.g., Sugarland 95, Hurricane Harvey) directly, with the impact of the Superintendent needing to intervene and manage the communications from that point forward.

Special Events and Recognition Ceremonies

Special recognition programs organized by the Communications Department are perceived very favorably by all stakeholder groups. The Communications Department is responsible for organizing the following special recognition programs:

- Annual Staff Service Awards Program and Dinner
- New Staff Service Awards Reception
- Annual Teacher of the Year Program and Dinner
- Annual graduation ceremonies (for all FBISD high schools)
- Annual summer graduation ceremony
- New school ground breaking and dedication ceremonies
- Back-to-school events for District staff
- FBISD Board Leadership Academy

Feedback provided by all of the various stakeholder groups interviewed as part of this audit was overwhelmingly positive with regard to their satisfaction with the special events and recognition programs organized by the Department. More than 86 percent of central office and campus administrators that responded to the survey agreed/strongly agreed with the following statement: "*I am satisfied with the supports provided to my campus/department from the Communications Department for special events and programs*." Also commendable is the fact that the Department routinely solicits feedback via short surveys after most events to assess participant satisfaction and identify areas for improvement.

Digital and Print Publications

The Communications Department produces several digital and print publications to inform stakeholders about the work of the District:

- *FBISD News Magazine* is a quarterly publication that is mailed to more than 130,000 addresses. This publication provides information and updates about Fort Bend ISD's work to inspire and equip students to pursue futures beyond what they can imagine. Each edition includes feature articles that highlight this work, as well as the accomplishments of students and staff members. A link to the online version of the news magazine and archived editions is posted on the Fort Bend ISD website on the Department's webpage at: https://www.fortbendisd.com/Domain/61.

- *FBISD ExPress* is a subscription-based electronic community newsletter with approximately 40,000 subscribers. A link to the online newsletter and archived editions is also posted on the Fort Bend ISD website on the Department's webpage (see link above).

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- *Checking in with Charles* is the Superintendent's blog and video message, which is posted on the District's website (https://www.fortbendisd.com/domain/149) every month after Board meeting, or more often if needed.

- *The Frequency* is a monthly podcast that gives voice to the District's staff, students and community members. The podcast can be downloaded from various podcast platforms, including Apple, Google and Spotify.

- *FBISD Bravo* is bimonthly digest that shares and promotes good news and the accomplishments and honors of students and staff.

- *Board Recap* provides a summary of Fort Bend ISD Board meetings and is emailed to all District employees.

Figure 14 below shows the percentage of employees that responded to the survey who said they are somewhat or very familiar with a publication, and the percentage of employees who said the publication is somewhat or very informative. *Checking in with Charles* is the publication most familiar to employees (93.9%), while the *Board Recap* is most informative for employees (63.8%). A much smaller percentage of employees reported that they are somewhat or very familiar with the other four publications produced by the Communications Department. There also appears to be a wide gap in the percent of employees who are somewhat/very familiar with a publication and the percent of employees who report that a publication is mostly/very informative.

Figure 14. FBISD Publications
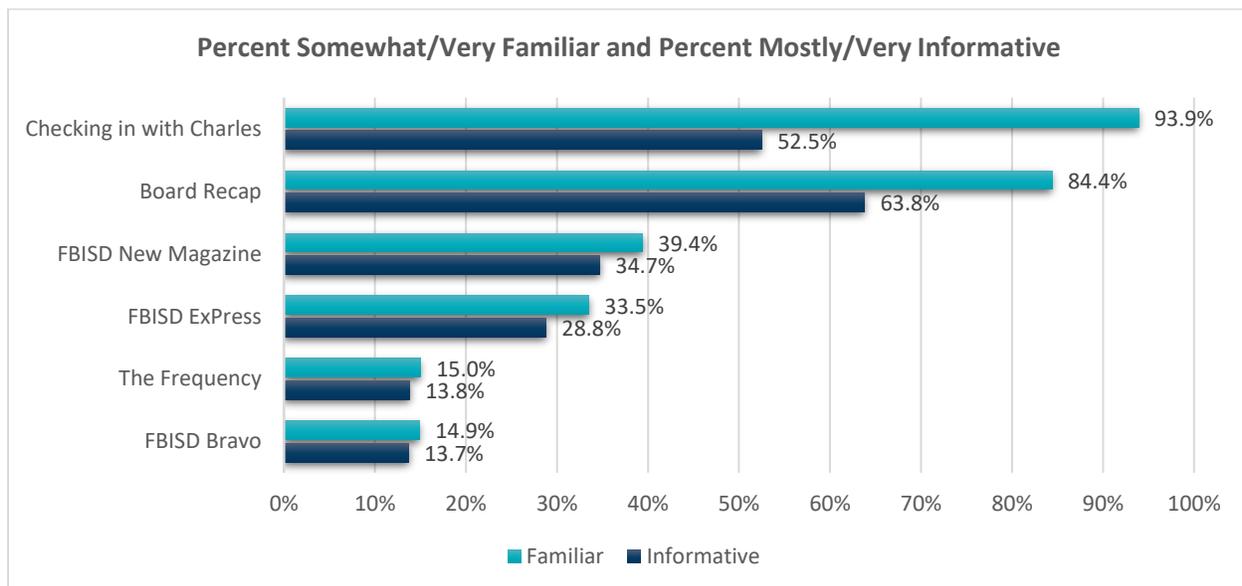
Source: Gibson Consulting Group Employee Survey

Figures 15 and 16 below shows the percent of employees by position type that responded to the survey who said they are somewhat/very familiar with *Checking in with Charles* and the *Board Recap*, and the

percent of employees who said these publications are mostly/very informative. In general, District and campus leadership, as well as other staff based in the central office, were more familiar with these publications and also reported that they are more informative than staff in the operational areas of safety/security, facilities and maintenance, child nutrition, and transportation.

Figure 15. *Checking in with Charles*, **by Employee Group**
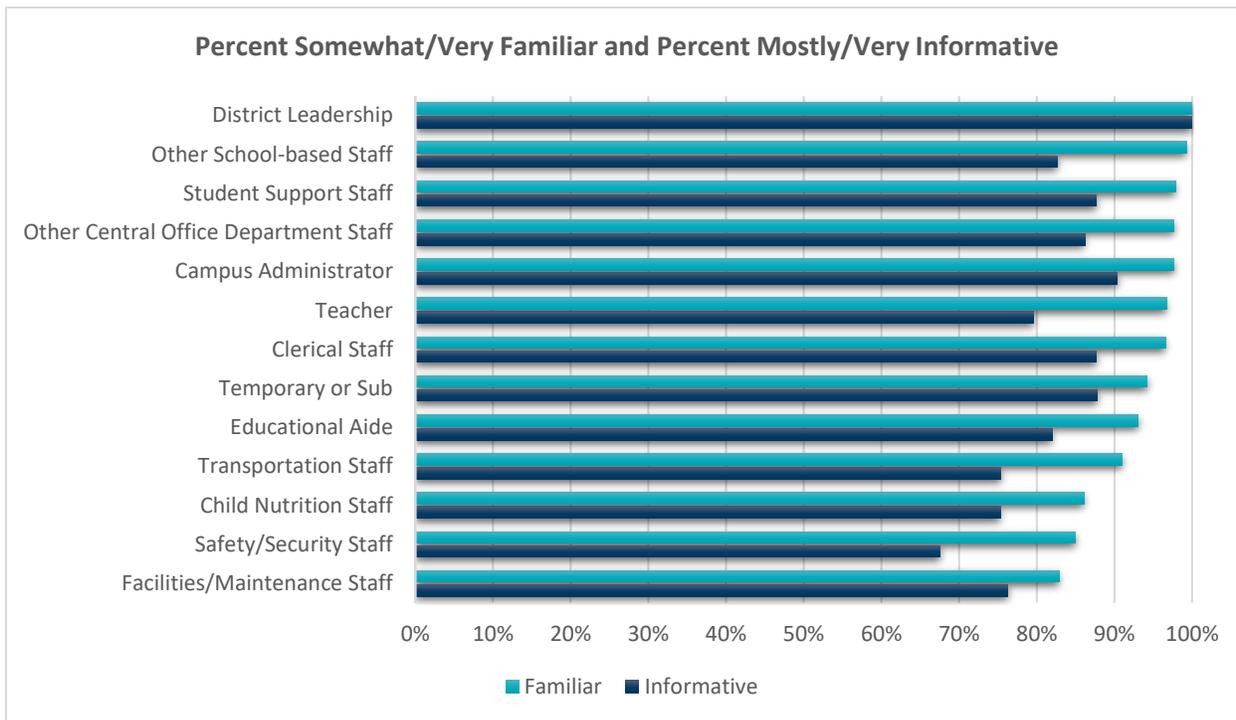
Source: Gibson Consulting Group Employee Survey

Figure 16. *Board Recap*, by Employee Group

Percent Somewhat/Very Familiar and Percent Mostly/Very Informative

Familiar █ Informative
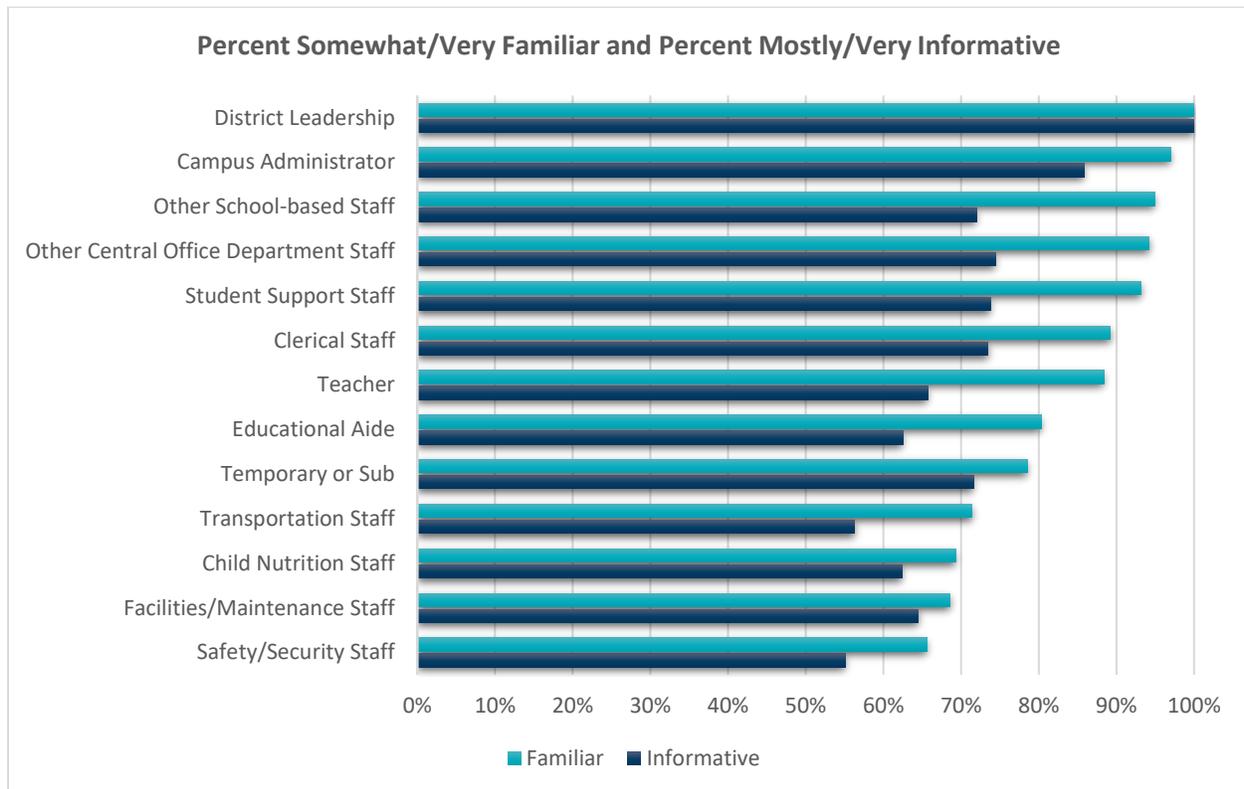
Source: Gibson Consulting Group Employee Survey

Gibson also specifically surveyed district and campus administrators regarding their overall perceptions of the publications produced by the Communications Department. Fifty-seven (57) percent of staff that responded to the survey disagreed with the following statement: "*The print/digital publications produced by the Communications Department are high quality*." Some additional context provided by administrators during focus groups noted that some publications contain typographical errors. Gibson reviewed the most recent edition of *FBISD Express* (June 25, 2020), and identified two grammatical and two typographical errors, which are highlighted in Figure 17 below.

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Figure 17. Excerpts from *FBISD Express*, June 25, 2020

Source: Fort Bend ISD and Gibson Consulting Group

When asked in focus groups specifically about these publications, principals noted that they prefer to review the Board agenda packet prior to Board meetings rather than the *Board Recap* that is sent via email after Board meetings. Regarding the *FBISD News Magazine,* principals also suggested having hardcopies of this publication available on campuses, as many staff do not reside within District boundaries.

Parents who participated in focus groups also expressed very positive feedback about the *Checking in with Charles* videos, and several parents noted their appreciation for the fact that all District communications, including videos, are translated into Spanish.

Social Media

In addition to print and digital publications, the Communications Department routinely shares information on the District's social media platforms of Twitter, Facebook, YouTube, and Instagram. Content on the District's LinkedIn account is managed by the Human Resources Department. Campus social media is limited to Twitter, which is maintained by campus staff with some oversight and guidance provided by the Communications Department.

Table 15 below shows the increase in the number of followers for each account from October 2017 to April 2021, which has more than doubled over a three-and-one-half year period. Recent spikes in social media followers are likely due to the rapid increase in the use of social media to push information to the public in response to their demand for information about the COVID-19 pandemic. (A similar trend was observed after Hurricane Harvey in 2017.)

Table 15. Fort Bend ISD Social Media Followers, 2017 to 2021

Social Media Platform	October 2017	January 2020	April 2021	Pct. Change Since 2017
Twitter	19,739	35,230	41,700	111.3%
Facebook	5,788	12,338	16,723	188.9%
YouTube	716	2,460	7,500	947.5%
Instagram	134	3,243	6,750	4,937.3%
LinkedIn	6,359	9,844	11,435	79.8%
Total Followers	**32,736**	**63,115**	**84,108**	**156.9%**

Source: Fort Bend ISD and Gibson Consulting Group

The Department routinely monitors its social media activity and tracks the total number of posts, the total number of impressions (i.e., the total number of times the District's content is displayed, regardless of whether it was clicked or not), average daily impressions, and the total number of engagements (e.g., shares or likes) per post. The Department has determined that the content that generates the most engagement from followers relates to information regarding school closures, student and teacher accolades, and posts that include photo albums recapping an event.

Table 16 below compares the total number of followers for the different social media accounts for Fort Bend ISD and the comparator districts, and the relative reach ratio for each social media account. The relative reach calculation gives some comparative measure of the total number of followers on social media relative to the size (student enrollment) of each district (e.g., a relative reach of 1.0 means that the number of followers is equal to total enrollment). Fort Bend ISD's relative reach (1.08) ranks third out of the six comparator districts. Arlington ISD (2.80) has the highest relative reach, with the total number of social media followers nearly triple its enrollment size.

Table 16. Comparison of Social Media Followers and Relative Reach Ratio, April 2021

Social Media Account	CYPRESS-FAIRBANKS	KATY	FORT BEND	NORTH EAST	ARLINGTON	NORTHSIDE
Total Enrollment	117,120	83,241	77,575	64,215	59,453	107,135
Twitter	30,500	32,600	41,700	18,400	105,900	75,000
Facebook	47,972	37,152	16,723	33,576	28,071	53,306
YouTube	7,800	2,840	7,500	4,550	19,100	4,790
Instagram	24,400	173	6,750	9,011	4,885	12,100
LinkedIn	10,607	10,212	11,435	n/a	8,278	9,942
Total Followers	**121,279**	**82,977**	**84,108**	**65,537**	**166,234**	**155,138**

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Social Media Account	CYPRESS-FAIRBANKS	KATY	FORT BEND	NORTH EAST	ARLINGTON	NORTHSIDE
Relative Reach Ratio						
Twitter	0.26	0.39	0.54	0.29	1.78	0.70
Facebook	0.41	0.45	0.22	0.52	0.47	0.50
YouTube	0.07	0.03	0.10	0.07	0.32	0.04
Instagram	0.21	0.00	0.09	0.14	0.08	0.11
LinkedIn	0.09	0.12	0.15	0	0.14	0.09
Relative Reach Ratio	**1.04**	**1.00**	**1.08**	**1.02**	**2.80**	**1.45**

Source: District social media accounts as of April 2021.

Table 17 below shows the percentage of total followers (duplicated) represented by each social media account, which provides some insight into the different social media strategies employed by each of the comparator districts. For example, Twitter followers account for the highest percentage of social media followers in Fort Bend ISD, followed by Facebook and LinkedIn. In North East ISD, on the other hand, Facebook followers account for the highest percentage of the District's social media followers, followed by Twitter and Instagram. Compared to other districts, Fort Bend has the highest percentage of LinkedIn followers relative to total enrollment (relative reach ratio of 0.15) and relative to the total number of the District's social media followers (13.6%). This is notable because LinkedIn is a widely used platform for reaching prospective employees.

Table 17. Social Media Account Followers as a Percentage of Total Followers, April 2021

Social Media Account	CYPRESS-FAIRBANKS	KATY	FORT BEND	NORTH EAST	ARLINGTON	NORTHSIDE
Twitter	25.1%	39.3%	49.6%	28.1%	63.7%	48.3%
Facebook	39.6%	44.8%	19.9%	51.2%	16.9%	34.4%
YouTube	6.4%	3.4%	8.9%	6.9%	11.5%	3.1%
Instagram	20.1%	0.2%	8.0%	13.7%	2.9%	7.8%
LinkedIn	8.7%	12.3%	13.6%	-	5.0%	6.4%
Total Followers	**121,279**	**82,977**	**84,108**	**65,537**	**166,234**	**155,138**

Source: District social media accounts as of April 2021.

As noted earlier in this Chapter, Fort Bend ISD staff do not heavily rely on District or campus social media as a primary communication channel. Approximately 36 percent of staff that responded to the survey indicated that they rely on District social media quite a bit/very much, while 28 percent of staff indicated that they rely on campus social media (i.e., Twitter) quite a bit/very much. A higher percentage of staff rated the overall quality of District (54.4%) and campus (48.7%) social media as good or very good.

Unlike employees, parents rely on social media to a great extent when seeking out information about the District. In focus groups, parents characterized the information shared on the District's Twitter and Facebook accounts as relevant and timely. Many parents also said that they participate in Facebook discussion groups that relate to a specific area of interest (e.g., special education, athletics). Parents do

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not tend to follow the District's Instagram or YouTube accounts, or campus Twitter accounts, as most said that their preferred social media platform is Facebook. Parents also noted that Instagram, YouTube, Snapchat, and other social media platforms are more popular with their children.

District and Campus Websites

The purpose of the Fort Bend ISD website (www.fortbendisd.com) is to promote the District's mission, while serving as an educational and informative resource for its primary audiences: students, staff, parents, the community, and beyond. Likewise, campus websites must also meet the informational needs of their primary audiences: current and prospective students and their families, and community members. The District's website should serve as a credible source of information for the District's programs, services, and activities. As such, content must be relevant, timely, easy to locate, and compliant with federal accessibility guidelines, Texas House Bill 2819, and Section 508 of the World Wide Web Consortium's (W3C's) Web Content Accessibility Guidelines (WCAG) 2.0 Level AA (adopted by the District).

The Communications and Technology Departments work collaboratively to provide overall management of the District's website. The Communications Department provides direction for the message, design, and function of the website, while the Technology Department manages the technical aspects of the website. Each department is responsible for the routine development and maintenance of its own webpage(s), and has assigned a content editor within the department. Likewise, each campus has several designated campus website administrators (CWAs) who are responsible for maintaining the main campus webpage on behalf of their campus. Teachers and other campus staff are responsible for the maintenance of their respective webpages.

The Communications Department has developed a Web Communications Guide that provides current web standards and best design practices. It addresses the following topics:

- Training and Assistance
- General Web Guidelines
- Copyright Issues
- Images and Graphics
- Photo Releases and Permissions
- Writing for the Web
- Employee Use of Electronic Media
- District and Department Web Guidelines
- Campus and Teacher Web Guidelines
- Editorial Style Guide

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Seventy percent of Fort Bend ISD staff that responded to the survey rated the quality of the District's website as either good or very good, while 59 percent of staff rated the overall quality of school websites as good or very good. As show in Table 18 below, there is some variation in the perceptions of staff depending on their work location.

Table 18. Percent of Employees Rating Overall Quality of District and Campus Websites as Good/Very Good, by Work Location

Location	District Website	Campus Websites
District Central Office	72.7%	62.9%
Elementary School	72.4%	57.3%
Middle School	69.3%	58.4%
High School	64.8%	56.4%
Other School	81.1%	57.6%
Average	**70.3%**	**59.0%**

Source: Gibson Consulting Group Employee Survey

When asked in focus groups about their perceptions of the overall quality of the District's website, many parents said that they do not always know where to find the information they are looking for. Parents noted that information referenced in the Superintendents blog and video messages is sometimes "10 clicks deep". A specific example cited by parents of secondary students was the inability to easily locate information and forms for requesting student transcripts. Parents also noted that some of the content on the District's website is outdated and should be archived.

With respect to campus websites, most parents in focus groups stated that they generally do not find website content informative or useful. Parents tend to rely on Schoology for teacher and class information, rather than the content posted on individual teacher webpages. One feature of campus websites that many parents rely on is the school calendar; however, some parents remarked that the calendar is not always up-to-date and not all campuses include a calendar on their webpage.

Branding and Marketing

Consistent branding builds support, trust, and confidence in the District's mission. The Fort Bend ISD logo is a symbol of the District's brand and commitment to the staff, students, and community it serves. Guided by its mission "*Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine*", the FBISD brand includes the tag line "Inspire • Equip • Imagine".

The Communications Department is responsible for developing and managing the District's branding guidelines to provide staff with ways to correctly brand District materials in order to keep the brand consistent. The Department appears to be doing this effectively, as 94 percent of staff that responded to the survey agreed/strongly agreed with the following statements: *It is easy for me to recognize communications that come from FBISD* and *It is easy for me to recognize communications that come from my department or campus*. Parents that participated in focus groups also agreed that it is easy for them to recognize communications and materials that come from the District or from their child's campus.

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The Communications Department also collaborates with District leadership to develop strategic marketing campaigns aimed at creating awareness about Fort Bend ISD's mission and keeping the community informed about the District's efforts to provide a quality education that allows all students to reach their full potential. The Department works with the Superintendent and/or the Board President on the shaping of communicated messages with input from legal counsel and other District departments when necessary.

In 2018, Fort Bend ISD voters approved a $996.2 million bond referendum, the largest in the District's history, with 74 percent of voters supporting the proposal. Examples of two ongoing marketing campaigns are:

- The "60 Years of Excellence" campaign celebrates the establishment of Fort Bend ISD on April 18, 1959 and provides a profile of the District through the decades. The campaign communicates the District's everlasting commitment to the education of its students, and that for the next 60 years and beyond, Fort Bend ISD will always exist to inspire and equip all students to pursue futures beyond what they can imagine.

- The "Fort Bend ISD Reimagined" campaign was launched during the COVID-19 pandemic to communicate how the District is fulfilling its mission during the pandemic through changes to the student learning experience in a reimagined learning environment.

On the employee survey, Gibson asked staff to rate their familiarity with each of these marketing campaigns. More than 84 percent of staff that responded to the survey indicated that they are familiar or very familiar with the "FBISD Reimagined" campaign, while 68 percent indicated that they are familiar or very familiar with the "60 Years of Excellence" campaign. Table 19 below shows how responses varied by employee group.

Table 19. Percent of Employees that are Familiar/Very Familiar with Fort Bend ISD Marketing Campaigns, by Employee Group

Employee Group	"60 Years of Excellence" Campaign	"FBISD Reimagined" Campaign
Campus Administrator	77.1%	95.8%
Child Nutrition Staff	77.5%	75.7%
Clerical Staff	77.1%	86.6%
District Leadership	75.0%	100.0%
Educational Aide	70.8%	81.6%
Facilities/Maintenance Staff	80.4%	77.0%
Other Central Office Staff	76.3%	86.0%
Other School-based Staff	60.8%	82.6%
Safety/Security Staff	70.5%	74.3%
Student Support Staff	65.6%	90.7%
Teacher	62.1%	87.8%
Temporary or Sub	63.1%	78.2%
Transportation Staff	68.9%	70.6%
Average	**68.1%**	**84.4%**

Source: Gibson Consulting Group Employee Survey

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Media Relations

It is important to maintain a proactive media relations program to enhance the District's image on local, state and national levels. In Fort Bend ISD, local media publications and broadcast news stations provide regular coverage of District news and updates, including actions taken by the Board during monthly meetings and workshops. Local media publications include the Houston Chronicle and its sister publication, the Sugar Land Sun, the Fort Bend Star, the Fort Bend Independent, Community Impact, and others. Broadcast news stations include Fox 26, KHOU, KPRC, KTMD Telemundo, and Univision.

The Director of External Communications and Media Relations serves as the official District spokesperson and responds to all media inquiries. The Superintendent speaks to the media, when necessary, regarding critical topics and issues of importance, and the Superintendent's Executive Cabinet serve as the spokespersons for issues related to their departments and operations. The Athletics Department also responds to the media with routine requests.

For some stakeholders, the news media may be the only source of information about the District, so a strategic media plan helps to proactively share positive stories, dispel rumors, and address inaccuracies in reporting. Eighty-six (86) percent of staff that responded to the survey agreed/strongly agreed with the following statement: *Fort Bend ISD is fairly represented in the local news media*. In focus groups, both parents and staff noted that some newspaper outlets tend to portray more negative coverage of Fort Bend ISD. However, they also noted that they perceive the media coverage of the District to be improving and trending to more favorable.

Findings and Recommendations

Finding 7: The Communications Department does not systematically research stakeholder attitudes and expectations regarding District and campus communications.

Internal and external stakeholders have various preferences for which communication channels and what frequency they would like to receive communications from the District, which likely varies depending on the nature of the information that is being shared. With the exception of customer satisfaction surveys administered after special events and/or recognition ceremonies, the Communications Department does not routinely solicit feedback from its diverse stakeholder groups for the specific purpose of understanding their communication preferences and current levels of satisfaction with the frequency and quality of communications they receive from Fort Bend ISD. The results of the employee survey revealed that different employee groups have very different communication preferences and needs, and anecdotal feedback provided during focus groups with other stakeholders corroborates this point. The needs of the Board of Trustees, in particular, are unique.

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Recommendation 7: Collect feedback from all stakeholder groups to assess communications strategies and their effectiveness.

The Communications Department should continue to develop and maintain collaborative relationships with all stakeholders to strengthen support for Fort Bend ISD. One way to do this is to conduct research to determine stakeholder communication preferences for different audiences with respect to the content they are interested in (e.g., program information, school lunch menus), as well as for different communication channels. This includes:

- Conducting focus groups with stakeholders to collect qualitative information.

- Issuing surveys to ascertain stakeholder opinions and to collect quantitative information, and ensuring the results of survey efforts are shared with participants.

- Monitoring social media platforms for feedback from both internal and external stakeholders.

- Tracking the percentage of employees that rely on specific communication channels and vehicles for different types of information/communications.

With respect to the Board of Trustees, the Communications Department (working in collaboration with the Superintendent) should engage Trustees to ensure they have the communications tools and resources needed to support them in their role as District leaders. To address their specific concern regarding recent instances of inaccurate information being widely communicated, it is recommended that the Department develop a framework and establish a process to clarify which communications and topics should be vetted by Trustees prior to being disseminated. The framework should include specific timelines for Trustees to review materials and provide feedback regarding content, accuracy, and tone. This review process will help to ensure messages about politically-sensitive topics are appropriately communicated and timed.

Management Response: Management agrees with the recommendation. The department will collaborate with other divisions to find opportunities to garner feedback to help drive process improvements by using methods such as an easy opt-in feedback link embedded in department emails and full-scale debrief/review meetings after large events or campaigns.

Recommendation 8: Conduct biennial reader surveys for each print and digital publication to assess reader satisfaction and expectations.

Feedback provided on the employee survey as well as in focus groups with external stakeholders indicated that many of the District's publications, such as *FBISD Bravo, The Frequency, FBISD News Magazine* and *FBISD Express*, are not connecting effectively with readers. It is therefore recommended that the Communications Department conduct specific reader/user surveys for each of the digital and print publications to determine whether or not reader expectations are being met. This will help the Department determine if some publications need to be more effectively promoted and/or distributed, or if they need to be revised, combined with others, or discontinued altogether.

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Management Response: *Management partially agrees with the recommendation. The department would want to work with the other divisions to ensure that the data needed is being collected in such a way that does not over survey the community. In the past, survey fatigue has been an issue with stakeholders and we need to be mindful of how best to garner reader satisfaction and expectations.*

Recommendation 9: Expand website and social media analytics.

Website and social media analytics should be assessed monthly to determine the type of stories and messaging that is connecting to and resonating with readers, as well as the specific content areas they are searching for information. The Department should use social media and website analytics to set objectives for increase awareness, reach and interaction with stakeholders.

Management Response: *Management agrees with the recommendation. This process has already begun and we are working on the timeframe and timeline in which to be able to transition the information. A website refresh plan to address this recommendation is underway.*

Finding 8: Fort Bend ISD does not have an employee ambassador program.

One of the responsibilities listed on the job description of the Assistant Director of Internal Communications is to "Lead development and implementation of Bond communication plan for all stakeholder groups, including the Employee Ambassador Program." However, during interviews with Department staff it became evident that the District does not have a formalized employee ambassador program. As described previously, staff can be invaluable as positive representatives of the District and schools, but they can also hurt the District's image if they constantly voice complaints, focus on problems, or repeat inaccurate information. Results of the employee survey found that while a high percentage of staff would recommend Fort Bend ISD as a place to work and/or send their children, this sentiment is not universally shared across all employee groups or school levels. The District routinely administers the *K-12 Insight* survey to measure school culture and leadership practices, but it is not readily apparent how the Communications Department leverages this information to inform communications strategies and key messages for different employee groups.

Recommendation 10: Formalize an employee ambassador program with strategies to promote employee ambassadorship.

District leaders should continually stress the role of all employees as ambassadors for the District and schools, and support them in this effort by providing timely information, clear talking points, and continued training. Implementing a formalized employee ambassador program will help codify strategies for promoting ambassadorship as well as pinpoint employee groups that may serve as potential detractors. Specifically, the District should:

- Recognize that different employee groups have varying perceptions and informational needs and target outreach accordingly.

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- Implement differentiated approaches to keep employees informed of key issues in support of their role as ambassadors.

- Provide multiple opportunities for staff to engage with the District and provide input on issues that are important to them.

- Collaborate with other departments and school administrators to ensure that employee on-boarding and orientation programs include a communications/ambassadorship component as well as expectations that staff serve as positive ambassadors for the District/campus.

- Provide training to District and campus administrators on ways to promote and support employees as effective ambassadors.

- Systematically survey staff to asses satisfaction with their job and working conditions, their preparedness and/or willingness to tell others about positive aspects of Fort Bend ISD, and the percent who would recommend Fort Bend ISD as a good place to work, among other things.

- Implement an "Ambassador of the Month" program to formally recognize employees who demonstrate outstanding efforts that reflect service standards established by Fort Bend ISD.

Management Response: Management agrees with the recommendation. With the added support of funding specifically for this function, the department would like to launch a program that will foster employee ambassadors. There are some programs and models that are considered best practice.

Finding 9: The Communications Department does not maintain separate email distribution lists for different employee groups.

One of the responsibilities of the Assistant Director of Internal Communications is to collaborate with various departments to disseminate information to the District's twelve thousand employees through an internal communications email account and SharePoint site. The Communications Department, however, does not maintain separate email distribution lists for different employee groups and often sends emails to all District employees that are intended for only a subset of employees (e.g., teachers). This approach over-communicates irrelevant information to employee stakeholders and ultimately risks important information not being received or overlooked by the intended audience.

In focus groups, employees complained of "information overload" with respect to email communications. On the employee survey, the most prevalent theme that emerged from responses to the open-ended question asking "*What one thing could Fort Bend ISD leadership/administration do (more of, or differently) to improve communications with district employees?*" was related to refining communication methods and channels, better targeting communications to specific groups, and reducing the volume of information (see Appendix B).

Recommendation 11: Collaborate with Human Resources to develop and maintain employee email distribution lists.

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The Human Resources Department maintains staffing data and employee contact information for all District employees. The Communications Department should collaborate with the Human Resources Department to define a process for developing and maintaining employee email distribution lists so that all email communications from the Communications Department are only sent to the intendent recipients. This will help streamline communications to the District's internal stakeholders.

Management Response: *Management agrees with the recommendation. This has been an issue for many years and the challenge is how the data is coded and stored in the system. According to IT, there is currently no way to access the information by job code, this is an area where internal stakeholders have sought improvements across departments. Funding to design a system to support this is needed to move forward.*

Appendix A – Interview Roster

Interviews

The audit team conducted telephone interviews with the following Fort Bend ISD leadership, staff, and community members:

- Jason Burdine, Board Member (President)

- Addie Heyliger, Board Member

- Dave Rosenthal, Board Member

- Allison Drew, Board Member

- Jim Rice, Board Member

- Kristin Tassin, Board Member

- Grayle James, Board Member

- Dr. Charles Dupre, Superintendent

- Veronica Sopher, Chief Communications Officer

- Amanda Bubela, Director of External Communications and Media Relations

- Kristoffer Smith, Assistant Director Internal Communications

- Angelique Meyers, Police Public Information Officer

- Kyle Boberg, Multi-media and Video Coordinator

- Tonya Thomas, Internal Communications Coordinator

- Rachel Ross, Campus Communications Coordinator

- Nicole Butler, Social Media Coordinator

- Danish Nelson, Multi-media Intern

- Deanna Duran, Executive Assistant

- Diana Sayavedra, Deputy Superintendent

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- Beth Martinez, Chief Academic Officer

- Oscar Perez, Chief Operating Officer

- Long Pham, Chief Information Officer

- Bryan Guinn, Chief Financial Officer

- Anthony Indelicato, Chief of Staff and Collaborative Communities

- Joe Rodriquez, Chief of Schools

- Gwen Touchet, Chief Human Resource Officer

Community Member Interviews

- Keri Schmidt, FBISD Chamber of Commerce

- Brandy Guidry, Member of the Sugarland 95 Advisory Committee

- Michelle De Mora, Board Leadership Academy Alumni

Focus Groups

The audit team conducted virtual (*Zoom*) focus groups with the following stakeholder groups:

- Elementary School Principals

- Secondary School Principals

- Parents of Elementary School Students

- Parents of Secondary School Students

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Appendix B – Staff Survey Instrument

The following pages contain the Fort Bend Independent School District Communications survey.

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2020 Fort Bend ISD Communications Survey

As part of its continuous improvement process, Fort Bend ISD is undergoing a Communications Management audit to evaluate the overall efficiency and effectiveness of the Communications Department. Gibson Consulting Group (Gibson), who serves as the district's internal auditor, is collecting feedback from key stakeholders to assess their level of satisfaction with the district's communications efforts. This survey provides an opportunity for you to share your opinion about the communications you receive from both the district and your school (or if you are not located in a school, your department). Your responses will help to guide efforts to improve district and school communications.

A few important notes about this survey:
- Gibson is administering this survey and collecting responses on behalf of Fort Bend ISD.
- Your responses are voluntary - you do not have to respond, though we hope you will choose to share your feedback.
- Your responses are confidential. Only members of Gibson's research team will have access to individual responses. After all data are collected, the Gibson team will report results to the district in aggregate.
- This survey should take approximately 10 minutes to complete.
- Your candid input is very important to the district's continuous improvement process, and we hope you choose to respond.
- If you have any questions about this survey, please contact Danial Hoepfner at dhoepfner@gibsonconsult.com.

Clicking the "next" button indicates your consent to participate.

The COVID-19 pandemic has dominated everyone's lives in recent months, from citywide lockdowns to quarantines to extensive planning activities for the 2020-21 school year. This survey will ask for your feedback on a broad range of district communications. Since communications around COVID have likely been the most recent and frequent communications you've been receiving, we start with a few questions specifically about these communications.

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Specifically related to the COVID-19 pandemic, how satisfied or dissatisfied are you with Fort Bend ISD's **communications** in each of the following areas:

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied
School re-opening plans	○	○	○	○
Newly required trainings or professional development(s) related to COVID	○	○	○	○
The district's COVID-related policies such as mask wearing and social distancing	○	○	○	○
The district's COVID-related protocols such as health screenings when entering buildings, what to do if you become ill or test positive, etc.	○	○	○	○

Now, in addition to recent and COVID-related communications, please also consider district communications from before the pandemic and those that have been unrelated to COVID.

Rate each of the following Fort Bend ISD publications in the following TWO areas: (for **each row**, please select one response in **each column** in the table)

	How familiar are you with...				How informative is...				
	Never heard of it	Heard of, but never seen/rea	Have seen/read a few times	Very familiar	N/A - Can't answer - not aware of it	Not at all informative	A little informative	Mostly informative	Very informative
Board Recap	○	○	○	○	○	○	○	○	○
Checking In with Charles (Superintendent blog and video messages)	○	○	○	○	○	○	○	○	○
Employee Express (sent via email)	○	○	○	○	○	○	○	○	○
FBISD News Magazine (quarterly publication)	○	○	○	○	○	○	○	○	○
FBISD ExPress (weekly newsletter)	○	○	○	○	○	○	○	○	○
FBISD Bravo (bi-monthly publication)	○	○	○	○	○	○	○	○	○
The Frequency Podcast (monthly podcast)	○	○	○	○	○	○	○	○	○

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Communications From Your School/Department

Rate each of the following communications from **your school** in the following TWO areas. If you are not based at a school, answer about **your district department** (e.g., human resources, finance, operations): (for each row, please select one response in each column in the table)

	How much do you rely on this for receiving important information?				How would you rate the overall quality of information received from each? (Consider how timely and relevant the information is)			
	Not at all	A little	Quite a bit	Very much	Poor	Fair	Good	Very good

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Personalized communications you receive directly via email from your principal/supervisor	○	○	○	○	○	○	○	○
Automated emails	○	○	○	○	○	○	○	○
Automated phone call	○	○	○	○	○	○	○	○
Automated text messages	○	○	○	○	○	○	○	○
Faculty/staff meetings	○	○	○	○	○	○	○	○
Newsletters/e-newsletters	○	○	○	○	○	○	○	○
Printed materials	○	○	○	○	○	○	○	○
Schoology	○	○	○	○	○	○	○	○
School website	○	○	○	○	○	○	○	○
Campus social media (Twitter)	○	○	○	○	○	○	○	○
Word-of-mouth	○	○	○	○	○	○	○	○

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Rate the communications you receive from **your school/department** overall in each of the following areas:

	Not at all	A little	Mostly	Very
Accurate	○	○	○	○
Clear/Easy to Understand	○	○	○	○
Informative	○	○	○	○
Proactive	○	○	○	○
Relevant	○	○	○	○
Timely	○	○	○	○
Trustworthy	○	○	○	○

Overall, how satisfied are you with the quality of communications you receive from **your school/department**?

- Not at all satisfied
- Somewhat satisfied
- Mostly satisfied
- Very satisfied

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Communications From Your District Leadership/Administration

Rate each of the following communications from **FBISD's leadership/administration** in the following TWO areas: (for each row, please select one response in each column in the table)

	How much do you rely on this for receiving important information?				How would you rate the overall quality of information received from each? (Consider how timely and relevant the information is)			
	Not at all	A little	Quite a bit	Very much	Poor	Fair	Good	Very good

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Automated emails

Automated phone calls

Automated text messages

Board meetings

District-wide staff/department meetings

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Newsletters/e-newsletters

Printed materials

Schoology

FBISD website

FBISD social media (Facebook, Instagram, Twitter, You Tube)

Word-of-mouth

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Rate the communications you receive from **Fort Bend ISD leadership/administration** overall in each of the following areas:

	Not at all	A little	Mostly	Very
Accurate	○	○	○	○
Clear/Easy to Understand	○	○	○	○
Informative	○	○	○	○
Proactive	○	○	○	○
Relevant	○	○	○	○
Timely	○	○	○	○
Trustworthy	○	○	○	○

Overall, how satisfied are you with the quality of communications you receive from **Fort Bend ISD leadership/administration**?

- Not at all satisfied
- Somewhat satisfied
- Mostly satisfied
- Very satisfied

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Answer the following two questions about communications you receive on each of the following topics: (for each row, please select one response in each column in the table)

	How satisfied are you with the quality of communications about:					How would you describe the frequency of communication about:		
	N/A not received comm. about this	Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied	I don't get enough	It's just right	I get too much
Changes in district policy	○	○	○	○	○	○	○	○
District finances/stewardship	○	○	○	○	○	○	○	○
Bond/tax elections	○	○	○	○	○	○	○	○106
Change in academic programming and/or services	○	○	○	○	○	○	○	○
Change in district leadership or central office administration	○	○	○	○	○	○	○	○
Change in school leadership	○	○	○	○	○	○	○	○
Central office reorganizations	○	○	○	○	○	○	○	○
Inclement weather (e.g., school closure, delayed start)	○	○	○	○	○	○	○	○
School safety/crisis incidents	○	○	○	○	○	○	○	○
COVID-19 pandemic	○	○	○	○	○	○	○	○

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Other natural disasters (e.g., hurricane, tornado, flood)

District-level events and programs

Campus-level events and programs

Student successes and achievements

Staff successes and achievements

School successes and achievements

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Q15 How effective is Fort Bend ISD at accomplishing each of the following objectives:

	Not at all effective	Somewhat effective	Mostly effective	Very effective
Creating awareness of FBISD's mission throughout the school system.	○	○	○	○
Creating awareness of FBISD's mission throughout the community.	○	○	○	○
Communicating with stakeholders who **do not** have children currently enrolled in FBISD.	○	○	○	○
Supporting district staff with materials, communications, or tools that help to improve classroom instruction.	○	○	○	○
Building trust among stakeholders.	○	○	○	○
Supporting the development of partnerships between parents and students.	○	○	○	○
Celebrating diversity and inclusion.	○	○	○	○
Educating taxpayers on financial challenges faced by FBISD.	○	○	○	○
Celebrating milestone events (e.g., graduation, convocation, retirement, years of service, Teacher of the Year).	○	○	○	○

How much do you agree or disagree with each of the following statements?

Fort Bend ISD:

	Strongly disagree	Disagree	Agree	Strongly agree
Inspires and equips all students to pursue futures beyond what they can imagine.	○	○	○	○
Is committed to providing positive and safe learning environments for all students.	○	○	○	○
Is committed to providing positive and safe working environments for all staff.	○	○	○	○
Is committed to developing the whole child in accordance with the Board-adopted Profile of a Graduate.	○	○	○	○
Believes employees are its greatest asset.	○	○	○	○
Is committed to developing and retaining effective staff members.	○	○	○	○
Has proven to be a good steward of taxpayers' investments in public education.	○	○	○	○
Believes in a collaborative community.	○	○	○	○
Is committed to collaboration in all decision-making efforts.	○	○	○	○
Is committed to transparency in all decision-making efforts.	○	○	○	○
Has a strategic framework (including its Mission/Vision, Core Beliefs and Commitments, and Profile of a Graduate) that provides a strong foundation for decision making.	○	○	○	○

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Rate your agreement or disagreement with the following items:

	Strongly disagree	Disagree	Agree	Strongly agree
It is easy for me to recognize communications that come from FBISD.	○	○	○	○
It is easy for me to recognize communications that come my campus or department.	○	○	○	○
Fort Bend ISD is fairly represented in the local news media.	○	○	○	○
I am familiar with FBISD's "60 Years of Excellence" campaign.	○	○	○	○
I am familiar with the "FBISD Reimagined" campaign.	○	○	○	○
Communications I receive from my school/department enable me to be a good ambassador for FBISD.	○	○	○	○
Communications I receive from my district leadership/administration enable me to be a good ambassador for FBISD.	○	○	○	○

For each question below, indicate your response by moving the slider to a location on the line.

How likely are you to:

	Not at all likely									Extremely Likely

	0	1	2	3	4	5	6	7	8	9	10
Recommend Fort Bend ISD schools to friends and family as a place to work? ()											
Recommend Fort Bend ISD schools to friends and family as a place to send their children? ()											

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If role = school leader

Rate your agreement or disagreement with the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree
I know who to contact to request public relations support from the Communications Department, if needed.	○	○	○	○
The Communications Department staff are accessible.	○	○	○	○
The Communications Department staff respond to my requests for support in a timely manner	○	○	○	○
I receive the public/media relations support I need from the Communications Department.	○	○	○	○
I am satisfied with the supports provided to my campus/department from the Communications Department for special events/programs.	○	○	○	○
The print/digital publications produced by the Communications Department are high quality.	○	○	○	○
The Communications Department provides me with the training I need for my role in the area of media relations/public communications.	○	○	○	○
There are clear communication protocols to follow during an emergency/crisis event.	○	○	○	○
I am familiar with the Communications Department's website maintenance and branding guidelines.	○	○	○	○

Rate your agreement or disagreement with the following statements:

FBISD's communication channels support effective communication:

	Strongly disagree	Disagree	Agree	Strongly Agree
From the central office departments to the schools	○	○	○	○
From the schools to the central office	○	○	○	○
Across central office departments	○	○	○	○
Across schools	○	○	○	○

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What one thing could your school/department do (more of, or differently) to improve communications with its staff?

☐ _____

☐ _____

What one thing could Fort Bend ISD leadership/administration do (more of, or differently) to improve communications with district employees?

☐ _____

☐ _____

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Appendix C – Open-Ended Survey Responses

Coding Process to Identify Emergent Themes

Gibson examined open-ended responses to the following survey question: *What one thing could Fort Bend ISD leadership/administration do (more of, or differently) to improve communications with District employees?*

Over 2,000 FBISD employees provided a response to this question, though approximately 700 were not meaningful or substantive with comments like "I don't know", "nothing", "n/a" or they wrote that everything was fine, no improvements were needed, or they provided a response that did not have to do with communications. For the remaining approximately 1,300 responses, Gibson categorized responses into themes that emerged as the coding process unfolded. This process was inductive, rather than deductive – Gibson had no a prior hypotheses or suppositions about how people might respond but let the categories emerge from employee responses. The categories reflect groupings of comments that shared a core idea, such as "comments about honesty/transparency" or "comments about respecting, acknowledging, and appreciating staff." Labels are designed to characterize the gist of what employees were conveying, but should not be overly interpreted – the words in the labels are not necessarily contained in the employee response but reflect a general category of the type of response.

In some cases, a labeled category or theme included obvious subthemes. We did not code into subthemes, which would be time-consuming, but we note them below when they were clear and consistent. For example, within the theme "Refine communication methods" several subthemes clearly emerged, including "summarize/simplify"; "reduce number of modalities/make information easier to find"; "target specific audiences" and "improve clarity." As another example, the theme "improve consistency of information" included comments about inconsistency across sources, inconsistency across schools, and inconsistency over time. In contrast, some themes were completely about one single idea, such as "Keep us informed of changes" and "inform staff before parents/the public."

When interpreting results, it is important to keep in mind employees were *not* asked "what is best" or "what do you like" about communications in FBISD. As such, an absence of compliments is not a finding. Some responses did indeed include compliments, but they were not coded or examined, only moved to the "n/a" category. Despite this, Gibson note that many compliments were given, particularly for Check in with Charles/Chat with Charles.

Emergent Themes, Prevalence, and Exemplar Quotes

For each theme identified through the coding process described above, Gibson provides the prevalence (the number of individuals who included a comment coded to that theme) and exemplar quotes below. These quotes are examples to illustrate the meaning of the labeled theme, and are not exhaustive. Many

more examples exist in the data for each theme or subtheme presented below. One single response could be coded to multiple themes, so the total sum of codes is greater than the total number of responses. ***All quotations are verbatim.***

Table 20. Emergent Themes and Prevalence

Emergent Theme	# of Comments
1. Refine communication methods/channels, better target communications to specific groups, reduce volume of information	269
2. Listen to us. Ask us. Use teacher and staff input in decision-making	232
3. Be honest, be transparent, explain the 'why' behind the decisions	227
4. Improve timeliness of communications/information	194
5. Care about us, respect us, acknowledge us, value us	194
6. General comments about more communication (more in general, more of something already doing, more of something not currently doing)	165
7. Improve the consistency of communications – from different sources, across schools, from top to bottom of the organization	110
8. Equity – communicate equally with all departments, schools, staff types, etc. Treat all schools, departments, role types equally/show they are all of equal value/worth	94
9. Keep us informed of changes	70
10. Something specific to communications in the COVID-pandemic context	67
11. Improve coordination across the organization	48
12. Ensure that staff are informed before parents/before social media	46
13. Improve responsiveness/accessibility of staff and leadership	44
14. Communications should be proactive, not reactive	41
15. Administration/Central office needs to visit schools, visit classrooms, understand what is going on and what is the impact of the decisions they make	37
16. Clarify organizational structure, who is responsible for what, who I call to find certain information	26
17. Website Improvements	22

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Emergent Theme	# of Comments
18. Other, less common but still consistent themes: Make sure resources are available in Spanish, speak both languages Improved training of certain functions/roles Work together, more teamwork Clarify expectations Improve awareness of all these communication mechanisms	

*712 responses coded to 'no comment, no improvements, everything is great, n/a, or completely unrelated to communication (503 of these stated nothing to improve, everything is good, keep up the good work, etc.).

Refine communication methods/channels, better target communications to specific groups, reduce volume of information, improve clarity

- **Summarize, focus, simplify, reduce** – summaries, digests, synopsis, weekly highlights: "It would be nice to use more engaging deliveries of information like infographics, bulleted lists, and pictorial representations to support the message rather than long paragraphs and multiple communications"; ""Less fluff and more stuff."; "…send main bullet points of pertinent information instead of long videos"; "More concise e-mails coming from the district level. The employees are overwhelmed with the amount of information coming in through e-mail and it would be helpful to have just the facts we need to know to get our jobs done successfully."; "There are so many emails and videos. They don't need to be so long."; "short and to the point communication is preferred"; "skip the cutesy stuff"; "less mass communication (it's overload on the emails) but instead fewer communications that are more meaningful", "provide short detailed notes instead of longer emails or long staffing sessions"; "Dial back a little. We get good information in a timely manner, but sometimes it is overwhelming in terms of volume, frequency, and length". "Simplify communications!"; "Simplify communications. You can use list and bullet points, instead of multiple paragraph emails, to convey most information. Yes some does require explanations but keep it simple. Teachers don't have time to keep up."; "I honestly get so much email that it would be nice to have the option to receive some things as a digest or condensed or maybe just post it somewhere for me to access later.. I don't read all the newsletters, too much stuff in my inbox already."; "Less is more"; "Be clear and concise... don't send an essay of how "we're all in this together" and then take 3 paragraphs to explain important events/things coming up. Bullet points would be nice... again just be concise because we are reading so many emails in a day. We don't have time to read through fluff."; "Centralize them in one organized place and reference this location in communications and not have so many different ones, from different media forums, etc. Ends up being tuned out and you miss good info b/c jumble in with the masses of "chatty" information. One place would help you organize- "good- to-knows," "important-to-knows," fun & exciting news, "here's what's happening," accomplishments and celebrations, etc."; "I get an avalanche of emails every day that I need to work my way through. The number of emails that I get can be overwhelming. I would like to spend my time teaching children and preparing for my next class rather than reading meaningless emails."; "With emails that include a video of

information (ex. Checking in with Charles), put bullet points of what information the video includes and an easier access to transcript. I can't always watch a video to get info and so I often pass it up. If there was an outline of the info covered, I'd be more likely to invest time in getting the information that best pertains to me."; "It is all excessively complicated. We expressed these concerns last year already and nothing changed for the better. We need to simplify the communication process. I have to look in too many different places for information (Emails, Schoology, and newsletters, other websites and links). Newsletters and such are too long and overly wordy (over 20 pages sometimes)"; "Please send less emails. Very overwhelming"

▪ **Stick to one (or fewer) modality(ies), make information easier to find**: "Find one format, then choose that format to share information rather than bombarding with multiple communications.", "Send all needed information to employees through one mode of district communication. Having information as reminders on social media is ok, but if it is something I need for work, I would like it to be through work information"; "Limit communication to one form"; "Communicate the message one way instead of all the different newsletters and/or emails"; "As an educator, it'd be nice to just log into the "Principal's Corner" and see all updated announcements in ONE place. I don't want to login into all social media accounts, Schoology courses, and websites to get ALL the information that I really need for STUDENT success and safety."; "Provide one to three sources of communication and that's it. We receive communication from different title source, those that were mentioned here, on the survey in the beginning."; "Also, don't put information in so many different places where people have to go to look and find out where it is. Information should always be readily available to the employees."; "Have communication in one place. There seems to be too many platforms, some are more difficult to navigate."; "Put all documents in one location. One Drive, Schoology, TEAMS, whatever it is pick a modality and stick with it."; "Make finding information easier. Have one place that is searchable to find the information we might need."; "Perhaps decide on a few methods (maybe 3 at most), of communication and stick with those so that staff is not receiving the same information via multiple methods of communication, for time efficiency."; "Using 1 method for communication, not e-mail and Remind and Telegram, etc. And, keep in mind, some people do not choose to use social media, so there should be equitable access to communication."

▪ **Target specific audiences**: "Clearly state the intended audience on all district items - employees can choose to read the entire message or jump straight to what directly is for them.", "give the information only to the people that need it", "address specific concerns rather than making global statements"; "consider the audience, all information is not relevant to all teachers"; "Send transparent and clear information that pertains to staff only. Every message sent to staff goes out to parents as well as the community. Staff want to feel or need ongoing communication that pertains to them only."; "Forcing people to go to meetings that have nothing to do with their work is confusing. Forcing people to go to meetings for different departments causes confusion, on who should be doing what. Small group meetings with specific content for each group would go a long way for teacher moral."

- **Improve clarity of information**: "Ensure that information is clearly presented"; "Communications need to be to the point"; "Communicate in a clear and timely manner"; "Be clear and concise"; "Be clear"; "Have all communication of new tasks and dates due on writing and within a fair advanced time to complete those tasks. It is so stressful getting information of what new task to complete without clear communication."; "Clear concise information with essential details"; "Explain their emails more"; "Break information down in layman's terms, so that we actually understand what is being said and asked"; "Information from the district level, as both an employee and parent, is lacking. It is not lacking in the "getting the word out" department, as I get too much of that. It is lacking in the relevance department. The district shares information, just not the right kind of information. I am left still scratching my head many times trying to infer/interpret what the message was meant to entail. Other times, the message is full of words, but no (or not useful) information is shared. This is frustrating as an employee, but more so as a parent."; "Be more clearer in the text of the communication."; "A lot of the information is vague. Providing more explicit information would be helpful."; "Guidance is very important. When employees start to complain its because the guidance isn't very clear to them so they complain. Find out or learn as much as possible so that when information that is given it is accurate…The communication has to be clear…"; "Make key points more clear"; "Communication needs to be clear and trustworthy. In my department, I can look up the legal framework, and when my district's message doesn't match the legal framework and TEA guidance, it makes what rare communication we receive hard to trust"; "They could give clear directions to staff on things such as what happens at a school when students or staff are exposed to Covid."

Listen to us, ask us, use teacher and staff input in decision-making

- **Listen to us, ask us**: "really talk to individuals", "involve and listen to building principals", "include district employees in decision making", "entender sus problemas [understand our problems]", "ask us for our feedback", "listen", "listen to staff concerns", "ask first and really listen"; "Allow district employees a voice"; "invite my voice", "More opportunities for the rank and file (teachers) to be heard and heeded on issues directly related to specific campus needs"; "Reinstitute the employee survey. Ask employees what they think."; "acer mas reuniones y tomar la opinion de los empleados [Hold more meetings and take the opinion of the employees]"; "Escuchar a los empleados [listen to employees]"; "Allowing the empoyees to be heard or voice their concerns in a forum so that they are aware of certain concerns that may need to be addressed fairly."; "We need to know that our voices matter and we are being heard'; "One thing could be reaching out to district employees more often whether it be for feedback or input of opinion. It's easy for voices to go unheard because they can't make it to the location where their voice can be heard."

- **Much of the 'listening' they do is just for show**: "I think that by the time a solicitation comes to the staff on an input on any decision, the general belief is that that decision has already been made. the input is just to fulfil all righteousness and be seen as "doing something." We are all adults and can see through that."; "They offer these feedback sessions where they say they are gathering opinions and feedback, but I believe that they already have made their decisions. It is a

smokescreen to coddle the employees and make us think that we get a say but we really don't".; "When FBISD organizes focus groups for feedback, actually listen to the feedback and take it into consideration… Leadership was not looking for feedback from teachers, they created the teacher focus group to say they had one. They had their own agenda and pushed it."; "The district needs to take heart what the teachers are saying by giving us a voice and actually listening instead of dismissing. I feel that we are given ways to discuss topics, but its all skirted around in ways that don't seem to matter."; "Actually listen to, and implement the suggestions they ask staff members to share. We chat with Charles and have all these meetings, only for the board to totally disregard the suggestions and do what they want to do, anyway."

- **Actually make changes in response**: "There is a tendency for leadership to hold forums and hear from the staff, but I don't feel that they take that communication and follow-through on it. Sometimes it feels as if they have already made their decision, they just want us to feel as if we have a say."; "Be more transparent and inclusive of input from teachers and actually implementing ideas based on that feedback."; "You listen, but you do not always act on the feedback you get. It is not enough to listen, when people bring valid concerns and suggestions you need to explain why you are not moving forward with them."; "Take teacher opinion, professionalism, and experience and actually use it to make decisions instead of "hearing" their employees and then not changing anything that is wrong. Simply making more work for us instead."; "Survey employees more often and utilize the feedback."

- **Decisions should reflect our input:** "Include teacher input in the decision-making process", "I would like to see FB truly include all stakeholders when making decisions. The decisions made during COVID seem to really cater to those who are not in the classroom. Furthermore, I seems to my colleagues and I that decisions were made by people who haven't served on a campus in a while. I feel that people who are in the trenches and dealing with our amazing students each day may sometimes be overlooked when decisions are made for the district. For example, were the counselors asked their opinion about the best way to complete schedule changes? Was their expertise utilized when making decisions about scheduling?"; "truly include all stakeholders when making decisions."; "Speak with and listen to employees that are affected by the decisions being made. They are the ones experiencing what is happening."; "Work more with Campuses in decision making"; "Produce more surveys or opportunities to hear teacher feedback/opinions on certain topics before making a decision for the district."; "Make sure that the information includes Staff input especially teachers input before decisions are made"

Be honest, be transparent, explain the "why" behind the decisions

- **Transparent**: "Be transparent"; "Be more transparent when making big decisions", "A higher level of transparency and honesty would be appreciated"; "Transparency is a big deal. Maybe look at being more transparent with details behind decisions"; "Be more transparent with decisions"; "Be more open about the rationale behind decisions that are being made."; "We need to understand the "why" behind things." "When you take feedback on issues - calendar - plans for COVID – etc.

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- relay reasons to us that you did NOT go in a certain direction of feedback. It is commonly felt that we give our input then the district goes the opposite way. I'm sure some staff gave input that let to that decision - but those that felt differently feel ignored and unheard. An explanation as to why that course was not taken would validate staff and their input."; "Give the full scope of the decision-making process to ensure clarity and full understanding."; "Be more transparent in surveys that are conducted to staff members, for example, emailing results of said survey, and why the district went for or against the majority of the survey results."

- **Honesty**: "Be honest"; "Be honest and transparent about all situations. Don't say one thing in front of the school board and then do something different behind everyone's back"; "Just tell the truth, no sugar coating"; "Tell it like it really is and stop putting a positive spin on negative situations"; "Be straightforward about troubling topics"; "Even though some things are "communicated" to the FB employees and public, it does not seem like full information is disclosed"; "Just be honest". "Be honest and open with staff."; "Be truthful, stop spinning the facts."; "They can tell us the truth from the get go."; "Don't hide or sugar coat things because you don't want bad publicity or don't want to get caught doing something wrong. Be open and honest with staff, students and the community."; "Be completely honest and not lie to employees."; "Be more realistic when setting expectation about the impact of the COVID-19 pandemic on the ability to social distance/class sizes, the size of F2F and online classes, the expectation of teachers to teach multiple preps in multiple modalities (online & F2F) simultaneously. Hearing the "hopeful" expectations that never came be is more disheartening than faces the facts up front."; "Don't lie about Covid 19 numbers."; "Be a bit more honest about positive cases found within the school."

- **Specifically about COVID**: "Be open and honest about the COVID numbers in the district."; "I don't think the prevalence and numbers (both tested positive and exposed) of COVID-19 cases is being truthfully related to employees."; "Also, on the campus we know the positive COVID cases, but the district website always has a lower number which looks very dishonest. The buses are doubled up. Most parents are under a false assumption that their children are safe on campus. I know this is about improving communications with employees, but a lot of us chose to return to campus because we were told there would be strict COVID guidelines."; "Some positive Covid cases in school are not being disclosed, putting all staff on risk. Send us online."

Improve timeliness of communications/information

- **More timely information**: "Provide accurate and timely information", "Don't wait until the last minute", "more timely emails", "send communication out earlier"; "Not so last-minute information"; "be more timely". "Timeliness seems to be an issue lately. Teachers were asked on Thursday afternoon (before Thanksgiving break) to upload seating charts by noon on Friday to facilitate contact tracing. Teachers were notified before Thanksgiving break of a T-TESS refresher course that had to be completed prior to January. We found out about this via a notification that we had been enrolled in a course. There was no communication prior to this and many had questions about what the email was about. As an aside, this came after our summer PD was

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cancelled in order to take something off teacher's plates. Upon returning from Thanksgiving, we were notified that we would be offering students the opportunity for grade repair with several steps that would need to be taken. Keep in mind, we had less than 3 weeks before the end of the semester to do this. Couldn't this process have begun at the beginning of November rather than the beginning of December? If the district is committed to supporting teachers, every effort should be made to avoid "last minute" directives"; "Do not send emails out making request at the last minute teachers are inundated with work."

- **Particularly related to school closings**: "Communicate as early as possible"; "I think they do a good job, except for bad weather, when we have to wait until 5 or 6 am to know what to do", "Inform us the night before not call at 6:30 am when there is no school it causes chaos"; "Probably a bit of improvement with regard to inclement weather", "we need to be informed as soon as possible. For example school closings the first one at the buildings are the lead custodians and they need to be informed before they get to the schools, the leads do not know about any school closing until after their shift starts. if the school is to be closed, we need to know the night before not the day of."

- **Because of late notice, there is an urgency to everything/allow us more time**: "The communication needs to be sent in a timely manner not last minute and then everything is urgent and needed right away"; "Provide information to staff in a timely manner that will allow more than a 24-48 hours turn for major changes."; "More than a 7-14 days notice on big changes, life effecting events like renewing the ADA accommodations. Don't tell us we have 14 days but some of those days are over a holiday"; "Communicate AS EARLY AS POSSIBLY any changes, additions, or deletions to policies or procedures"; "Have all communication of new tasks and dates due on writing and within a fair advanced time to complete those tasks"; "Give us more time to consider options and propose solutions"

Care about us, respect us, acknowledge us, value us

- **Be caring and considerate, value us, be supportive:** "Support and communicate with more concern for and attention to the individual."; "Take more consideration of their employees especially now in the pandemic"; "More frequent communication about showing appreciation for and truly supporting staff."; "Value the employees and their family like they value the students"; "Darle valor a los trabajadore [Give value to workers]"; It is evident that staff are not valued with this District, and Human Resources does not focus on building a strong culture in the District. The one thing that could be done to improve communication with employees is realizing that this is a school district and not a for-profit business."; "Foster personal relationships between FBISD leadership and employees"; ""Send out positive and encouraging things" ; "tener mas amigable comunicacion [Have more friendly communication]"; "please give us more encouragement for our accomplishments."; "Support and communicate with more concern for and attention to the individual."; "Talk to the employees and let them know that they care about them because we are the heart of transportation and let us know that they care about us"; "Ask us how we are

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doing"; "que valoren el trabajo que hacen cada uno de los empleados [value the work that each of the employees does"; "They could realize how low morale is and that there are people on staff that are really going through a hard time but are not being offered the same care or grace that we are being asked to give our students. Communication needs to be geared with this in mind."

- **Celebrate successes, recognize efforts, acknowledge staff**: "create a link to show all employees of FBISD who retire each semester"; "Make sure everyone is noticed to what is done in their field"; "Celebrate teachers for their dedication of services years at the campuses they work"; "Recognized our Paraprofessionals more! Why can't we be part of the Teacher of the year awards or just something! We work with these students everyday just like the Teachers do, if not more! We sacrifice a lot as well."; "Just be genuine in the level of compassion for staff. Some who have served, do not feel that they are recognized enough. Last semester, due to COVID, there were no service awards and there was no mention to do them later, not even virtually. That was a bomber for many people who look forward to those milestones."; "I think a newsletter that highlights district employees and the things that they do even on the small scale would be encouraging and help morale within the district. I think there should be a newsletter based only for district employees that does not include student achievements but only employee achievements and this newsletter should be available in print as well as online on a monthly basis that highlights district employee experiences success. And I definitely believe it should largely include Transportation because we play very important role as district employees."; "Show appreciation us better than just saying "I appreciate you."

- **Take care of us, particularly given COVID, protect us**: "Help us feel safe in a pandemic. We are bending over backwards for the students and don't feel supported by the district admin, our school admin is run into the ground. We are all tired and just trying to get through this. We need more understanding and less uncertainty"; "Do a better job of keeping our students and employee's safe with regards to Covid -19 issues..."; "Have a clear and concise COVID response. Having gone through quarantine and having a family member who works for the district come down with Covid-19 and the incompetence and poor management of their exposure clearly shows that FBISD does not give a damn about their employees."; "With the COVID-19 pandemic it seems that the Superintendent and Board Members are more interested in numbers than the employee's health."

- **Be respectful, deal with supervisors who are disrespectful**: "Be compassionate and understanding of all cultures and climates"; "The tone of the newsletters and emails from the principal is so overly strict, much is lost at the scolding of us needing to exert more control and us needing to do our jobs better and more correctly. A friendly communication in a way all can understand that faces the acceptance of the true reality, instead of the kind of threatening you do it this way or else."; "Respect. It will improve the relation and create a more positive environment."; "hablar con los supervisors de algunas escuelas parake no sean tan malos cn los empleados [talk to the supervisors of some schools so they are not so mean to the employees]; "respect from supervisors, it's starting to feel like they are abusing their power". "They need to

respect the workers, we are not kids and want to be spoken to like a grown up"; "Treat teachers more with respect and as professionals."; "Some teachers are intimidated by their administrators and they do not know who to go to when they feel their administrator is not hearing them. It would be helpful to know the next person to contact without feeling like we are overstepping our administrator or seeking to get our admin "in trouble."; "Craftsman leadership should stop harassing other departments and communicate with their issues."

General comments about more communication

- **General**: "more communication", "communicate with staff", "communicate more"

- **More of something**: "more texts", "more email", "more meetings", "keep the updates coming", "more communication through a Smore or weekly email", "continue to use all social media platforms", "send text reminders"; "have more q & a sessions that are live"; "Dupre's video updates are the best communication I receive about what's going on in the district."; "Continue to do more of feedback groups"; "More of the feeder pattern meetings/open forums where staff can ask the superintendent, assistant sups, board members, etc... anything they want. I think that opportunity was well received by our staff."; "The daily and weekly bulletin has become a resource for all of us and other support staff in the district, keep it coming!"; "Offer more Q&A sessions"; "Have more staff meeting"; "Continue to send out the automated messages."; "send out a summary of upcoming district initiatives", "weekly updates" ; "leave a suggestion box in the teacher lounge", "leverage an application, such as Microsoft's Yammer", for districtwide communications, news, updates, shout-outs, etc.", "create a synopsis of weekly information in a "news" video posted on YouTube or Vimeo.; "Use more email links directly to information and stop relying on employees to go on their own to access information."; "More video communication like Checking in with Charles from other executive leadership aside from Dr. Dupre."; "Perhaps having a principal's corner where information is easily posted and all employees or parents can go to view reminders from the principal?"; "Open discussion boards so teachers can provide suggestions or comments and communicate possible ideas would be beneficial"; "Reminders of board meetings so that we can participate would be nice. Send forms out to employees so that we can send correspondence letters to board members and meetings."; "Attach videos of what is going on with the district from the district communication's manager. Just like we have Checking in with Charles, it would be excellent to see that from other departments."; "Communicate more about Board Policy. Board Policy governs all actions of the District, yet most District employees do not even know where to find it."

Improve the consistency of communications - from different sources, across schools, from top to bottom of the organization

- **Inconsistent information across different sources**: "Be consistent with the message. We shouldn't be told one thing by one person and then told something different by another. The message should be the same"; "I am hearing so many complaints from co-workers that

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information is conflicting and not agreed upon on how to enter data or do things on campus. One person says one thing and another says something totally different"; "Have departments communicate with each other more so there is consistency in messaging."; "Create congruency between departments. There are many times when one department gives a different answer than another department on the same question."; "Communications need to be better aligned between departments and what gets communicated to staff and parents."; "Let the right hand know what the left hand is doing. Too many contradictory emails"; "somewhere the communication/information becomes distorted\District says one thing, the school reports another"; "Different people are getting different answers to the same questions."; "Stop sending mixed communication"; "I know sometimes employees feel they hear one thing at their meetings and the principals hear something else on the same topic."; "The right hand does not know what the left hand is doing!"; "Make sure all levels of admin are on the same page."; "Make sure that changes/policies/information is communicated consistently across departments - for example, principals hearing something different than CCCs, which is also different from what Special Ed teachers hear from their program specialists"; "We sometimes get contradictory information, or someone heard one thing at town hall but the check in with Charles is different. I think it would be beneficial if something has changed to begin the changed conversation by saying it is a change."

- **Inconsistency in information across schools:** "Ensure all campuses receive the same information"; "It would be helpful to have all principals consistently provide their campus with accurate and timely information… Many principals do a great job of communicating with their campus…We usually find out weeks later."; "Send out principal/DSL information to be disseminated to ALL EMAIL USERS… I receive nothing from SPED leadership about district news. Even campus leadership determines what they send out as some campuses receive more info than others. ONE EMAIL with all pertinent info should go out to ALL EMPLOYEES with information."; "It seems that it is being left up to each school as to how to handle communication and one school gets most of the information while other schools get very little."; ""Please stop putting COVID-related liability decisions off onto staff members on the campus level - make the decisions on the district level and pass along the information instead of leaving so much up to interpretation. There has been a lot of conflicting information coming from various points of contact - everyone needs to be on the same page and doing the same thing when it comes to pandemic response."

- **Consistency over time/Commit to decisions**: "Be consistent. Not pivot and change/delay decision or course of action at the last minute."; "Consistency. I receive an email one week stating that I need to accomplish a certain task, then I receive another email rescinding the information asking me to do something completely different."; "Leadership communications are often reactive, untimely, and can change from day to day which makes campus staff look incompetent."; "Make a decision and stick with it."; "When you communicate something, stick to it. Do not change the plans every day." "Make a decision and stick with it."; "Stop changing pace and direction so often.

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Find a simple, yet comprehensive path for the district, follow it, trust in it, and do all that you can to not amend it."

Equity – communicate equally with all departments, schools, staff types, etc. Treat all schools, departments, role types, individuals equally/ they are all of equal value/worth

- **Treat us equally**: "Spotlight more on all departments instead of a chosen few; "Treat all teachers the same"; "Be fair across the Hwy 6 divide"; "Have the same rules for everyone in the district"; "Think of the cafeteria specialist when you are in a meeting"; "Be fair, honest, and considerate of CTE teachers"; "I know we are a school district and children are out goal, but when most of the praise and support is directed at teachers, its like the support staff is just there."; "You must treat the bus driver with the same respect and common courtesy as you do the teachers and administration "; "Give more importance to transportation department"; "I am sad, though, that a district that recognizes teach of the year, new teacher of the year, principal of the year, does NOT recognize the heart of many schools - the counselor." "… no hay igualdad sobre todo en estos momentos de pandemia x k muchas están trabajando más hard k otras y eso no se me hace justo...[…there is no equality, especially in these pandemic times many are working harder than others and that does not seem fair to me]"; "I understand that Dr. Dupre allow his administrations to have the autonomy to adjust rules but adjustments should apply to all employees on campus not certain workers get certain privileges"; "Treat all employees equally. Bus drivers and monitors are just as important as teachers."; "Be in the middle of this pandemic with us. Meetings should be f2f, we as teachers, students, cafeteria specialist, and janitorial services are on the front line."

- **Communicate with us similarly**: "Keep lower performing campuses in mind"; "Be more inclusive of all departments, even though teachers are the top priority", "Communicate with those in lower pay grades"; "Even the small departments"; "Only the higher performing schools or teachers that teach AP/GT are asked"; "Communicate to substitutes"; "District leadership should have frequent town hall meetings with other support staff which does not include teaching staff. I feel that often times the focus is greater when it comes to teachers and retaining them and not so much on support staff. I recognize the value of teaching staff however there are many support staff that also support and engage in the academic success of students. These support staff should also be recognized for their role in the success of students. I feel this is often forgotten and not practiced."; "At times, the supervisors give very important information to only a few people and others are left to figure out things on their own."; "Oftentimes, I feel like MRW staff does not always get the information that is disseminated to campuses."; "Don't forget departments outside of campuses that are affected by decisions."; "make sure Paraprofessionals are included in the information"; "CTE leadership/admin gives 0 communication. We have not got an update email since schools reopened. Providing communication with their employees makes them feel valued and respected and I feel like that is the key to a happy work environment."

Keep us informed of changes

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- "Let people know what is going on through the department"; "More communication regarding department changes or information and not just campus information"; "Make sure we keep everyone informed of any changes that are made"; "Fort Bend ISD leadership can make sure to keep employees informed of all necessary changes"; "Update department about important things".; "Another way to improve communication with employees would be to inform employees when updates are made in the curriculum. For example, letting teachers know if/when changes are made to the scope and sequence, minilessons, or instructional resources."; "There are so many changes throughout the year and the updates are buried in Schoology or in one of the emails that come across. There needs to be a tangible way for serious changes to curriculum, grades, and all other important items to be communicated to the employees. This information is given to principals and the department heads and the district relies on them to give out the information. They are human and often forget or filter the information. What may seem unimportant to share may be quite different to the employee it effects."; "Policy/procedure changes between departments are not adequately communicated. Departments make changes and do not share those changes outside their department."

Something specific to communications in the COVID-pandemic context (Note: Comments were coded elsewhere if COVID was secondary (e.g., conflicting messages from various sources about COVID was coded to "Improve consistency of communication")

- **Dissatisfaction with how cases are communicated**: "There has been no communication in regards to people who are out sick with COVID. People that have been around those are out have not been contacted. We are not being taken care of. THERE IS NO COMMUNICATION "; "I would like a running tally of how many people have Covid and what percentage it takes to shut down. Just getting another diagnosis letter from the principal every day or two is unnerving. It does not permit us to see the big picture."; "I don't think the prevalence and numbers (both tested positive and exposed) of COVID-19 cases is being truthfully related to employees."; "I did not receive any contact from HR nor did my employee about a class needing to be quarantined after Thanksgiving break."; "Keep Covid dashboard up to date with accurate numbers"; "Let teachers/staff know when someone in their class has Covid."; "I'm always irritated by the COVID dashboard that doesn't update daily... Also, I think when a staff member fall ill, we should be told something more than the generic "A case has been reported" email that we get."; "Be more open about Covid-19 cases."; "update the COVID dashboard regularly...like at the same time every day. It is so wildly inconsistent and it is really suspicious when we get a campus email but the numbers aren't reflected in the dashboard"; "Communicate to staff what room number a COVID case came from so that staff members will know if they have been in the room."; "When someone tests positive for COVID, on the email that is already sent, can they put on there the department or grade of the student?"

- **COVID-related information is constantly changing**: "Information has constantly changed. Administrators were not told about the need for letters from the County for clearance from HR. I am not receiving the same report that my nurse receives."; "During COVID there was a great deal of anxiety due to being told something was going to happen then all of the sudden we need to

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pivot to something different."; "Be honest and explain district changes especially when it pertains to teaching assignments. Going from online and back to face to face. Assignments change with no clear explanations."; "Be consistent in what they are requesting and requiring of staff during Covid. It seems they change the rules and protocols frequently with no regard of how it effects the staff on the campuses."

- **Dissatisfaction with campus/district COVID mitigation strategies/handling of safety measures**: "I also think the daily screening check-in process is a joke. Temperatures don't really show anything and many employees and students lie on the screening app."; "I feel that the FBISD is not doing enough to communicate contact tracing with the teachers and staff. Teachers are losing faith in the district and not trusting the leadership."; "I would appreciate for all kids to have temperatures checks daily while COVID is still a problem."; "Do a better job of keeping our students and employee's safe with regards to Covid -19 issues. I understand that we are following guidelines recommended by the CDC, however those are just recommendations. For example; 1. When a student test positive for Covid, the entire class should quarantine, not just 2-3 students that hang around the student. 2. It was my understanding that students were not supposed to be allowed on the bus without face masks? It happens all the time on our campus. Bus drivers say that they don't have PPE. I believe that we can do better than this."; "tomar en cuenta la integridad de cada employee, y sobre todo hoy en dia con lo del COVID 19, se tome mas encuenta la seguridad de cada employee, para mantenernos seguros en nuestro trabajo, y continuar con los protocolos requeridos, designados por la Administracion de FBISD. [Take into account the integrity of each employee, and especially today, with COVID 19, the safety of each employee is taken into account more, to keep us safe in our work, and continue with the required protocols designated by the FBISD administration."; "With the COVID-19 pandemic it seems that the Superintendent and Board Members are more interested in numbers than the employee's health."

Improve coordination of messaging across the organization

- **Across departments**: "Core departments interact more with teachers in that department"; "District level admin being active in department-level meetings occasionally"; "Improve the relay of information from top down"; "Come and visit with all faculty/staff. Some of us don't even know who our leaders are in the district."; "We often have items delivered that we didn't know were coming and we don't know what they are for. Generally, communications between departments is poor. It seems that the right hand doesn't know what the left hand is doing most of the time. At times, multiple departments seem to be offering the same service so that there is overlap and it is confusing to teachers and students."; "speak directly to us, and not through department heads."; "Don't rely on principals to deliver messages to teachers; they don't always do it."; "FBISD is a huge district…As teachers, we receive conflicting information because the departments at the district level make decisions without consulting each other…We have departments who have asked for specific things from other departments…the conflicting communication causes, what seems like small misunderstandings, but in reality, these details are extremely important to those

who have to interpret student data and make recommendations based on data collected. This is just one example of how the leadership of FBISD a has become top heavy, and is causing communication to be watered down through the process of 'passing on'. Maybe looking down from the top it doesn't look as though there is a problem, but I believe that if you started asking teachers, principals, department leaders, and others outside of the Top Tier of FBISD, you will find a great deal of issues with the lack of reliable information that we receive."; "Ensure stronger communication across different departments. Employees have said for many years that "one hand does not talk to the other" in reference to central leadership.; "The district is so large with so many moving parts that it sometimes feels like we work on islands. I feel like I get good communication on things relevant to our specific department, but we lack communication on changes within other district departments/leadership/initiatives as a whole if you don't directly work under that department."

- **From top down**: "More speaking directly to the school staff. When information filters down through school leadership and department leadership, it also filters through their perspective on the information."; "Clearly communicate changes from the boardroom, down"; "More involvement from upper admin staff in direct communications rather than mass produced communications to all staff"; "Answer: Use a tree type of communication system. Faculty and staff are not always on their phones or emails are open so if there is a lead person who is being notified of the news and can pass it along."; "Ensuring that the campus level admin teams are armed with the most up to date information so they can keep the teachers and other staff members informed and aware."; "Ensure the information is being filtered down from the Executive/Leadership levels to all employees."; "Reconsider how information is shared from leadership to minimize rumors or misinformation."

Ensure that staff are informed before parents/before social media

- "Share information with staff before sharing with parents"; "Letting us the faculty know things before they are made public…None of us wants to be blindsided by a parent."; "Don't send out information to staff minutes before you send out to the rest of the community. Let us have more forewarning of things."; "We should never learn about policy from a tweet or community announcement".; "Give us information in advance. I learn most of what I know from the Facebook page FBISD concerns. As a teacher in the district, I would expect to know more than the parents but we find out last."; "send info to teachers/staff before it shows up on social media (even a 15 min heads up would make a difference sometimes)."; "When sending out communications to parents/guardians regarding severe weather the campuses should be informed first and then the parents so we will be able to respond to parent/guardian questions when the phones start ringing. Many times when we are on campus we find out that the district is closing when a parent comes onto campus since they have already received the information but we are notified by email after they communicate with the parents/guardians"; "Share information, when possible, with employees before releasing the information out to the public through social media."; "Email staff about important decisions/information before it is released to the public."; "Keep staff informed before you send out the information to parents."; "We are also usually communicated with either

at the same time or, most of the time, after parents and students. It puts me in a bad spot as an educator when parents and students ask me questions about new information and I cannot answer because I got it at the same time or have not even received it."; "I feel like a lot of news happens first on Twitter before we know about it as staff. I would just hope to have the information hit the emails of the staff well before Twitter. In my opinion, it establishes trust as a stakeholder between admin and teachers. It feels like we're an afterthought sometimes. (There are emails, but it needs to be better or easier to access.)"; "Get information to us before we find out from the public media. I find out things from relatives before I hear it from the district."

Improve responsiveness/accessibility of staff and leadership

- **Be responsive**: "Acknowledge concerns"; "follow up", "reply to any and all emails sent to them'; "…return phone calls within 24 hours"; "That the response time is within 8 hours from the time received message"; "answer our questions"; "Answer emails that I sent with direct questions I've sent to and had no replies"; "To be given more clarification on questions that most people are asking."; "return emails"; "follow through with answers and actions"; "Have the appropriate number of staff members in each department to handle the communication needs; sometimes there are too few people working in one department and emails go unanswered for days or weeks or sometimes never get responded too. I have emails that I sent over a month ago that I still have not received a response from."; "Admin could reply to emails."

- **Be available**: "The availability of staff to answer calls from campuses throughout the day"; "Leadership needs to be better about being available, answering phones, VM or email messages on a timely basis"; "More 'office hours' with superintendent"; "Open up lines of communication where employees don't feel like it takes an act of Congress to speak too someone in an administrative capacity."; "It is very difficult to gain access to the superintendent without feeling like you are intruding, or infringing upon his secret privacy. It is like trying to gain entrance to Fort Knox."; "Provide good contact numbers or chat services"

Communications should be proactive, not reactive

- "Stay proactive instead of after the fact communications"; "Proactive instead of reactive"; "Leadership communications are often reactive, untimely, and can change from day to day which makes campus staff look incompetent"; "Become more proactive when disseminating information"; "Be more proactive and not so reactive with plans for district goals." "Communications need to be proactive, not reactive."; "Be prompt and proactive- it almost appears as if they do not have a plan in place"; "Being proactive and keeping a big picture."; "Be proactive"; "Be more proactive than reactive."; "Also more proactive planning about potential changes."

Central office needs to visit schools, visit classrooms, understand what is going on "in the trenches" and what is the impact of the decisions they make

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- "Visit the classroom more. The administrator need to visit more"; "Have the superintendent make more visits to the campuses"; "It would be nice for the east end of FBISD to see more leadership on campus for an extended visit (at least an hour)"; "visit campus more often"; "Have short visit by the district admin to individual school and meet and greet with school staff"; "come to each campus and let us see you and talk to you about our concerns regarding our specific campus"; "FBISD leadership and administration need to spend time in classrooms covering classes. I think if they did, they would realize some of the unrealistic things that we are asked to do especially when it comes to one teacher giving modifications and accommodations to ELLs, SPED and 504 students with no additional help in the classroom"; "Office staff can come to schools to see how we really work on a regular day"; "visitar los campus por lo menos una bes al ano, y de que los empleados cesientan que los liderz los toman encuenta [Visit the campuses at least once per year and let employees let the leaders take them into account]."; "I never see the asst. superintendents at my school. It would be nice if they communicated with us."; "I would like for administration to take the time out of their day to get to know our sped students. What our job titles and our duties entail. We do not sit and color all day. I would like for admin to walk to SPED not resource and spend a day there instead of your office. Please sit and lend a hand and see what it is to actually work with our students. Instead of assuming help is not needed and that everything is easy and you are able to pull a staff member away to cover another area or to help with clerical duties."

Clarify organizational structure, who is responsible for what, who I call to find certain information

- "Where it sometimes fails is in unified, clear messaging about organizational structure changes. I've been around for several of those, as I've worked in different capacities throughout the district over many years, and have noticed a marked lack of transparency/communication when it comes to things like newly revised organizational charts. This leaves staff unsure of whom to contact, and even in doubt as to the chain of command in some cases. While some of this may be necessary during the decision-making period regarding such changes, it too often persists long after those changes should be generally available knowledge"; "provide a weekly/regular column introducing all the different departments at Admin building. Listing things each department can do to help or inform teachers and students. Or just describe the function of each unit in a lighthearted fun way. Everyone has a job at Admin, but it's a mystery what each person's job entails."; "You do not know who to contact at Central Administration. The department titles change on a weekly basis without a clear job description."; "Provide an updated list of people in each organization/central office and their title."; "Communicate about changes in organization especially reorganizations and missions of each department."; "Provide employees a spotlight for Admin office members who are new to our district or have been moved into new positions. Yearly, I don't know who to contact because there has been movement and we are not told. Give us a description of what each department does."; "Although it's not a direct communication, I (and many others with whom I have talked) GREATLY miss our internal phone book. Yes, it's on-line IF you know the person's name or their department. But it is often faster to pick up a little book and flip through it to find the individual or department. Departments have transitioned into different divisions and have completely different names than just a few short years ago. Stopping the printed publication was a savings to the District - which I understand and appreciate. However, the amount of time I have

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spent trying to find someone (like the current director or executive assistant) or the new name of a department, on several occasions, could have paid for a directory for everyone in H.R. Plus, I/we could make notes of personnel adds, changes, deletes or who was the right contact for "X", "Y" or "Z", etc. It's definitely an INFORMATION piece that would be a great asset." ; "Be more transparent about personnel moves and reorganizations at the central office that directly affect school-based personnel."; "make it clear who to contact for specific topics. The district has a lot of positions at the top, but as a teacher, I do not know what everyone does and how they can help me and my students. Finding the "right" person to help is tedious and time consuming."; "visibility on reorganizations, creation of new departments, etc."

Website Improvements

- "The district website also needs to have clearer links on who to contact"; "Update website according to what's been sent to parents"; "Sometimes FIBSD website is difficult to navigate and locate information. Within some administrative departments information is not updated enough to help the end user"; "Update information on website. Remove outdated information from website"; "Make it easier on the website to navigate to all communications"; "All information should be easy to find. IF I do a search for something on our site, I usually have a very difficult time finding it or the search doesn't work."; "Make their website easier to navigate and find information"

Other consistent topics, but less prevalent

- **Make resources available in Spanish**: **"**Make sure newsletters are also in Spanish", "Explicar en espanol [Explain in Spanish]", "Spanish options for communications". "Mi opinion personal es que siempre que el distrito mande algo importante al personal ma¡s que todo alos custudian ..que son parte importante del campus ..que tambian lo traduscan al espanol somos parte esencial y se nesecita con claridad entender mejor cuando esta traducido al espanol tomenlo encuenta ..hay muchas personas que no leemos ingles y si lo hablamos..pero mas hoy que nesecitamos estar alertas por lo del covid 19 nesecitamos seguir todos los protocolos y sugerencias del distrito gracias así mismo hoy que esta encuesta llegó³ traducida al espa�ol se me iso m�¡s clara y eficiente ami personal mente sin pedir alluda para completarla gracias [My personal opinion is that whenever the district sends something important to all the custodians, who are an important part of the campus, to also translate it into Spanish. We are an essential part and it is necessary to clearly understand, understand better when it is translated into Spanish. Take into account that there are many people who do not read English and we do speak it…but more today that we need to be alert for COVID 19 to follow all the protocols and suggestions of the district. Thank you. Even today that this survey arrived translated into Spanish, it became clearer and more efficient for me personally without asking for any help to complete it. Thank you."; "dar entrenamientos a los travajadores en todos los idiomas" [More availability of communications in Spanish, since many of our employees do not speak English. Same when communicating with our community]"

- **Improve training**: "Hire employees who have the experience and skills of good leadership and management. There are too many employees who are not qualified to do a job efficiently and

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effectively."; "We need to build off of our leaderships' strengths and provide more effective trainings that specialize in the areas needed."; "Better personnel training"; "tener mas personal capacitado en administracion, porque muchas veces ocupan gente recomendada pero no se toman el tiempo para checar si tienen capacidad para ocupar ese puesto [Have more personnel trained in administration, because many times they employ recommended people but they do not take the time to check if they have the capacity to occupy the position]"; "Some supervisors need diversity training to be able to effectively communicate with members of the team that are from various cultures and backgrounds. This will help with communication. Some supervisors say culturally insensitive statements to their employees."

- **Work together**: "work together as a team"; "llevarse bien [get along]"; "Help each other out"; "Trabajar en equipo [teamwork]"; "Establish and maintain rapport. Our campus lacks school culture and teamwork"; "Work better with different departments"; "Collaborate more before making a decision"; "Consistently recognize that we are all in it together. When one wins we all win!"; "Collaboration."; "Collaborative decisions with staff"; "We are Team \ One for all and all for one"; "more team effort"

Variation of Patterns by Staff Role/Location

In the sections above, we showed the prevalence of each theme overall, across all respondents. However, it is informative to examine whether the tendency for an employee to mention a particular topic is related to their staff role, job location, or other characteristic of their employment. For example, it may be that teachers more commonly desire certain improvements, while central office staff more commonly desire different improvements.

In the section below, we compared the prevalence of each theme within two different employee categorizations: teachers versus non-teachers and district staff versus campus-based staff. As an example, if half of the respondents providing open-ended data are teachers, but 90% of comments about timeliness of communication are coming from teachers, then it tells us that teachers are disproportionately experiencing frustration with the timeliness of communications, or in other words, that issues with communication timeliness are concentrated among teachers.

Among employees who provided an open-ended response:

- 77% are school-based staff (including teachers and non-teachers) while 23% are district office/central office staff

- 48% are teachers while 52% are non-teachers.

Below we show the prevalence of each theme by these two job characteristics. There were clear patterns depending upon whether the respondent was school-based or not. Ten topics were more commonly mentioned among school-based staff including COVID-related communications, about ensuring that employees are informed about things before parents and the general community, about the timeliness of

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communications, about the consistency of communications, asked for refining communications (shorter, more succinct, summarized, less volume), and for increased responsiveness of central office. They also disproportionately, though to a lesser extent, spoke of wanting to be listened to and heard, for the district to be more honest/transparent, for central office/administration to visit schools, and for website improvements. Conversely, six themes were raised more often among central-office staff including concerns about equity of communications, keeping staff informed of changes, being cared about and acknowledged, generally wanting more communication, improving coordination, and wanting proactive communication. Only one theme, clarifying organizational structure, was similarly raised regardless of employee location.

Table 21. Emergent Themes by Employee Location

Emergent Theme	School-based 77% of sample	Central office 23% of sample
Themes that did not vary based on Employee Location (within 3 percentage points)		
Clarify organizational structure, who is responsible for what, who I call to find certain information	80%	20%
Themes that were disproportionately driven by school-based staff		
Something specific to communications in the COVID-pandemic context	93%	7%
Ensure that staff are informed before parents/before social media	89%	11%
Improve timeliness of communications/information	88%	12%
Improve the consistency of communications - from different sources, across schools, from top to bottom of the organization.	86%	14%
Refine communication methods/channels, better target communications to specific groups, reduce volume of information	85%	15%
Improve responsiveness/accessibility of staff and leadership	85%	15%
Listen to us. Ask us. Use teacher and staff input in decision making.	83%	17%
Be honest, be transparent, be truthful	83%	17%
Administration/Central office needs to visit schools, visit classrooms, understand what is going on and what is the impact of the decisions they make	83%	17%
Website Improvements	82%	18%
Themes that were disproportionately driven by central-office based staff		
Equity – communicate equally with all departments, schools, staff types, etc. Treat all schools, departments, role types equally/ show they are all of equal value/worth	52%	48%
Keep us informed of changes	67%	33%

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Emergent Theme	School-based 77% of sample	Central office 23% of sample
Care about us, respect us, acknowledge us, value us	70%	30%
General comments about more communication (more in general, more of something already doing, more of something not currently doing)	70%	30%
Improve coordination across the organization	71%	29%
Communications should be proactive, not reactive	73%	28%

When examining the prevalence of theme by employee type – teacher or not – there were fewer differences than by employee location. Seven themes were not disproportionately mentioned by one type of employee or another. Teachers did, however, disproportionately mention something specific about COVID communications, a desire for staff to be informed before parents/public, desire improved timeliness of communications, refining communications, being listened to, honesty/transparency, improved consistency and website improvements. On the other hand, non-teachers disproportionately mentioned equity of communications and wanting communication to be more proactive. Notably, though not reported as a standalone theme in the overall analysis, 100% of comments about wanting more materials in Spanish were from non-teachers.

Table 22. Emergent Themes by Teacher or Non-Teacher

Emergent Theme	Teachers 48% of sample	Non-teachers 52% of sample
Themes that did not vary based on employee type (within 3 percentage points)		
Keep us informed of changes	48%	52%
Improve coordination across the organization	48%	52%
Administration/central office needs to visit schools, visit classrooms, understand what is going on and what is the impact of the decisions they make	47%	53%
General comments (more communication, more emails, more texts, more meetings)	46%	54%
Improve responsiveness/accessibility of staff and leadership	45%	55%
Care about us, respect us, acknowledge us, value us	45%	55%
Clarify organizational structure, who is responsible for what, who do I call to find certain information	44%	56%
Themes that were disproportionately driven by teachers		
Something specific to communications in the COVID-pandemic context	71%	29%
Ensure that staff are informed before parents/before social media	67%	33%
Improve timeliness of communications/information	62%	38%

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Emergent Theme	Teachers 48% of sample	Non-teachers 52% of sample
Refine communication methods/channels, better target communications to specific groups, reduce volume of information	61%	39%
Listen to us. Ask us. Use teacher/staff input in decision making	61%	39%
Be honest, be transparent, be truthful	59%	41%
Improve the consistency of communications – from different sources, across schools, from top to bottom of the organization.	53%	47%
Website improvements	52%	48%
Themes that were disproportionately driven by non-teachers		
More materials in Spanish	0%	100%
Equity – community equally with all departments, schools, staff types, etc. Treat all schools, departments, role types equally/show they are of equal value/worth	20%	80%
Communications should be proactive, not reactive	42%	58%

Tangible/Actionable Suggestions

Some responses were particularly actionable suggestions. These comments cut across the themes presented above, and are highlighted here given the extent to which they are tangible, actionable, simple, or novel. Again, this is not an exhaustive list of actionable suggestions, but a sampling. All responses are verbatim.

- "Provide more information to staff who are out (absent, on leave, part-time). Not currently aware of upcoming plans."

- "Stop sending out communications after business hours via e-mails for important matters as these get lost in the hundreds of junk emails that flood the inbox overnight."

- "Use FAQ format in *Chat with Charles*."

- "Send the weekly emails at a set time\day so district employees can be on the lookout for."

- "Avoid educational jargon, use less "buzz" words and phrases."

- "Publicize campus leader meeting notes."

- "Place a copy of all publications in each school's teacher lounge."

- "Maybe set up a subscription based on topic so I can choose which emails I most want to receive."

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- "Send more personalized communication from time to time instead of always blanket form letters."

- "Newsletter with happenings around the district, spotlighting work of different schools in different parts of the district. Not familiar if the district already has something like that."

- "Provide a yearly calendar or a semester calendar with events and meetings already on it at the beginning of the school year."

- "When they send an email make sure to include a phone number not just a website to communicate."

- "Have a deadline calendar regarding when and how to submit paperwork."

- "Maybe each HS starts a once per week local in-house newsletter that is sent to other district employees including staff at other high schools."

- "Add apps to the One Link for staff to access FBISD newsletters and other communications. The One Link is very user friendly and the presentation is easier to navigate."

- "Find a way to limit the amount of third-party promotional emails that get sent to us daily. It is overwhelming to read through those in addition to the actual district communication, especially since I did not submit my email to receive emails from those third party sites/vendors."

- "Printable directions of how we are supposed to do/implement a procedure or policy. Effective decision trees."

- "Have newsletters by departments from around the district, A bi-weekly bulletin/newsletter update that shows all of the news/information from various departments rather than multiple emails from various departments."

- "Make sure we are celebrating our teachers and hiring or promoting from within."

- "Consolidate to one form of newsletter for teachers and staff (kind of like the admin newsletter). Provide a link to the newsletter in staff links. That way the leaders can see the information that flows to the teachers. Have a consolidated district calendar so there are no clashes and leaders/teachers are not double/triple booked. Have a consolidated list of department points of contact for campuses."

- "I think as FBISD experiences many employees who choose to retire as early as possible, the district should make an effort to HEAR from those exiting. THAT is where communication could be most fruitful. LISTEN to the people in the trenches. Make every effort to improve conditions; otherwise, you face an ever-growing shortage in your classrooms."

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- "If the *Checking in with Charles* came only as a video, I wouldn't watch it. It is way too long. As I can scan the transcript, I do so and it gives me an idea of concerns and initiatives at the district level.\ The only thing I really like about the automated phone messages are messages regarding school closings - then I have no ambiguity. As a parent, I did appreciate messages about my children and meetings, because that was the surest way to get info. If I were a parent now, I'd rather receive those as a text because the phone calls always took too long to get to the point. The website is so, so difficult to navigate. I can rarely find what I am looking for unless I have the direct webpage to go to. A search brings me out-of-date information. After years, I am finally learning where to look for some things."

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For: Fort Bend ISD Board of Trustees
Date: October 25, 2021
Action: Consideration and Approval –
June 30, 2021 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, 2021 .

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 150th day after the end of the fiscal year. This year, the date falls on November 27, 2021 for districts with a June 30th year-end.

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:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

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, 2021, at a meeting of the Board of Trustees of such school district on the 25th day of October, 2021.

President, Board of Trustees
Dave Rosenthal

Secretary, Board of Trustees
Dr. Shirley Rose-Gilliam

For: Fort Bend ISD Board of Trustees
Date: October 25, 2021
Action: Consideration and Approval: District
and Campus Improvement Plan
Performance Objectives
References: District Goal 1, 2, 3 and 4
Department: Chief Academic Officer

Recommendation

Consideration and possible approval of the District and Campus Improvement Plan Performance Objectives for 2021-22.

Background

Using the District's Strategic Framework, District and campus leaders focused on the Mission, Vision, Profile of a Graduate and District Goals to anchor continuous improvement efforts toward improving student outcomes responsive to the needs of the whole child during the improvement planning process.

In order to develop District and Campus Improvement Plans, staff engaged in analyzing data, evaluating evidence and developing a Comprehensive Needs Assessment (CNA) with problem statements and root causes. The CNA serves as a foundation to prioritize the work of the District and Campus Improvement Plan Performance Objectives and Strategies focused on increasing student engagement and ownership of learning and behavior.

At the District level, Performance Objectives and evaluation metrics and milestones are reviewed by the District Planning Advisory Council (DPAC) and District leaders to ensure we focus on areas of greatest leverage to improve outcomes for students. At the campus level, Campus Improvement Plans are reviewed by the Campus Planning Advisory Council (CPAC). Based upon the input and feedback of each stakeholder group, the Performance Objectives are refined for Board consideration and approval.

Performance Objectives are prioritized to include a manageable number of high-leverage focus areas to drive improvement in performance and growth for all students. Each campus was required to develop performance objectives that align with the areas of greatest need based on their campus needs assessment.

As part of the continuous improvement cycle, District and campus staff, will implement strategies and work with their respective advisory committees to monitor progress, and refine action steps associated with the DIP and CIPs at least quarterly to ensure progress throughout the year toward implementing the strategies and achieving the performance objectives aligned Board-approved goals.

Submitted by:

Christie Whitbeck

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Superintendent of Schools

Recommended by:

Beth Martinez
Chief Academic Officer

Stephanie Williams
Executive Director, Organizational Transformation

Fort Bend Independent School District
2021-2022
Campus Improvement Plans
Goals and Performance Objectives

Contents

Fleming Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, AFE will improve student growth in literacy, science and numeracy as demonstrated by multiple evidence sources through consistent PLCs to promote clarity, consistency, and rigor throughout the campus.

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

Performance Objective 1: By June 2022, AFE will shift the focus from grades to success criteria so that there is an increase in the degree to which students invest in their learning, through the implementation of student ownership of learning practices such as feedback as demonstrated by multiple sources of evidence.

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

Performance Objective 1: By June 2022, AFE will increase social emotional learning opportunities through the implementation of the PBIS framework to ensure student ownership of behavior in a safe learning environment as demonstrated by multiple sources of evidence.

Austin Parkway Elementary
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By June 2022, Austin Parkway will improve student readiness in literacy and numeracy as demonstrated through HB3 readiness indicators by ensuring strong Tier I classroom instruction targeting student outcomes. **HB3 Goal**

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

    Performance Objective 1: By June 2022 Austin Parkway will increase the implementation of student ownership of learning practices in PLC planning as evident in CST walks and classroom observations.

Goal 3: Fort Bend ISD will develop students' social, emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

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    Performance Objective 1: By June 2022, Austin Parkway will increase social and emotional learning for students and staff by implementing SEL activities as demonstrated by a student and staff engagement surveys to create a culture of belonging and safe learning environment.

Brazos Bend Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Brazos Bend Elementary will improve student learning and progress as demonstrated by closing gaps in performance for all student groups, by ensuring strong PLC protocols are in place to support the intentional planning to address needs of individual students needing intervention and enrichment.

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

Performance Objective 1: By June 2022, Brazos Bend Elementary will improve student readiness in literacy and numeracy as demonstrated through the HB3 early childhood readiness indicators by ensuring strong Tier one classroom instruction to develop instructional practices to cultivate student ownership of learning.

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

Performance Objective 1: By June 2022, Brazos Bend Elementary will improve Safety and Wellbeing by decreasing disproportionality in discipline and threat assessments, as demonstrated in disciplinary actions (ISS, OSS, Bullying/Threat Assessment Reports) by ensuring strong implementation of restorative practices and trauma informed care.

Briargate Elementary
2021-2022 Goals & Performance Objectives

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

> **Performance Objective 1:** By June 2022, Briargate Elementary will increase student performance in literacy and numeracy by focusing on the development of student ownership of learning practices as demonstrated in multiple evidence sources.

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

> **Performance Objective 1:** By June 2022, Briargate will increase implementation of student ownership of learning practices by focusing on PLC practices and protocols as demonstrated by multiple sources of evidence.

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

> **Performance Objective 1:** By June 2022, Briargate Elementary will increase stakeholder feedback processes by focusing on the intentional planning of campus culture activities in PLCs as demonstrated by campus participation and various sources of evidence.

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

> **Performance Objective 1:** By June 2022, Briargate will improve student attendance as evidenced in the average daily attendance rates through ensuring attendance procedures, strategies, and plans are included in PLCs.

Bush High School
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, GBHS will improve student readiness as demonstrated through College, Career and Military Readiness indicators by increasing access to advance course, ensuring strong Tier One classroom instruction, and increasing participation in readiness assessment.

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

Performance Objective 1: By May 2022, GBHS will empower students to take ownership of their learning and behavior by providing strong Tier One instruction targeting
student ownership protocols, thereby increasing student readiness as demonstrated through observed student ownership practices and student growth measures.

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

Performance Objective 1: By May 2022, GBHS will improve student attendance by building community partnerships that foster student growth and achievement by demonstrating the attributes of the profile of a graduate.

Jordan Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Jordan will increase the implementation of student ownership of learning practices by focusing on instructional clarity in PLCs as demonstrated by multiple sources of evidence. **HB3 Goal**

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

Performance Objective 1: By June 2022, Barbara Jordan Elementary will improve student readiness in literacy and numeracy as demonstrated through HB3 readiness indicators by ensuring strong Tier I classroom instruction targeting student outcomes. **HB3 Goal**

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

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Performance Objective 1: By June 2022, Barbara Jordan Elementary will strengthen community partnerships with stakeholders by increasing stakeholder involvement as demonstrated by increasing participation and campus events.

Baines Middle School
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, BMS will improve the implementation of student ownership of learning by effectively employing Tier 1 instruction as indicated in each core and elective content's learning progressions targeting teacher clarity.

Performance Objective 2: By May 2022, BMS will increase the implementation of student ownership of learning practices by ensuring strong utilization of PLC practices as demonstrated by multiple sources of evidence.

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

Performance Objective 1: By May 2022, Baines Middle School will improve the percentage of students reporting feeling stress and anxiety as demonstrated by multiple sources of evidence by focusing on the implementation of student ownership of behavior and social-emotional learning[151] practices.

Barrington Place Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, BPE will close gaps in performance among student groups as demonstrated by multiple sources of evidence through focusing on PLC practices and protocols. **HB3 Goal**

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

Performance Objective 1: By June of 2022, BPE will increase the implementation of student ownership of learning practices by focusing on PLC protocols as demonstrated by various forms of evidence.

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

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Performance Objective 1: By June 2022, 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.

Blue Ridge Elementary
2021-2022 Goals & Performance Objectives

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

> **Performance Objective 1:** By June 2022, Blue Ridge Elementary School will improve student growth percentile as recorded by Renaissance 360 math and reading data utilizing targeted quality Tier 1 and 2 instruction, guided instructional supports, and student ownership tools.

Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.
Performance Objective 1: By June 2022, Blue Ridge Elementary School will improve the implementation of student ownership of learning practices by focusing on professional development to build teacher capacity as demonstrated by multiple sources of evidence.

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

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> **Performance Objective 1:** By June 2022, Blue Ridge Elementary School will increase student attendance through utilizing student ownership of behavior supports and parental supports as demonstrated by multiple sources of evidence.

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

> **Performance Objective 1:** By June 2022, Blue Ridge Elementary School will improve the implementation of student ownership of behavior practices, as demonstrated through student and teacher social interaction and engagement, by focusing on an ongoing PBIS training program with targeted supports.

Clements High School
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By May 2022, CHS teachers will increase the use of Learning Intentions and Success Criteria (with clarity) in goal setting for student learning throughout daily lessons, as observed by administrator campus walk-throughs and CST walkthroughs, by using effective PLC practices.

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

    Performance Objective 1: By May 2022, CHS students will improve their content-based literacy performance as measured and/or observed by the effective use of feedback and formative and summative assessments, by using student ownership of learning protocols.

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

    Performance Objective 1: By May 2022, CHS will improve students' perception of their own importance to the school community as measured by student and stakeholder feedback by focusing on social emotional learning and engagement protocols.

Cornerstone Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June of 2022, Cornerstone Elementary School will improve student performance in math as demonstrated by the Ren 360 Math assessment, CST observation tool, and the Formative Assessment Progression of Practice, by implementing the assessment framework to make instructional adjustments to support the tiered instruction model.

Performance Objective 2: By June of 2022, Cornerstone Elementary School will improve their systems of analysis through the use of PLC planning and formative assessments using observation and instructional evidence as guided by their unit plan.

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

Performance Objective 1: By June of 2022, Cornerstone Elementary School will improve student performance in science as demonstrated by the HB3 indicators, observations and other sources of evidence, by implementing student ownership of learning tools and practices.

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

Performance Objective 1: By June of 2022, Cornerstone Elementary School will improve literacy performance by student groups as demonstrated B3 indicators, observations and other sources of evidence, by the defined instructional model and learning experiences align to DOK, and promotes the use of student ownership tools.

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

Performance Objective 1: By June of 2022, Cornerstone Elementary School will improve our Stakeholder Feedback Processes as evidenced through data collection tools and implemented campus surveys to increase feedback and input on campus decisions among all stakeholders.

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

Performance Objective 1: By June of 2022, Cornerstone Elementary School will improve our mental health supports as demonstrated by the Student Ownership of Behavior Progression by implementing trauma sensitive practices to support positive student behaviors campus wide.

Madden Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, CVME will improve student performance in core content areas by focusing PLC practices and protocols with a differentiation focus as demonstrated by HB3, various sources of observation and other growth measures.

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

Performance Objective 1: By June 2022, CVME will increase the implementation of student ownership of behavior practices by focusing on the development of SEL practices and procedures in PLCs as demonstrated by multiple sources of evidence.

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

Performance Objective 1: By June 2022, CVME will increase the implementation of student ownership of learning practices by utilizing PLC protocols as demonstrated in observations and various sources of evidence.

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Commonwealth Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, CWE will improve the implementation of SEL and relationship building activities by focusing on cultivating student ownership of learning and behavior, as demonstrated through multiple sources of evidence indicating intentional PLC actions to ensure that daily, structured opportunities for integration are provided.

Performance Objective 2: By June 2022, CWE will reduce the achievement gap in performance for all student groups (All Students, Ethnicity, Special Education, English Learners, and Economically Disadvantaged) in Reading and Math specifically, as demonstrated through multiple sources of evidence indicating intentional PLC actions to ensure consistent implementation of differentiated instructional strategies during daily lessons.

Performance Objective 3: By June 2022, CWE will increase the campus-wide use of success criteria for goal setting in learning by focusing on student clarity, feedback, and progress monitoring, as demonstrated through multiple sources of evidence indicating student ownership of learning and behavior by incorporating exemplars, protocols and monitoring tools into daily lessons.

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

Performance Objective 1: By June 2022, CWE will improve the campus-wide feedback process, as demonstrated through multiple sources of evidence indicating favorable perceptions of school culture and climate through the lens of PBIS and SEL from staff, students, and parents.

Crockett Middle School
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By May 2022, DCMS will increase student achievement and student growth in Math, Literacy, Science, and Social Studies by strengthening the use of PLC protocols to move toward "Empowered" on the FBISD PLC Progression of Practice as evaluated through multiple sources of data. **Targeted or ESF High Priority HB3 Goal**

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

    Performance Objective 1: By the end of the 2021-2022 school year, DCMS will increase student awareness in college and military readiness by expanding the use of the FBISD guidance and counseling curriculum and Naviance to confer with students about the implications for future career paths and making college and career connections as demonstrated on multiple sources of evidence. **Targeted or ESF High Priority HB3 Goal**

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

    Performance Objective 1: By May 2022, DCMS will increase student engagement with ongoing differentiated opportunities, demonstrated through teacher lesson plans and student assessment products, by focusing on Tier 1 instructional planning during PLC's. **Targeted or ESF High Priority HB3 Goal**

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

    Performance Objective 1: By June 2022, DCMS will improve stakeholder feedback processes by focusing on social-emotional learning practices to create a more inclusive learning environment as measured by multiple sources of evidentiary data. **Targeted or ESF High Priority**

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

    Performance Objective 1: By June 2022, DCMS will increase the implementation of Student Ownership of Behavior Practices by focusing on implementation of SEL practices during PLC's to further foster inclusive relationships between teachers, staff, and students as demonstrated in multiple sources of evidence.

Dulles Elementary
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By June 2022, Dulles Elementary will improve student performance in Math, as demonstrated through campus, district and state indicators by ensuring academic growth for all students through strong Tier One classroom instruction targeting student ownership protocols which will provide students intentional and highly structured opportunities to achieve academically.

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

    Performance Objective 1: By June 2022, Dulles Elementary will improve student ownership of learning and increase academic performance in the areas of Reading, Writing, Math and Science, as demonstrated by campus, district and state readiness indicators, through the implementation of goal-setting & revision practices. **HB3 Goal**

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

    Performance Objective 1: By June of 2022, Dulles Elementary will improve social emotion learning of students as demonstrated by multiple evidence sources, by ensuring increased student ownership of behavior opportunities through effective implementation of Profile of a Graduate expectations and learner dispositions that will increase behavioral and academic performance of all students.

Dulles High School
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By May 2022, Dulles High School will improve development of instructional practices to cultivate student ownership of learning by enhancing Professional Learning Communities implementation of clarity in lessons to embed learning intentions and success criteria as demonstrated in multiple sources.

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

    Performance Objective 2: By May 2022, Dulles High School will close gaps in performance for all student groups as demonstrated in student growth measures and stakeholder feedback through focusing on formative assessment practices to ensure all students have specific and relevant feedback.

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

    Performance Objective 1: By May 2022, Dulles High School will improve student's safety and security by focusing on student ownership of behavior practices demonstrated in multiple sources.

Donald Leonetti Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, DLE will improve student proficiency in literacy and numeracy as demonstrated through formative and summative assessments by ensuring strong tier 1 instruction through clarity of student ownership protocols.**HB3 Goal**

Performance Objective 2: By June 2022, DLE will increase implementation of student ownership of learning practices with an emphasis on clarity by focusing on PLC protocols and practices as demonstrated through multiple sources of evidence.

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

Performance Objective 1: By June 2022, DLE will increase implementation of student ownership of behavior practices by focusing on SEL practices during PLCs as demonstrated in campus culture and various other evidence sources.

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Jones Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022 Jones Elementary will increase student readiness in literacy and math by focusing on PLC practices and protocols as evidenced by multiple evidence sources.

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

Performance Objective 1: E. A. Jones will increase implementation of ownership of learning practices by June 2022 by focusing on formative assessment practices and protocols to support student achievement as demonstrated in multiple sources of evidence.

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

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Performance Objective 1: By June 2022 E. A. Jones will increase attendance for African American and Hispanic students by focusing on engaging activities during in-school and after-school programs as demonstrated by multiple evidence sources.

Performance Objective 2: By June 2022, EA Jones will increase the implementation of student ownership of learning practices by focusing on PLC practices and protocols that build clarity as demonstrated by multiple sources of evidence.

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

Performance Objective 1: By June 2022, EA Jones will improve the social, emotional well-being of students and teachers by focusing on the implementation of student ownership of behavior and SEL practices as demonstrated by multiple sources of evidence.

Elkins High School
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, EHS will increase the percent of students with CCMR indicators as demonstrated through CCMR indicators and other sources of evidence by developing and monitoring implementation of PLC protocols and practices.

Performance Objective 2: By June 2022, EHS will increase student academic progress, as demonstrated through the FBISD Universal Screener and other data sources, by focusing on the implementation of student ownership of learning practices in the classroom.

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

Performance Objective 1: By June 2022, EHS will increase student Cognitive Engagement with Academic Goals, Future Plans, and Aspirations as demonstrated through the student engagement survey and other data sources, by implementing and monitoring PLC protocols and practices. 163

First Colony Middle School
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, First Colony Middle School will increase student performance in math and reading of all students as demonstrated in multiple performance measures through the use of tiered instruction.

Performance Objective 2: By May 2022, First Colony Middle School will increase implementation of student ownership of learning practices as demonstrated through multiple PLC and classroom sources of evidence by focusing on PLC structures and protocols.

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

Performance Objective 1: By May 2022, First Colony Middle School will improve the social emotional learning practices as measured through multiple sources of evidence in social emotional support.

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Ferndell Henry Center For Learning
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Ferndell Henry Center for Learning and JJAEP will work at all levels to improve the delivery of the District's curriculum in each subject to support closing student achievement gaps among all student groups as demonstrated by the reduction in the campus overall failure rate and provide programs that will ensure proper communication, critical thinking, and self-directed learning to align with the FBISD's profile of a Graduate and further the development of the Student Ownership of Behavior Framework.

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

Performance Objective 1: By June 2022, Ferndell Henry CL will improve student writing proficiency and literacy as demonstrated on multiple data sources such as pre-writing and post-writing assessments administered to students while in the program, using diagnostic, formative, summative, and programmatic assessments to support individual student progress monitoring. **Targeted or ESF High Priority**

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

Performance Objective 1: By June 2022, Ferndell Henry Center for Learning and JJAEP will increase engagement with district and community stakeholders in meaningful ways as demonstrated by the amount of volunteer hours completed by various community sources to support a system of school-to-school partnerships and ensure all students SEL needs are met and in alignment with the FBISD profile of a Graduate to further the development of the Student Ownership of Behavior Framework.

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

Performance Objective 1: By June 2022, Ferndell Henry Center for Learning and JJAEP will improve the cultivation of a compassionate school climate that supports the Social-Emotional needs of students and staff, as demonstrated through the guidance referral log in skyward

Fort Settlement Middle School
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June of 2022, FSMS will increase the implementation of practices that promote student ownership of learning and behavior by providing teachers with clear expectations, models, and exemplars through professional development and weekly PLCs leading to increased teacher and student clarity as demonstrated by classroom walkthrough data.

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

Performance Objective 1: By June of 2022, FSMS will increase the implementation of social emotional learning practices by focusing on the integration of SEL experiences during PLCs as demonstrated in various sources of evidence. We will provide opportunities to participate in self-selected, non-graded, project-based learning using TPSP and District GT guidelines and Advisory lessons/time for exploration to cultivate student ownership of learning and social emotional growth as evidenced by the number of students completing projects and data gathered from campus surveys about motivation for learning.

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

Performance Objective 1: By June of 2022, FSMS will use PLCs to support planning for incorporating social emotional learning strategies into daily lessons so that more students feel connected to the campus community and know who to ask for help when needed. These will be evidenced by data collected from the district student engagement survey regarding emotional engagement.

Glover Elementary
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By June 2022 Glover will close the achievement gap in all student groups by focusing on productive PLC systems and structures as demonstrated by multiple sources of evidence.

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

    Performance Objective 1: By June 2022 EGE will improve student readiness in Literacy and Numeracy by implementing the formative assessment framework to support student growth and mastery of TEKS/Concepts as demonstrated in multiple sources of evidence.

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

    Performance Objective 1: By June 2022 Glover will increase the implementation of student ownership of learning practices by focusing on instructional clarity in PLCs as demonstrated by multiple sources of evidence.

Garcia Middle School
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By June 2022, GMS will improve Instructional practices to cultivate student ownership of learning for all student groups in core subjects as demonstrated through multiple sources of evidence by increasing Teacher and Student clarity in Tier 1 classroom instruction.

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

    Performance Objective 1: By June 2022, GMS will improve behavioral engagement as demonstrated through multiple sources of evidence by focusing on student ownership of behavior practices to increase student connection to campus experiences.

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

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    Performance Objective 1: By June 2022, GMS will improve student perceptions of health and safety as demonstrated through multiple sources of evidence by increasing access to Social-emotional learning experiences.

Hodges Bend Middle School
2021-2022 Goals & Performance Objectives

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

> **Performance Objective 1:** By May 2022, HBMS will improve the implementation of student ownership of learning and behavior practices in all content areas, as demonstrated through multiple sources of evidence, by ensuring implementation of various PLC protocols and structures.

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

> **Performance Objective 1:** By May 2022, HBMS will improve student ownership of learn by providing solid Tier One instruction targeting purposeful talk and constructive feedback as demonstrated through multiple sources of evidence by ensuring student ownership practices and student growth.

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

> **Performance Objective 1:** By May 2022, HBMS will improve student discipline by building student ownership of behavior by demonstrating attributes of the profile of a graduate.

Hunters Glen Early Literacy Center
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, Hunters Glen Early Literacy Center will improve students' readiness in literacy and numeracy, according to the HB3 early childhood readiness indicators, by focusing on the implementation of student ownership of learning as outlined by the Professional Learning Community (PLC) Progressions. **HB3 Goal**

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

Performance Objective 1: By May 2022, Hunters Glen Early Literacy Center will improve student ownership of learning and behaviors, as demonstrated through the progressions of student ownership of learning and behaviors, by ensuring strong school-wide and classroom social emotional learning practices. **Targeted or ESF High PriorityHB3 Goal**

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Hunters Glen Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, HGE will refine the development of instructional practices, as demonstrated through the use of formative assessments and other sources as evidence, ensuring systematic use of the FBISD curriculum, professional learning communities targeting student ownership protocols. **Targeted or ESF High Priority**

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

Performance Objective 1: In order to close academic achievement gaps, HGE will target and strengthen our Tier 2 and Tier 3 intervention program system as demonstrated through multiple evidence sources by June 2022. **Targeted or ESF High Priority**

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

Performance Objective 1: By June 2022, HGE will improve student learning and progress during both academic planning sessions and direct instruction implementation, by way of actively participating and collaborating in long-range planning sessions and professional learning communities meetings which will yield a deeper understanding of content standards by teachers through the development of the learning intention and success criteria. **Targeted or ESF High Priority**

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

Performance Objective 1: In order to improve our campus culture regarding relationship building with student ownership of behavior all campus stakeholders, HGE will provide collaborative opportunities through structured campus activities, events, and celebrations that will enhance the culture and climate which will directly impact student achievement and staff morale by June 2022.

Highlands Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By the end of June 2022, Highlands will improve student early literacy skills and numeracy by ensuring strong Tier 1 classroom instruction targeting student ownership protocols as demonstrated in multiple evidence sources. **HB3 Goal**

Performance Objective 2: By June 2022, Highlands will increase the implementation of student ownership of learning practices by focusing on developing clarity using PLC protocols as demonstrated in multiple sources of evidence.

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

Performance Objective 1: By June 2022, Highlands Elementary will improve student engagement by providing choice through diverse planning and differentiated learning experiences during Tier One instruction, intervention, small group, and enrichment as demonstrated by multiply sources of evidence.

Goal 4: Fort Bend ISD will develop students' social, emotional, academic, literacy, language, and life skills in a safe and inclusive environment.

Performance Objective 1: By June 2022, Highlands Elementary will increase social emotional practices through guidance, mental health wellness, and SEL lessons to promote coping strategies to ensure success in the areas of academics, social relationships, and personal growth as demonstrated by multiple sources of evidence.

Holley Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, MHE will improve student readiness in literacy and numeracy as demonstrated throughHB3 early childhood readiness indicators, by ensuring strong Tier 1 classroom instructions targeting student ownership of learning protocols. **HB3 Goal**

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

Performance Objective 1: By June 2022, MHE will increase student ownership of behaviors as demonstrated through goal setting systems and structures to develop, review, adjust and reach behavior goals by focusing on the implementation of PBIS practices and protocols.

Performance Objective 2: By June 2022, MHE will improve student attendance rates, as demonstrated through PEIMS reporting, by ensuring community partnerships are established and the campus attendance plan is implemented and monitored with fidelity.

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

Performance Objective 1: By June 2022, MHE will improve students' mental health and wellness, as demonstrated by the LIM survey and student engagement survey by monitoring to make sure that all staff members are implementing support initiatives and strategies that will create a safe and secure collaborative environment.

Heritage Rose Elementary
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By June 2022, HRE will improve student readiness in literacy as demonstrated by HB 3 indicators and other evidence sources, by ensuring all teachers follow the instructional model while strengthening Tier 1 instruction by targeting student ownership of learning protocols.

    Performance Objective 2: By June 2022, HRE will close performance gaps in literacy and numeracy as demonstrated through student growth by ensuring strong tiered intervention systems.

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

    Performance Objective 1: By June 2022, HRE will improve student behavior as demonstrated by multiple sources of evidence focusing on student ownership of behavior practices.

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

    Performance Objective 1: By June 2022, HRE will improve the implementation of student ownership of learning practices by ensuring a strong instructional planning focus in all professional learning communities as evidenced by growth on the PLC progression.

Bowie Middle School
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, JBMS will improve student growth by ensuring strong Tier I & II instruction as demonstrated in various growth measures and PLC practices.

Performance Objective 2: By June 2022, JBMS will close gaps in Reading and Math performance for all student groups by ensuring strong Tier III instruction as demonstrated through multiple evidence sources.

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

Performance Objective 1: By June 2022, JBMS will increase social emotional supports for all students by strengthening PBIS and SEL access to support the whole child as demonstrated by multiple forms of evidence.

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James C. Neill Elementary School
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By May 2022, Neill will close the gaps in math and reading for all students by strategically planning T1 instruction based on formative assessment practices as demonstrated through multiple evidence sources.

    Performance Objective 2: By June 2022, JNE will increase the implementation of student ownership of learning practices by focusing on PLC practices and protocols to build clarity around instruction as demonstrated through multiple evidence sources.

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

    Performance Objective 1: By May 2022, JNE will improve student ownership of behavior and learning by utilizing PBIS protocols to build strong learner dispositions as demonstrated through multiple evidence sources.

Seguin Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Juan Seguin Elementary will increase the implementation of student ownership of learning practices as demonstrated through multiple sources of evidence by ensuring strong and systematic Tier 1 instruction.

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

Performance Objective 1: By June 2022, Juan Seguin Elementary will close gaps in performance for all students groups as demonstrated in the HB3 indicators and other source of evidence by ensuring strong and effective small group instruction targeting student ownership protocols. **HB3 Goal**

Goal 3: Fort Bend ISD will provide an inclusive, collaborative, and fluid learning environment with opportunities for both risk-taking and success at every school. ¹⁷⁷

Performance Objective 1: By June 2022, Juan Seguin Elementary will improve student readiness in literacy, as demonstrated through REN 360 Reading assessment and STAAR Reading Test, by ensuring strong and consistent classroom interventions targeting student ownership protocols.

Kempner High School
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By June 2022, Kempner High School will increase awareness and access to mental health resources, as demonstrated in Mental Health Supports, by ensuring implementation of student ownership of behavior routines and practices.

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

    Performance Objective 1: By June 2022, Kempner High School will reduce performance and growth gaps between student groups, as demonstrated in Closing gaps in performance for all student groups, by ensuring implementation of student ownership of learning routines and practices.

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

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    Performance Objective 1: By June 2022, Kempner High School will increase the number of students that are equipped with the Profile of a Graduate, as demonstrated in Social Emotional Learning, by ensuring implementation of student ownership of behavior routines and practices.

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

    Performance Objective 1: By June 2022, Kempner High School will establish structures and systems for the use of evidence to inform decisions, as demonstrated in Systems for Analysis of Evidence, by ensuring implementation of student ownership of behavior routines and practices.

Lexington Creek Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Lexington Creek Elementary will improve student readiness in literacy and numeracy, as demonstrated through HB3 early childhood readiness indicators, by ensuring strong Tier 1 classroom instruction targeting student ownership of learning protocols. **HB3 Goal**

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

Performance Objective 1: By June 2022, Lexington Creek Elementary will improve student ownership and engagement within the campus community and culture by providing opportunities to develop and demonstrate Profile of a Graduate attributes and Student Ownership of Behaviors.

Goal 5: Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.   179

Performance Objective 1: By June 2022, LCE will improve student attendance as evidenced in the average daily attendance rates through ensuring attendance procedures and plans are implemented through Student Ownership of Behavior.

Goodman Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Goodman Elementary will close gaps in performance for all student groups as demonstrated in HB3 indicators by improving the PLC process in order to guide Tier 1 instruction. **Targeted or ESF High PriorityHB3 Goal**

Performance Objective 2: By June 2022, Goodman Elementary, as demonstrated by HB3, will improve student readiness in literacy and numeracy by empowering students to use student ownership of learning protocols that are aligned with priority standards, learning intentions, and success criteria during Tier 1 instruction. **Targeted or ESF High PriorityHB3 Goal**

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

Performance Objective 1: By June of 2022, Goodman Elementary will improve student ownership of behavior practices as demonstrated by empowering students to set and meet personal goals, implementing campus wide positive behavioral systems, and increasing awareness of trauma 180 informed instructional practices for staff.

Lantern Lane Elementary
2021-2022 Goals & Performance Objectives Goals

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

Performance Objective 1: By June 2022, Lantern Lane Elementary will improve student readiness in literacy and numeracy, as demonstrated through early childhood readiness indicators, by ensuring strong Tier 1 classroom instruction targeting student ownership protocols. **Targeted or ESF High Priority HB3 Goal**

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

Performance Objective 1: By June 2022, Lantern Lane Elementary will increase implementation of student ownership of learning practices as outlined in the Professional Learning Communities progression, by ensuring a strong instructional planning focus. **Targeted or ESF High Priority**

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

Performance Objective 1: By June 2022, LLE will improve student engagement and participation within the campus community and culture as demonstrated by multiple sources of evidence by focusing on student ownership of behavior and social emotional learning practices.

Lake Olympia Middle School
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, LOMS will increase student growth in Reading, Writing, and Math formative assessments as demonstrated by multiple sources of evidence that ensuring the use of student analysis protocols during the PLC process to monitor and adjust instruction.

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

Performance Objective 1: By May 2022, LOMS will increase student ownership of learning through lessons aligned to the scope and sequence as demonstrated through multiple evidence sources that ensure consistent implementation of PLC Protocols.

Performance Objective 2: By May 2022, LOMS will improve student ownership of behavior as demonstrated through implementing curriculum that targets SEL and restorative practices that develop students' life skills that prepare them for high school and post-secondary school.

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Mission Bend Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, MBE will improve student readiness in literacy and numeracy as demonstrated through HB3 early childhood readiness indicators by ensuring strong TIER I classroom instruction through PLC protocols. **HB3 Goal**

Performance Objective 2: By June 2022, MBE will increase the implementation of student ownership of learning practices using PLC protocols as demonstrated in multiple sources of evidence. **Targeted or ESF High Priority**

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

Performance Objective 1: By June 2022, MBE will improve students' attendance rates as evident in the average daily attendance rates by ensuring positive initiatives and fidelity of school-wide attendance intervention protocol through student ownership of behavior. **Targeted or ESF High Priority**

Missouri City Middle School
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, MCMS will increase percentages of students demonstrating adequate growth in all content areas as demonstrated by REN 360 BOY to MOY to EOY and expected growth on STAAR by providing targeted and purposeful tiered instruction focusing on clarity of learning intention and success criteria with student ownership of learning. **Targeted or ESF High Priority**

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

Performance Objective 1: By June 2022, MCMS will increase the practice of academic and behavioral goal-setting by using instructional tools and social emotional strategies that support student ownership of learning.

Performance Objective 2: By June 2022, MCMS will shift focus from grades to success criteria in goal setting for learning evidenced by increased student engagement as demonstrated through Student Engagement Survey.

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

Performance Objective 1: By June 2022, MCMS will improve instructional practices to cultivate student ownership of learning and behavior through PLC implementation using CST observational evidence of instructional practice implementation (rigor, scope and sequence, alignment). **Targeted or ESF High Priority**

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

Performance Objective 1: By June 2022, MCMS will increase community partnerships and family engagement demonstrated by increasing the number of campus partnerships and family participation events specially aligned with District Priorities/Areas of Focus.

Meadows Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022 Meadows Elementary teachers will improve their ability to increase the implementation of student ownership of learning practices that foster student ownership of learning as demonstrated through multiple sources of evidence the by ensuring strong implementation of PLC protocols. **Targeted or ESF High PriorityHB3 Goal**

Performance Objective 2: By June 2022 Meadows Elementary teachers will decrease the performance gaps for all student groups through effective implementation of tiered instruction in the area of reading as measured by multiple data sources collected during campus Responsive Instruction meetings and PLC meetings. **Targeted or ESF High PriorityHB3 Goal**

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

Performance Objective 1: By June 2022 Meadows Elementary will reduce the disproportionality in discipline referrals for SPED students as measured by monthly discipline report reviews by ensuring the implementation of Social and Emotional Learning strategies and Individual Education Plans at the campus and classroom level. **Targeted or ESF High PriorityHB3 Goal**

Mission Glen Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, MGE will increase the implementation of student ownership of learning practices by leveraging job-embedded professional learning (JEPL) in PLCs as demonstrated through multiple evidence sources. **Targeted or ESF High Priority HB3 Goal**

Performance Objective 2: By June 2022, MGE will decrease achievement gaps for all student groups as demonstrated in multiple evidence sources by focusing on professional development in facilitating powerful tiered instructional strategies. **Targeted or ESF High Priority HB3 Goal**

Goal 3: Fort Bend ISD will develop students' social, emotional, academic, literacy, language, and life skills in a safe and secure Collaborative Community at every school.

Performance Objective 1: By June 2022, Mission Glen Elementary will increase the implementation of student ownership of behavior practices by fostering procedures and practices that build the attributes of the Profile of a Graduate as demonstrated through multiple sources of evidence. **Targeted or ESF High Priority HB3 Goal**

Goal 4: Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

Performance Objective 1: By June 2022, MGE will continue to increase positive climate and culture by engaging all stakeholders through the Parent Educator training, participation in survey opportunities, and attending evening events throughout the school year.

Marshall High School
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Thurgood Marshall will reduce the student achievement gap shown between the campus' special populations in comparison to other campus groups, as shown through growth measures and observed instructional practices, by utilizing PLC protocols, with a focus on teacher clarity, to ensure effective Tier I instruction. **Targeted or ESF High PriorityHB3 Goal**

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

Performance Objective 1: By June 2022, Thurgood Marshall will increase student attendance, as shown in district student attendance data, by ensuring strong use of Drop Our Prevention systems to wrap around the whole student to support their social emotional needs. **Targeted or ESF High Priority**
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Goal 5: Fort Bend ISD will develop an organizational culture that embraces care, respect, safety, and inclusion.

Performance Objective 1: By June 2022, 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 to continue to build on school culture. **Targeted or ESF High Priority**

Malala Yousafzai Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: Performance Objective 1: By June 2022, MYE will increase student growth in reading and math as demonstrated by multiple growth measures through the use of student analysis protocols during the PLC process to monitor and adjust Tier 1 and Tier 2 instruction.

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

Performance Objective 1: Performance Objective 2: By June 2022, MYE will increase the implementation of student ownership of learning through PLC discussions and ensuring the implementation of student goal-setting protocols and practices during Tier 1 instruction.

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

Performance Objective 1: Performance Objective 3: By June 2022, MYE will increase the implementation of SEL practices demonstrated through campus walks/observations, CST data, and student and parent surveys by focusing on professional development for building capacity in SEL.

Oyster Creek Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, OCE will improve student readiness in literacy and numeracy, as demonstrated through HB3 early childhood readiness indicators, by ensuring strong Tier 1 classroom instruction targeting student ownership protocols. **HB3 Goal**

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

Performance Objective 1: By June 2022, OCE will improve student attendance rates, as demonstrated through PEIMS reporting, by ensuring community partnerships are established and the campus attendance plan is implemented and monitored with fidelity.

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

Performance Objective 1: By June 2022, OCE will improve students' mental health and wellness, as demonstrated by the Student Ownership of Behavior indicators focusing on PBIS, Restorative Practices, and the FBISD Profile of a Graduate.

Oakland Elementary
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: BY June 2022, Oakland elementary will increase the implementation of student ownership of learning practices by ensuring PLCs use protocols and practices to design effective Tier 1 instruction as demonstrated by multiple sources of evidence. **Targeted or ESF High Priority**

    Performance Objective 2: By June 2022, Oakland Elementary will improve students' phonological awareness and close literacy gaps, as demonstrated through the HB3 early childhood readiness indicators by ensuring a strong literacy foundation in K-2 classrooms.

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

    Performance Objective 1: By June 2022, Oakland Elementary will increase all students' social emotional engagement through improved implementation of SEL and relationship building activities that cultivate student ownership of learning and behavior via multiple sources of evidence.

Palmer Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June of 2022, Palmer Elementary will improve the performance of all subpopulations in Reading/Literacy as demonstrated through the Student Growth Performance measure of Ren360 assessment results by implementing strong Tier 1 instruction targeting differentiation and Student Ownership of Learning.

Performance Objective 2: By June of 2022, Palmer Elementary will improve the performance of all subpopulations in Math/Science by implementing strong Tier 1 instruction targeting implementation of the district's instructional model, scope and sequence, and rigor.

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

Performance Objective 1: By June 2022, Palmer Elementary will improve student and staff motivation on being at school by implementing SEL[191] protocols that target mental wellness as demonstrated by multiple sources of evidence.

Pecan Grove Elementary
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By June 2022, PGE will improve student readiness in literacy, numeracy, and science as demonstrated through formative and summative growth, by ensuring strong Tier One instruction targeting student ownership protocols. **HB3 Goal**

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

    Performance Objective 1: By 2022, PGE will increase the use of self and peer assessment practices as demonstrated by the observational data, by ensuring strong implementation of professional learning practices.

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

    Performance Objective 1: By June 2022, PGE will improve campus culture among students and staff as demonstrated by stakeholder feedback by ensuring positive behavior interventions and supports, professional development on social-emotional learning and student ownership of behavior practices.

Progressive High School
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Progressive High School will increase the percentage of students earning CCMR indicators by providing additional support and opportunities for all students through PLC as demonstrated in multiple sources of data.

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

Performance Objective 1: By June 2022, Progressive High School will improve student attendance by ensuring the implementation of student ownership of learning and blended learning practices through PLC as demonstrated in multiple sources of data.

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

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Performance Objective 1: By June 2022, Progressive High School, will increase the student performance in all content areas by building teacher capacity to develop differentiated instructional strategies through PLC as demonstrated by multiple sources of data.

Ridgegate Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, RGE will increase the implementation of Student Ownership of Learning practices by focusing on PLC protocols as demonstrated by multiple sources of evidence.

Performance Objective 2: By June 2022, RGE will close the achievement gaps with all student groups by focusing on formative assessment practices and protocols as demonstrated by student growth measures and other sources of evidence.

Performance Objective 3: By June 2022, RGE will increase social emotional learning practices through development of the student ownership of behavior and PBIS practices as evidenced by observational, social interactions, and various sources of evidence. 194

Early Literacy Center (RME)
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, Ridgemont Early Literacy Center will improve student readiness in literacy and numeracy, as demonstrated through the early childhood readiness indicators, by ensuring strong Tier One classroom instruction targeting the co-teach model.

Goal 2: Fort Bend ISD will ensure students own and are responsible for their learning, behavior, and progress through the FBISD curriculum.
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Performance Objective 1: By May 2022, Ridgemont Early Literacy Center will increase implementation of student ownership of learning practices with an emphasis on teacher clarity, as demonstrated by ensuring strong instructional planning focus in all professional learning communities.

Performance Objective 2: By May 2022, Ridgemont Early Literacy Center will improve student ownership of behavior practices, as demonstrated in multiple evidence sources, by ensuring PLC practices and protocols to plan SEL for Tier 1.

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

Performance Objective 1: By May 2022, Ridgemont Early Literacy Center will increase practices for improving student attendance, as demonstrated in multiple evidence sources, by implementing student ownership of behavior to monitor and promote a higher rate of student attendance.

Ridgemont Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Ridgemont Elementary will improve student performance in literacy and mathematics as demonstrated by multiple sources of evidence by ensuring strong Tier1 instruction targeting teacher clarity and student ownership protocols.

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

Performance Objective 1: By June 2022, RME will increase implementation of student ownership of learning practices as demonstrated through multiple evidence sources by ensuring we provide targeted professional learning with a focus on PLC protocols and practices

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

Performance Objective 1: By June 2022, Ridgemont Elementary will increase student attendance rates as demonstrated by the May cumulative attendance report by ensuring daily communication with parents and student incentives.

Parks Elementary
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By June 2022, RPE will improve student performance in literacy and numeracy, as demonstrated in multiple sources of evidence by focusing on PLC protocols and practices. **HB3 Goal**

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

    Performance Objective 1: By June 2022, RPE will close the performance gaps of student in literacy and numeracy, as demonstrated by student growth measures by focusing on tiered instruction and support interventions systems.

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

    Performance Objective 1: By June 2022, RPE will increase student emotional engagement as demonstrated by stakeholder feedback and other sources of evidence by focusing on Student Ownership of Behavior practices.

Ridge Point High School
2021-2022 Goals & Performance Objectives

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

> **Performance Objective 1:** By the conclusion of the 2021-2022 school year RPHS will improve student readiness as demonstrated through College, Career, and Military Readiness indicators by increasing access to advance courses, ensuring strong Tier One classroom instruction, and increasing participation in readiness assessments.

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

> **Performance Objective 1:** By June 2022, RPHS will increase student growth in student performance by focusing on developing student ownership practices as demonstrated in multiple forms of evidence through leveraging PLC practices.

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

> **Performance Objective 1:** By June 2022, Ridge Point will increase student perceptions of social emotional wellbeing and safety measured by student feedback and connections to teachers by focusing on the implementation of student ownership of behavior practices and access to resources.

Sienna Crossing Elementary
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By June 2022, SCE will improve student readiness in literacy and numeracy as demonstrated through HB3 readiness indicators by ensuring strong Tier I classroom instruction targeting student outcomes. **HB3 Goal**

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

    Performance Objective 1: By June 2022 SCE will increase the implementation of student ownership of learning practices in PLC planning as evident in CST walks and classroom observations.

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

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    Performance Objective 1: By June 2022, SCE will increase social and emotional learning for students and staff by implementing SEL activities as demonstrated by a student and staff engagement surveys to create a culture of belonging and safe learning environment.

Schiff Elementary
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By June 2022, JSE will improve student proficiency in literacy and numeracy as demonstrated through formative and summative assessments by ensuring strong tier 1 instruction through clarity of student ownership protocols. **HB3 Goal**

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

    Performance Objective 1: By June 2022, JSE will increase student ownership of learning practices to cultivate goal setting and clarity. **HB3 Goal**

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

    Performance Objective 1: By June 2022, JSE will improve social-emotional learning among students and staff as demonstrated by ensuring use of positive behavior interventions and supports, professional engagement in support of practices, and student ownership of behavior practices.

Sugar Mill Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, Sugar Mill ES will close achievement gaps in literacy and numeracy for students PreK- fifth grade, as demonstrated through ongoing formative assessments, by strengthening PLC practices and utilizing targeted student ownership protocols. **HB3 Goal**

Performance Objective 2: By May 2022, Sugar Mill ES will improve student readiness in literacy and numeracy, as demonstrated through the HB3 early childhood readiness indicators, by ensuring strong Tier One classroom instruction targeting student ownership protocols.

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

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Performance Objective 1: By May 2022, Sugar Mill ES will improve campus/community culture and climate through targeted feedback and participation opportunities resulting in increased community engagement and communication as demonstrated in multiple evidence sources.

Scanlan Oaks
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Scanlan Oaks Elementary will improve student readiness in literacy and numeracy, as demonstrated through multiple measure of student performance, by ensuring strong tier one classroom instruction targeting student ownership protocols. **HB3 Goal**

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

Performance Objective 1: By June 2022, Scanlan Oaks Elementary will improve students' mental health and wellness and increase student engagement, as demonstrated by the Student Ownership of Behavior indicators focusing on PBIS, Restorative Practices, and the FBISD Profile of a Graduate.

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

Performance Objective 1: By June 2020, Scanlan Oaks Elementary will increase implementation of student ownership of learning practices in writing, by focusing on professional development to build teacher capacity in writing instructional practices, as demonstrated on multiple forms of evidence.

Sullivan Elementary
2021-2022 Goals & Performance Objectives

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

   Performance Objective 1: By June 2022 ASE will improve student growth in literacy and mathematics performances as demonstrated through multiple sources of formative and summative check points by ensuring strong tier 1 instruction targeting student ownership protocols.

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

   Performance Objective 1: By June 2022 ASE will increase academic and behavioral student ownership learning opportunities in all content areas as evident in CST walks and classroom observations by ensuring intentional planning during PLC's.

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

   Performance Objective 1: By June 2022 ASE will increase the implementation of student ownership of behavior practices as evidenced by a decrease in discipline referrals with all sub populations by ensuring targeted SOL protocols and effective PLC planning are being implemented.

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

   Performance Objective 1: By June 2022, ASE will increase Social Emotional Learning and Emotional Engagement within the campus community and culture by providing opportunities for students to demonstrate ownership of behavior as evidence in mid and End of the Year reflections.

Settlers Way Elementary
2021-2022 Goals & Performance Objectives

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

    Performance Objective 1: By June 2022, Settlers Way Elementary will close gaps in mathematics performance for all student groups by ensuring strong tier 1 classroom instruction targeting student ownership protocols as demonstrated by multiple sources of evidence.

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

    Performance Objective 1: By June 2022, Settlers Way Elementary will increase student engagement and participation in campus programming by providing opportunities and access as demonstrated through the development of profile of a graduate attributes

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

    Performance Objective 1: By June 2022, Settlers Way Elementary will increase the implementation of student ownership of learning practices by focusing on the use of formative assessment strategies in PLCs as demonstrated by multiple sources of evidence.

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

    Performance Objective 1: By June 2022, SWE will improve the social emotional well being of student and staff by focusing on student ownership of behavior practices to build positive relationship as demonstrated through multiple evidence sources.

Travis High School
2021-2022 Goals & Performance Objectives

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

 Performance Objective 1: By June 2022, we will increase the implementation of systems for analyzing evidence by focusing on PLC practices that allow for the planning of differentiation within Tier 1 instruction as demonstrated in multiple sources of evidence.

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

 Performance Objective 1: By June 2022, we will increase in students implementing student ownership of learning practices to drive goal setting by focusing on a system to support student ownership practices such as goal setting as demonstrated in multiple sources of data.

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

 Performance Objective 1: By June 2022, we will increase implementation of a system to increase our social emotional learning activities and college & career awareness activities by focusing on student-created lessons during our advisory/Tiger Time.

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

 Performance Objective 1: By June 2022, we will increase implementation 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.

Townewest Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: Townewest Elementary School will refine and improve TIER 1 instruction with the purpose of increasing rigor to directly impact student achievement as a result of targeted professional development, teacher observation and feedback, implementation accountability, and by establishing instructional planning and support systems that are aligned to the district curriculum.

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

Performance Objective 1: Townewest Elementary School will improve student ownership of learning and attendance throughout the 2021-2022 academic year by implementing and monitoring intervention systems that provide opportunities to students to have access meaningful instruction and appropriate resources that are researched based and aligned to the district goals and meet the academic, emotional and social needs of the student.

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

Performance Objective 1: Townewest Elementary School will develop clear expectations for lesson planning, instructional delivery, learning experience, intervention supports to improve teacher instructional delivery and student clarity of the learning in order to increase student achievement for the 2021 - 2022 academic school year .

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

Performance Objective 1: Townewest Elementary School will improve the social, emotional, and life skills of employees and students by providing an environment, resources, and opportunities to learn to effectively practice self-care and develop strategies to manage or avoid stressful experiences throughout the 2021 academic school year.

Burton Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, Burton Elementary will improve student readiness and progress in literacy and numeracy, as demonstrated in HB3 indicators and other sources of evidence, by ensuring strong Tier 1 instruction that targets student ownership of learning strategies. **Targeted or ESF High Priority HB3 Goal**

Performance Objective 2: By June 2022, Burton Elementary will improve teacher clarity through the development of instructional practices to cultivate student ownership of learning, as outlined in the Student Ownership of Learning and the PLC Progression of Practice, by ensuring a strong instructional planning focus in all professional learning communities. **Targeted or ESF High Priority**

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

Performance Objective 1: By June 2022, Burton Elementary will improve the disproportionality in discipline for AA and Sped students and threat assessments, as demonstrated by a decrease in discipline referrals, by ensuring effective implementation of PBIS strategies and student ownership of behavior practices.

Willowridge High School
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By May 2022, Willowridge High School will increase student performance and readiness in Reading and Math through student growth measures with REN 360, Unit Assessments and observation walk-throughs, by focusing on Tier 1 instruction with an emphasis on student ownership of learning.

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

Performance Objective 1: By May 2022 students will increase implementation of student ownership of behavior as demonstrated by the decreases in the disproportionality of suspension rates (OSS & ISS), and other evidence sources through focusing on PLC practices and protocols using restorative practices.

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

Performance Objective 1: By June 2022, Willowridge High School will improve student readiness as demonstrated through College, Career Readiness indicators by increasing access to advanced courses, ensuring strong Tier One classroom instruction, and participation in readiness assessments, which will be measured through the increase in students taking and passing TSI, ACT, SAT, ASVAB and college acceptance. (Align to Profile of a Graduate)

Walker Station Elementary
2021-2022 Goals & Performance Objectives

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

Performance Objective 1: By June 2022, WSE will improve student readiness in literacy, as evidenced through the HB3 early childhood readiness indicators, by ensuring implementation of Tier 1 balanced literacy instruction through intentional planning in Professional Learning Communities. **HB3 Goal**

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

Performance Objective 1: By June 2022, WSE will increase implementation of student ownership of learning and behavior practices through increasing learning opportunities with an emphasis on reflection and student-driven goal setting through intentional planning in Professional Learning Communities.

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

Performance Objective 1: By June 2022, WSE will decrease the achievement gap in math and literacy for all student groups as demonstrated by multiple evidence sources by utilizing PLCs to focus on the Formative Assessment Framework practices.

Fort Bend Independent School District

2021-2022

Campus Improvement Plans

CBAS System Responses

Contents

In 2017-2018, Fort Bend ISD joined with sixty other districts, as a member of the Texas Public Accountability Consortium to create a meaningful accountability system, one that allows schools to provide a thorough accounting of their efforts to outside stakeholders, take responsibility for the findings, and act appropriately to benefit students. The Community-Based Accountability System (CBAS) is a direct response to the fact that test-based accountability systems fail to inform communities in a credible way regarding the work of the school.

FBISD is in year <mark>four</mark> of the development of a Community Based Accountability pilot for campus improvement planning. FBISD campuses utilizing the CBAS CIP system signal their progress for defined Pillars and corresponding key questions as part of the comprehensive needs assessment. For CBAS campuses, the key questions represent performance objectives in their Campus Improvement Plan.

The CBAS system has 7 Pillars that represent the work of schools to produce positive student outcomes. Key Questions correspond to each Pillar and represent performance objectives for Campus Improvements Plans for CBAS pilot schools. A CBAS Design Team composed of teachers, principals, district leaders, and a Board member (Grayle James) in the 2018-19 school year, developed the Fort Bend ISD Key Questions.

Pillar 1 - Student Learning and Progress
Ensure academic success and progress for all students.
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)?

Pillar 2 - Student Readiness
Ensure students are well prepared for their next level of education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.
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)?

Pillar 3 - Engaged, Well-Rounded Students
Engage students in a way that contributes to their overall development and future well-being.
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)?

Pillar 4 - Community Engagement and Partnerships
Ensure that local citizens are a meaningful, integral part of a school community and can and will support their local public schools.
4.1 To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?
4.2 To what degree are schools partnering with one another to support student learning experiences?
4.3 To what degree do students engage in community partnerships to support their own learning goals while demonstrating COMPASSION and SERVANT LEADERSHIP (Profile of a Graduate)?

Pillar 5 - Professional Learning and Quality Staff
Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being.
5.1 To what degree does staff cultivate a love for learning among students?
5.2 To what degree are we fostering and developing a culture of learning and implementation among all staff?
5.3 To what degree do we build leaders (capacity) within the organization?
5.4 To what degree do we equip and empower our staff to meet the needs of the whole child?
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?

Pillar 6 - Systems and Operations
Ensure the district is using its resources to further its mission to educate the students it is responsible for serving.
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?
6.2 To what degree does the organization leverage various sources of evidence in a strategic, responsible way to optimize resources that can be utilized in advancing the District's goals to improve student outcomes?
6.3 To what degree does the organization promote a responsive, accessible and multi- channeled communication plan with internal and external stakeholders while delivering courteous, quality customer service to improve student outcomes?

Pillar 7 - Safety and Well-Being
Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.
7.1 To what degree do students and staff feel safe and secure at school?
7.2 To what degree does the school cultivate a positive culture and supportive climate?
7.3 To what degree do our schools support the physical and social-emotional needs of students?
7.4 To what degree do we develop compassionate citizens?

CBAS Campus CIP charts are shown below and evidence Key Questions where campus improvement planning will focus on a major change and/or growth towards intended outcomes. Year 2 campuses prioritize a minimum of four key questions while Year 1 campuses are encouraged to prioritize a minimum of two key questions.

Armstrong ES

CBAS Pillar/Category:	*Student Learning & Progress*
District/Campus Area of Focus:	*Student Learning & Progress; Engaged, Well-Rounded Students*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*1.4 To what degree do educators provide learning experiences appropriate to student needs?*
System Response:	*By May 2022, Dr. Lynn Armstrong Elementary School will empower students to take ownership of their learning by providing strong Tier One instruction targeting student ownership protocols, thereby increasing student readiness in literacy and mathematics, as demonstrated through multiple measures of evidence.*

CBAS Pillar/Category:	*Engaged Well-Rounded Learner*
District/Campus Area of Focus:	*Demographics; Student Learning & Progress; Engaged, Well-Rounded Students, and Professional Learning & Quality Staff*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?*
System Response:	*By May 2022, Dr. Lynn Armstrong Elementary School will empower students to engage and take ownership of their behavior, development and future well-being by providing instruction on social-emotional learning.*

Colony Bend ES

CBAS Pillar/Category:	*Engaged Well-Rounded Learner*
District/Campus Area of Focus:	*Shifting focus from grades to success criteria in goal setting for learning--degree students invest in their learning (Cognitive Engagement)*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question:	*To what degree do learning experiences engage students in meaningful and relevant work?*
System Response:	*By July 2022, Colony Bend Elementary will improve student performance using the Professional Learning Communities Progression of Practice, to build capacity in teachers to plan and deliver lessons that are aligned with Learning Intentions and co -constructed Success Criteria, resulting in authentic student work (products, performances and processes) in math and reading, increasing percentages of students demonstrating a year of growth.*
CBAS Pillar/Category:	*Student Learning & Progress*
District/Campus Area of Focus:	*Development of instructional practices to cultivate student ownership of learning and behavior*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*To what degree do the educators provide learning experiences appropriate to student needs?*
System Response:	*By May 2022 CBE will increase the rate of students demonstrating growth in Reading and Math, by improving teacher capacity using Professional Learning Communities Progression of Practice to develop student driven instructional plans addressing the needs of individual needs of Tier1,2, 3 students.*

Colony Meadows ES

CBAS Pillar/Category:	*Student Learning & Progress*
District/Campus Area of Focus:	*Development of instructional practices to cultivate student ownership of learning and behavior, Literacy Performance,*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*1.1*
System Response:	*By May 2022, CME will empower our students to take ownership of their learning and behavior by establishing clear campus expectations for the use of student ownership tools that support cycles of feedback, goal setting, revision, and student choice, in order to positively impact student performance and proficiency on the grade level SOL progression.*

CBAS Pillar/Category:	*Engaged Well-Rounded Learner*
District/Campus Area of Focus:	*Student engagement in programming and differentiated learning opportunities*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question:	*3.2*
System Response:	*By May 2022, CME will empower students to take responsibility for and exhibit ownership of their overall development and future well-being by providing enrichment opportunities for all students to explore talents, interests and gifts therefore increasing student engagement in the learning environment.*

CBAS Pillar/Category:	*Professional Learning & Quality Staff*
District/Campus Area of Focus:	*Quality Staff - Retention and Development*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question:	*5.2*
System Response:	*By May 2022, CME staff will be empowered to foster and develop a culture of learning with students and each other through ongoing, timely job embedded professional development, modeling and feedback evidenced through improved instructional practices in the classroom and other learning opportunities.*

CBAS Pillar/Category:	*Safety & Well-Being*
District/Campus Area of Focus:	*Social Emotional Learning and Emotional Engagement*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question:	7.3
System Response:	*By May 2022, CME staff will be empowered to support the physical and social-emotional needs of our students by establishing an SEL program where students feel they are being educated in an optimal environment that is safe, secure, and conducive to learning.*

Drabek ES

CBAS Pillar/Category:	*Student Learning & Progress*
District/Campus Area of Focus:	*Development of instructional practices to cultivate student ownership of learning and behavior*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*1.2 To what degree do schools ensure students experience success in learning?*
System Response:	*By June 2022, Rita Drabek Elementary will cultivate student ownership of learning by providing students with strong Tier One instruction aligned with the District's instructional model and curriculum in order to positively impact student performance.*
CBAS Pillar/Category:	*Safety & Well-Being*
District/Campus Area of Focus:	*Social Emotional Learning*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*7.2 To what degree does the school cultivate a positive culture and supportive climate?*
System Response:	*By June 2022, Rita Drabek Elementary will empower students to take ownership of their behavior by providing systems to promote a culture of belonging and safety, thereby increasing student engagement in learning.*

Lakeview ES

CBAS Pillar/Category:	*Student Learning & Progress*
District/Campus Area of Focus:	*Literacy/Math Performance*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question:	*To what degree do teachers plan instructional practices that cultivate student ownership of learning and behavior?*
System Response:	*By June 2022, Lakeview Elementary will improve PLC implementation to increase use of strong tier 1 instructional practices that cultivate student ownership of learning and behavior thereby increasing student growth and performance in reading and math.*
CBAS Pillar/Category:	*Engaged Well-Rounded Learner*
District/Campus Area of Focus:	*Shifting focus from grades to success criteria in goal setting for learning*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?*
System Response:	*By June 2022, Lakeview Elementary will empower students to take ownership of their learning and behavior by using goal setting and self, peer, and teacher feedback to improve academic performance and student engagement.*

Mission West

CBAS Pillar/Category:	*Student Learning & Progress*
District/Campus Area of Focus:	*Development of instructional practices to cultivate student ownership of learning and behavior*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*To what degree do students take responsibility for and ownership of their learning and behavior?*
System Response:	*By June 2022, Mission West Elementary will develop student ownership of learning by ensuring Tier One instruction and targeting teacher clarity to improve student performance on multiple measures of evidence*
CBAS Pillar/Category:	*Professional Learning & Quality Staff*
District/Campus Area of Focus:	*Quality Staff - Retention & Development*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*To what degree are we fostering and developing a culture of learning and implementation among all staff?*
System Response:	*By June 2022, Mission West Elementary will improve teacher clarity and build teacher capacity, by ensuring a strong instructional planning focus in all professional learning communities as outlined in the PLC Progression of Practice in order to positively impact student performance*
CBAS Pillar/Category:	*Community Engagement & Partnerships*
District/Campus Area of Focus:	*Community Partnerships*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question:	*To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?*
System Response:	*By June 2022, Mission West Elementary will incorporate community engagement partnerships and events and provide opportunities for stakeholder feedback in order to create a positive culture and environment that promotes respect and inclusion for all students and stakeholders*
CBAS Pillar/Category:	*Safety & Well-Being*
District/Campus Area of Focus:	*Social Emotional Learning*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question:	*To what degree do our schools support the physical and socio-emotional needs of students?*
System Response:	*By June 2022, Mission West Elementary will develop student ownership of behavior by improving campus culture through best practices supporting behavior in order to positively impact student engagement and readiness*

Patterson ES

CBAS Pillar/Category:	Student Learning & Progress
District/Campus Area of Focus:	FBISD- Student Ownership of Learning
Initial Relationship to Area of Focus:	Major Change
Key Question:	To what degree do students take responsibility for and ownership of their learning and behavior?
System Response:	By June, 2022, James Patterson Elementary will empower students to take ownership of their learning by providing effective Tier I instruction which focuses on student ownership protocols and tools, thereby improving student performance outcomes in numeracy and literacy.
CBAS Pillar/Category:	Professional Learning & Quality Staff
District/Campus Area of Focus:	FBISD/ (Retention) and Development of Staff
Initial Relationship to Area of Focus:	Major Change
Key Question:	To what degree does JPE attract, recruit, develop and retain high-quality staff that is highly engaged, productive, and dedicated to improve student outcomes.
System Response:	By June, 2022, James Patterson Elementary will build teacher capacity through Professional Development focused on providing strong Tier I and Tier II instruction and interventions targeting Guided Reading and Guided Math Protocols, thereby increasing student readiness in literacy and numeracy.

Quail Valley ES

CBAS Pillar/Category:	*Engaged Well Rounded Students*
District/Campus Area of Focus:	*Shifting focus from grades to success criteria in goal setting for learning--degree students invest in their learning (Cognitive Engagement)*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?*
System Response:	*By May 2022 QVE will empower students to take ownership of their learning and behavior by providing strong Tier I instruction targeting student ownership through goal setting, thereby increasing student engagement and readiness in literacy and math.*
CBAS Pillar/Category:	*Student Learning & Progress*
District/Campus Area of Focus:	*Closing gaps in performance for all student groups*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*1.2 To what degree do schools ensure students experience success in learning?*
System Response:	*By May 2022 QVE will empower students to take ownership of their learning and behavior by providing strong Tier I instruction targeting student ownership utilizing feedback, thereby increasing student readiness in literacy and math as demonstrated on multiple measures.*

Dulles MS

CBAS Pillar/Category:	*Engaged Well-Rounded Learner*
District/Campus Area of Focus:	*Student achievement and climate and culture*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question: 3.1	*3.1 To what degree do learning experiences engage students in meaningful and relevant work?*
System Response:	*By June 2022 Dulles MS will be an organization in which all PLCs will establish cycle PLC Planning protocol of utilizing student artifacts to make instructional adjustments that are meaningful and relevant Tier One instruction in order to impact student learning performance and increase student engagement.*
CBAS Pillar/Category:	*Student Readiness*
District/Campus Area of Focus:	*Campus focus will be on providing students will the skills to meet the instructional level of the TEKS.*
Initial Relationship to Area of Focus:	*Maintain (Efforts Successful)*
Key Question: 2.3	*2.3 To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?* 222
System Response:	*By June 2022 Dulles MS will be an organization capable of using the formative assessment system to identifying students' instructional gaps and developing a plan for intervention in order for students to demonstrate the requisite skills to be successful in the next stage of learning.*
CBAS Pillar/Category:	*Student Readiness*
District/Campus Area of Focus:	*Student achievement and climate and culture*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question: 2.2	*2.2 To what degree are we equipping students with Skills for Life (Profile of a Graduate.)*
System Response:	*By June 2022 Dulles MS will be a organization where every student is empowered to take ownership of the school culture (We are Vikings - We Live Above the Line) and demonstrate the traits of the Profile of a Graduate with Learner Disposition by increasing student engagement in learning and extracurricular opportunities.*
CBAS Pillar/Category:	*Student Learning & Progress*
District/Campus Area of Focus:	*Student achievement and ownership of learning*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question: 1.1	*1.1 To what degree do students take responsibility for and ownership of their learning and behavior?*
System Response:	*By June 2022 Dulles MS will be an organization with the capacity to develop Student Ownership by utilizing clarity tools such as co-constructed Success Criteria, rubrics and checklists in planning and implementation of Tier One instruction in order to increase student's readiness and improve student performance on multiple measures of evidence.*

McAuliffe MS

CBAS Pillar/Category:	Student Learning & Progress
District/Campus Area of Focus:	Development of instructional practices to cultivate student ownership of learning and behavior by focusing on clarity.
Initial Relationship to Area of Focus:	Major Change
Key Question: 1.1	To what degree do educators provide learning experiences appropriate to student needs?
System Response:	By June 2022, Christa McAuliffe Middle School will implement and support the use of Professional Learning Communities in the areas of planning instruction collaboratively, student work analysis, adult learning (professional development), and assessment design with a focus on clarity, in order to positively impact student ownership of learning and performance on multiple measures of evidence
CBAS Pillar/Category:	Professional Learning & Quality Staff
District/Campus Area of Focus:	FBISD Core Belief: We believe student success is best achieved through effective teachers that inspire learning and we are committed to recruiting, developing, and retaining effective teachers
Initial Relationship to Area of Focus:	Major Change
Key Question: 5.3	To what degree does the organization attract, recruit, develop, and retain high-quality staff that is highly engaged, productive, and dedicated in order to improve student outcomes?
System Response:	By June 1, 2022, CMMS will continue to build capacity in staff members to enhance teaching and learning through effective implementation of Professional Learning Communities (or Professional Development, modeling and coaching) in order to increase student learning, achievement and teacher retention.

Quail Valley MS

CBAS Pillar/Category:	*Engaged Well-Rounded Learner*
District/Campus Area of Focus:	*Student participation in extracurricular activities and school/learning (Behavioral Engagement)* *Shifting focus from grades to success criteria in goal setting for learning - degree students in vest in their learning (Cognitive Engagement) Student engagement in programming and differentiated learning opportunities*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question:	*3.2 To what degree do students take responsibility for and exhibit ownership of their overall development and future well-being?*
System Response:	*By May 2022, Quail Valley Middle School will enable students to exhibit ownership of their future well-being by increasing opportunities for students to engage in various clubs and organizations to develop talents, gifts and interests; thereby increasing student engagement.*
CBAS Pillar/Category:	*Student Learning & Progress*
District/Campus Area of Focus:	*Development of Instructional Practices to cultivate student ownership of learning*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question:	*1.1 To what degree do students take responsibility for and ownership of their learning and behavior?*
System Response:	*By May 2022, Quail Valley Middle School will empower students to take ownership of their learning by providing strong tier 1 instruction targeting student ownership protocols, thereby increasing student learning outcomes.*
CBAS Pillar/Category:	*Professional Learning & Quality Staff*
District/Campus Area of Focus:	*Quality staff-retention and development*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question:	*5.4 To what degree do we equip and empower our staff to meet the needs of the whole child?*
System Response:	*By May 2022, QVMS will equip and empower our staff to meet the needs of the whole child by providing professional learning, modeling and feedback during monthly Faculty Meetings and Professional Learning Communities centered around Social-Emotional Learning, thereby increasing student engagement, staff engagement, decreasing student referrals and consequences for discipline.*
CBAS Pillar/Category:	*Safety & Well-Being*
District/Campus Area of Focus:	*Disproportionality in discipline and threat assessments* *Social Emotional Learning and Emotional Engagement*
Initial Relationship to Area of Focus:	*Minor Change*

Key Question:	*7.2 To what degree does the school cultivate a positive culture and supportive climate?*
System Response:	*By May 2022, Quail Valley Middle School will cultivate an increasingly positive culture and supportive climate by increasing opportunities for students to engage in classroom discussions using discussion protocols that would provide for positive, supportive peer to peer and teacher to peer feedback.*

Sartartia MS

CBAS Pillar/Category:	*Student Learning & Progress*
District/Campus Area of Focus:	*Development of instructional practices to cultivate student ownership of learning and behavior*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*To what degree do educators provide learning experiences appropriate to students needs?*
System Response:	*By April 2022, SMS will improve Tier 1 instruction and student ownership of learning through improved Professional Learning Communities practices that impact multiple forms of evidence in student performance.*
CBAS Pillar/Category:	*Engaged Well-Rounded Learner*
District/Campus Area of Focus:	*Student participation in extracurricular activities and school/learning (Behavioral Engagement)*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*To what degree do learning experiences engage students in meaningful and relevant work?*
System Response:	*By March 2022, all SMS students will improve 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.*

Sugar Land MS

CBAS Pillar/Category:	*Student Learning & Progress*
District/Campus Area of Focus:	*Development of instructional practices to cultivate student ownership of learning and behavior.*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	1.4 To what degree do educators provide learning experiences appropriate to student needs?
System Response:	By June 2023, Sugar Land MS will refine Professional Learning Communities practices using Impact Team protocols that support a continuous cycle of improvement for the purpose of increasing the effectiveness of Tier 1 instruction and to close student achievement gaps as demonstrated through student growth and achievement evidence.
CBAS Pillar/Category:	*Engaged Well-Rounded Learner*
District/Campus Area of Focus:	Shifting focus from grades to success criteria in goal setting for learning--degree students invest in their learning (Cognitive Engagement)
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	3.1 To what degree do learning experiences engage students in meaningful and relevant work?
System Response:	*By June 2022, Sugar Land MS will improve students' ownership of their learning as demonstrated through growth in formative and summative evidence using the Student Ownership of Learning tools and protocols.*

Thornton MS

CBAS Pillar/Category:	*Student Learning & Progress*
District/Campus Area of Focus:	*Closing gaps in performance for all student groups; Literacy Performance*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*1.1 To what degree do students take responsibility for and ownership of their learning and behavior?*
System Response:	*By June 2022, RTMS will empower students to take ownership of their learning and behavior by providing strong Tier One instruction targeting student ownership protocols, thereby closing the gaps in performance for all student groups as demonstrated through multiple forms of evidence on student engagement and performance.*
CBAS Pillar/Category:	*Engaged Well-Rounded Learner*
District/Campus Area of Focus:	*Shifting focus from grades to success criteria in goal setting for learning--degree students invest in their learning (Cognitive Engagement)*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question:	*3.1 To what degree do learning experiences engage students in meaningful and relevant work?*
System Response:	*By June 2022, RTMS will shift focus from grades to success criteria in goal setting for learning by providing a strong Professional Learning Community structure targeting incorporating proven engagement and instructional strategies in order to positively impact student engagement and learning.*
CBAS Pillar/Category:	*Professional Learning & Quality Staff*
District/Campus Area of Focus:	*Recruiting and Placement of Staff (teachers, leaders)*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question:	*5.3 To what degree do we build leaders (capacity) within the organization?*
System Response:	*By June 2022, RTMS will increase visibility in recruiting and capacity-building efforts providing opportunities for growth and leadership within the campus through Professional Development in order to retain quality staff to improve student outcomes.*
CBAS Pillar/Category:	*Safety & Well-Being*
District/Campus Area of Focus:	*Social Emotional Learning and Emotional Engagement*
Initial Relationship to Area of Focus:	*Minor Change*
Key Question:	*7.3 To what degree do our schools support the physical and social-emotional needs of students?*
System Response:	*By June 2022, RTMS will improve schoolwide social emotional supports for students through Social-Emotional Learning and increased opportunities for student engagement.*

Austin HS

CBAS Pillar/Category:	*Engaged Well-Rounded Learner*
District/Campus Area of Focus:	*Fort Bend ISD/Engaged Well-Rounded Students)*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*To what degree do learning experiences engage students in meaningful and relevant work?*
System Response:	*By June 2022 Stephen F. Austin High School will be an organization capable of engaging students in learning experiences that are meaningful and relevant and will increase student ownership of learning through Tier 1 instruction focused on development of student goals, peer-to-peer/teacher-to-peer feedback, thereby impacting multiple measures of student growth.*
CBAS Pillar/Category:	*Safety & Well-Being*
District/Campus Area of Focus:	*Fort Bend ISD/Safety & Well-Being*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*To what degree do students and staff feel safe and secure at school?*
System Response:	*By June 2022, Stephen F. Austin will improve the culture of the school through social-emotional learning and support in order to address the needs of students and staff related to safety and well-being.*

Hightower HS

CBAS Pillar/Category:	*Safety & Well-Being*
District/Campus Area of Focus:	*Social Emotional Lessons in the classroom and positive relationships with peer and adults.*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*To what degree does the school cultivate a positive culture and supportive climate?*
System Response:	*By May, 2022 Hightower High School will positively impact school culture by focusing on improved student-to-student and student-to-adult interactions through Tier 1 instruction and extracurricular activities resulting in improved student engagement.*
CBAS Pillar/Category:	*Community Engagement & Partnerships*
District/Campus Area of Focus:	*Parental involvement in VIPs, boosters, and from business and community partners designed to assist the campus with various supports.*
Initial Relationship to Area of Focus:	*Maintain (Efforts Successful)*
Key Question:	*To what degree is there a reciprocal relationship between the community and our schools to enrich the learning experience?*
System Response:	*By May, 2022, Hightower High School will improve the engagement of community partners utilizing district guidance to support effective community partners in order to improve student engagement.*
CBAS Pillar/Category:	*Student Readiness*
District/Campus Area of Focus:	*Improving the percentage of meets grade level on STAAR EOC*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*To what degree do students demonstrate the requisite skills necessary to approach learning in the next course, grade, or level?*
System Response:	*By June, 2022 Hightower High School will improve student readiness through student ownership of learning and implementation of student learning goals and targets in core content classrooms, focused on articulated TEKS for each course.*
CBAS Pillar/Category:	*Student Learning & Progress*
District/Campus Area of Focus:	*Student Ownership of Learning tools crafted by PLCs and implemented by all content teachers that speaks to clarity and utilizes effective feedback.*
Initial Relationship to Area of Focus:	*Major Change*
Key Question:	*To what degree do educators provide learning experience appropriate to student needs?*
System Response:	*By May 2022, Hightower High School will improve student ownership of their learning through alignment and use of Professional Learning Communities tools to identify learning goals, targets and success criteria for students each nine weeks focused on developing process skills, critical thinking, and collaborative engagement in Tier 1 instruction, thereby impacting student performance on multiple measures of evidence.*

Reese Technical Center

CBAS Pillar/Category:	Student Learning & Progress
District/Campus Area of Focus:	Goal Setting and Revision
Initial Relationship to Area of Focus:	Major Change
Key Question:	To what degree do students take responsibility for and ownership of their learning and behavior?
System Response:	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.
CBAS Pillar/Category:	Student Readiness
District/Campus Area of Focus:	Goal Setting and Revision
Initial Relationship to Area of Focus:	Major Change
Key Question:	To what degree are we preparing students for post-secondary success, including college, career or military?
System Response:	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.

FBISD **District Improvement Plan** 2021-2022

Comprehensive Needs Assessment

Process:
- District identified Problem Statements based on patterns/trends in evidence
- Completed a Root Cause analysis
- Identified District Areas of Focus
- District Improvement Plans (DIP) for 2021-2022 school year addresses identified areas
- Campuses signal initial relationship to District Areas of Focus and align Campus Improvement Plans (CIP).

Category	District Priorities and Areas of Focus
Demographics	• Systems for Analysis of Evidence
	• Attendance
Student Learning & Progress	• Development of instructional practices to cultivate student ownership of learning and behavior
	• Closing gaps in performance for all student groups
	• Literacy performance
	• Mathematics performance
	• Social Studies performance
	• Science performance
Student Readiness	• Students meeting College, Career and Military Readiness Indicators (CCMR)
	• PK Enrollment & Kindergarten Readiness
Engaged, Well-Rounded Students	• Student participation in extracurricular activities and school/learning (Behavioral Engagement)
	• Shifting focus from grades to success criteria in goal setting for learning-- degree students invest in their learning (Cognitive Engagement)
	• Student engagement in programming and differentiated learning opportunities
Community Engagement	• Community partnerships
Professional Learning	• Quality staff – retention and development

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& Quality Staff	• Recruiting and Placement of Staff (teachers, leaders)
Safety and Wellbeing	• Disproportionality in discipline and threat assessments
	• Mental Health Supports
	• Social Emotional Learning and Emotional Engagement
	• Student Health and Safety
Culture	• Employee Wellness
	• Stakeholder Feedback Processes

District Improvement Plan Overview

Below are the Goals, Performance Objectives and Metrics for the 2021-22 District Improvement Plan. Each goal is color coded for easy reference.

Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

The column to the left entitled "District/Campus" denotes the scope of the metric – will this be data collected by campus (C) or overall performance as a district (D).

All House Bill 3 **[HB3]** metrics are shaded in **green**.
All Results Driven Accountability **[RDA]** metrics are shaded in **orange**.

*At the end of this document, page 15, is an acronym list for reference.

The Performance Objectives for Goal 4 were revised based upon Board feedback. Revisions are highlighted in yellow on the document.

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

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

District/ Campus	METRIC
C & D	Overall, in 2021-22, 30% of campuses will meet all established percentages on the Campus Support Team (CST) walk-through data for rigor, instructional model, and scope & sequence for English Language Arts (ELA) instruction. (Campus and District)
D	By June 2024, 86% of kindergarten students will score "at/above benchmark" on the reading universal screener (REN Early Literacy) with incremental gains each year (82% by 2022, 84% by 2023). **[HB3]**
D	Increase the percent of 3rd Grade students who score "meets" grade level or above on STAAR Reading to 57%. **[HB3]**
D	By June 2024, 73% of 1st and 2nd grade students will score "at/above benchmark" on the reading universal screener with incremental gains each year (68% by 2022, 71% by 2023). **[HB3]**
C	Increase the percentage of students who demonstrate "at or above" instructional reading level on the Benchmark Assessment System (BAS)/ Systema de evaluacion de la lectura (SEL) assessment from the initial data point (MOY) to EOY for **kindergarten**.
C	Increase the percentage of students who demonstrate "at or above" instructional reading level on the Benchmark Assessment System (BAS) Systema de evaluacion de la lectura (SEL) assessment from the initial data point (BOY) to MOY to EOY for **1st and 2nd grades**.
D	80% of all Kindergarten, 1st grade, and 2nd grade students will demonstrate "at or above" instructional reading level on the EOY Benchmark Assessment System (BAS)/ Systema de evaluacion de la lectura (SEL) assessment.
C	Increase the percentage of students demonstrating growth (SGP) in reading as indicated by SGP at EOY on the universal screener (REN360).
C	Increase the percentage of students who demonstrate "At or Above Benchmark" in reading at EOY on the universal screener (REN360) for each grade level (K-10).
C & D	Increase the percentage of students who demonstrate growth on STAAR Reading. - subject to change based on STAAR performance data availability (Domain 2A: Academic Growth). (Campus and District)
C & D	Increase the percentage of students achieving "Meets Grade Level or Above" on STAAR Reading. - subject to change based on STAAR performance data availability (Domain 1: Student Achievement). (Campus and District)

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

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

District/ Campus	METRIC
C & D	Overall, in 2021-22, 30% of campuses will meet all established percentages on the Campus Support Team (CST) walk-through data for rigor, instructional model, and scope & sequence for math instruction. (Campus and District)
D	By June 2024, 64% of 3rd grade students will score "meets" grade level or above on STAAR Math with incremental gains (58% in 2022, 61% in 2023) **[HB3]**
D	By June 2024, 65% of 1-2nd grade students will demonstrate "Projected to Meet State Standards" on Ren EOY; Incremental gains will be demonstrated (55% in 2022, 60% in 2023) **[HB3]**
D	By June 2024, 80% of Kindergarten students will demonstrate "on grade level" in mathematics on TxKea; Incremental gains will be demonstrated (73% in 2022, 76% in 2023) **[HB3]**
C & D	Increase the percentage of kindergarten students who demonstrate at/above grade level achievement on the TX-KEA assessment from initial data point (BOY) to MOY to EOY (Campus and District)
C	Increase the percentage of students demonstrating growth (SGP) in Mathematics as indicated by SGP at EOY on the universal screener (REN360)
C	Increase the percentage of students who demonstrate "At or Above Benchmark" in math at EOY on the universal screener (REN360) for each grade level (K-10).
C & D	Increase the percentage of students who demonstrate growth on STAAR Math from 2021 to 2022. - Subject to change based on STAAR performance data availability. (Domain 2A: Academic Growth) (Campus and District)
C & D	Increase the percentage of students achieving "Meets Grade Level or Above" for mathematics on STAAR. - subject to change based on STAAR performance data availability (Domain 1: Student Achievement) (Campus and District)

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

Performance Objective 3: By June 2022, FBISD will improve student outcomes in social studies and science as defined by the evaluation metrics by ensuring strong Tier One classroom instruction targeting student ownership instructional strategies.
(AREAS OF FOCUS FOR IMPROVEMENT: Science and Social Studies Performance)

District/ Campus	METRICS
C & D	Overall, in 2021-22, 30% of campuses will meet all established percentages (scope & sequence – 85%, rigor - 70%, and instructional model - 75%) on the Campus Support Team (CST) walk-through data for rigor, instructional model, and scope & sequence for science instruction. (Campus and District)
C & D	Overall, in 2021-22, 30% of campuses will meet all established percentages (scope & sequence – 85%, rigor - 70%, and instructional model - 75%) on the Campus Support Team (CST) walk-through data for rigor, instructional model, and scope & sequence for social studies instruction. (Campus and District)
C & D	Increase the percentage of students who achieve "Meets Grade Level or Above" on STAAR Science - subject to change based on STAAR performance data availability (Domain 1: Student Achievement). (Campus and District)
C & D	Increase the percentage of students who "Meets Grade Level or Above" on STAAR Social Studies - subject to change based on STAAR performance data availability (Domain 1: Student Achievement). (Campus and District)
C & D	Increase the percentage of students who meet proficient or advanced in process standards on the Social Studies District Learning Assessments (DLA) from the first to the final DLA in grade levels 6-8 and high school courses (World Geography, World History, and U.S. History). (Campus and District)
C & D	Increase the percentage of students who meet proficient or advanced in process standards on the Science District Learning Assessments (DLA) from the first to the final DLA in grade levels 2-8 and high school courses (Biology, Chemistry, and Physics). (Campus and District)

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

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

District/ Campus	METRICS
C & D	Increase student growth outcomes within 2021-22 school year for Emergent Bilingual (Bilingual), Emergent Bilingual (ESL), Title I, Special Ed student groups who met either Benchmark or SPG in Reading from BOY to EOY. (Campus and District) **[RDA]** • At/Above Benchmark on REN360 Reading from BOY to EOY • Meet Student Growth Percentile (SGP) on REN360 Reading from BOY to EOY Increase student growth outcomes within 2021-22 school year for Emergent Bilingual (Bilingual), Emergent Bilingual (ESL), Title I, Special Ed student groups who met either Benchmark or SPG in Math from BOY to EOY. (Campus and District) **[RDA]** • At/Above Benchmark on REN360 Math from BOY to EOY • Meet Student Growth Percentile (SGP) on REN360 Math from BOY to EOY
C & D	Increase student growth outcomes within 2021-22 school year for African American, Hispanic, White, Asian student groups who met either Benchmark or SPG in Reading from BOY to EOY. (Campus and District) **[RDA]** • At/Above Benchmark on REN360 Reading from BOY to EOY • meet Student Growth Percentile (SGP) on REN360 Reading from BOY to EOY Increase student growth outcomes within 2021-22 school year for African American, Hispanic, White, Asian student groups who met either Benchmark or SPG in Math from BOY to EOY. (Campus and District) **[RDA]** • At/Above Benchmark on REN360 Math from BOY to EOY • meet Student Growth Percentile (SGP) on REN360 Math from BOY to EOY
C & D	Increase the percentage of students at Approaches or Above on STAAR ELA, Math, Science, and Social Studies in Domains I OR II OR III in the following student groups (Campus and District): • African American, Hispanic, White, Asian, American Indian, Pacific Islander, Special Ed (Current), Special Ed (Former), Economically Disadvantaged, Emergent Bilingual (Current and Monitor) **[RDA]** *subject to change based on availability of data for the student groups.

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District/ Campus	METRICS
D	Meet HB 3 goals for 2022 STAAR Reading for the following student groups (African American, Hispanic, White, American Indian, Asian, Pacific islander, Two or More Races, Special Education, Economically Disadvantaged, Special Ed (Former), Emergent Bilingual, Continuously Enrolled, and Non-Continuously Enrolled). **[HB3]**
D	Meet HB 3 goals for 2022 STAAR Math for the following student groups (African American, Hispanic, White, American Indian, Asian, Pacific islander, Two or More Races, Special Education, Economically Disadvantaged, Special Ed (Former), Emergent Bilingual, Continuously Enrolled, and Non-Continuously Enrolled). **[HB3]**
C & D	Increase the percentage of Emergent Bilingual (previously English Learners – EL) students who demonstrate growth in performance of at least one proficiency level on TELPAS-Composite (Campus and District) **[RDA]**
D	Establish benchmark data on Homeless, Military, Foster, Dyslexia, in the areas of **[RDA]**: • are At/Above Benchmark on REN360 Reading from BOY to EOY • are At/Above Benchmark on REN 360 Math from BOY to EOY, • meet Student Growth Percentile (SGP) on REN 360 Reading from BOY to EOY, • meet Student Growth Percentile (SGP) on REN 360 Math from BOY to EOY *subject to change based on availability of data for the student groups.
C & D	In alignment with the required components of the TEA Equity Plan, lessen the gap between economically disadvantaged and Not Economically Disadvantaged student groups (Campus and District) as measured by **[RDA]**: • % of students at or above benchmark in Ren 360 Reading BOY to EOY • % of students at or above benchmark in Ren 360 Math BOY to EOY • % of students at approaches or above on STAAR/EOC Reading/ELA • % of students at approaches of above on STAAR/EOC Math • % of students who are at meets and above on all tests for STAAR Progress Measures In the following student groups: • African American • White • Hispanic • Economically Disadvantaged • Non-Economically Disadvantaged
C & D	Increase or maintain (at 95%) attendance rates of all student groups, as reported in PEIMS (Public Education Information Management System) for the year. (Campus and District) **[RDA]**

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

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

District/ Campus	METRICS
C & D	Increase the participation rates for all students across all student demographic subpopulations on the SAT, Advanced Placement Exams (AP), Advanced Academic Courses (AAC), Dual Credit (DC), and OnRamps Dual Enrollment. (Campus and District)
C & D	Increase percentages of students in Advanced Placement (AP) courses that sign up to take the AP exam/s related to the course/s they are taking. (Campus and District)
C & D	Increase the percentage of students meeting college ready benchmarks in English (Reading/Writing) and Math on the SAT or ACT or TSIA. (Campus and District)
C & D	Increase the number of students that take an advanced course (AAC, AP, or Dual Credit) either after receiving a score on PSAT 8/9, 10/11 PSAT/National Merit Scholarship Qualifying Test (NMSQT) showing AP Potential, or based on their interests for future endeavors. (Campus and District)
C & D	Establish baseline for Middle School and High School CCMR Benchmarks for PSAT 8/9, PSAT 10, PSAT NMSQT/11, SAT, and ACT that students struggle with the most to understand where additional support or focus is needed. (Campus and District)
C & D	Establish processes and systems to allow SEL and T&L to consistently communicate to ensure CCMR measures and TEKS are aligned to allow for collaborative conversation and work towards cross walk documents 7th - 12th grades. (Campus and District)
C & D	Increase student participation in college readiness English/Math courses and use the TSIA assessment to determine which juniors will benefit from taking the course their senior year. (Campus and District)
C & D	Increase by 1% graduates completing and earning one of the following (Campus and District): • credit for at least three dual credit hours in ELA • At least 3 credit hours in dual credit mathematics • at least nine credit hours in any subject Dual Credit Courses • OnRamps Dual Enrollment Course participation • score of 3, 4, or 5 on an AP exam.
C & D	Increase the percent of students who meet college ready standards through one of the College Ready Indicators (TSIA, SAT, AP, DC, OnRamps, Associates Degree, ACT, PSAT, EOC) from 60% to 62%. (Campus and District) **[HB3]**
D	Increase the percentage of students who meet the TEA indicator for obtaining an Industry-Based Certification in an aligned CTE Coherent Sequence of Courses, from 15% to 23%. **[HB3]**

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District/ Campus	METRICS
C	Increase the percentages of CTE completion rates for students in all CTE pathways by 3% annually
C	Increase STAAR/EOC passing rates of CTE students by 1% in Math, Science, and English.
D	Increase the enrollment of eligible students in the Prekindergarten program from 2020-21 to 2021-22.
D	Increase the percentage of PreK students who are "On Track" in numeracy development from BOY to EOY on CIRCLE assessment to 75%. **[HB3]**
D	Increase the percentage of PreK students who are "On Track" in literacy development from BOY to EOY on CIRCLE assessment to 82%. **[HB3]**
C (HS only)	Establish a baseline of College Career Readiness Advisors (CCRA) interactions with students to promote attendance and retention in CCMR programs.
D	Increase the number of community events surrounding career opportunities for post-secondary options

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

Performance Objective 6: Performance Objective 6: By June 2022, FBISD will establish an evidenced based retention strategy to retain high quality staff including evaluation of baseline data and ongoing development of teachers.
(AREAS OF FOCUS FOR IMPROVEMENT: Quality Staff; Recruiting and Placement of Staff)

District/ Campus	METRICS
D	Establish a baseline for teacher turnover rate to inform creation of an evidence-based retention strategy.
D	Decrease the number of **Special Education** classroom/courses that do not have a certified teacher or certified substitute teacher for four or more consecutive weeks for Title 1 and 30 instructional days in non-Title 1 classrooms.
D	Increase the percentage of teachers who serve Emergent Bilingual (EB, formerly ESL) program students in ELA classrooms who are ESL certified/endorsed. Refine tracking and collaboration processes with Multilingual to ensure teachers gain certification in a timely manner and students have access to appropriately certified teachers.
D	Establish a process to track and ensure that teachers teach only in their areas of certification, as campuses change and shift teacher assignments after initial hire. The system will allow HR to know when and if this happens in order to intervene and ensure certification compliance.
D	Decrease the number of Title I classrooms/courses that do not have a certified teacher or certified substitute teacher for four or more consecutive weeks.
C	Establish benchmark for the number of teachers demonstrating proficiency in the evidence of practice required district professional learning.

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

Performance Objective 1: By June 2022, FBISD will increase campus implementation of student safety through the multi-tiered systems of support provided to improve student mental health, safety, and well-being.
(AREAS OF FOCUS FOR IMPROVEMENT: Mental Health Supports; Social Emotional Learning; Student Health & Safety)

District/ Campus	METRICS
C &D	Increase campus implementation of Multi-tiered Systems of Support (MTSS) & Whole Child Health processes that promote student health and wellness. Through reviewing a balance between needs, preventative services, and interventions. (Campus and District) • Tier 1 – The number of counseling services provided that align to the model school counseling program • Tier 2 – The number of requests for Tier 2 and 3 counseling services (via the Whole Child Health Referral form) for social workers, mental health counselors, safe and drug free school specialists, and behavioral health team members & number of services and types provided by each of these like job roles. • Tier 3 – Establish a baseline of the number of Whole Child health referrals for more frequent or intensive services aligned to the need.
D	Establish the system to determine the level of need, based on the following criteria: • Pride Survey comparison 2019 to 2021 to develop targeted areas of strategic • Discipline Referrals • Attendance • Enrollment • Dropout % • Student perceptions
D	Establish the system and baseline data to evaluate support related to the highest need individuals (students or teachers) based on discipline, attendance, and academic data evidencing the effectiveness of intensive support and to address the disproportionately in homicidal risk assessment data.

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

Performance Objective 2: By June 2022, FBISD will increase utilization of the student ownership of behavior framework practices to improve the culture and climate of all campuses.
(AREAS OF FOCUS FOR IMPROVEMENT: Social Emotional Learning)

District/ Campus	METRICS
C & D	Increasing % of Student Ownership of Learning and Behavior practices (POG 1-6) observed during Campus Support Team (CST) walkthroughs. (Campus and District)
C & D	Establish systems and baseline data for supporting implementation of student ownership of behavior practices through Social and Emotional Learning (SEL) coaches. (Campus and District)

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

District/ Campus	METRICS
D	The disproportionality rate for In-school suspension (ISS), out-of-school suspension (OSS) and discretionary placement into the Discipline Alternative Education Program (DAEP) will maintain a rate of less than 2.0 in the following student groups (African American, Hispanic, and Special Education) utilizing the Data Validation Monitoring (DVM) & Results Driven Accountability (RDA) indicator triggers from 2020-21 to 2021-22.
D	The disproportionality rate will decrease utilizing the RDA risk ratio (Special Ed only) for ISS, OSS, Total Disciplinary Removals, and DAEP from 2020-21 to 2021-22
C & D	Gather baseline data and monitor the number of substantive threats across all campuses for all student groups. (Campus and District)

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Performance Objective 1: By June 2022, FBISD will increase the engagement of students in differentiated learning opportunities, extracurricular, co-curricular, leadership and other club/organization activities that help students explore their talents, gifts, interests and leadership while developing the attributes of the Profile of a Graduate.
(AREAS OF FOCUS FOR IMPROVEMENT: Connecting student engagement to student participation in extracurricular activities, college/career planning)

District/ Campus	METRICS
C & D	Increase the percentage of students participating in Programs of Choice that tie to a class and have selection criteria. (Campus and District) Programs to evaluate: • Academies, GT Academy, or all Programs of Choice • Athletics • AVID • CTE • Fine Arts • GT program by student groups – GT data should include all grade levels starting with Kinder by sub pop and by campus Note: ECHS and PTECH have specific state requirements under the OBMs that may not be indicative of the entire student body of a campus or feeder schools.
C	Increase the number of campuses that offer a before and/or after school club. *Some clubs data from 2021 for comparative data; some will provide baseline data.
C	Establish systems to collect baseline data on students participating in extra and co-curricular programs and clubs. • 21-22 will provide baseline data for Extra and Co-Curricular Programs and Clubs, • Metric for this year would be to increase overall for 21-22; looking at increases in student groups would be the goal for the 22-33 school year. • All other outside of school activities (Fine Arts, Athletics, Enrichment Opportunities, clubs, leadership organizations.
C & D	Gather baseline data on student engagement in enrichment and/or leadership opportunities related to proportionality of student groups. (Campus and District)
C & D	Increase the enrollment, retention, and success of students in Early College High School (MHS) and P-TECH (HHS, WHS) programs by specific student groups in line with the required Outcome-Based Measures. (Campus and District)
C & D	Increase the proportionality of student groups, African American, Hispanic, and Eco Dis, that are identified as GT and have opportunities to receive GT services. (Campus and District)
C & D	Meet or improve the prior year percentage of overall identified GT to 5% per campus, as per the state standards for GT identification. (Campus and District)

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

Performance Objective 1: By June 2022, FBISD will ~~increase~~ <mark>track</mark> the number of community engagement opportunities and effectiveness of community partnerships through the development of systems that allow for shared measurement, ongoing monitoring and implementation of Collaborative Communities Strategic Priorities.
(AREAS OF FOCUS FOR IMPROVEMENT: Tracking and Measurement of Community Partnerships)

District/ Campus	METRICS
D	~~Increase number of opportunities for the community to engage in diverse stakeholder feedback groups and/or community collaboratives.~~ <mark>Gather baseline data on diverse stakeholder feedback groups and community collaboratives that exist at District and campus levels</mark>.
D	Increase accountability measures between District and community partners to help assess effectiveness and value of the partnership and streamline distribution of resources across the District
D	Increase number of initiatives/ activities through Collaborative Communities strategic priorities (e.g., mentoring, family engagement, exemplary partnerships, community impact) that provide non-academic support to students

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

District/ Campus	METRICS
D	Increase the number of family engagement opportunities / events to support children's early literacy, early childhood development, and kindergarten readiness. Parent access and participation will increase 5% annually and will be quantified through several methods: • ReadyRosie usage • Parent Newsletter readership • Attendance and survey feedback following parent learning events.
D	Increase number of Public-Private Partnerships (PPP) to offer PreK3 programming in District areas demonstrating programmatic need.

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

Performance Objective 1: By June 2022, FBISD will improve District culture through an intentional focus on staff wellness programs and engagement opportunities and stakeholder feedback processes as evidenced by evaluation metrics including analysis of survey results.
(AREAS OF FOCUS FOR IMPROVEMENT: Clear, concise communication, planning and balancing workloads and expectations for students and staff)

District/ Campus	METRICS
D	Increase participation in employee wellness programs: • Physical Fitness and Stress Management Resources • Preventive Care • Employee Assistance Program (EAP)
D	Increase vaccine mitigation efforts to support employee health and safety.
C & D	Design and develop structures for employee engagement and pulse survey to measure employee levels of commitment, motivation, and sense of purpose. (Campus and District)

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Acronyms Reference

- AAC: Advanced Academic Courses
    - New name for Pre-Advanced Placement courses
- AP: Advanced Placement
- AVID: Advancement Via Individual Determination
    - Program that supports college readiness and accelerates student learning.
- BAS: Benchmark Assessment System
    - Formative diagnostic reading assessment that supports Fountas and Pinnell curriculum resources.
- BAS SEL: Systema de Evaluacion de la Lectura
    - SEL is Spanish Version of the BAS assessment
- BOY: Beginning of the Year
- CBC: Campus Behavior Coordinator
- CCMR: College, Career, Military Readiness
- CCRA: Career College Readiness Advisors
- CIRCLE: CIRCLE Progress Monitoring System
    - PreK diagnostic assessment used to formatively monitor student growth in literacy and numeracy
- CST: Campus Support Team
    - Campus and district team members that engage in instructional walk throughs
- CSTAT: Campus Student Threat Assessment Team
- CTE: Career and Technical Education
- CTSO: Career Technical Student Organization
- DAEP: Disciplinary Alternative Education Program
- DI: Destination Imagination
    - STEM problem-solving competition
- DC: Dual Credit
    - HCC courses taught in High School for college credit
- DLA: District Learning Assessment
- DLI: Dual Language Immersion
- DVM: Data Validation Monitoring
    - Data validation system that analyzes district discipline data
- EAP: Employee Assistance Program
- EB: Emerging Bilinguals

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- o New state term for ESL students
- ECHS: Early College High School
- ELA: English Language Arts
- EOY: End of the Year
- ESL: English as a Second Language
- FTE: Full Time Employee
- GT: Gifted and Talented
- GT PAC: Gifted and Talented Parent Advisory Committee
- HB3: House Bill 3
- ISS: In School Suspension
- MOU: Memorandum of Understanding
- MOY: Middle of the Year
- MTSS: Multi-Tiered System of Support
    - o Process for engaging with campuses and supporting student mental health and wellness.
- NMSQT: National Merit Scholarship Qualifying Test (PSAT at 10th/11th grade)
- OBM: Outcomes Based Measures
- OSS: Out of School Suspension
- PBIS: Positive Behavior Intervention and Supports
- PLC: Professional Learning Community
- PPP: Public – Private Partnerships
- P-Tech: Pathways in Technology Early College High School
- RDA: Results Driven Accountability
    - o A TEA data system that reports annual performance of districts in specific program areas: Bilingual Education, Emergent Bilinguals, CTE, some Title I programs, and SPED
- REN/REN360: Renaissance 360
    - o Diagnostic assessment used to formatively monitor student growth in literacy and numeracy
- RP: Restorative Practices
- SAS: District Student Attendance Specialist
- SCE: State Compensatory Education
- SEL: Social Emotional Learning
- SGP: Student Growth Percentile
- SST: Student Support Team
- STAAR/EOC: State of Texas Assessments of Academic Readiness/End of Course Assessments

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- EOC Assessments are only in high school: English I, English II, Algebra I, Biology, and US History
- TEA: Texas Education Agency
- TEKS: Texas Essential Knowledge and Skills
- TPAC: Teacher Parent Advisory Council
- TELPAS: Texas English Language Proficiency Assessment System
- TSIA: Texas Success Initiative Assessment
- TxKEA: Texas Kindergarten Entry Assessment
- UIL: University Interscholastic League
- VISTAS: Shortened version of Vistas Talent Pool
  - Elementary students at Title I schools identified as having high potential to learn at an accelerated rate – part of the GT program

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For: Fort Bend ISD Board of Trustees
Date: October 25, 2021
Action: Consideration and Approval: Waiver for
        General Education or Special
        Education Remote Homebound
References: Board Policy EEH
Department: Special Education

Recommendation

Consideration and possible approval of waiver to provide General Education or Special Education Remote Homebound instruction and grant the superintendent authority to approve and submit all necessary waiver requests for the 2021-22 school year.

Summary

Students with a chronic medical condition, weakened immune system, or other significant health conditions may warrant remote homebound instruction. The need for homebound services is determined through a Homebound Needs Evaluation endorsed by a licensed physician.

School districts are able to provide special education or general education remote homebound instruction to a student if:

1. The student's Admission, Review, Dismissal (ARD) committee or 504 Committee has determined that the remote homebound instruction meets the needs of the student.
2. The ARD or 504 committee has documented the determination in the student's Individualized Education Plan (IEP) or Individual 504 Plan.
3. All other requirements related to the provision of special education or general education homebound instruction are met except face-to-face instruction from the homebound teacher.

With the approval of a waiver request, the Texas Education Agency (TEA) allows districts to count a student in attendance for the Foundation School Program funding purposes provided all requirements of the homebound program are met.

Background

Pre-pandemic, TEA allowed districts to submit one waiver for remote instruction that served for two school years. At that time, remote instruction was often the utilization of a robot and the waiver was for the purposes of "remote instruction" meaning instruction provided through a technology that allows for real-time, two-way interaction between a student and teacher who are in different physical locations. Examples of such technology might be interactive video conferencing or a robot that allows for virtual interaction between student and teacher. The technology must allow for both two-way audio and two-way video interaction.

Due to the pandemic, TEA now requires and individual waiver for each student identified to receive virtual homebound instruction as defined above through medical documentation and as approved by 504/ARD committees.

The district estimates less than twenty students will needing this waiver during the 2021-22 school year. There are currently four students receiving virtual homebound instruction.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Beth Martinez
Chief Academic Officer

For:	Fort Bend ISD Board of Trustees
Date:	October 25, 2021
Action:	Consideration and Approval
	Resolution Regarding Local
	Remote Learning Program
Department:	Academic Affairs
	Legal Services

Recommendation

Consideration and possible adoption of a Resolution authorizing the Fort Bend ISD to offer a local remote learning program.

Summary

SB 15, passed in the Second Special Session of the 87th Legislature, was signed into law by Governor Abbott on September 9, 2021. This legislation provides a district full ADA funding for students who attend local remote learning programs during the 2021-22 school year, and funding will be retroactive for a remote learning program that began before SB 15 was signed into law.

Under SB 15, a public school district may receive full funding for local remote learning delivered via synchronous instruction, asynchronous instruction, or a combination, for grades K-12. Students enrolled in prekindergarten are not eligible for remote instruction ADA. The law requires Board approval of the learning plan, instruction methods and attendance-taking measures. The administration is recommending the Board adopt a resolution authorizing the instruction and attendance-taking methods. The district has formed a design team to shape the learning program and develop the learning plan necessary to meet the requirements of SB 15,

SB 15 establishes funding for local remote instruction solely based on daily attendance, and requires daily attendance be taken according to the Texas Education Agency (TEA) the Student Attendance Accounting Handbook. The minimum 240 instructional minutes requirement must be met for full day funding. The number of students receiving remote instruction is capped at 10% of all enrolled students within the district.

SB 15, enacted into law on September 9, does not provide funding for all students currently enrolled in the district's remote learning program because the statute imposed criteria for funding after the district began its remote learning program on August 30, 2021. Staff is evaluating the costs of providing the remote learning program and the percentage of students who will qualify for state funding. This data will be available to the design team as it evaluates the program for the spring 2022 semester.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by: 251

Beth Martinez
Chief Academic Officer

Robert Scamardo
General Counsel

RESOLUTION
OF FORT BEND INDEPENDENT SCHOOL DISTRICT

AUTHORIZING LOCAL REMOTE LEARNING PROGRAM

WHEREAS, pursuant to Texas Education Code §29.9091, the Board of Trustees (Board) may authorize a local remote learning program in Fort Bend Independent School District (District) in accordance with the statutory requirements; and

WHEREAS, pursuant to Texas Education Code §29.9091(c), the Board may authorize a local remote learning program that offers a virtual course through remote synchronous instruction, asynchronous instruction, or a combination of synchronous and asynchronous instruction; and

WHEREAS the proposed amendments to Texas Education Agency's *Student Attendance Accounting Handbook* provides that the Board must approve which instructional methods and attendance-taking methods will be used in a local remote learning program; and

WHEREAS an adopted Board Resolution carries the same legal authority as policy adopted by the Board.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Fort Bend Independent School District through adoption of this Resolution authorizes the District to operate a local remote learning program as permitted by law to meet the health and safety needs of students and to employ the following instructional and attendance-taking methods in providing its remote learning program:

1. The remote learning program includes cohorts identified as follows: Pre-Kindergarten, Kindergarten through 5th Grade and Bilingual (two tracks), Students receiving Special Education services and 6th Grade (one track) because use of the cohorts allows the District to maximize staff.

2. Each student's eligibility for the remote learning program will be determined based upon the criteria provided in the Texas Education Code §29.9091 and regulations established by the Texas Education Agency including the minimum academic standards and required assessments.

3. In accordance with Senate Bill 15, a student who is not meeting minimum academic standards may be removed from virtual courses through a process which shall include notice and opportunity for the student's parent/guardian to provide feedback.

4. Each student receives four (4) hours of remote synchronous instruction per day in English/Spanish Language Arts, Mathematics, Science and Social Studies with daily attendance taken at the following times for each cohort of students based on assigned schedule.

Cohort	School Hours	Official Attendance Time
Pre-Kindergarten	8:30 a.m. – 12:30 p.m.	8:40 a.m.
Grades K-5 and Bilingual—**Group A**	7:30 a.m. – 11:30 a.m.	7:40 a.m.
Grades K-5 and Bilingual—**Group B**	7:30 a.m. – 11:30 a.m.	7:40 a.m.
Grades K-5 and Bilingual—**Group C**	11:40 a.m. – 3:40 p.m.	11:50 a.m.

Students with Special Education Services	7:30 a.m. – 3:40 p.m.	7:40 a.m. and 11:50 a.m.
6th Grade	7:30 a.m. – 3:40 p.m.	7:40 a.m. and 11:50 a.m.

3. Students in 6th grade and students who receive special education services may have their four classes spread throughout the day, depending on the level and type of instruction provided.

4. Remote asynchronous instruction, with attendance determined through a daily attendance measure as described in the District's asynchronous instructional plan; or

5. A combination of remote synchronous and asynchronous instruction, with daily attendance for synchronous instruction taken at the designated times for remote synchronous instruction and attendance for asynchronous instruction determined through a daily attendance measure as described in the District's asynchronous instructional plan.

BE IT FURTHER RESOLVED that the authority granted by the Board in adoption of this Resolution is limited to the 2021–22 school year unless the Board takes further action to extend this program.

ADOPTED THIS ___ DAY OF OCTOBER 2021.

FORT BEND INDEPENDENT SCHOOL DISTRICT

By: _ _____
        DAVE ROSENTHAL
        President, Board of Trustees

Attest: _____
        SHIRLEY ROSE GILLIAM
        Secretary, Board of Trustees

For: Fort Bend ISD Board of Trustees
Date: October 25, 2021
Action: Consideration and Approval:
Purchases in Excess of $50,000
References: Board Policy CH (Local)
Board Goal 1
Department: Chief Financial Officer

Recommendation

According to Policy CH (Local), purchases that cost or aggregate to a cost of $50,000 or greater shall require Board approval.

Recommended by:

Dr. Christie Whitbeck
Superintendent of Schools

Submitted by:

Bryan Guinn
Chief Financial Officer

Oscar Perez
Chief Operations Officer

BOT Meeting:	October 25, 2021
Solicitation No.:	RFO 21-022TA
References:	District Goal Scalable Systems
Description:	**Cell Tower Lease Buyout** **Recommendation** The Administration is seeking Board approval to accept an offer for the buyout of one Fort Bend ISD cell tower site lease from Phoenix Towers in the amount of $556,801 and authorization for the Superintendent to negotiate and execute the agreement for a 30-year term, through 2051. **Summary** On March 29,2021, the Board approved RFO 21-022TA to contract with Towerpoint for the buyout of seven (7) Fort Bend ISD cell tower site leases in the amount of $2,650,000. The offer from Towerpoint included a 30-year term through 2051 that covers the buyout of seven Fort Bend ISD cell tower site leases located on property owned by the District, as well as easement access to the premises. The seven towers identified in the offer made by Towerpoint are those located at Progressive High School (1), Frankie Field (3), Clements High School (1), Elkins High School (1), and Baines Middle School (1). Since approval, staff and legal counsel have worked diligently to execute agreements and close on most of the purchases. The table below indicates the status of each tower's transaction. There is one pending sale with Towerpoint for the AT&T tower located at the Frankie Field. There is another pending sale, with a new offeror, explained in more detail below. | Location	Amount	Status
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Frankie Field	146,487.08	Closed 8/31/2021
Frankie Field	219,349.92	Closed 8/31/2021
Progressive High School	645,484.76	Closed 8/31/2021
Clements High School	601,242.24	Closed 8/31/2021
Elkins High School	335,635.00	Closed 8/31/2021
Closed to Date:	**1,948,199.00**	
Frankie Field	175,000.00	Pending Documents from Current Tenant
Baines Middle School	556,801.00	Ready to Close – New Offeror
Pending to Date:	**731,801.00**	

	Total Revenue:	2,680,000.00	

As staff and Legal counsel worked through finalizing the agreements, a counteroffer was received from Phoenix Towers for the tower located at Baines Middle School. Fort Bend ISD staff, Legal Counsel, and Towerpoint are agreeable to the offer from Phoenix Towers as it comes from the current tenant, contains the same terms as those of the Towerpoint agreements, and matches the monetary offer from Towerpoint. Further, the District is not forfeiting any statutory compliance by accepting the counteroffer. Chapter 44 of the Texas Education Code does not require the District to conduct a formal procurement process for the cell tower buyout. Staff worked with Legal Counsel, however, to conduct a Request for Offers to ensure the District obtained the best possible return. With concurrence from the Board, staff will proceed to close with Phoenix Towers in the amount of $556,801 for the tower located at Baines Middle School.

Background

As a result of the lump sum buyout transactions, staff has been able to secure $1,948,199 to date in revenue for Enterprise Fund. Once the final two (2) towers close, total revenue will amount to $2,680,000, which aligns with the estimate presented by the Chief Financial Officer in May 2021.

Requested By:	Bryan Guinn, Chief Financial Officer Brenda Essenburg, Executive Director, Business Services
Vendors:	Phoenix Towers
Budget Sources:	There is no cost to the District. This is a revenue generating transaction.
Amount:	$556,801

Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	7
Number of vendors contacted by FBISD Notification System:	493
Number of vendors downloaded the solicitation:	12
Number of responses received:	2
Number of "no bid" responses received:	1
Length of commitment:	Through 2051
Last solicitation date:	N/A
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

BOT Meeting:	October 18, 2021
Solicitation No.:	**22-021TA BuyBoard, Houston Galveston Area Council (HGAC), National Cooperative Purchasing Alliance (NCPA), The Interlocal Purchasing System (TIPS) Cooperatives**
References:	**District Goal** **Scalable Systems**
Description:	**Fleet Vehicles, All-Terrain Vehicles (ATVs) and Golf Carts** **Recommendation** The Administration is seeking Board approval for the continued purchase of fleet vehicles, all-terrain vehicles (ATVs) and golf carts under cooperative contracts with BuyBoard, Houston Galveston Area Council (HGAC), National Cooperative Purchasing Alliance (NCPA), and The Interlocal Purchasing System (TIPS) Cooperatives in an amount not-to-exceed $350,000, and authorization for the Superintendent to negotiate and execute the agreements through December 2025. **Summary** On December 16, 2019, the Board approved the purchase of Fleet Vehicles, ATVs, and Golf Carts under BuyBoard, Houston Galveston Area Council (HGAC), and Sourcewell cooperative purchasing contracts with multiple vendors. Those contracts are set to expire on October 31, 2021. The request to utilize new cooperative contracts provides a legal means to continue purchasing new vehicles that are primarily replacements due to "total loss" or ATVs/Golf Carts that have reached the end of their useful life. Fort Bend ISD purchases fleet vehicles, all-terrain vehicles (ATVs) and golf carts for various uses within District operations. Departments supported by these contracts are Facilities, Child Nutrition, Police, Purchasing and Materials Management, Information Technology, and the Athletics Department. Secondary campuses also use the contracts to fulfill ATV/Golf Cart needs for their parking attendants. The BuyBoard, Houston Galveston Area Council (HGAC), National Cooperative Purchasing Alliance (NCPA), and The Interlocal Purchasing System (TIPS) cooperative purchasing contracts will allow the District to fulfill its fleet needs efficiently and effectively and are compliant with school district bidding requirements. In addition, the District will be able to obtain pricing from multiple vendors to keep the price competitive, ensuring the best value. The current cooperative contracts have renewal options through December 2025. Should the contracts not renew for the full term, staff will return to the Board to request authorization to utilize the new cooperative contract, an alternate cooperative contract, or an alternate procurement method.

	Background
	Expenditures in 2020-21 were $549,749. Expenditures will not exceed $350,000 through December 2025. Funding is included in the budget.
Requested By:	Bryan Guinn, Chief Financial Officer
Vendor:	Fort Bend Battery and Golf Cars Mission Golf Cars Rush Enterprises Houston Freightliner, Inc. Chastang Enterprises-Houston, LLC Mack Haik Dodge Chrysler Jeep Ram, LTD Silsbee Ford, Inc. Knapp Chevrolet, Inc.
Budget Sources:	General Fund Child Nutrition Fund Enterprise Funds Federal Funds Bond Funds
Amount:	Not to Exceed $350,000 through December 2025
Other Supporting Information	
Sole Source:	No
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 December 2025
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

BOT Meeting:	October 18, 2021
Solicitation No.:	RFP 21-097AR
References:	District Goal Scalable Systems
Description:	**Plumbing Services, Parts, and Related Services** **Recommendation** The Administration is seeking Board approval for the purchase of plumbing services, parts, and related services from multiple vendors in an amount not to exceed $4,080,000 over a five-year period, and authorization for the Superintendent to negotiate and execute the agreements through October 2026. **Summary** On August 1, 2021, Fort Bend ISD issued RFP 21-097AR soliciting proposals for plumbing services, parts, and related services. The Facilities maintenance staff utilizes plumbing supplies and parts to do routine building maintenance, repairs, and renovation work throughout the District. Plumbing repairs that cannot be completed by staff will be sourced to outside awarded vendors to complete repairs. In the past, Facilities has used vendors that were available on various cooperatives to maintain plumbing systems. This solicitation will provide the Facilities Department access to multiple vendors who provide plumbing parts and services, allowing the District to maintain plumbing systems in operational condition. An evaluation team comprised of Fort Bend ISD staff members from the Facilities and Risk Management Departments evaluated the proposals. **Background** Expenditures for FY 2020-21 were $781,369. Expenditures year-to-date in 2021-22 are $116,894. Expenditures will not exceed $4,080,000, which considers the average annual expenditure of $742,000 reflected historically, plus a 10 percent contingency to cover unforeseen issues as well as potential inflation or premiums for delivery, through October 2026. Funding is included in the budget.
Requested By:	Oscar Perez, Chief Operations Officer Bryan Guinn, Chief Financial Officer
Vendors:	TDIndustries Charlie's Plumbing, Inc. Evolution Alignment, Inc. TMS-South City Supply Company, Inc.
Budget Sources:	General Funds Bond Funds

Amount:	Not to Exceed - $4,080,000 through October 2026
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	10
Number of vendors contacted by FBISD Notification System:	3279
Number of vendors downloaded the solicitation:	27
Number of responses received:	7
Number of "no bid" responses received:	1
Length of commitment:	Through October 31, 2026
Last solicitation date:	May 14, 2014
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

Evaluation Summary
RFP 21-097AR Plumbing Services, Parts, and Related Services

Services:

Vendor	Purchase Price (25 pts max)	Reputation of the Vendor and the Vendor's Goods and Services (5 pts max)	Quality of the Vendor's Goods or Services (20 pts max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts max)	Vendor's Past Relationship with the District or Similar Sized District (5 pts max)	Long-Term Cost to the District to Acquire the Vendor's Goods or Services (10 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts Max)	Proposer's Ranking
TDIndustries	15.21	3.80	18.43	21.29	4.57	6.67	10.00	Pass	79.97	1
Charlie's Plumbing	15.03	2.53	16.14	20.00	4.57	10.00	10.00	Pass	78.27	2
Evolution Alignment	25.00	4.70	11.71	11.57	3.33	7.29	10.00	Pass	73.60	3
The Brandt Companies	12.38	2.93	14.43	14.86	3.43	6.67	5.00	Pass	59.70	4
MLN Service Company	14.42	1.65	10.29	10.86	2.29	9.10	10.00	Pass	58.61	5

Parts:

Vendor	Purchase Price (25 pts max)	Reputation of the Vendor and the Vendor's Goods and Services (5 pts max)	Quality of the Vendor's Goods or Services (20 pts max)	Extent to Which the Goods or Services Meet the District's Needs (25 pts max)	Vendor's Past Relationship with the District or Similar Sized District (5 pts max)	Long-Term Cost to the District to Acquire the Vendor's Goods or Services (10 pts max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts max)	Insurance Requirements (Pass/Fail)	Total Score (100 pts Max)	Proposer's Ranking
TMS South	25.00	2.00	14.43	16.57	3.86	9.00	10.00	Pass	80.86	1
City Supply	19.00	2.53	15.00	17.29	4.29	10.00	10.00	Pass	78.11	2

RFP 21-097AR Plumbing Services, Parts, and Related Services
Evaluation Criteria

	Evaluation Criteria	Point System
1	**Purchase Price** Offer a fair reasonable price for items to be procured by Fort Bend ISD.	25 points
2	**Reputation of the Vendor and of the Vendor's Goods or Services** 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.	5 points
3	**Quality of the Vendor's Goods or Services** • Vendor's products should be new and be of the highest quality • Demonstrates competence: experience, installation, integration, testing, implementation, • Relevant Experience: Describe projects of same or similar type, size, scope and complexity. Include the number of years and customers that reflect the experience. Describe Contractor's ability to remain on schedule, cooperation with district, safety record and commitment to excellence in workmanship/ professionalism	20 points
4	**Extent to Which the Goods or Services Meet the District's Needs** • Ability to respond within 2 hours for all service calls • Delivery of parts	25 points
5	**Vendor's Past Relationship with the District** For reference, the vendor may list any past projects or contracts that the service provider has had with the district or a district with similar size or larger.	5 points
6	**Long-Term Cost to the District to Acquire the Vendor's Goods or Services** • Cost of delivery of parts • Extended parts and labor warranties • Service call cost	10 points
7	**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.	10 points
8	**Insurance Requirements** A copy of the **Certificate of Liability Insurance** and **Waiver of Subrogation** should be in your proposal.	Pass/Fail
	TOTAL	100 points

BOT Meeting:	**October 18, 2021**
Solicitation No.:	**20-075AR BuyBoard, Choice Partners, TIPS Cooperative**
References:	**District Goal** **Scalable Systems**
Description:	**Contract Increase for Grounds Maintenance, Equipment, Supplies, and Related Items** **Recommendation** The Administration is seeking Board approval to increase existing contracts awarded under 20-075AR Grounds Maintenance, Equipment, Supplies, and Related Items by $700,000, for a total expenditure authorization of $1,500,000, in order to continue purchasing grounds maintenance, equipment, supplies, and related items for the duration of the contract period which ends November 30, 2022. **Summary** The Facilities Department is requesting an increase in expenditure authorization of $700,000 to continue the daily maintenance of campus and athletic grounds, including major repairs, minor repairs, upgrades, and replacement of aged equipment. Due to unforeseen events in 2020 and 2021 related to the COVID-19 pandemic and the weather, the cost of chemicals, seeds, fertilizers, and shipping charges have dramatically increased. The weather events that occurred resulted in a need for additional applications of chemicals, top dressings, soils, and clays for the athletic fields. Also, as the age of the grounds equipment increases, repair services are required more frequently, and often times the equipment must be replaced. On February 24, 2020 the Board approved expenditures in an amount not to exceed $800,000 through November 2022. The Facilities Department is requesting a contract increase of $700,000 for grounds maintenance, equipment, supplies, and related items to meet the District's grounds maintenance needs through November 30, 2022. The amount requested reflects an average annual historical expenditure of $250,000, replacement of aged equipment, softball/football field dressings at all secondary campuses, and compensation for the rise in costs associated with shipping costs. **Background** Expenditures in 2020-21 were $464,790. Expenditures year-to-date in 2021-22 are $71,421. The contract balance remaining under the current Board authorization is $19,994. Funding for the increase of $700,000 through November 30, 2022 is included in the budget.
Requested By:	Oscar Perez, Chief Operations Officer Bryan Guinn, Chief Financial Officer

Vendors:	Lansdowne Moody Siteone Landscape Supply Winfield Solutions Ewing Irrigation Supply BWI Companies John Deere Pioneer Manufacturing, Co. Field turf USA Foster Fence Soil Express, LTD Sports Field Solutions United Rentals Brookside Equipment
Budget Sources:	General Fund
Amount:	Increase of $700,000; total expenditures will not exceed $1,500,000 through November 30, 2022

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 November 30, 2022
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	N/A

BOT Meeting:	October 18, 2021
Solicitation No.:	**22-028AB Choice Partners, The Interlocal Purchasing System (TIPS)**
References:	**District Goal** **Scalable Systems**
Description:	**Food, Food Service Supplies and Related Items** **Recommendation** The Administration is seeking Board approval to purchase general grocery and food services supplies under cooperative contracts with Choice Partners and The Interlocal Purchasing System (TIPS), in addition to our bid awarded vendors, in an amount not-to-exceed $10,725,000 and authorization for the Superintendent to negotiate and execute the agreements through June 30, 2022. This action only adds vendors to the list of resources; it does not increase the expenditure amount. **Summary** The Fort Bend ISD Child Nutrition Department is seeking approval for the procurement of grocery (food and food service supplies) and related items under cooperative contracts with the Choice Partners and TIPS cooperative in addition to their bid awarded vendors. These additional contracts will provide alternate resources to ensure continuity of service related to supply chain issues we are currently experiencing. The contracts will allow for the procurement of food and food service items needed for the preparation and service of breakfast, lunch, dinner, snacks, catered events, and concessions that our bid awarded vendors cannot fulfill due to pandemic related supply chain issues. Texas Department of Agriculture (TDA) has issued a waiver indicating that departments experiencing supply chain issues as a result of the pandemic, such as unanticipated cancellation of food and supply contracts and unexpected substitutions of food products by suppliers, may utilize emergency procurement processing. If our awarded vendors, including the cooperatives, still cannot fulfill orders, then the Child Nutrition Department will purchase from online sources and local grocers and retail stores under the TDA waiver as an 'emergency'. Those vendors include Amazon, Walmart, Costco, HEB, Kroger, and Sam's Club. **Background** Expenditures in 2020-21 were $4,440,515 for these goods. Expenditures will not exceed $10,725,000 through 2022 and funding is included in the budget. This is the original amount approved by the Board on March 29, 2021.

Requested By:	Bryan Guinn, Chief Financial Officer Matt Antignolo, Director Child Nutrition
Vendor:	<u>Cooperative Vendors:</u> Abernathy Company AceMart Restaurant Supply Afflink, LLC Albie's Foods Products, LLC Alpha Foods Co. Asian Food Solutions Cebev LLC/Juice Bowl Challenge Office Products, Inc. Complete Supply Inc. ConAgra Foods, Inc. Empire Paper Fat Cat Bakery Gordon Food Service Hadley Farms Bakery Heart of Texas Biscuits Integrated Food Service JTM Food Group Labatt Food Service M.C.I. Foods/Los Cabos Mexican Foods Medisouth Store MIC Food Division (fka SoloFresco Brands) ORR Textile Company Inc. Out of the Shell DBA Yangs 5th Taste Pasco Brokerage Revolution Foods, Inc. S. A. Piazza & Associates Schreiber Foods International Schwan's Food Service Tasty Brands The Father's Table Wallace Packaging, LLC <u>TDA Emergency Waiver Vendors:</u> Amazon Costco HEB Kroger Sam's Club Wal-Mart
Budget Sources:	Federal Funds General Fund CTE Funds Enterprise Funds
Amount:	Not to Exceed - $10,725,000 through June 30, 2022
Other Supporting Information	
Sole Source:	267 No

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 June 30, 2022
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

For: Fort Bend ISD Board of Trustees
Date: October 25, 2021
Action: Consideration and Approval:
      Resolution Designating Delegate
      and Alternate to the Houston-
      Galveston Area Council 2021
      General Assembly
Reference: District Goal 4
Department: Board of Trustees

Recommendation

Consideration and possible approval of a resolution designating a Trustee to serve as the representative and a Trustee to serve as an alternate to the General Assembly of the Houston-Galveston Area Council (H-GAC) for the year 2022.

Summary

The Bylaws of the H-GAC authorize each member independent school district to designate a delegate to the H-GAC General Assembly. Delegates must be duly elected members of the school district's Board of Trustees. The 2022 Board representative and alternate will begin their terms of office on January 1, 2022.

The designated General Assembly representatives will select the 2022 delegate and alternate to represent the Independent School Districts on the H-GAC Board of Directors in November.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Beth Martinez
Chief Academic Officer

DESIGNATION OF REPRESENTATIVES
HOUSTON-GALVESTON AREA COUNCIL
2022 GENERAL ASSEMBLY
****

BE IT RESOLVED, by the Board of Trustees of the Fort Bend Independent School District that the following be and are hereby designated as the representative and alternate of the GENERAL ASSEMBLY of the Houston-Galveston Area Council for the year 2022:

REPRESENTATIVE

ALTERNATE

FURTHER BE IT RESOLVED THAT the Executive Director of the Houston-Galveston Area Council be notified of the designation of the hereinabove named delegate and alternate.

PASSED AND ADOPTED this the _____ day of _____, 2021.

APPROVED:

President
Board of Trustees of the Fort Bend Independent School District

ATTEST: