

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

Monday, October 16, 2023

This is Notice that the Fort Bend Independent School District Board of Trustees will hold a Public Budget Hearing on Monday, October 16, 2023, beginning at 6:00 PM in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479. The agenda packet for the meeting is available at <https://meetings.boardbook.org/Public/Organization/649>.

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

1. Call to order
2. National Anthem
3. Moment of Silence
4. Recognitions 6
5. Superintendent Update
6. Board Activity Report
7. Public Comment
8. Convene in closed session under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student
 - A. Deliberate hearing officer's recommendation regarding a Level Three student grievance appeal of Jacenta Green.
 - B. Deliberate assigning the Level Three employee grievance of Ryan Bogner to a Board hearing officer, or to schedule a future Board meeting to hear and consider the grievance.

9. Reconvene in Open Session	
10. Consider Action on Closed Session Items	
11. Information	
A. Start of Year Discipline Presentation	8
12. Consent Agenda	
<i>All items under the Consent Agenda are acted upon by one motion. Upon a Board Member's request, any item on the Consent Agenda shall be moved to the Action portion of the regular agenda.</i>	
A. Fort Bend ISD Board of Trustees Meeting Minutes: Consideration and approval of the minutes of the Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:	15
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C. International Student Travel: Consideration and approval of international travel during the summer of 2024 by Clements High School and Travis High School students. Students can participate in the 2024 German-American Partnership Program (GAPP) in Germany.	102

D. Budget Amendment: Consideration and approval of a General Fund and Debt Service Fund budget amendment for 2023-24.	103
E. Review of proposed expenses that exceed \$50,000: Specifically for:	
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2. Phase 3 Professional Services for 2023 Bond and Non-Bond Projects: Consideration and approval of Phase 3 - Professional Service Firms to provide Bond 2023 services not-to-exceed amount of \$20,000,000 and non-bond services for not-to-exceed amount of \$5,000,000, and authorization for the Superintendent to negotiate and execute the contracts with the identified firms.	109
3. Online Registration and Payment System: Consideration and approval for the use of an online registration and payment system from Eleyo in an amount not to exceed \$1,581,806 and authorization for the Superintendent to negotiate and execute the agreement through October 2028.	115
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5. School Bus Parts, Services, and Related Items: Consideration and approval for the purchase of school bus parts, services, and related items with multiple vendors under the cooperative contracts in an amount not-to-exceed \$3,170,000 and authorization for the Superintendent to negotiate and execute the agreements through May 31, 2025.	125
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graduation diplomas and related items from multiple vendors and authorization for the Superintendent to negotiate and execute the agreements through May 2027.

8. PE and Athletic Supplies, Equipment and Related **131**

Items: Consideration and approval for the purchase of Physical Education (PE) and Athletic Supplies, Equipment, and related items from multiple vendors in an amount not to exceed \$1,735,400 and authorization for the Superintendent to negotiate and execute the agreements through October 2028.

9. CHS CMaR: Consideration and approval of Durotech, Inc. as Construction Manager-at-Risk (CMAR) for BP003 Clements High School Rebuild, and authorization for the Superintendent to negotiate and execute or terminate the contract. **137**

10. Mission Bend Elementary GMP1: Consideration and approval of a Guaranteed Maximum Price (GMP) Phase 1 for demolition of (BP002) Mission Bend Elementary School and an Allowance for Long Lead Items for a not-to-exceed \$3,543,770, and authorization for the Superintendent to execute and/or terminate the GMP Phase #1. **141**

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

14. Reconvene in Open Session

15. Consider Action on Closed Session Items

16. Action

A. Houston-Galveston Area Council: Consideration and approval of a resolution nominating a representative and an alternate to the General Assembly of the Houston-Galveston Area Council for the year 2024. **144**

B. 2023-24 District Improvement Plan: Consideration and approval of the District Improvement Plan (DIP) for 2023-24. **147**

C. 2023-24 Campus Improvement Plan: Consideration and approval of the Campus Performance Improvement Plan (CIP) for 2023-24. **154**

D. Targeted Improvement Plan: Consideration and approval of the Targeted Improvement Plan (TIP) required by Texas Education Agency for Willowridge High School. **375**

E. 2023-24 Student Code of Conduct: Consideration and approval of the Student Code of Conduct for the 2023-24 school year. **403**

17. Adjournment

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

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

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

Goal 2: Fort Bend ISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

Goal 3: Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.

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

Goal 5: Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

For: Fort Bend ISD Board of Trustees
Date: October 16, 2023
Action: Recognitions
Department: Communications

Recommendation

The Administration recommends that the Board recognize:

- Fort Bend ISD Fine Arts students receive Mark of Excellence awards
- Travis High School student receives 2023 Student Hero Award from State Board of Education District 8
- Fort Bend ISD teacher selected as Texas Association for Bilingual Education 2023 Elementary Bilingual Teacher of the Year

Summary

The Mark of Excellence program recognizes and awards outstanding achievement in performance by high school and middle school bands, choirs, and orchestras. Entries are from throughout the United States. The top 25% of entrants are recognized as National Winners, with the second 25% named as Commended Winners.

- National Wind Band Honors
 - Commended Winner – Sartartia Middle School Wind Ensemble, directors Julieanne Amos and Dong Pham
- New Music Division
 - Commended Winner – Sartartia Middle School Wind Ensemble, directors Julieanne Amos and Dong Pham
 - Commended Winner – Macario Garcia Middle School Honors Band, directors Sarah Saldana and Joel Chavarria
- National Orchestra Honors
 - National Winner – Fort Settlement Middle School Chamber Orchestra, directors Angela Peugnet and Roger Vasquez
 - Sartartia Middle School Chamber Strings, directors Heather Davis and Fernando Medina
 - Clements High School Chamber Strings, directors Neal Springer and Sally Kirk
 - Clements High School Symphony Orchestra, directors Neal Springer, Sally Kirk, and Jeff Johnson
- National Choral Honors
 - Fort Settlement Middle School Varsity Treble Choir, director Kirsten Jordon
 - Elkins High School Varsity Mixed Choir, director John Richardson
- National Choral Honors
 - Elkins High School Varsity Treble Choir, director John Richardson

Alexandra Hamilton, student from Travis High School, was selected to receive the 2023 Student Heroes Award for State Board of Education District 8. Alexandra is one of fifteen students selected statewide to receive this recognition. Recipients are honored for their acts of kindness, charity, and selfless service offered towards others.

Dilma Calles, bilingual teacher at Mission West Elementary, has been selected as the 2023 Elementary Bilingual Teacher of the Year from Texas Association for Bilingual Education (TABE). Dilma receives this recognition for her dedication to meeting the needs of emergent bilingual students, as well as showing outstanding leadership and professionalism.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Kimberly Smith
Chief Communications Officer

For: Fort Bend ISD Board of Trustees
Date: October 16, 2023
**Action: Information: Start of Year Discipline
Presentation**
**References: Board Policy FO (Legal and Local)
District Goal 2**
**Department: Academic Affairs Division and
Department of School Leadership**

Summary

Administration will provide a presentation on the Start of Year Discipline as requested by the Student Achievement Committee.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Kimberly Lawson
Chief Academic Officer

Kwabena Mensah
Chief of Schools



FBI[★]**ISD**
INSPIRE • EQUIP • IMAGINE

COMMITTED TO
E[★]**cellence**⁹

Start of Year Discipline Presentation

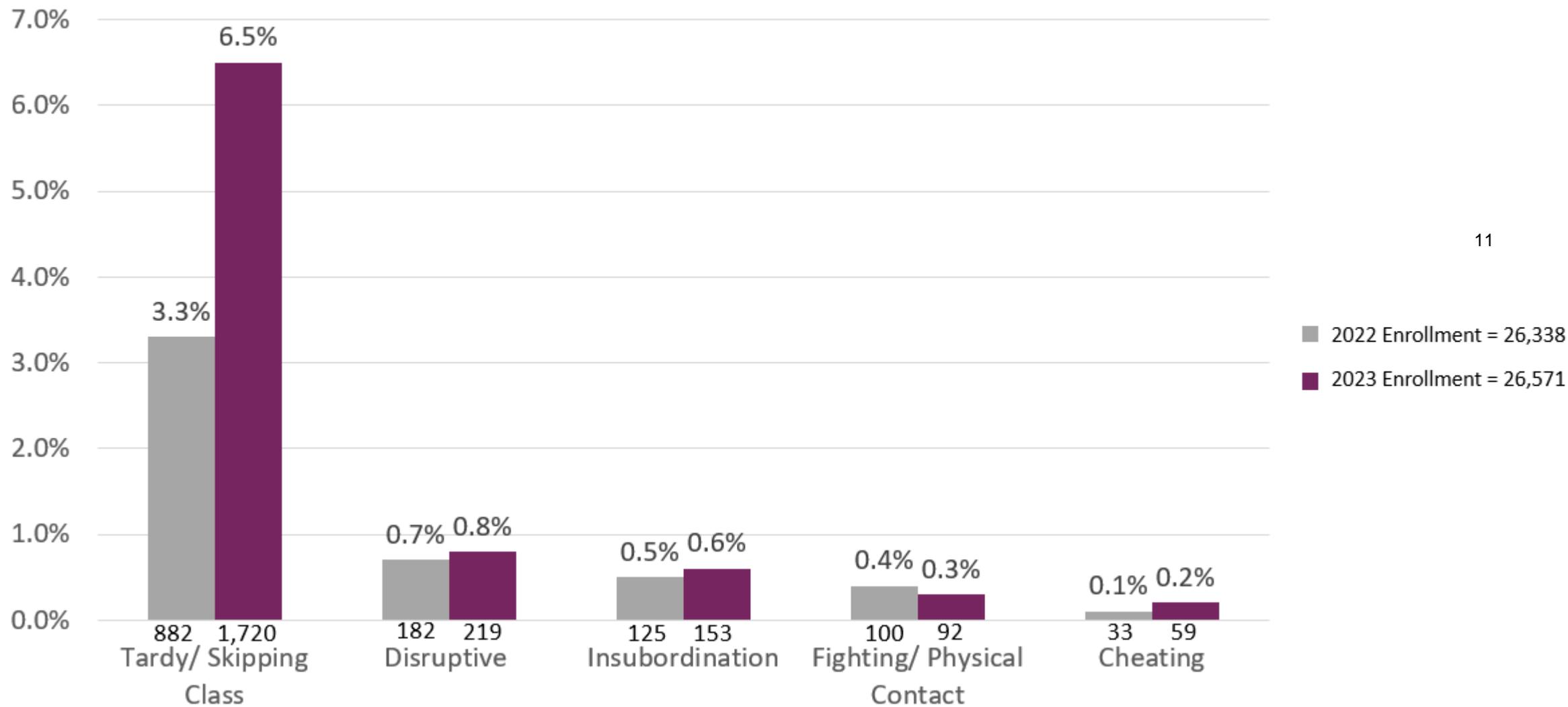
October 16, 2023

Students with Discipline Offenses

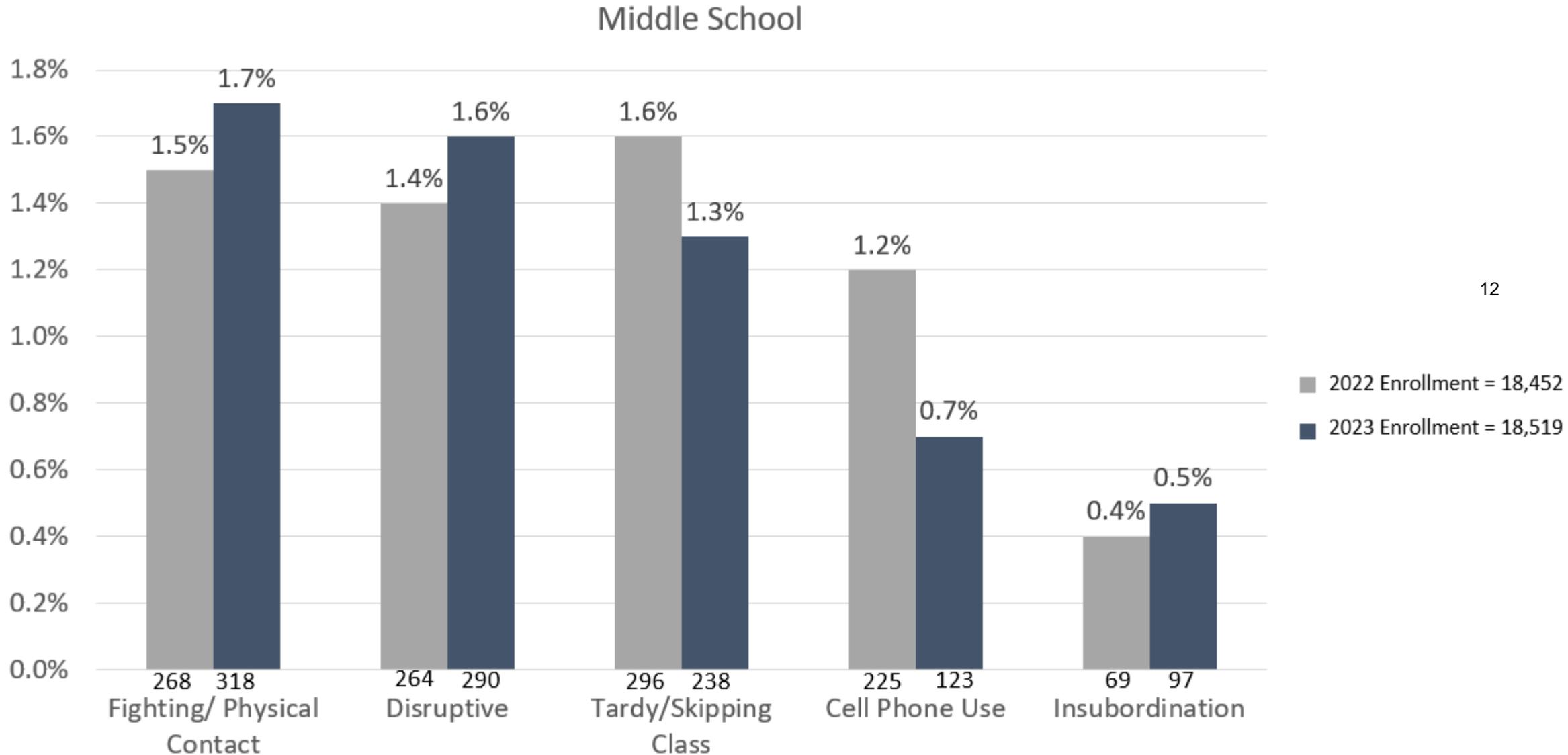
Students by Level	Unique IDs with Discipline Offenses BOY 2022	Enrollment BOY 2022	Discipline BOY 2022	Unique IDs with Discipline Offenses BOY 2023	Enrollment BOY 2023	Discipline BOY 2023
High School	1,759	26,338	7%	2,699	26,571	10%
Middle School	1,544	18,452	8%	1,530	18,519	8%
Elementary School	441	34,870	1%	367	34,921	1%

Highest Frequency Offenses by Enrollment

High School

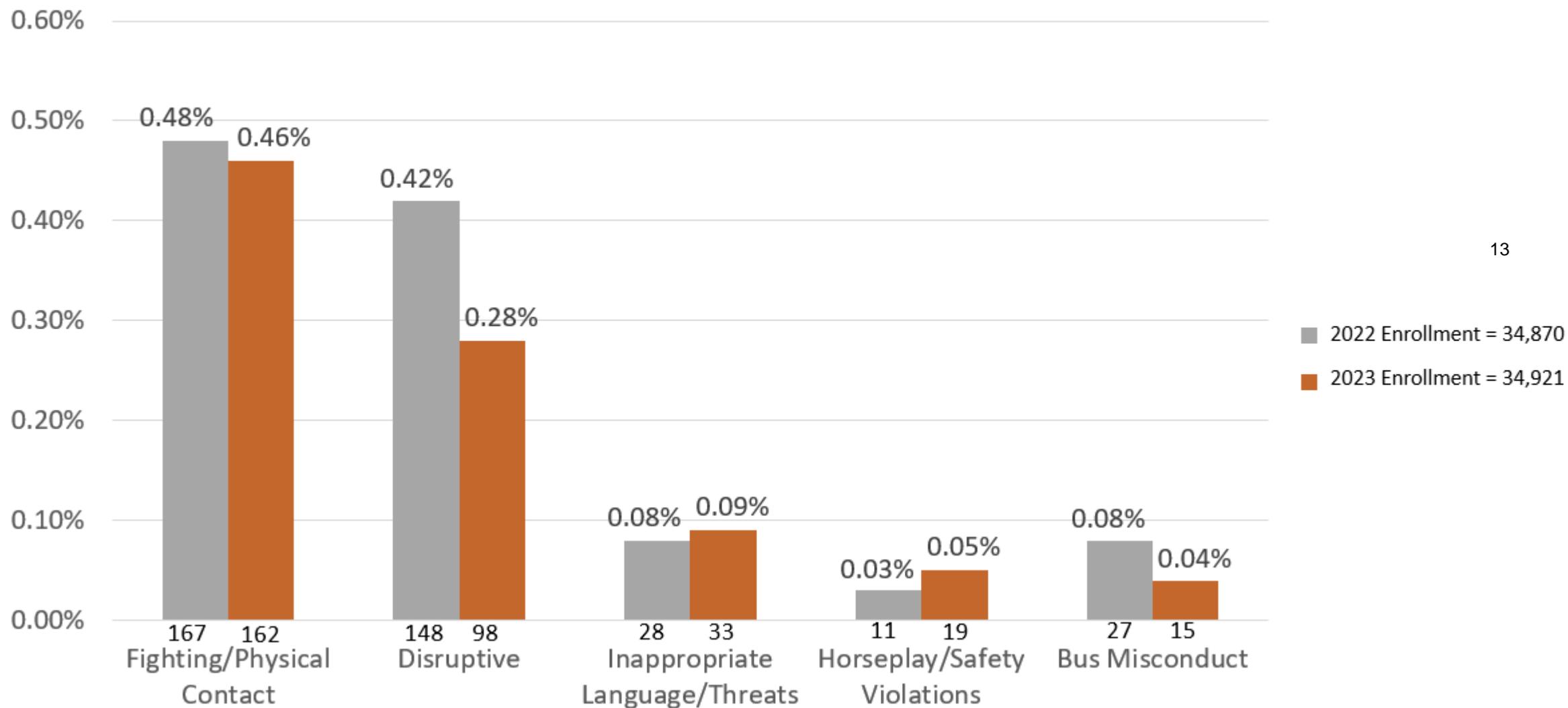


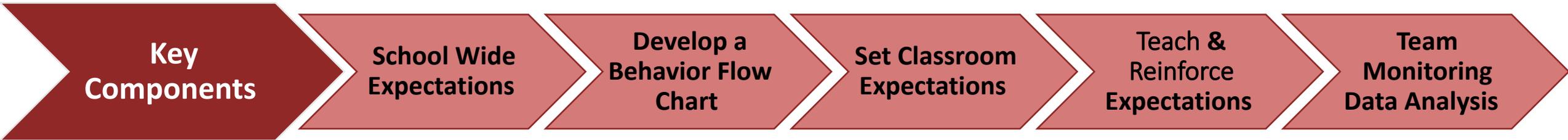
Highest Frequency Offenses by Enrollment



Highest Frequency Offenses by Enrollment

Elementary School



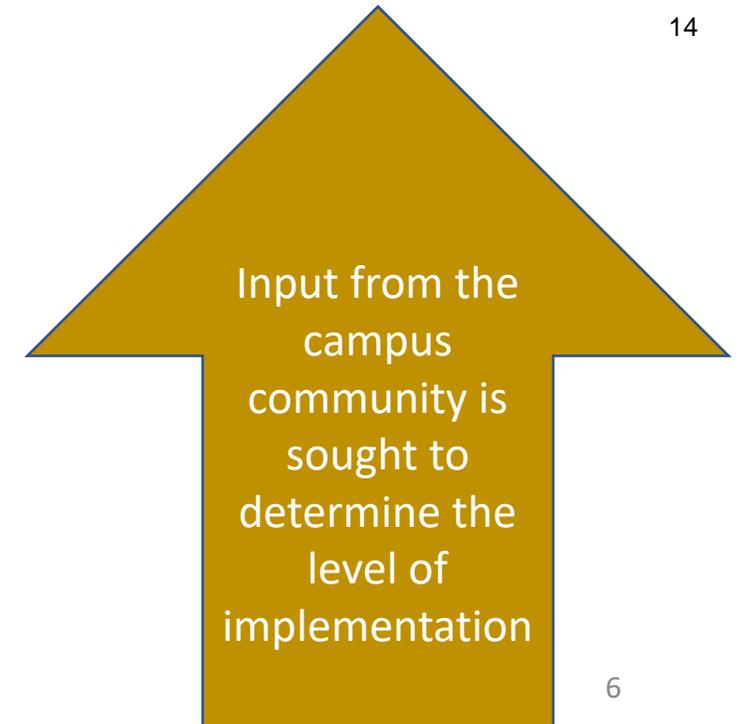


Additional Considerations

- Location of incidents
- Types of offenses
- Top 5-10 students
- Top 5-10 adults
- Time of day

Additional Data should include

- Survey data, Walk throughs
- Attendance
- Grades
- Staff Attendance
- Survey (Teacher/staff, student, and parent input)
- Incident Data
- Nurse visits
- Counselor visits



For: Fort Bend ISD Board of Trustees
Date: October 16, 2023
Action: Consideration and Approval:
Board of Trustees Meeting
Minutes
Reference: Board Policy BE (Local)
Department: Legal Services

Recommendation

Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:

- July 24, 2023 Regular Business Meeting
- July 27, 2023 Special Called Meeting – EIC Policy Workshop
- August 7, 2023 Called Meeting and Agenda Review
- August 14, 2023 Special Called Meeting
- August 21, 2023 Special Called Meeting – Public Tax Rate Hearing
- August 21, 2023 Regular Business Meeting
- August 23, 2023 Special Called Meeting – Superintendent Evaluation Review
- August 25, 2023 Special Called Meeting – VATRE Workshop
- August 28, 2023 Special Called Meeting – VATRE Funding Allocation

Summary

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

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Coby Wilbanks
General Counsel

Minutes
Fort Bend ISD Board of Trustees
Regular Business Meeting
July 24, 2023

A Board of Trustees Regular Business Meeting was held on Monday, July 24, 2023 beginning at 6:01 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>. The meeting was recorded as required by law, and the recording is available to the public at:

<https://fortbendisd.new.swagit.com/videos/267837>.

The agenda packet for the meeting can be found here:
<https://meetings.boardbook.org/Public/Agenda/649?meeting=587755>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

- Dr. Shirley Rose-Gilliam, Vice President
- Mr. David Hamilton, Secretary
- Mrs. Kristen Davison Malone (participating virtually)
- Mr. Rick Garcia
- Mrs. Angie Hanan
- Ms. Sonya Jones

School Officials Present

- Dr. Christie Whitbeck, Superintendent of Schools
- Steve Bassett, Deputy Superintendent
- Beth Martinez, Deputy Superintendent
- Dr. Kwabena Mensah, Chief of Schools
- Kimberly Smith, Chief Communications Officer
- Bryan Guinn, Chief Financial Officer
- Glenda Johnson, Chief Human Resources Officer
- Long Pham, Chief Information Officer
- Damian Viltz, Chief Operations Officer
- Dr. Kimberly Lawson, Chief Academics Officer
- David Rider, Chief of Police
- Coby Wilbanks, General Counsel
- Amanda Bubela, Recording Secretary (virtual)

Others Present

- Jonathan Brush, Board Counsel
- FBISD Staff and Employees

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

President Dae called the meeting to order at 6:01 p.m. announcing the presence of a quorum, that the meeting had been duly called and the notice posted for the time and matter required by law. Mrs. Dae asked everyone to stand for the National Anthem, performed by the Elkins High School Band. Following the performance, everyone was asked to remain standing for a moment of silence.

4. Recognitions

The Board recognized several students and campuses including:

Members of the Elkins High School Band who performed the National Anthem this evening.

- Joshua Bello
- Daniel Dang
- Karnav Desai
- Jace Drew
- Jade Drew
- Erik Driever
- Isabella Guajardo
- Kevin Hu
- Vedant Iyengar
- Alice Lan
- Aneesh Pannala
- Jackson Pate
- Taha Pirzada
- Caroline Skinner
- Emma Swicegood
- Tyler Tam
- Isa Victor
- Julia Wei
- Joseph Chen, Director
- William Phi, Director
- Christopher Dial, Director

Travis High School student, Javaris Bonner, who won 3rd place in the 400 meters at the UIL State Track and Field Meet. Ron Johnson, Bonner's coach, was also recognized for his leadership and support of his athletes.

5. Superintendent Update

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

- Dr. Whitbeck welcomed and recognized new members of the FBISD Executive Team, including Kimberly Smith, Chief Communications Officer; Coby Wilbanks, General Counsel; and Damian Viltz, Chief Operations Officer.

- Dr. Whitbeck congratulated the Austin, Clements, and Travis girls volleyball teams for earning the 2023 U.S. Marine Corps and the American Volleyball Coaches Association Team Academic awards.
- Dr. Whitbeck shared that two Dulles High School students, Anantshri Asthana and Viraj Negandhi, were selected to attend the national 2023 Chemistry Olympiad study camp at the University of Maryland-College Park.
- Dr. Whitbeck gave kudos to the Collaborative Communities, Title I, Textbook, and Warehouse teams, who arranged for all Title I students to receive free school supplies this year.
- Dr. Whitbeck shared that Fort Settlement Middle School's Treble Choir, directed by Kirsten Jordan, has been invited to perform at the 2024 Southwestern Division Conference of the American Choral Directors Association in Denver, Colorado. Additionally, the First Colony Select Treble Choir, led by Tommie Trinh and Joshua Sarmiento, has been invited to perform at the 2024 Texas Music Educators Association Conference in San Antonio.
- Dr. Whitbeck shared that there are 16 calendar days until the first day of school on Wednesday, August 9, and shared details of an upcoming immunization clinic sponsored by Fort Bend County.
- Dr. Whitbeck shared the theme for the 2023-24 is "Know Your Impact – Choose to Care" as the District works to create a caring environment in classrooms and throughout the District.
- Dr. Whitbeck shared that last week, the District held its first "Prep" Rally, where paraprofessionals received training on instructional practices and encouragement, and this morning, front office staff received training on customer service and security protocols. Dr. Whitbeck also shared details of the District's upcoming convocation, which will be held virtually.

6. Board Members' Reports

A. Board Activity Report

Mr. Hamilton reported that the Trustees attended or participated in the following activities since the last Board meeting:

- School Finance Meeting
- Meeting to Discuss Leadership Launch Messaging
- BOT Student Achievement Committee Meeting
- 1:1 Meetings with Superintendent
- Board Officer Meeting with Staff

B. Committee Reports

1. Budget Committee
2. Policy Committee

Mr. Hamilton provided an update from the Policy Committee and shared that based on the committee's work, policy EHBB will be presented for Board consideration during this evening's meeting. A Board Policy Committee meeting is planned for Thursday and four policies are on the docket, including CB (Local), EI (Local), FC (Local) and BBB (Local).

Mr. Garcia provided an update regarding the Audit Committee, and shared he recently met with Gibson Consulting, which conducts many of the Board's audit services, to better understand past practices and items in the queue. Mr. Garcia shared the committee's first

meeting will be held August 3 and the committee will then work with the administration on next steps.

7. Public Comment

- David Collins, a former FBISD Board member, addressed board members regarding the District's efforts to record district history. Mr. Collins expressed concerns about his photo being discarded and asked Board members to consider how FBISD is archiving its history.
- Carol Cummings addressed Board members to introduce a new organization, Friends of the Sugar Land 95. Ms. Cummings indicated the organization would like to partner with FBISD to memorialize the Sugar Land 95 and establish a memorial and learning center.
- Barbara Jones, historian and Friends of the Sugar Land 95 Board member, addressed Board members and asked that the organization become the community affiliate for the Sugar Land 95.
- Mike Flores addressed Board members about the importance of discipline and shared his personal experiences with teachers and coaches who provided tough love and guidance that contributed to where he is today.
- Emaan Vagher, a recent Kempner High School graduate, addressed Board members regarding the Sugar Land 95. Ms. Vagher stated it is the District's responsibility to provide timely updates on the this critical piece of American history.
- Cheryl Buford, a former Board candidate and FBISD community member, addressed Board members regarding the Code of Conduct and encouraged the Board to vote against the proposed Code of Conduct, stating that current policies are inadequate.
- Matthew Brown, a former Taiwan school owner and educator, addressed Board members regarding the Code of Conduct, telling Board members that parents are worried and private schools are holding students to higher standards. Mr. Brown spoke against critical race theory, restorative justice and zero tolerance policies.

8. Information

A. 2023-24 Budgetary, Legislative and Compensation Update

Chief Financial Officer Bryan Guinn presented updated information about compensation changes from across the region since the adoption of the 2023-24 budget in June, noting that the adopted budget was balanced, included a 90-day operating reserve, and included nearly \$40 million in reductions that have been made over the last two years. Guinn also reminded the Board that there was a teacher step of \$500 included in the budget, but there were no other recurring pay increases. Instead, ESSER funds were used to fund a retention and recruitment supplement of \$1,500 for staff on teacher pay scale, \$1,000 for non-teaching staff and \$500 for part-time staff.

Guinn shared that as FBISD needs to remain competitive on teacher and staff compensation, to date, the state has not provided any indication on when or if they will address teacher compensation, and the pay gap between FBISD and other areas has increased because many other districts adopted pay raises for 2023-24. Guinn shared that of 12 similar districts, eight have done compensation increases and FBISD is the only large district with starting teacher pay below \$60,000, and Guinn presented a 2023-24 pay scale comparison.

Guinn provided details about the possibility of a Voter Approval Tax Ratification Election, or VATRE, that could be used to generate approximately \$25 million in new revenue if FBISD were to utilize two golden pennies that are available. Guinn shared that the administration is discussing this with the Board at this time because if the Board were to consider a VATRE in November, the election would have to be called by August 21. Additionally, Guinn shared the consideration of a public opinion survey that would be conducted prior to August 21, which could be used to determine public appetite and inform the next steps.

Following Guinn's overview, Board members shared feedback about the possibility of a public opinion survey and asked other clarifying questions. In response to questions from the Board, Guinn confirmed that should FBISD move forward with a VATRE, the district would have a target of a minimum starting teacher salary of \$62,000, and Dr. Whitbeck shared that the team would continue further work to develop a package detailing how the \$25 million would be used, noting that other staff such as bus drivers, custodians, child nutrition staff and police officers are also critical to support students. Guinn confirmed that results of an efficiency audit would be shared with the Board in October.

Following discussion, at 7:50 p.m. President Dae called for a short break to address technical issues.

The Board reconvened at 8:04 p.m.

B. 2023 A-F Accountability System Presentation

Lisa Coston, Director of Accountability, Assessment and Compliance, provided an overview of changes to the state's 2023 Accountability System and the potential impacts of the new system through what the TEA is calling "What If" reports.

Coston shared the last time the state had a significant change to the accountability system was in 2017, and while the pandemic occurred during this time, even without the pandemic, the state would still have been scheduled for a revision to the accountability system during the 2022-23 school year.

Coston shared that because this same timeline was also used to revise/redesign the STARR test, and because of the change to the A-F system, districts are seeing a significant delay in receiving STARR scores and the A-F ratings. Coston shared that unlike previous years when ratings would be received by August 15, the District will not receive ratings until September 26, with a public release planned on September 28.

As part of the presentation, Coston shared seven key areas that are being updated in the 2023 system:

1. Update to cut points and targets
2. Update CCMR indicators
3. Improve ability to recognize growth
4. Narrow the focus within Closing Gaps (Domain 3)
5. Update overall district rating methodology
6. Create a unique alternative education accountability (AEA) system
7. Add new performance data to TXschools.gov and TPRS

Coston also provided an overview of the preliminary “What if” reports that the TEA has provided to help districts understand the impacts of the new system. These reports look at data from 2022 and imagine that the 2022 data is being put into the new 2023 system. Coston pointed out that as a result of the new system, there is a possibility that an “A” rated campus, which actually improved in performance, may get a lower grade in 2023.

Coston shared that once the 2023 accountability system is finalized, the 2022 “What if” ratings will go public at the same time as the 2023 ratings, so that there is a more “apples to apples” type comparison. Coston shared that statewide, examples of the “What If” Ratings provided by the TEA showed that 66 percent of schools had the same letter grade, 28 percent had a lower letter grade, and 6 percent have a higher letter grade. Coston also shared that changes in the system to CCMR and graduation rate scaling are going to have a significant impact on Fort Bend ISD.

Coston shared that while the purpose of the presentation was informational and no Board action is required at this time, the administration is asking that the board be aware of the changes as it important that the community understand there is not going to be a simple comparison between 2022 and 2023 ratings.

Coston also stressed that FBISD schools and departments are not waiting to get their accountability ratings to identify their needs and initiate planing, as they are using other available data to make decisions about interventions and accelerated learning.

In response to a question from the Board, Coston confirmed the “What If” elementary, middle and high school scenarios that were presented to the Board the Board were samples, but that Fort Bend ISD data was used in the district scenario.

9. Action

A. Fort Bend ISD Board of Trustees Meetings Minutes: Consideration and approval of the minutes of Fort Bend ISD Board of Trustees meetings and/or public hearings on the following dates:

1. March 27, 2023 TAPR Public Hearing
2. March 27, 2023 Regular Business Meeting
3. April 3, 2023 Agenda Review Workshop
4. April 12, 2023 Bond Procurement Workshop
5. April 17, 2023 Regular Business Meeting

Prior to a motion, Mrs. Hanan asked that Item 9.A.5 be pulled.

MOTION by Dr. Gilliam and SECONDED by Garcia for the Board to approve 9.A 1, 2, 3 and 4 as presented.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

B. Policy EHBB (Local), Special Programs - Gifted and Talented Students:

Consideration and approval of proposed adoption and revision of local policy EHBB (Local).

MOTION by Dr. Gilliam and SECONDED by Mr. Garcia for the Board to approve Consent Agenda B as presented.

During discussion, Mr. Coby Wilbanks shared that Board members have been provided an updated version of the policy, and while there have not been any substantive changes, over the last week Board members have provided some grammatical changes. Wilbanks shared that this policy is related to Gifted and Talented and the proposed revisions are largely due to alignment with the Texas State GT Handbook. Dr. Laurie Westphal, Gifted and Talented Director, also shared information about the work underway to identify students at all FBISD campuses. Dr. Westphal shared that the TEA uses a five percent threshold for funding purposes, and for the last four to five years, as a district, FBISD has had about 6.7 percent – 6.8 percent of the student population identified for GT services, but when broken down by campuses, there are campuses that are not meeting the five percent, and the intent is to serve the top five percent at all campuses. Dr. Westphal also shared information about an End of the Year (EOY) referral process that was implemented in April of 2022 to help identify students, and the quantitative and qualitative measures that are used in accordance to the state plan.

During discussion, Mrs. Hanan asked the meeting minutes include her request for a progress update toward indicators for recommendation of the last GT audit.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

C. Voting Delegate and Alternate to TASB Delegate Assembly: Consideration and approval of a voting delegate and alternate for participation in the Texas Association of School Boards' (TASB) Annual Delegate Assembly to be held in conjunction with the TASA/TASB conference in September 2023.

MOTION by Mrs. Hanan and SECONDED by Dr. Gilliam to appoint Dr. Shirley-Rose Gilliam as the Delegate to the TASB Delegate Assembly for the 2023-24 school year and to appoint Rick Garcia as the alternate.

During discussion, Mrs. Hanan expressed appreciation to the Board for the opportunity to serve as the delegate last year.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

D. Student Code of Conduct: Consideration and approval of the Student Code of Conduct for the 2023-24 school year.

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board to approve Consent Agenda Item D as presented.

During discussion, Board members provided feedback and asked questions about the proposed 2023-24 Student of Conduct as currently written. Language regarding restorative practices and restorative discipline was among the concerns expressed.

In response to questions from the Board, the administration provided additional details about its development, including the stakeholder committee that was engaged and made up of

parents, campus-based behavior coordinators, administrators, teachers, school resource officers and central office staff. Additional information was also shared about trauma informed care, Positive Behavioral Interventions and Support (PBIS) practices, and the overall scope of the Code of Conduct, which includes information about both disciplinary consequences as well as strategies that teachers can use to support students in making better decisions and promote student ownership of their own behaviors. During discussion, staff also confirmed that FBISD has increased the number of options for fighting, and the number of fighting incidents decreased last year as compared to the year before. Dr. Amanda Hartley also shared information about the new consequences for vaping offenses in accordance with House Bill 114, and the additional charts that were added to the Code of Conduct in response to feedback from teachers.

Following discussion, **MOTION FAILS**, 6-1.

Nay: Dae, Gilliam, Hamilton, Malone, Garcia, Jones

Yea: Hanan

- E. **Commercial Paper:** Consideration and approval of a second amended and restated order authorizing, establishing, approving, confirming, and ratifying of the Fort Bend Independent School District Unlimited Tax Commercial Paper Program ("Order") and the issuance of commercial notes from time to time thereunder.

Motion by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board to approve Consent Agenda Item 9.E as presented.

During discussion, Bryan Guinn clarified that the \$150 million limit has been in place for the last several years and there is no request to increase the limit at this time.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

- F. **Interlocal Agreement regarding Exposure Excellence Youth Program:** Consideration and approval of a revised Interlocal Agreement between Fort Bend ISD, Fort Bend County and Fort Bend County Juvenile Board for the 2023-24 school year regarding the Exposure Excellence Youth Program.

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board to approve Consent Agenda Item 9.F as presented.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

- G. **Interlocal Agreement regarding Saved by the Bell:** Consideration and approval of a revised Interlocal Agreement between Fort Bend ISD, Fort Bend County and Fort Bend County Juvenile Board for the 2023-24 school year regarding the Saved by the Bell truancy program.

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board to approve Consent Agenda Item 9G as presented.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

H. Memorandum of Understanding (MOU) for Juvenile Justice Alternative Education Program (JJAEP): Consideration and approval of the MOU for the JJAEP among Fort Bend County Juvenile Probation Board, Fort Bend ISD (FBISD), Stafford MSD (SMSD), and Alief ISD (AISD).

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board to approve Consent Agenda Item 9.H as presented.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

I. Consideration and approval of proposed expenses that exceed \$50,000:
Specifically for:

1. **Ferndell Henry DAEP Relocation to MR Wood:** Consideration and approval of a construction services agreement with Job Order Contractor (JOC) E Contractors to perform the necessary renovation at M.R. Wood to prepare the building for relocation of staff and students from Ferndell Henry Center or Learning (FHCL), for a not-to-exceed amount of \$650,000 and authorization for the Superintendent to negotiate and execute or terminate the agreement.

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board to approve Consent Agenda Item I-1 as presented.

During discussion, Mrs. Malone noted on record that there is concern regarding capacity for the DAEP and requested data that shows DAEP placement, capacity and demand over the last ten years.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

2. **Music Instruments and Related Items (Supplemental):** Consideration and approval for the purchase of music instruments and related items and authorization for the Superintendent to negotiate and execute the contracts through July 2027.

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board to approve Consent Agenda Item I-2 as presented.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

3. **Nursing Services (Supplemental):** Consideration and approval for the purchase of nursing services from multiple vendors and authorization for the Superintendent to negotiate and execute the agreements through April 2027.

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board to approve Consent Agenda Item 9.3 as presented.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

4. Communities in Schools Houston (CISH): Consideration and approval for the purchase of student support services in an amount not to exceed \$591,140 and authorization for the Superintendent to negotiate and execute the agreement through June 2024.

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board to approve Consent Agenda Item I.4 as presented.

During discussion, Dr. Kimberly Lawson confirmed that this action would allow more schools to participate in this program, as Marshall High School has worked to secure Title I funds and this is an eligible expense for Title funds. Dr. Pilar Westbrook also shared that Communities in Schools has been at four campuses for the last four years, and prior to that it only served McAuliffe Middle School. Dr. Rhonda Mason also provided clarification regarding services provided by Communities in Schools and the previous services provided by Baker Ripley.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

5. Commercial Warehouse and Food Distribution Service for USDA Foods: Consideration and approval for the purchase of commercial warehouse and food distribution services for United States Department of Agriculture (USDA) foods from Gold Star Foods, Inc. through an interlocal agreement with the Texas Department of Agriculture (TDA) in an amount not-to- exceed \$300,000, and authorization for the Superintendent to negotiate and execute the agreement thru May 2025.

MOTION by by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board to approve Consent Agenda Item I-5 as presented.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

6. Budget Amendment Technology Projects: Consideration and approval of a budget amendment to transfer \$6,209,024 between Information Technology projects.

MOTION BY Dr. Gilliam, SECONDED by Mrs. Hanan for the Board to approve Consent Agenda Item I-6 as presented.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

7. Bond Program Contingency Funds: Consideration and approval for the use of 2018 Bond Program Contingency as proposed.

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board to approve Consent

Agenda I-7 as presented.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

8. Elevator Service, Maintenance, Repair and Related Items
(Supplemental): Consideration and approval for the purchase of elevator service, maintenance, repair, and related items through the Central Texas Purchasing Alliance contract from Elevator Transportation Services, Inc. and authorization for the Superintendent to negotiate and execute the agreement through January 2025.

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board to approve Consent Agenda Item I-8 as presented.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

9. **Work Uniforms, Related Items and Services:** Consideration and approval for the purchase of work uniforms, related items and services from multiple vendors in an amount not-to- exceed \$445,472 and authorization for the Superintendent to negotiate and execute the agreements through July 2028.

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board to approve Consent Agenda Item I-9 as presented.

During discussion, Terrilyn Holmes provided clarification regarding the departments, such as transportation shop personnel and food services staff, who wear uniforms or polos.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

10. **UT OnRamps Program:** Consideration and approval of UT OnRamps Program from the University of Austin in an amount not-to-exceed \$250,000 and authorization for the Superintendent to negotiate and execute the agreement through August 2024.

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan for the Board to approve Consent Agenda Item I-10 as presented.

During discussion, Dr. Westbrook provided information about how dual credit and dual enrollment programs differ and confirmed the cooperation with Houston Community College continues. Dr. Westbrook shared that this partnership with UT OnRamps offers another option for students and provides professional development to teachers, and shared information about what has been done to make families aware.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

10. Convene in Closed Session

The Board convened in closed session at 11:26 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

- A. Deliberate Executive Director of Student Affairs recommendation.
- B. Deliberate Assistant Superintendent - Elementary recommendation.
- C. Deliberate recommendation regarding transfer of a student who engaged in bullying.
- D. Deliberate an Amendment to the Superintendent's Contract.

11. Reconvene in Open Session

The Trustees reconvened in open session at 1:17 a.m

12. Consider Action on Closed Session Items

- **MOTION by Mrs. Hanan and SECONDED by Mr. Garcia** that the Board of Trustees accept the superintendent's recommendation and appoint Lisa Langston as Executive Director of Student Affairs.
MOTION CARRIES, 7-0.
Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones
- MOTION by Ms. Jones and SECONDED by Dr. Gilliam that the Board of Trustees accept the superintendent's recommendation and appoint Dr. Rhonda Mason as Assistant Superintendent for Elementary.
MOTION CARRIES, 7-0.
Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones
- **MOTION by Mr. Garcia and SECONDED by Mrs. Hanan** that the Board of Trustees accept the hearing officer's recommendation concerning the request to transfer a student who has engaged in bullying filed by V.S.
During discussion, Mrs. Dae clarified that the pending motion would accept the hearing officer's recommendation and there would be no transfer.
MOTION FAILS, 5-2.
Nay: Dae, Hamilton, Malone, Garcia, Jones
Yea: Gilliam and Hanan
- **MOTION by Mr. Garcia and SECONDED by Ms. Jones** that the Board of Trustees reject the hearing officer's recommendation concerning the request to transfer a student who has engaged in bullying filed by V.S. and transfer R.S. to another campus in the district in consultation with R.S.'s parents, pursuant to Board Policy FDB (Legal).
MOTION CARRIES, 5-2.
Yea: Dae, Hamilton, Malone, Garcia, Jones
Nay: Gilliam and Hanan
- **MOTION by Dr. Gilliam and SECONDED by Mr. Garcia** that the Board of Trustees

approve amending Dr. Whitbeck's contract to extend the term to December 31, 2026 and to provide for a two percent increase to base salary retroactive to November 1, 2022.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

13. Adjournment

Having no further business before the Board, MOTION was made by Mr. Hamilton to adjourn the meeting at 1:23 a.m

Judy Dae, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Special Called Meeting – EIC Policy Workshop
July 27, 2023

A Board of Trustees Special Called Meeting was held on Thursday, July 27, 2023, beginning at 4:00 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>.

The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/267972>.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=590291>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

Dr. Shirley Rose-Gilliam, Vice President
Mr. David Hamilton, Secretary
Mr. Rick Garcia
Mrs. Angie Hanan
Ms. Sonya Jones

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools
Beth Martinez, Deputy Superintendent
Dr. Kimberly Lawson, Chief Academics Officer
Dr. Kwabena Mensah, Chief of Schools
Lisa Coston, Director of Accountability, Assessment and Compliance
Jennifer Chadwick, Director, Social Emotional Learning and Comprehensive Health
Dr. Pilar Westbrook, Executive Director Social Emotional Learning and Comprehensive Health
Dr. Tiffany Unruh, Director, Strategic Planning
Dr. LeShunda Page, Assistant Director of School Counseling
Coby Wilbanks, General Counsel
Amanda Bubela, Recording Secretary (virtual)

1. Meeting Called to Order

President Dae called the meeting to order at 4:00 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and matter required by law.

2. Public Comment

There were no public comments.

3. Information

A. EIC Local Rank Considerations Class of 2024 and 2028

Dr. Kimberly Lawson, Chief Academic Officer, began the discussion and informed Board members the purpose of the meeting was to discuss EIC (Local) Rank as directed by the Board at the April 17 Board meeting, and recognized FBISD staff who have supported with the gathering of research and information in the last few months.

Dr. Lawson outlined information that has that has been provided to Board members in June and July Board memos, including: how other districts are ranking students, where FBISD students are attending college, college admissions policies, research about the affects of class rank, survey results from FBISD parents, students and staff, course options, Programs of Choice information (including accountability impacts), and copies of EIC (Legal) and EIC (Local). Dr. Lawson noted that during the workshop, there would be a timed agenda to provide Board members with the opportunity to review data, have discussions, and ask questions, and first asked Board members to stand up and review information and data that was posted in the boardroom. The Board members were then asked to share noticings and take-a-ways.

Following the initial review of information, Board members noted that there was a large number of students impacted when academy students were ranked with their zoned campuses, and when academy students are ranked with the campuses they attend, it could push zoned students down in their campus' rank.

Members of the Academic Affairs team then provided an overview of various information.

Dr. LeShunda Page shared an overview of college admissions information and how rank is considered as part of the review process, as shared during conversations with admissions representatives and websites of the various universities.

Dr. Tiffany Unruh provided information about survey results from the FBISD community, noting that 1,731 parents, 777 staff and 1,370 students in grades 6-12 participated in a recent K12 Insight survey regarding ranking policy. In the results, 40-46 percent of all groups disagreed or strongly disagreed with the 2019 policy change, there was agreement among all stakeholder groups to recommend ranking students into quartile and top 10 percent, and there was also agreement that ranking played a significant role in college processes. Dr. Unruh also shared a summary of responses in which participants were asked to rate three choices regarding rank, with responses receiving weighted scores, with all three stakeholder groups ranking quartile rank and top 10% students getting their rank as their top choice; though for students, this choice was very close to their second preference of all students getting their rank. During discussion that followed, the Board asked for more detailed information about student participation, breaking down whether responses came from schools that feed into an academy, as well more detailed breakdown of responses associated with the 2019 policy change.

Lisa Coston provided an overview of the accountability impacts of ranking Program of Choice students at different campuses, as her team modeled various scenarios. Coston shared that based on the 2022 Accountability System, which is being updated for 2023, the moving of programs of choice within larger campuses has a minimal impact on both the sending and receiving campuses, and the largest and negative impact is when lower enrollment campuses lost academy students in the accountability rankings.

Jennifer Chadwick provided an overview of comparison data between the Class of 2023 and Class of 2024 under the previous and current policy, noting that for the Class of 2023: there were very few fluctuations in percentages between the January and Summer run; Dulles and Hightower still have a large percentage of students in the top 10% that are not zoned to the campus, 71% and 47%, respectively; the Valedictorian and Salutatorian at Dulles and Marshall are not zoned to those campuses; and the Valedictorian at Willowridge and Hightower are not zoned to those campuses. For the Class of 2024: there were no significant changes between the January and summer rank runs at 10 of the 11 high school campuses, but a change is seen at Austin High School between the January and summer runs; attending Austin students made up 84% of the top 10% in January and now make up 83%, a 1% decrease; non-attending Austin zoned students made up 16% of the top 10% in January and now make up 17%, a 1% increase; The Valedictorian at Willowridge, Elkins, Bush, and Marshall does not attend the school, and the Salutatorians at Clements and Austin do not attend the school. Staff also shared scenarios that ranked fictitious students at various campuses, based on how they were ranked with their academies or zoned campuses.

During discussion, Board members provided feedback and asked clarifying questions, and asked the administration whether it would be possible for FBISD to remain a non-ranking district and provide students the option to receive ranking, and Coby Wilbanks indicated that the district continues to explore all options that may be available under the Texas Education Code. Staff also confirmed that work is currently underway to specify details related to graduation ceremony participation, based on Board's decision. The Board also asked for data associated with college retention of students and ranking versus non-ranking districts, and clarity on whether colleges are providing fair consideration of students from ranking and non-ranking districts.

Following discussion, Board members were asked to share Pros and Cons of ranking students. Pros for ranking all students included that a higher percentage of colleges utilize rank in some way, that many FBISD students attend the University of Houston, where they provide top 35% scholarships, and that students not knowing their rank creates stress among some students. Cons for ranking all students included the stress associated with class rank and its competitive nature. During discussion, the Board indicated that the focus of policy should be to determine ranking policy for students who are currently 8th graders, as current high school students have based their course selection on current policy.

During the time that remained, Board members were asked to share Pros and Cons associated with ranking students at their zoned campuses and campuses of attendance. Pros for ranking students at their campus of attendance included avoiding situations where a graduation speaker participates in a ceremony at a campus they never attended, that it honors students and teachers where they did their work, competition is limited to the campus, and the school community is ranked together. Cons shared for ranking students at their Program of Choice zoned campus included that students that have never been at the campus are in the top 10%, that students would walk at a campus they did not attend, the difficulty for zoned students to be in the top 10-20 percent, and that it can promote GPA gaming.

The discussion concluded with Dr. Lawson expressing appreciation to Board members for their participation and to staff for preparing all of the information. Dr. Lawson indicated that staff would be working to provide additional responses for the August 7 Board meeting.

4. Adjournment

Having no further business before the Board, MOTION was made by Dr. Gilliam to adjourn the meeting at 5:59 p.m.

Judy Dae, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Called Meeting and Agenda Review
August 7, 2023

A Board of Trustees Regular Business Meeting was held on Monday, August 7, 2023, beginning at 6:00 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>.

The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/268600>.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=591745>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

Dr. Shirley Rose-Gilliam, Vice President
Mr. David Hamilton, Secretary
Mrs. Kristen Davison Malone
Mr. Rick Garcia
Mrs. Angie Hanan
Ms. Sonya Jones

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools
Steve Bassett, Deputy Superintendent
Beth Martinez, Deputy Superintendent
Dr. Kwabena Mensah, Chief of Schools
Kimberly Smith, Chief Communications Officer
Bryan Guinn, Chief Financial Officer
Glenda Johnson, Chief Human Resources Officer
Long Pham, Chief Information Officer
Damian Viltz, Chief Operations Officer
Dr. Kimberly Lawson, Chief Academics Officer
David Rider, Chief of Police
Coby Wilbanks, General Counsel
Amanda Bubela, Recording Secretary (virtual)

Others Present

Jonathan Brush, Board Counsel
FBISD Staff and Employees

1. Meeting Called to Order

President Dae called the meeting to order at 6:00 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and matter required by law.

2. Public Comment

- Julie Pickren, Texas State Board of Education Member, provided materials to the Board related to Senate Bill 763, also known as the Texas School Chaplain Act, which was filed in February of 2023 and signed into law by Governor Abbott. Pickren provided information about the requirements of the act, including that the Board take a vote on school chaplains by March 1, 2024.
- Rocky Malloy, founder and CEO of the National School Chaplain Association, which has chaplains in more than 26,000 schools and offers training that is recognized by the U.S. Department of Education, addressed Board members about chaplains in schools. Malloy shared information about the responsibilities of school chaplains and the supports they provide students, and asked the board not to wait until a tragedy to employ chaplains within the District.
- Lorena Garza, a youth pastor and concerned parent, addressed Board members in support of chaplains in schools and shared information about her experiences at Dickinson High School, where she has sponsored a Christian club. Garza encouraged Board members to allow chaplains to be in schools.
- Todd Taylor, a retired teacher with 29 years of experience, addressed Board members in support of chaplains in schools and shared details about his personal experiences as a teacher and the reasons he believes chaplains should be in schools.

3. Closed Session

The Board convened in closed session at 6:21 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

- A. District Audit Report (DAR) Summary
- B. Deliberate Executive Director of Facilities recommendation

4. Reconvene in Open Session

The Trustees reconvened in open session at 7:43 p.m.

5. Action

- A. Student Code of Conduct

MOTION by Mrs. Malone and SECONDED by Mrs. Hanan that the Board of Trustees approve Item 5.A as presented.

Prior to discussion, Mrs. Dae and Ms. Jones provided board members with information about work that occurred with the administration following the July 24 Board meeting, as Ms. Jones served as a liaison between the Board and the administration. Ms. Jones provided a timeline of her communications with district staff and shared concerns related to her requests for changes and information.

During discussion, Board members shared feedback and asked for clarifying information from the administration regarding contents of the Code of Conduct. In response, Dr. Mensah shared information about Chapter 37 and the administration's intent to have a clear Code of Conduct that students, staff and parents understand. Dr. Mensah shared that adjustments were made when requested about the philosophy and culture and climate, as these are not required for inclusion. Dr. Mensah also spoke to other changes in the updated Code of Conduct, including and provided additional clarification about the district's expectations and utilization of Positive Behavior Intervention Strategies (PBIS) and restorative practices. Dr. Amanda Hartley spoke to the requirements of the Texas Education Code in Chapter 37, which require language about PBIS and trauma informed care, but not restorative practices.

During further discussion, Board Counsel Jonathan Brush confirmed according to Board Policy, the Board must adopt a Code of Conduct but the policy does not speak to the adoption immediately before the school year begins, and the Student Code of Conduct can subsequently be revised by the Board during the school year. Brush further stated that should the Board not adopt the Code of Conduct, the prior years' Code of Conduct would carry forward as the Board adopted Code of Conduct.

Mrs. Hanan called for the question but did not receive a second, and further discussion followed.

Following discussion, **MOTION FAILS, 4-3.**

Nay: Dae, Hamilton, Jones, Malone
Yea: Gilliam, Garcia, Hanan

6. Superintendent Start of School Update

In her report, Dr. Whitbeck:

- Shared an update on professional development, new teacher orientation, and other recent events held in preparation for the 2023-24 school year.
 - The Organizational Development team completed 1,083 professional learning sessions in collaboration with other departments.
 - 672 teachers attended New Teacher Orientation, including 20 teachers with more than 30 years' experience.
 - A Teacher Academy was held and mentor assignments were issued for 143 first-year teachers, 96 of which are instructional apprentices.
- Highlighted notable events held at campuses in advance of the school year, including:
 - Marshall High School's 5th Annual Party on the Run, a back-to-school fun fair.
 - Travis High School's Hallway Rally, where students led staff through the halls to

- sign a wall and demonstrate their commitment to excellence.
- Willowridge High School's 12th annual Wall of Honor Induction, an annual event that honors former students and staff who have made an impact on their community.
- Shared information about District's first-ever "Prep Rally" for paraprofessionals, as well as customer service professional development for receptionists.
- Shared that the police department has communicated the Standard Response Protocols and emergency drill expectations to all school administrators, and an update on the departments recruiting efforts that included a recent social media campaign.
- Shared that the District's IT analysts closed 7,688 work orders this summer. The department also purchased and prepared more than 9,500 new devices for new schools and moved thousands of devices in preparation of the consolidation of Blue Ridge/Briargate and Mission Bend/Mission Glen.
- Shared that the FBISD transportation team has also been preparing to make sure the fleet is safe and ready for the start of school, and also shared information about the current bus driver shortage and how the district is covering routes with CDL-certified transportation staff.
- Shared that Child Nutrition anticipates serving 40,000 daily lunches and 12,000 breakfasts, and that all students who receive reduced-price meals will also receive breakfast at no-cost.
- Congratulated 80 students who recently received their high school diplomas during Summer Graduation last week.
- Shared challenges associated with teacher vacancies, and plans to cover vacancies with substitute teachers and/or other alternatives that incorporate certified educators.
- Shared that House Bill 3 requires an armed officer at every campus, but that FBISD will likely file an exemption because it does not have the personnel to meet the requirement.
- Shared an update on the District's recent virtual convocation, which included the District's theme of Knowing Your Impact and Choosing to Care. Dr. Whitbeck also shared a short video clip featuring Lindsey Koon at Sugar Mill Elementary.

7. Board Committee Reports

A. Audit Committee

Mr. Garcia shared that since the last Board meeting, the audit committee held a meeting with Mr. Bassett and discussed areas of need, and Dr. Deena Hill provided information about the work underway regarding special education. Mr. Garcia indicated the committee hopes to bring recommendations to the Board at the next meeting, which may include a cost-savings audit in advance of a possible VATRE.

B. Equity Committee

Dr. Gilliam shared an update regarding the District's equity committee, and shared background information, as the Board of Trustees took action in July of 2020 to create a Board equity committee to develop and recommend a working definition of equity to the Board, initiate a district equity audit, and initiate creation of a Board development plan on equity. Dr. Gilliam shared information about the audit, indicating that the Board would be using Hanover Research and that the first meeting for the equity audit team will be in September.

8. Information

A. Class Rank Update

Dr. Kim Lawson, Chief Academic Officer, provided an update regarding Policy EIC Local rank as requested by the Board on April 17 and was recently discussed at the July 27 workshop. Dr. Lawson shared that a tremendous amount of research and data has collected and examined, introduced Dr. Pilar Westbrook to provide additional information and the recommendation.

Dr. Westbrook shared historical information, as the policy was first revised in the 2019-2020 school year for implementation with the Class of 2024, and on April 17, 2023, the Board voted for a one-time release of class rank and for administration to research and provide information for the Board's consideration regarding the rank policy. On July 27, 2023, the administration provided a Board workshop to discuss and provide further information and research, including university ranking policies and information provided by universities, practices of other districts, and stakeholder feedback from a recent district survey that included families, district/campus staff and students in grades 6-12. Dr. Westbrook provided a survey summary and shared there was agreement across stakeholder groups to recommend ranking students into quartile and top 10%, and to rank students with the campus they attend.

Dr. Westbrook shared information provided by the University of Houston, University of Texas, Rice University and Texas A&M, as a high number of FBISD students attend these universities, and also shared information about the feasibility of providing student rank upon request, while Coby Wilbanks shared legal clarifications related to ranking/non-ranking districts, the ranking of students within zoned schools or schools of attendance and information related to academies. During the presentation, Dr. Westbrook also shared information regarding graduation ceremonies, and class rank comparisons, by campus, under current policy that ranks by zoned campus versus the old policy of ranking based on campus of attendance.

Based on all information available, the administration is recommending:

- Beginning in September, for the Class of 2024, provide all students with their quartile and continue top 10% notification letters.
- For the classes of 2024, 2025, 2026, and 2027, continue following 2024 policy of ranking where students are zoned.

Dr. Westbrook also shared detailed considerations regarding the ranking of students at either their zoned or campus of attendance for the classes of 2028 and beyond.

Following Dr. Westbrook's presentation, Board members asked clarifying questions and provided feedback. In response, the administration shared that they provided available information through the Texas Higher Education Coordinating Board, but information was not available connecting particular students and their graduation from high school. The administration also provided clarification regarding the survey data that was gathered and the weighted scores that were used to evaluate data regarding student, staff, and parents preferences related to ranking by quartile, all students receiving rank, or only the top 10% receiving rank. Staff also confirmed that according to current policy, FBISD is a non-ranking district. Because the Board made an exception at the beginning of the summer, FBISD is a ranking district for that time period.

C. Update on Schematic Designs for Briargate Elementary

Nicola Springer with Kirksey Architecture provided an overview of the schematic designs for Briargate Elementary. Springer shared that the basis of design was Lakeview Elementary, but as a combined campus, the design has been modified to accommodate 1,000 students.

Springer described the process to get community feedback as part of the design process, which indicated that the community wanted to build on the strong history of the Briargate and Missouri City community, but also build a modern facility. Like Lakeview Elementary, the school includes an interior courtyard where the playground and outdoor learning spaces are protected by the campus.

Springer shared a site plan for the campus which includes the entry remaining at Laughlin Drive, a courtyard layout for central green space, the maintenance of existing trees, design for positive airflow in outdoor spaces, and 170 total parking spaces. Springer also shared the overall floor plan, which includes a two-story wing.

Following the presentation, Board members provided feedback and asked clarifying questions. In response to questions from the Board, staff confirmed that in consultation with the Extended Learning Program, the capacity of the ELP space was reduced to create a family resource center. Information was also provided about kindergarten and prekindergarten spaces, which includes eight total classrooms that can be adjusted to accommodate either level. Springer also confirmed that the topic of renaming the school has come in up in discussions, but there has not yet been any formal discussion.

D. Update on Schematic Designs for Mission Bend Elementary

Melissa Turnbaugh with PBK Architects provided an overview of the schematic designs for the Mission Bend Elementary rebuild. Turnbaugh shared information about the community meetings held with stakeholders from both Mission Bend and Mission Glen elementary schools, during which the communities shared their desires to celebrate the diversity of their schools, ensure natural materials and nature light, and celebrate different learning styles. The design is based on the design of Neill Elementary.

Turnbaugh shared two site plan options that were considered by stakeholder groups, and shared that the proposed site plan includes the strengths from both options. The site plan includes a prominent main entry that faces the intersection, space for parent stacking, ideal classroom orientation, outdoor learning spaces, a safe pedestrian path to campus, and protected playgrounds. Turnbaugh also provided an overview of the floor plan.

Following the presentation, Board members provided feedback and requested confirmation about PreK capacity.

B. Budgetary, Legislative and Compensation Update

Deputy Superintendent Steve Bassett provided clarification regarding different narratives that have emerged from the 88th Legislative Session, as provided by the Texas Association of School Business Officials, or TASBO. Bassett noted that while legislators may note there is \$8.7 billion in new money for schools, this includes funding that is restricted and may ultimately not cover costs, and the breakdown also includes funding that is contingent on legislation that did not pass. Bassett also noted that an increase for TRS Active Care does not impact FBISD as it is not a TRS Active Care District, and other funding restored prior cuts. Bassett also shared that while

taxpayers will see relief, as there is compression of the tax rate and an increase the homestead exemption, these do not result in new money for schools.

Chief Financial Officer Bryan Guinn then shared a review of responses from questions from the July 21 Board meeting, including the school districts that provided teacher raises while also adopting deficit budgets. Of the six districts that adopted deficit budgets, five of them provided teacher raises. Guinn also shared an overview of the local districts that have both golden and copper pennies, and those that have conducted VATREs since 2017. Guinn shared the local tax rate comparison among other area school districts, noting that FBISD is the fifth lowest in the area based on the 2022 tax year, and also shared a comparison of starting teacher pay, noting that FBISD is at the bottom of the comparison.

Guinn shared actions that have been done to date to address compensation, including the retention and recruitment supplement and the maintenance of a teacher step, and the discussion of the possibility of a VATRE. The district has also initiated a contract to conduct a public opinion survey on the possibility of a VATRE and staff plans to share these results with the Board on August 14.

Guinn shared a VATRE of two cents could generate \$25 million in additional revenue for teacher and staff raises and shared an overview of what those raises could look like for teachers, librarians, counselors, hourly and paraprofessional staff, and police officers, LSSPs, SLPs, principals and all other administrative professionals. Guinn provided a breakdown by category, noting that 87% of the total allocation would be going to campuses, and also shared what an additional three cent increase could include, such as a licensed police officer at every elementary campus, additional resources for special education services and supports, and the enhancement of academic offerings. This five percent increase would equate to approximately \$40 in new revenue. Guinn also shared information about potential tax rate impacts, with consideration of Senate Bill 2 and the included taxpayer relief efforts. Guinn shared that a two cent VATRE would offset that taxpayer relief by approximately \$54 dollars for the average home, and a five cent VATRE would offset those savings by \$135 dollars. Guinn shared next steps related to the adoption of the tax rate, stating that on August 14, the District will review results of the public opinion survey with the Board, and the Board would be asked to vote on the tax rate on August 21.

Following Guinn's presentation, Board members provided feedback and asked clarifying questions. In response to questions from the Board, staff confirmed that if a VATRE is successful, the funding received would benefit the district in the current school year, and the raises would go into effect this year. This could include a recommendation to amend the budget to make the raises retroactive to the contract year, or the option to make them effective as of a certain date.

During discussion, Board members expressed a desire to increase teacher and paraprofessional compensation and requested salary comparison data related to other positions, such as principals and central office staff, and the number of staff members and potential compensation totals at the at the director and above level.

9. Review

- A. Fort Bend ISD Board of Trustees Meeting Minutes: Consideration and approval of Fort Bend ISD Board of Trustees meeting/and or public hearings on the following dates:
 1. April 17, 2023 Regular Business Meeting
 2. May 1, 2023 Agenda Review Meeting
 3. May 15, 2023 Special Called Meeting (Canvassing of Election Results)

4. May 15, 2023 Regular Business Meeting

No discussion.

- B. Policies CB (Local) and EI (Local): Consideration and approval of proposed revisions of local policies:
 - 1. CB (Local)
 - 2. EI (Local)

No discussion.

- C. Tax Rate: Consideration and approval of a resolution adopting the combined Ad Valorem tax rate of \$0.9992 per \$100 of valuation for the Fort Bend Independent School District for the 2023 tax year.

No discussion.

- D. Designation of Public Information Act Non-Business Days: Consideration and approval of the designation of non-business days under the Texas Public Information Act for calendar year 2023 and Spring 2024.

During discussion, Coby Wilbanks clarified that this action would relate only to the purposes of the Public Information Act in response to House Bill 3033, and is only for purposes of compliance with timelines. Wilbanks told Board members the act grants 10 additional non-business days per calendar year, with all 10 days available in the fall during the first year of implementation, and the District's intent is to determine the days for the next calendar year following the adoption of the instructional calendar so that they are aligned. Wilbanks indicated the act does not directly address weather-related closures.

- E. SB 763: Discussion of Senate Bill 763 relating to allowing public schools to employ or accept as volunteers chaplains.

During discussion, Mr. Hamilton indicated that this was put on the agenda for information and discussion, as the Board would need to take action by March 1, and Mrs. Hanan shared materials with the Board with additional information, noting that there are also countering viewpoints on this issue.

- 10. Consideration and approval of proposed expenses that exceed \$50,000: Specifically for:
 - A. Chapter 49: Consideration and approval of option 3 to reduce the estimated yield per penny per student in Weighted Average Daily Attendance (WADA) due to notification of Chapter 49 status for school year 2023-24 and delegate contractual authority to obligate the school district under Texas Education Code (TEC) Section 11.1511 (c) (4) to the superintendent, solely for the purpose of obligating the district under TEC, Section 48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner to education as authorized under TEC, 49.006.

No discussion.

- B. Ice Cream, Frozen Novelty and Frozen Beverages: Consideration and approval for

the purchase of ice cream, frozen novelty products, and frozen beverages from Southern Ice Cream through the Choice Partners' cooperative contracts in an amount not-to-exceed \$1,500,000, and authorization for the Superintendent to negotiate and execute the agreement through July 2028.

No discussion.

- C. Apple Products and Related Services: Consideration and approval of the purchase of Apple Products and Related Services from Texas Department of Information Resources (DIR) and Choice Partners cooperative contracts in an amount not to exceed \$14,500,000 and authorization for the Superintendent to negotiation and execute the agreements through May 2028.

No discussion.

- D. PKG044 First Colony Middle School HVAC Improvements: Consideration and approval of a construction services agreement with Job-Order-Contractor (JOC) E Contractors to perform upgrades to the HVAC system at First Colony Middle School (FCMS), for a not-to-exceed amount of \$510,000: approval of a professional services agreement with Infrastructure Associates for a Not-to-Exceed amount of \$60,000, and authorization for the Superintendent to negotiate and execute or terminate the agreements.

No discussion.

- E. Strategic Planning Consulting Services: Consideration and approval for the purchase of Strategic Planning Consulting Services from engage2learn (e2L) under The Interlocal Purchasing System (TIPS) contract in an amount not-to-exceed \$83,000 and authorization for the Superintendent to negotiate and execute the agreement through June 2024.

During discussion, Mrs. Malone requested additional information from the Board officers regarding the selection of this vendor.

Prior to the review of Items F – H and at the request of President Dae, the administration provided a brief presentation regarding the bond-related recommendations.

Carolina Fuzetti shared an overview of the board actions that have been taken to date related to the 2023 Bond, including the architect selection, the CMAR for Briargate and Mission Bend, and the budgets for Bond 2023. The Technology Consultant, Job Order Contracting Pool and the Professional Services for 2023 Bond and Non-Bond Projects are on the review agenda for recommended action in August.

Fuzetti explained that there are different contracting methodologies, and shared that JOCS are useful for simple projects. Fuzetti shared the pool of five JOCs were procured through a competitive sealed proposal (CSP), and indicated that the pool is selected so that the more simple work can be completed quickly. Fuzetti shared more information about the competitive bidding process, and told Board members staff is presenting a list of projects and the JOCs that would execute the projects to allow the work to begin. These include playgrounds, flooring and drinking fountains.

Fuzetti also provided information about the Professional Services for phase one, which were procured through an Request for Qualifications (RFQ) as required, and this selection is therefore based on qualifications and not price. Fuzetti shared that staff decided to split professional services into three phases because there are too many vendors to evaluate at a single time. The most critical are included in phase one, such geotechnical surveys that are needed prior to design. Fuzetti shared that a maximum of five vendors are being selected for each category, and they would be rotated and offer services throughout the bond.

Fuzetti then shared information about the Technology Consultants, which were procured through an RFQ. Fuzetti shared that staff selected two vendors, as there is increased work as compared to the prior bond and they believe the district will be better served by two vendors. Fuzetti said that after selecting the two qualified vendors, they are paired with architects to ensure that the same standards are implemented throughout the district.

Following Fuzetti's overview, Mr. Bassett provided additional information about the purpose and scope of the Bond Oversight Committee (BOC) and shared that the District is working to ensure representation from all feeder patterns. Bassett shared the BOC, combined with information on the website, helps the district meet the public expectations for transparency and prompt bond execution. Bassett shared the scope of the BOC includes all aspects of the bond, which includes construction management, bond financing and communications, but the BOC does not participate in the procurement as that is a board responsibility.

- F. 2023 Bond Program: Consideration and approval of a Job Order Contracting Pool to be utilized by the District to provide both bond and non-bond services, approval of services not to exceed an amount of \$15,074,768, and authorization for the Superintendent to negotiate and execute or terminate the contracts with the identified vendors.

No discussion.

- G. Phase 1 - Professional Services for 2023 Bond and Non-Bond Projects: Consideration and approval of Phase 1 Professional Service Firms to provide both Bond 2023 services for a not-to-exceed amount of \$23,000,000.00 and non-bond services for a not-to-exceed amount of \$5,000,000, and authorization for the Superintendent to negotiate and execute the contracts with the identified firms.

No discussion.

- H. Technology Consultant / Professional Services for 2023 Bond and Non-Bond Projects: Consideration and approval of a Technology Consultant pool selection for the 2023 Bond Program and non-bond services District wide, for a not-to-exceed amount of \$5,000,000, and authorization for the Superintendent to negotiate and execute the contracts with the identified firms.

No discussion.

11. Adjournment

Having no further business before the Board, MOTION was made by Mr. Hamilton to adjourn the meeting at 11:50 p.m.

Judy Dae, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Special Called Meeting
August 14, 2023

The Fort Bend ISD Board of Trustees held a Special Called Meeting on Monday, August 14, 2023, beginning at 4:30 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available for public viewing at the following web address: www.fortbendisd.com/boardmeetinglivestream. The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/269107>.

The agenda packet for the meeting can be found here:
<https://meetings.boardbook.org/Public/Agenda/649?meeting=595101>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

Dr. Shirley Rose-Gilliam, Vice President (joined as meeting was in progress)
Mr. David Hamilton, Secretary
Mrs. Kristen Davison Malone (joined as meeting was in progress)
Mr. Rick Garcia
Mrs. Angie Hanan
Ms. Sonya Jones

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools
Steve Bassett, Deputy Superintendent
Beth Martinez, Deputy Superintendent
Kimberly Smith, Chief Communications Officer
Bryan Guinn, Chief Financial Officer
Long Pham, Chief Information Officer
Damian Viltz, Chief Operations Officer
Dr. Kimberly Lawson, Chief Academic Officer
David Rider, Chief of Police
Coby Wilbanks, General Counsel
Amanda Bubela, Recording Secretary (virtual)

1.Meeting Called to Order

President Dae called the meeting to order at 4:30 p.m. announcing the presence of a quorum, that the meeting had been duly called and the notice posted for the time and matter required by law.

2. Action

A. Deliberate Executive Director of Facilities Recommendation

MOTION by Mrs. Hanan and SECONDED by Mr. Garcia that the Board of Trustees accept the superintendent's recommendation and appoint Aaron Morgan as Executive Director of Facilities.
MOTION CARRIES, 5-0.

Yea: Dae, Hamilton, Garcia, Hanan, Jones

Dr. Gilliam and Mrs. Malone were not present at the time of the vote.

3. Public Comment

There were no speakers present to address the Board

4. Information

A. Voter Approval Tax Rate Election (VATRE)

Prior to the start of the presentation, President Dae shared that the Closed Session Item (and therefore Agenda Items 5-7) was pulled and the focus of the entire meeting would be the VATRE.

During the information item, Mr. Matt Gamble with Baselice & Associates shared an overview of the recent public opinion survey conducted by his firm. This survey was conducted August 2 – 6 and involved 350 respondents, with a margin of error of 5.2%. Gamble shared that 100 staff households were also surveyed. Mr. Gamble shared the purpose of the survey has three objectives, including measuring general attitudes about the district, assessing initial levels of support for a VATRE of two cents and five cents and testing official ballot language versus more simplified language, and measuring informed support after more information was provided about the proposals and the different ways the funding could be used.

Mr. Gamble shared a comprehensive overview of the survey results, as well as a summary of key conclusions:

- FBISD has a good positive-to-negative ration of 5:6:1.
- Two-thirds of respondents (66%) think teachers in FBISD are underpaid, but respondents are split on whether FBISD needs more money (42%) or has enough (48%).
- A majority (61%) of voters don't know about the two different tax rates, which underscores the need to keep messaging about the VATRE simple.
- Initial ballots tests reveal three things: (a) 2-cent and 5-cent proposals test similarly, especially when looking at which is read first, (b) both amounts are under 40% support and will require work to pass, and (c) subgroup analysis shows this communication-related work to be needed with nearly every key voter segment.
- After voters learn more about the proposals, a majority would vote for them, 61% say they would vote for the 2-cent proposal and 57% say they would vote for the 5-cent proposal. The order of questions played a role in the intensity of the 5-cent proposal (+3%) being lower than that of the 2-cent proposal (+16%). It is reasonable to assume the 5-cent proposal would have tested similarly to the 2-cent proposal at the end of the survey, if a 2-cent proposal had not been included.
- The key to success will not hinge on whether or 2-cent or 5-cent proposal is selected, but on voter education and turnout.

Following Mr. Gamble's overview, Board members shared feedback and asked questions. In response, staff confirmed that a VATRE would include a single proposition of a specified tax rate increase, and should the Board decide to move forward with a VATRE, action would need to be taken Monday when the Board adopts the tax rate. Mr. Gamble confirmed that the survey included likely voters and provided additional information about their recent participation in other elections.

Bryan Guinn, Chief Financial Officer, then provided a financial presentation, sharing that a 2-cent to 5-cent TRE could generate between \$25 million and \$40 million in revenue, depending on the option the Board selects. If the District were to move forward with a 2-cent VATRE, those pennies would be considered "golden" and therefore not subject to recapture, but anything over 2-cents is subject to recapture. That recapture equates to about a half million dollars per penny, so the full 5-cents would amount to \$1.5 million in recapture that would be paid to the state, but the \$40 million is the net proceeds. Guinn shared information about the District's tax rate history and comparison to other districts, noting that FBISD is 11-cents lower than neighboring Lamar CISD, and 16/17-cents lower than Katy and CyFair ISD, both of which have all available golden pennies. Guinn shared that a two cent VATRE would offset that taxpayer relief by approximately \$54 dollars for the average home, and a five cent VATRE would offset those savings by \$135 dollars.

Guinn then reviewed areas of need, including teacher compensation and an inflation adjustment for all employees, a significant increase in Special Education costs, and safety and security mandates. Guinn shared peer district compensation adjustments, as well as a regional starting teaching pay, and vacancy rates in job categories, such as teachers, bus drivers, counselors and nurses. Guinn shared information about the increased special education costs, compensation scenarios, and an allocation of staff by category, as previously requested by the Board. Guinn also shared additional information about a differentiated teacher pay scale to add an increased step at each five-year milestone to provide a means to remain competitive and attract and retain experienced teachers, and the costs associated with this and other compensation options.

Guinn concluded his presentation by sharing that the district will be holding a public hearing on the tax rate on August 21, and at that time, the Board will be asked to vote on the tax rate with a decision on whether there is no VATRE, or any other variation of a 2-to-5 cent VATRE that the Board would like to consider.

Following Mr. Gamble's overview, Board members shared feedback and asked questions. In response to questions from the Board, the administration shared additional information about compensation for campus administrators and current vacancies, and the potential impacts of recapture due to various factors. Damian Viltz shared that FBISD is competing with other entities for a limited pool of bus drivers, and an increase would help with the FBISD's retention and recruitment efforts, and Bryan Guinn provided information about potential costs of a \$1 and \$2 increase for bus drivers. Guinn also shared information about the state mandate requiring armed personnel at every school, and Chief David Rider shared information about options available under House Bill 3 to achieve compliance, including armed private security or a good cause exemption. Dr. Whitbeck also provided information about how the district is working to support teachers and has responded to their feedback to build more planning time into the calendar and create alternative appraisals, while also acknowledging that there has been a shift and teachers are now citing compensation as a top consideration. Dr. Whitbeck also provided information about the difference between the last VATRE and the potential November election, as the previous ask to voters was to maintain the overall tax rate, rather than benefit from compression, while this year, there is more compression and the district would be asking to

voters to offset those reductions. Kimberly Smith also clarified that Ronna Johnson, the district's previous bond consultant, would provide services related to communications strategy, while the internal communications team would work to implement the strategies and produce the deliverables. Guinn shared that the District is estimating that it will receive about \$1.2 million as part of the safety allocation from the state, but that this amount would not cover the costs of the state's mandate. Dr. Whitbeck shared that the district is interested in understanding the Board's priorities and how much of an increase the Board is comfortable with, if anything, so that the administration can provide options, and Board members requested additional information about the options available under the 2-cent through 5-cent scenarios prior to the next meeting.

8. Adjournment

Having no further business before the Board, MOTION was made by Mr. Hamilton to adjourn the meeting at 6:35 p.m.

Judy Dae, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Special Called Meeting – Public Tax Rate Hearing
August 21, 2023

A Board of Trustees Special Called Meeting – Tax Rate Public Hearing was held on Monday, August 21, 2023, beginning at 5:32 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>.

The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/269630>.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=593323>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

Mr. David Hamilton, Secretary
Mrs. Kristen Davison Malone
Mr. Rick Garcia
Mrs. Angie Hanan
Ms. Sonya Jones

Others Present

Dr. Christie Whitbeck, Superintendent of Schools
Steve Bassett, Deputy Superintendent
Beth Martinez, Deputy Superintendent
Dr. Kwabena Mensah, Chief of Schools
Kimberly Smith, Chief Communications Officer
Bryan Guinn, Chief Financial Officer
Glenda Johnson, Chief Human Resources Officer
Long Pham, Chief Information Officer
Damian Viltz, Chief Operations Officer
Dr. Kimberly Lawson, Chief Academics Officer
David Rider, Chief of Police
Coby Wilbanks, General Counsel
Amanda Bubela, Recording Secretary (virtual)

1. Meeting Called to Order

President Dae called the meeting to order at 5:32 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and matter required by law.

3. Conduct Public Hearing to Discuss Tax Rate

Chief Financial Officer Bryan Guinn shared that the District is holding a public hearing on the proposed tax rate in accordance with state statute. Guinn shared that the District is required to

adhere to truth in taxation requirements when adopting the tax rate, which includes the adoption of the budgets for the General and Debt Service funds, receiving the certified tax rolls from the central appraisal district, having TEA certify the maximum compressed rate, and advertising the proposed tax rate in a local paper at least 10 days prior to adoption. Guinn confirmed that all requirements have been met.

Guinn shared the adopted General Fund budget totals \$766.56 million and requires a tax rate of \$0.9492. Guinn shared this tax rate results in a balanced budget with a surplus of \$1.4 million, however, the budget does not include teacher or staff raises. Guinn shared the adopted Debt Service Fund totals \$134.68 million and requires a tax rate of \$0.27. The Debt Service Fund includes payments on outstanding principal and interest for the District's debt.

Guinn shared that while FBISD's budget did not include raises, many peer districts did adopt raises for teachers and staff, including CyFair, Katy and Lamar, resulting FBISD's starting teacher pay of \$59,500 the lowest among large districts in the region. Guinn stated the lower compensation has resulted in the district having vacancies in key positions and the district's staff has also been impacted by inflation, and shared information about impact of inflation on fuel and the district's higher cost for special education services. Guinn also shared tax rate comparisons of peer districts, including the number of Golden and Copper pennies.

Guinn shared the District has advertised a tax rate of \$0.9992, and although the rate was advertised at this rate, the Board can opt to adopt a tax rate between \$0.9492 and \$0.9992. He shared an overview of the VATRE scenarios that would generate between \$25 million and \$40 million, the impact of recapture, and a summary of the strategic abandonment efforts to reduce nearly \$40 million in reductions over the last two years, including reductions at the central administration level. Guinn shared information about the District's tax rate history and comparison to other districts, noting that FBISD is 11-cents lower than neighboring Lamar CISD, and 16/17-cents lower than Katy and CyFair ISD, and if FBISD were to increase the tax rates by 5-cents, it would still be one of the lowest in the region.

Guinn then shared an overview of VATRE options and what the generated revenue would allow the district to do at the 2-cent, 3-cent, 4-cent and 5-cent options. Guinn shared that a 2-cent VATRE would offset taxpayer relief by approximately \$54 dollars for the average home, and a 5-cent VATRE would offset those savings by \$135 dollars.

Following Guinn's presentation, President Dae welcomed public comments on the proposed tax rate.

2. Public Comment

Susan Ridley, a 32-year resident of Sugar Land, addressed the Board regarding a potential tax rate increase. Ridley stated she was in support of the increase for teacher raises but questioned the need for more than 66 directors, and also asked about the district's ability to sustain the increased compensation in the district's future.

Following public comment, Board members asked clarifying questions and provided feedback. In response to questions from the Board, Guinn clarified that previous information shared with the board regarding bus driver vacancies included routes that are being covered by Gold Star, and the updated vacancy data reflects only routes covered by FBISD staff. Guinn also confirmed that should the board adopt a higher tax rate, it would be a permanent increase that

would continue to generate more revenue over successive years, ensuring that the district could sustain the pay raises in the future.

Guinn also clarified information about potential tax bill impacts of a VATRE, explaining that:

- the tax rate that supports the budget, without a VATRE, is \$0.9492. At the \$0.9492 level, this would result in a tax bill for a resident who has an average home valued at \$370,000, of \$2,569, representing a \$1,149 reduction from the taxes they would have paid with the old tax rate. This reduction is due to both compression and an increased homestead exemption included in House Bill 2.
- As the district increases the tax rate with a VATRE, starting at the 2-cent level, it would reduce the savings of \$1,149 to \$1,095, taking the savings from House Bill 2 and reducing that amount by \$54, and that amount progresses through each VATRE scenario.
- A successful VATRE would compress the tax rate a little less than what it would have been under HB 2, but regardless of what, if any, VATRE scenario the board chooses, a taxpayer with a home valued at the average of \$370,000 would still see over \$1,000 in savings on their tax bill.

Dr. Whitbeck also provided information about the various divisions that directors lead within the district, including technology, special education, transportation, curriculum and fine arts. Mr. Guinn also provided clarification regarding the differences between the teacher salaries reported on FBISD's TAPR report, which includes teachers currently employed within the district, versus the starting teacher pay, which is lower than other peer districts and therefore makes recruitment more challenging.

4. Adjournment

Having no further business before the Board, MOTION was made by Mr. Garcia to adjourn the meeting at 6:02 p.m.

Judy Dae, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Regular Business Meeting
August 21, 2023

A Board of Trustees Regular Business Meeting was held on Monday, August 21, 2023 beginning at 6:03 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>. The meeting was recorded as required by law, and the recording is available to the public at:

<https://fortbendisd.new.swagit.com/videos/269631>.

The agenda packet for the meeting can be found here:
<https://meetings.boardbook.org/Public/Agenda/649?meeting=592836>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

Dr. Shirley Rose-Gilliam, Vice President
Mr. David Hamilton, Secretary
Mrs. Kristen Davison Malone
Mr. Rick Garcia
Mrs. Angie Hanan
Ms. Sonya Jones

School Officials Present

Dr. Christie Whitbeck, Superintendent of Schools
Steve Bassett, Deputy Superintendent
Beth Martinez, Deputy Superintendent
Dr. Kwabena Mensah, Chief of Schools
Kimberly Smith, Chief Communications Officer
Bryan Guinn, Chief Financial Officer
Glenda Johnson, Chief Human Resources Officer
Long Pham, Chief Information Officer
Damian Viltz, Chief Operations Officer
Dr. Kimberly Lawson, Chief Academics Officer
David Rider, Chief of Police
Coby Wilbanks, General Counsel
Amanda Bubela, Recording Secretary (virtual)

Others Present

Jonathan Brush, Board Counsel
FBISD Staff and Employees

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

President Dae called the meeting to order at 6:03 p.m. announcing the presence of a quorum, that the meeting had been duly called and the notice posted for the time and matter required by law. Mrs. Dae asked everyone to stand for the National Anthem, performed by the Clements High School String Quartet. Following the performance, everyone was asked to remain standing for a moment of silence.

4. Recognitions

The Board recognized several students and campuses including:

The National Anthem performers from the Clements High School Orchestra:

- Natalia Camelo
- Julie Song
- Emma Liang
- Emilie Efendy
- Directors Neal Springer and Sally Kirk

Fort Bend ISD students for placing at the Texas State Engineering Fair:

- Rohan Dharia and Videet Mehta, Travis High School – 1st Place in Systems Software. Dharia and Mehta advanced to the International Science and Engineering Fair
- Jiya Joshi, SaiSpoothi Maram and Anvesha Subramanian, Quail Valley Middle School – 2nd Place in Biochemistry

Fort Bend ISD students for placing at the Destination Imagination State Tournament:

- The Mechanical Cheetahs from Settlers Way Elementary (1st Place in Engineering Challenge – Elementary Level)
 - Shaheer Azim
 - Ayaan Dhedhi
 - Nikhil Erukulla
 - Raghav Pandurangi
 - Dhev Sudheer
 - Neil Tyagi
 - Team Managers: Rasmi Pandurangi & Mariyah Dhedhi
- 6th Dimension from Dulles High School, Quail Valley Middle School, and Sartartia Middle School (First place in Engineering Challenge – Senior Level):
 - Rishabh Aggarwal
 - Rithik Aggarwal
 - Emily Chan
 - Ansul Jhaveri
 - Aaril Shah
 - Shivai Sunderamoorthi
 - Team Managers: Jigisha Doshi & Linda Christensen
- inDistructibles from Cornerstone Elementary (2nd Place in the Technical Challenge - Elementary Level):
 - Prisha Dave
 - Sanjana Gaglani
 - Aarin Mehta

- Ayush Patwa
- Aarvi Thota
- Augustya Varma
- Team Managers: Kamalakar Thota, Tejas Mehta & Vandana Padma Rao Yarla
- raDlcal from Dulles High School, Clements High School and Sartartia Middle School (2nd Place in Service-Learning Challenge – Senior Level):
 - Saachi Jain
 - Vivaan Khade
 - Ronil Shah
 - Team Manager: Jigisha Doshi
- Sullivan 7 from Sullivan Elementary (State Achievement in Fine Arts Challenge – Elementary Level):
 - Alisa Charoenrattanak
 - Austin Fung
 - Madison Fung
 - Ryuki Hotta
 - Ayaan Khimani
 - Mina Liu
 - Talia Terrones
 - Team Manager: Suzanne Gamble Fung

Kempner High School teacher Dr. Alicia Adkins for being selected as the 2023 Outstanding Teacher of the Humanities Award. This award recognizes exemplary contributions of humanities teachers in Texas schools.

Fort Bend ISD Purchasing Department for being awarded the 2023 Achievement of Excellence in Procurement Award from the National Purchasing Institute.

- Director of Materials Management: Doris Emeka
- Senior Buyers: Kathleen Booker and Antoinette Lewis
- Buyers: Lisa Bryant, April Mitchell-Cooper, Amber Reece, and Traci Alexander
- Junior Buyers: Clair Taylor and Zeylord Bautista
- Purchasing Specialist: Jandra Johnson
- Manager Admin Support Materials Management: Diane Salinas
- Executive Assistant – Crisanta Armijo

Austin High School student Charlotte O'Callaghan for being recognized at the Texas Capitol as part of her participation in the Girls State Program. O'Callaghan wrote and submitted a bill which was one of five presented in the Texas Senate when the Girls State program visited the capitol.

5. Superintendent Update

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

- Dr. Whitbeck shared highlights from the start of the 2023-24 school year and summarized her visits to Crawford High School, Bhuchar Elementary, Ridge Point, Elkins, Highlands Elementary and Colony Meadows Elementary. Dr. Whitbeck also shared a short video that featured more highlights from the first day of school.
- Dr. Whitbeck congratulated five Fort Bend ISD football players who have been named to the Touchdown Club of Houston's 2023 High School Preseason Team. The students are Zion Kearney (Hightower), Mason Dossett (Ridge Point), Joshua Lair (Marshall), Ashton Bethel-Roman (Ridge Point), and Jeremy Payne (Hightower).

- Dr. Whitbeck shared that FBISD has earned a Texas Educational Theatre Association “Awards of Distinction – Outstanding Level” for its commitment to theatrical excellence and was also recognized for its dedication to the educational growth of its students.
- Dr. Whitbeck shared that FBISD’s Procurement Department has been recognized as the recipient of the 2023 Achievement of Excellence Award for the U.S. and Canada.
- Dr. Whitbeck recognized Pearl Juarez, a new Fort Bend ISD police officer and former Willowridge High School clerk who was sworn in at a ceremony held at the school. Juarez is also a Hightower High School graduate.

6. Board Members’ Reports

A. Activity Report

Mr. Hamilton reported that the Trustees attended or participated in the following activities since the last Regular Board meeting.

- Marshall High School – Party on the Run
- 12th Annual Willowridge Wall of Honor Induction Banquet
- 2023-24 Leadership Launch
- 2023-24 New Teacher Orientation
- 2023-24 Kick Off with Transportation Department
- 2023 Summer Graduation Ceremony
- 2023 Virtual Convocation
- Fort Bend Chamber of Commerce Event regarding School Safety with Fort Bend County Superintendents
- FBISD Night @ the Ball Park with the Space Cowboys
- State of the County with Judge K.P. George
- FBISD All Coaches Meeting
- Campus Visits on First Day of School
- Board Teambuilding Day
- Touchdown Club of Houston’s Pre-School Season Team Awards Dinner
- Fort Bend Economic Development Council Meeting

7. Public Comment

- Dr. Stephanie Ellis, a Fort Bend parent, psychologist and President of the Fort Bend Psychological Association, shared materials with the Board related to research about the importance of later school start times for high school students. Dr. Ellis asked that the Board take action to implement this change.
- Nishant Gurnani, a Fort Bend ISD parent, addressed Board members regarding EIC Local and shared concerns and suggestions related to the proposed policy changes. Mr. Gurnani also asked for clarification regarding whether FBISD would be a ranking or non-ranking district under the proposed revisions.
- Mr. Jay Jenkins, President of the Convict Leasing and Labor Project, addressed the Board regarding the recent purchase of land on Harlem Road. Mr. Jenkins shared information about the historical use of the land as a prison work farm known for its brutal practices and asked that culturally and historically qualified archeologists be hired to do the land surveying.

- Karina Anderson, President of Fort Bend American Federation of Teachers, addressed Board members regarding the challenges that educators are facing and stated that support is needed, including adequate time for breaks and planning.

8. Information

There were no information items on the agenda.

9. Consent Agenda

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan to approve the Consent Agenda, Items 9 A,B,C,D, and E 1,2,3,4,5,6,7 as presented.

MOTION PASSES, 7-0

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

- A. **Fort Bend ISD Board of Trustees Meeting Minutes:** Consideration and approval of Fort Bend ISD Board of Trustees meeting/and or public hearings on the following dates:
 1. April 17, 2023 Regular Business Meeting
 2. May 1, 2023 Agenda Review Meeting
 3. May 15, 2023 Special Called Meeting (Canvassing of Election Results)
 4. May 15, 2023 Regular Business Meeting
- B. **Policies CB (Local) and EI (Local):** Consideration and approval of proposed revisions of local policies:
 1. CB (Local)
 2. EI (Local)
- C. **Designation of Public Information Act Non-Business Days:** Consideration and approval of the designation of non-business days under the Texas Public Information Act for calendar year 2023 and Spring 2024.
- D. **Chapter 49:** Consideration and approval of option 3 to reduce the estimated yield per penny per student in Weighted Average Daily Attendance (WADA) due to notification of Chapter 49 status for school year 2023-24 and delegate contractual authority to obligate the school district under Texas Education Code (TEC) Section 11.1511 (c) (4) to the superintendent, solely for the purpose of obligating the district under TEC, Section 48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner to education as authorized under TEC, 49.006.
- E. Consideration and approval of proposed expenses that exceed \$50,000: Specifically for:
 1. **Ice Cream, Frozen Novelty and Frozen Beverages:** Consideration and approval for the purchase of ice cream, frozen novelty products, and frozen beverages from Southern Ice Cream through the Choice Partners' cooperative contracts in an amount not-to-exceed \$1,500,000, and authorization for the Superintendent to negotiate and execute the agreement through July 2028.
 2. **Apple Products and Related Services:** Consideration and approval of the purchase of Apple Products and Related Services from Texas Department of Information Resources (DIR) and Choice Partners cooperative contracts in an amount not to exceed \$14,500,000 and authorization for the Superintendent to negotiation and execute the agreements through May 2028.
 3. **PKG044 First Colony Middle School HVAC Improvements:** Consideration and approval of a construction services agreement with Job-Order-Contractor (JOC) E

Contractors to perform upgrades to the HVAC system at First Colony Middle School (FCMS), for a not-to-exceed amount of \$510,000: approval of a professional services agreement with Infrastructure Associates for a Not-to- Exceed amount of \$60,000, and authorization for the Superintendent to negotiate and execute or terminate the agreements.

4. **Strategic Planning Consulting Services:** Consideration and approval for the purchase of Strategic Planning Consulting Services from engage2learn (e2L) under The Interlocal Purchasing System (TIPS) contract in an amount not-to- exceed \$83,000 and authorization for the Superintendent to negotiate and execute the agreement through June 2024.
5. **2023 Bond Program:** Consideration and approval of a Job Order Contracting Pool to be utilized by the District to provide both bond and non-bond services, approval of services not to extend an amount of \$26,191,665 and authorization for the Superintendent to negotiate and execute or terminate the contracts with the identified vendors.
6. **Phase 1 - Professional Services for 2023 Bond and Non-Bond Projects:** Consideration and approval of Phase 1 Professional Service Firms to provide both Bond 2023 services for a not-to-exceed amount of \$23,000,000.00 and non-bond services for a not-to-exceed amount of \$5,000,000, and authorization for the Superintendent to negotiate and execute the contracts with the identified firms.
7. **Technology Consultant / Professional Services for 2023 Bond and Non Bond Projects:** Consideration and approval of a Technology Consultant pool selection for the 2023 Bond Program and non-bond services District wide, for a not-to-exceed amount of \$5,000,000, and authorization for the Superintendent to negotiate and execute the contracts with the identified firms.

Note: At the request of the administration, and in accordance with Consent agenda 9.D., the following language is included in the minutes:

For the 2023–2024 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit or the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding).

10. Convene in Closed Session

The Board convened in closed session at 6:44 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

- A. Deliberate Associate General Counsel Recommendation
- B. Deliberate Director of Multimedia Communication Strategy Recommendation
- C. Consider proposed settlement agreement in Cause No. 19-DCV-264215; *Fort Bend Independent School District v. Barlett Cocke General Contractors, LLC f/k/a Barlett Cocke, L.P.*, in the 400th Judicial District Court of Fort Bend County, Texas.

- D. Consider options for compliance with House Bill 3, including deployment of additional armed personnel.
- E. Deliberate assigning the Level Three employee grievance of Frances K. Mitchell to a Board hearing officer, or to schedule a future board meeting to hear and consider the grievance.

11. Reconvene in Open Session

The Trustees reconvened in open session at 8:44 p.m.

12. Consider Action on Closed Session Items

- **MOTION by Mrs. Hanan and SECONDED by Dr. Gilliam** that the Board approve the settlement agreement in number 19-DCV-264215, Fort Bend Independent School District versus Barlett Cocke, and delegate to the superintendent the authority to finalize the settlement.
MOTION CARRIES, 5-0.
 Yea: Dae, Gilliam, Garcia, Hanan, Jones
 Note: Mrs. Malone and Mr. Hamilton were not present when the Board reconvened in open session and were not present for this vote.
- **MOTION by Ms. Jones and SECONDED by Mr. Garcia** that the Board accept the superintendent’s recommendation and approve Rebeca Martin as Associate General Counsel.
MOTION CARRIES, 6-0.
 Yea: Dae, Gilliam, Hamilton, Garcia, Hanan, Jones
 Note: Mr. Hamilton rejoined the meeting prior to the vote on this item.
- **MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan** that the Board approve the proposed revisions of Local Policy EIC (Local) as presented.
 With consent of the Board, **MOTION WITHDRAWN.**
 Note: Mrs. Malone rejoined the meeting during this item.
- **MOTION by Mrs. Malone and SECONDED by Mr. Garcia** that the Board accept the superintendent’s recommendation and approve Maria DiPetta as Director of Multimedia Communications Strategy.
MOTION CARRIES, 7-0.
 Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones
- **MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan** that the Board of Trustees assign the Level 3 Employee Grievance of Frances K. Mitchell to the Board’s designated hearing officer under Board Policy DGBA (Local).
MOTION CARRIES, 7-0.
 Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

13. Action

- A. Policy EIC (Local) : Consideration and approval of proposed revision of local policy EIC (Local).
 - 1. EIC (Local)

MOTION by Dr. Gilliam and SECONDED by Mr. Hamilton that the Board of Trustees approve the proposed revisions of Local Policy EIC (Local) as presented.

At the request of the Board president, Coby Wilbanks provided an overview of the proposed revisions and the two decision points. The first decision point is class rank, and who receives their class rank, and the second decision point is related to where students participating programs of choice are ranked. Wilbanks shared a brief history related to this policy, which was revised in December of 2019 by a previous Board, and shared an overview of the work that has occurred since April of 2023 at the request of the Board. Wilbanks shared the proposed revisions to EIC Local would mean that all students, beginning with the Class of 2024 and beyond, would receive notice of both their quartile and class rank. The proposed policy recommendation from the Policy Committee also means that current students (Classes of 2024, 2025, 2026 and 2027) would continue following the current policy of being ranked where they are zoned, and future students (the class of 2028 and beyond) would return to being ranked where they attend. Wilbanks further clarified that these changes would result with FBISD being considered a ranking district rather than a non-ranking district. Under current policy, FBISD is now considered a non-ranking district.

During discussion and in response from questions from the Board, the administration clarified that under the current recommendation from the policy committee, if a college requests a student's rank or quartile, FBISD students would have to provide their rank.

Following discussion, **MOTION CARRIES, 7-0.**

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

Following action on Item 13.A., President Dae shared she would be moving up Action Item 13.C. as the next item of consideration.

C. Directors on TASB Board: Consideration and approval to endorse the following candidates to represent Region IV, as a Director on the Texas Association of School Boards (TASB) Board.

1. Doug James, Klein ISD – Position A
2. Rose A. Avaloz, Aldine ISD – Position A
3. Dr. Darlene Breaux – Alief ISD – Position B

MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan that the Board of Trustees endorse the following candidates to represent Region IV as a Director on the Texas Association of School Boards (TASB) Board: Doug James, Klein ISD; Rose Avaloz, Aldine ISD; and Dr. Darlene Breaux, Alief ISD.

During discussion, the administration directed Board members to their Boardbook for additional information about the candidates.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

Following Item 13.C., President Dae asked for a motion on Item 13.D.

D. Budget Committee Charter: Consideration and approval of a budget committee charter.

MOTION by Dr. Gilliam and SECONDED by Mr. Hamilton that the Board of Trustees approve the Budget and Finance Committee charter as presented.

MOTION TO AMEND by President Malone AND SECONDED by Mr. Hamilton to approve the charter as-is, but strike the word “development” on 3.C. within the charter in its entirety.

During discussion, Mrs. Malone shared that the word “development” was included due to an oversight.

MOTION TO AMEND CARRIES, 5-1-1.

Yea: Dae, Hamilton, Malone, Garcia, Jones

Nay: Gilliam

Abstain: Hanan

During discussion, Mrs. Malone shared information about the Budget and Finance Committee and the intent of the charter, which was described a foundational document to the committee’s work, and how Texas Open Meetings Act (TOMA) restrictions prevented her from taking the charter to the Budget and Finance Committee to review prior to the Board meeting.

MOTION by Mrs. Hanan and SECONDED by Dr. Gilliam to postpone this item until the Budget and Finance Committee is able to review the charter and bring it back to the Board.

Following discussion, **MOTION TO POSTPONE FAILS, 2-5.**

Yea: Gilliam, Hanan

Nay: Dae, Hamilton, Malone, Garcia, Jones

Following further discussion, **MOTION CARRIES, 5-1-1.**

Yea: Dae, Hamilton, Malone, Garcia, Jones

Nay: Hanan

Abstain: Gilliam

B. Tax Rate Adoption: Consideration and approval of a resolution adopting the combined Ad Valorem tax rate of \$0.9992 per \$100 of valuation for the Fort Bend Independent School District for the 2023 tax year and approving an Election Order Calling a Voter Approval Tax Rate Election ("VATRE") on November 7, 2023.

Prior to a motion, and at the request of the Board president, Chief Financial Officer Bryan Guinn provided information about the administration’s recommendation. Guinn shared that the Board of Trustees has the option to adopt a tax rate between \$0.9492 and \$0.9992, and any tax rate that is adopted exceeding \$0.9492 will trigger a VATRE.

Guinn shared the administration’s recommendation to adopt a tax rate of \$0.9992, which increases the tax rate by 5 cents. This rate generates an additional \$40 million dollars, which would allow FBISD:

- To ensure our schools are safe and secure through the addition of armed security personnel at all elementary school campuses.

- To retain and recruit high quality teachers and other staff who support students and to better serve students with special needs.
- To take advantage of a \$17 million grant that will result in 1:1 technology devices at the secondary level (middle and high school).

Following Mr. Guinn’s remarks, **MOTION by Dr. Gilliam and SECONDED by Mrs. Hanan** that the Board of Trustees approve a resolution adopting the combined ad valorem tax rate of .9992 per \$100 dollars of valuation for the Fort Bend Independent School District 2023 tax year and ordering a Voter Approval Tax Rate Election VATRE to be held on November 7, 2023.

MOTION TO AMEND made by Mr. Hamilton and SECONDED by Ms. Jones that the Board set a tax rate of 0.9692 per \$100 of valuation and if the VATRE passes, the funds will be assessed and allocated by the Board.

In response to Board member comments and questions, the administration confirmed that a two penny tax increase would not be enough to implement a differentiated pay scale for experienced teachers, provided clarification on the average principal salary at the elementary and high school levels, and shared additional details about the various options that were provided to the Board for 2, 3, 4 and 5 cent penny increases. During discussion, Board members expressed support for teacher raises and discussed spending priorities. In response to comments from the Board, Dr. Whitbeck asked Board members to strongly consider an increase of at least four cents as the funding generated would allow FBISD to prioritize safe and caring environments and high-quality teachers.

Following further discussion, **MOTION by Mrs. Malone and SECONDED by Dr. Gilliam** to make a **SECONDARY AMENDMENT** to the initial motion to amend to strike the word .9692 and replace with .9892 per \$100 dollars valuation, and if the motion passes, that the Board would meet within one week to allocate funding so that messaging can be developed for the community by the Board.

During discussion and in response to questions from the Board, the administration provided clarification about the additional \$14 million in state funding that would result from two “golden” pennies, and shared that since the last VATRE, the district has pared down its request in conjunction with \$40 million in budget reductions over a two-year period.

Following further discussion, **Mrs. Hanan CALLED FOR THE QUESTION with a SECOND from Mr. Garcia.**

MOTION on SECONDARY AMENDMENT CARRIES, 6-1.

Yea: Dae, Gilliam, Malone, Garcia, Hanan, Jones

Nay: Hamilton

Following the vote, Mr. Brush advised that following the Board’s vote to amend the amendment, the Board should now proceed with a vote on whether or not the original motion should be amended with the amended amendment.

MOTION CARRIES, 6-1.

Yea: Dae, Gilliam, Malone, Garcia, Hanan, Jones

Nay: Hamilton

Following the vote, Mr. Brush clarified that there is now an amended main motion before the Board which sets the four-cent rate with a special called meeting within a week to assess and set priorities in the event the VATRE is to pass.

MOTION CARRIES, 6-1.

Yea: Dae, Gilliam, Malone, Garcia, Hanan, Jones

Nay: Hamilton

14. Adjournment

Having no further business before the Board, **MOTION was made by Mrs. Malone** to adjourn the meeting at 11:38 p.m.

Judy Dae, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Special Called Meeting
August 23, 2023

A Board of Trustees Special Called Meeting was held on Wednesday, August 23, 2023, beginning at 5:01 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. A quorum of the Board of Trustees attended in-person at this location. The agenda packet for the meeting can be found here:

<https://meetings.boardbook.org/Public/Agenda/649?meeting=597663>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

David Hamilton, Secretary
Mrs. Kristen Davison Malone (joined in progress)
Mrs. Angie Hanan
Ms. Sonya Jones

1. Meeting Called to Order

President Dae called the meeting to order at 5:01 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and matter required by law.

2. Public Comment

There were no members of the public present to address the Board.

3. Convene in Closed Session

The Board convened in closed session at 5:02 p.m. under Texas Open Meetings Act, Texas Government Code, Chapter 551 under the following sections: 551.071 - For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; Section 551.072 - Consider purchase, exchange, lease, or value of real property, Section 551.074 - Personnel matters, Section 551.076 - Security matters, Section 551.082 - Student discipline matter or complaint, or Section 551.0821 - Personally identifiable information about public school student.

A. Superintendent Evaluation Review

4. Reconvene in Open Session/Adjournment

The Board reconvened in open session at 6:22 p.m. Having no further business before the Board, MOTION was made by Mrs. Malone to adjourn the meeting at 6:22 p.m.

Judy Dae, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Special Called Meeting – VATRE Workshop
August 25, 2023

A Board of Trustees Special Called Meeting was held on Friday, August 25, 2023 beginning at 4:03 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>.

The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/270134>.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=598308>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

Dr. Shirley Rose-Gilliam, Vice President
Mrs. Kristen Davison Malone
Mr. Rick Garcia
Mrs. Angie Hanan
Ms. Sonya Jones

Others Present

Dr. Christie Whitbeck, Superintendent of Schools
Steve Bassett, Deputy Superintendent
Beth Martinez, Deputy Superintendent
Kimberly Smith, Chief Communications Officer
Bryan Guinn, Chief Financial Officer
Long Pham, Chief Information Officer
Damian Viltz, Chief Operations Officer
David Rider, Chief of Police
Coby Wilbanks, General Counsel
Jonathan Brush, Board Counsel
Dr. Yolanda Young, Director of Total Rewards and Employee Development
Amanda Bubela, Recording Secretary (virtual)
Other FBISD Staff

1. Meeting Called to Order

President Dae called the meeting to order at 4:03 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and matter required by law.

2. Public Comment

- Cheri Kirk, an FBISD Counselor, addressed the Board to advocate for the district's counselors and express concerns about counselor compensation and current vacancies.

Ms. Kirk shared that upon hire as a counselor, she took a pay cut from her former teacher position and shared information about what she could be making in other districts.

- Melanie Tannous, an FBISD counselor at Ridge Point High School, addressed the Board in support of secondary counselors. Tannous shared that at RPHS, they are understaffed and overcrowding, and counselors are overworked and are dealing with increased caseloads. Tannous shared information about the average caseloads in the state versus her caseloads, and asked for more help and support.
- Dina Powis, an FBISD counselor at Elkins High School, addressed the Board in support of counselors and shared that unlike teachers, counselors do not receive an annual step increase, and that the lead counselor stipend has not increased in twenty years. Powis told Board members that counselors are struggling to keep up.

3. Information

A. VATRE Considerations

Chief Financial Officer Bryan Guinn provided an overview of information related to the Voter Approval Tax Rate Election (VATRE), including staff's recommendation based on a 4-cent VATRE that includes a total of \$33.1 million in compensation adjustments that would:

- Increase starting teacher pay to \$62,000 from \$59,500. This is a \$2,500 increase, and the \$2,500 pay adjustment would also apply to teachers, nurses, counselors and librarians.
- Introduce a differentiated teacher step scale at five-year milestones.
- Increase police officer pay by \$5,742
- \$1.50/hour increase for
 - Classroom aides
 - Bus drivers
- \$1.00/hour increase for
 - Auxiliary staff
 - Non-classroom paras
- 3% increase for:
 - Administrators and business professionals
 - Principals and assistant principals
 - Directors and above
- Add \$2.5 million for safety and security to add armed security personnel at all elementary campuses.

Guinn confirmed that compensation adjustments would affect all staff within the organization, as there are no job classes or groups that are excluded. Guinn also provided clarification in response to previous questions about the allocation of additional special education funding in the previously shared options for 3-cent, 4-cent and 5-cent increases. Guinn advised Board members that not all scenarios included additional funds for special education because of several factors, including the possibility of state action in an upcoming special session to provide additional funding. Additionally, Guinn shared that based on FBISD's adopted budget, there is a \$1.4 million surplus, that, if needed, could be allocated by the board through a budget amendment, and there may also be additional savings in the fiscal year that just closed on June 30 that could be used for one-time costs associated with identifying students.

Guinn also shared details of additional compensation pressure, such as Lamar CISD's action to increase their starting police officer pay to \$62,000, that may require additional compensation adjustments, either funded through use of the surplus or further budget reductions.

Guinn also provided a more detailed overview of the allocation of compensation adjustments by category, with administrative and business professionals broken down in more specificity by job title, department and location (such as administration versus campus-based). Guinn concluded his presentation with a summarization of the estimated tax bill impact for a taxpayer with a home valued at \$370,000, which is the average home value within FBISD. Guinn shared with the passage of a VATRE, FBISD would be offsetting the savings that the average taxpayer would see as a result of Senate Bill 2 by \$108, but that the average taxpayer would still see a savings of over \$1,000.

Following Guinn's overview, Board members provided feedback and asked clarifying questions. In response, Guinn shared additional information about requirements of previously-adopted House Bill 3 that mandate that a portion of future increases to the basic allotment be used to increase compensation for teachers, librarians, nurses and counselors. Dr. Whitbeck also provided information about salary studies and indicated the district is not opposed to conducting one, provided the district has the funding to both initiate the study and respond to its results. Ronna Johnson, marketing and public relations consultant, confirmed that voter education materials could use more language about "Proposition A" so that it is clear and easy to understand.

Following discussion, President Dae informed the Board they would not be unable to vote on the allocation of funds, as the related action item on the agenda was not posted for at least 72 hours, and the superintendent recommended that a brief board meeting be scheduled in the near future so that the Board could take action.

4. Action

- A. Directors on TASB Board: Consideration and approval to endorse the following candidate to represent Region IV, as a Director (Position A), on the Texas Association of School Boards (TASB) Board.

1. Doug James, Klein ISD
2. Rose A. Avaloz, Aldine ISD

MOTION by Mr. Garcia and SECONDED by Mrs. Malone that the Board of Trustees endorse Rose A. Avaloz, Aldine ISD, to represent Region 4 as a Director (Position A) on the Texas Association of School Boards (TASB) Board of Directors.

MOTION CARRIES, 6-0.

Yea: Dae, Gilliam, Malone, Garcia, Hanan, Jones

5. Adjournment

Having no further business before the Board, MOTION was made by Mr. Garcia to adjourn the meeting at 5:11 p.m.

Judy Dae, President

David Hamilton, Secretary

Minutes
Fort Bend ISD Board of Trustees
Special Called Meeting – VATRE Funding Allocation
August 28, 2023

A Board of Trustees Special Called Meeting was held on Monday, August 28, 2023 beginning at 6:00 p.m. in the Board Room of the Administration Building located at 16431 Lexington Blvd., Sugar Land, Texas. The Live Stream of the meeting was available at <https://www.fortbendisd.com/boardmeetinglivestream>.

The meeting was recorded as required by law, and the recording is available to the public at: <https://fortbendisd.new.swagit.com/videos/270409>.

The agenda packet for the meeting can be found here: <https://meetings.boardbook.org/Public/Agenda/649?meeting=599049>.

Presiding Officer.....Mrs. Judy Dae, President

Board Members Present

Dr. Shirley Rose-Gilliam, Vice President
Mr. David Hamilton, Secretary
Mrs. Kristen Davison Malone
Mr. Rick Garcia
Mrs. Angie Hanan
Ms. Sonya Jones

Others Present

Dr. Christie Whitbeck, Superintendent of Schools
Steve Bassett, Deputy Superintendent
Beth Martinez, Deputy Superintendent
Dr. Kimberly Lawson, Chief Academics Officer
Dr. Kwabena Mensah, Chief of Schools
Amanda Bubela, Recording Secretary (virtual)
Jonathan Brush, Board Counsel

1. Meeting Called to Order

President Dae called the meeting to order at 6:00 p.m. announcing the presence of a quorum and that the meeting had been duly called and the notice posted for the time and matter required by law.

2. Public Comment

Deborah Hunt, a Fort Bend ISD faculty member and parent, addressed Board members in support of CTE teachers. Ms. Hunt told Board members that in the spring of 2023 she was notified that her contract days were being reduced, amounting to reduced pay. Ms. Hunt said she teaches health science and gets calls weekly to go back to the hospital, where she could earn more pay. Ms. Hunt asked Board members about the district's backup plan to compensate teachers, should a VATRE be unsuccessful.

3. Action

- A. Consideration and approval of Resolution to allocate Voter Approval Tax Ratification Election (VATRE) funding.

Prior to a motion, President Dae thanked Board members and staff for their attendance, as a legal technicality prevented the Board from being able to take action at the meeting held on August 25. At the request of President Dae, Dr. Gilliam read the proposed resolution in its entirety, prior to a formal motion.

***WHEREAS**, the Fort Bend Independent School District Board of Trustees, at their August 21, 2023 Regular Meeting, adopted a resolution setting the combined Ad Valorem tax rate for the 2023 tax year and approving an Election Order Calling a Voter Approval Tax Rate Election ("VATRE") on November 7, 2023;*

***WHEREAS**, a successful VATRE would set the total tax rate at \$0.9892, an amount four (4) cents greater than the District's voter-approval tax rate, and would generate an additional \$35.26 million in tax revenue;*

***WHEREAS**, in the action to adopt the tax rate and call a VATRE, the Board of Trustees required a subsequent meeting within one week for the purpose of allocating the funding generated from the VATRE, if successful;*

***NOW, THEREFORE, BE IT RESOLVED** that the Fort Bend ISD Board of Trustees allocates the funding generated from the November 7, 2023 VATRE, if successful, in the following manner:*

VATRE Funding Initiatives	Total
Compensation Adjustments:	
Teachers & Librarians	\$13.48M
Differentiated Teacher Step Scale	8.58M
Counselors & Nurses	0.69M
Classroom Aides	2.71M
Auxiliary and Part-Time Temps	1.96M
Non-Classroom Paraprofessionals	1.37M
Bus Drivers	0.83M
Administrators & Business Professionals – Admin	0.82M
Administrators & Business Professionals – SPED	0.66M
Administrators & Business Professionals – Campus	0.15M
Principals & Assistant Principals	0.77M
Police Officers	0.44M
Directors & Above	0.30M
Total Compensation Adjustments	32.76M
Armed Security Personnel	2.50M
Grand Total VATRE Funding Initiatives	\$35.26M

MOTION by Dr. Gilliam and SECONDED by Mrs. Malone that the Board of Trustees approve the resolution as presented.

MOTION CARRIES, 7-0.

Yea: Dae, Gilliam, Hamilton, Malone, Garcia, Hanan, Jones

5. Adjournment

Having no further business before the Board, MOTION was made by Mrs. Malone to adjourn the meeting at 6:09 p.m.

Judy Dae, President

David Hamilton, Secretary

For: Fort Bend ISD Board of Trustees
Date: October 16, 2023
Action: Consideration and Approval:
Adoption and Revision of Policies
CKC (Local), EIF (Local), FC
(Local), and FEC (Local)
References: Board Policy BF (Local)
Department: Legal Services

Recommendation

Consideration and approval of proposed revision of local policies CKC(Local), EIF(Local), FC(Local), and FEC(Local).

Summary

The Board Policy Committee and Administration recommend the following adoption and revision of local policies:

- CKC (Local) Safety Program/Risk Management: Emergency Plans
 - Proposed revisions incorporate Education Code 37.108(d), which requires a district's multihazard emergency operations plan to include responding to a train derailment near a district school if a district facility is within 1,000 yards of a railroad track, and simplify policy provisions to better incorporate changing safety requirements.
- EIF (Local) Graduation
 - Proposed revisions remove outdated provisions regarding graduation programs instituted prior to 2014-2015, and insert provisions regarding a student's required submission of a required financial aid application (added by HB 3, 2019 and amended by SB 369, 2021).
- FC (Local) School Attendance Areas
 - Proposed revisions to FC Local reflect revisions to the school boundary planning process following lessons learned from recent iterations of the process, including the opening of Crawford High School.
- FEC (Local) Attendance: Attendance for Credit
 - Proposed revisions incorporate HB 699 (2021) that creates an exception to the 90% attendance requirement for absences resulting from a serious or life-threatening illness or related treatment.
 - Provisions on the attendance committee's consideration of the best interest of the student, extenuating circumstances, and conditions for awarding credit or a final grade have been revised and reordered to emphasize a student's mastery of the essential knowledge and skills and maintaining a passing grade rather than assigning a student to attend programs for an amount of time equivalent to the student's absences.
 - Other revisions are incorporated to improve the policy structure and provide better context for when the policy applies.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Coby Wilbanks
General Counsel

Philosophy

The Board believes that student and staff success is best achieved in a safe and secure learning and working environment, which includes clearly communicated plans that are regularly practiced and evaluated.

Emergency Operations Plan

The Emergency Operations Plan (EOP) follows a nationally recognized framework to address the mitigation, preparedness, response, and recovery for all-hazard both man-made and natural that the District may encounter. A component of the EOP shall include the Standard Response Protocol (SRP) when conducting safety drills. ~~regarding lockdown, lockout, evacuate and shelter in place scenarios.~~

~~When implemented with fidelity and reviewed annually, the EOP is intended to assist school administration in protecting lives and District property.~~

The Superintendent shall ensure updating of the District's emergency operations plan and ongoing staff training. ~~or designee shall establish:~~

~~Objectives and priorities for emergency operations;~~

- ~~• Provide general guidance for emergency response and recovery operations;~~
- ~~• Provide ongoing staff training; and~~
- ~~• Maintain and update the District's Emergency Operations Plan at least every three years.~~

As required by law, the Emergency Operations Plan shall include the District's procedures addressing:

- Reasonable security measures when District property is used as a polling place;
- Response to an active shooter emergency; -
- Response to a nearby train derailment, as applicable; and
- ~~Substitute teachers a~~ Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.;
- ~~Legislatively required fire drills;~~
- ~~Legislatively required District facility and campus safety audits; and~~

- ~~• Response to a nearby train derailment, as applicable; and~~
- ~~• Response to an active shooter emergency.~~

~~The EOP may have addendums (also known as annexes) that address specific department actions in emergency events not otherwise identified in CKC (LEGAL). Such events may include hurricanes, floods and pandemic events.~~

ACADEMIC ACHIEVEMENT
GRADUATION

EIF
(LOCAL)

COURSE
REQUIREMENTS

To graduate, a student must complete the courses required by the District in addition to those mandated by the state.

A student who receives special education services may graduate if the student meets applicable state requirements. The admission, review, and dismissal (ARD) committee shall determine whether the student has satisfactorily completed the student's individualized education program (IEP) and whether satisfactory performance on the required state assessments is necessary in accordance with state graduation requirements for students with special needs. [See EIF(LEGAL)]

~~GRADUATION
PROGRAMS
INSTITUTED
PRIOR TO
2014-15~~

~~Students enrolled in high school prior to the 2014-15 school year may graduate under state programs other than the foundation program, including the Minimum Program, the Recommended Program, and the Advanced/Distinguished Achievement Program. The courses required for each of these programs shall be listed in appropriate publications. The District credit requirements under these programs are listed below.~~

~~MINIMUM
PROGRAM~~

~~The District requires no additional credits for graduation under the Minimum Program beyond the number mandated by the state.~~

~~RECOMMENDED
PROGRAM~~

~~The District requires no additional credits for graduation under the Recommended Program beyond the number mandated by the state.~~

~~ADVANCED/
DISTINGUISHED
ACHIEVEMENT
PROGRAM~~

~~The District requires no additional credits for graduation under the Advanced/Distinguished Achievement Program beyond the number mandated by the state.~~

~~READING CREDITS~~

~~The District shall offer up to 3 credits of reading for state graduation credit. The Superintendent or designee shall be responsible for establishing procedures to assess individual student needs and evaluate student progress and shall monitor instructional activities to ensure that student needs are met. Students shall be identified as eligible to earn reading credit based on:~~

- ~~1. Recommendation by a teacher or counselor.~~
- ~~2. Scores on assessment instruments and/or achievement tests.~~

FOUNDATION
PROGRAM

The courses that satisfy District requirements under the foundation program, including courses for the distinguished level of achievement and courses for endorsements offered by the District, shall be listed in appropriate District publications.

WITHOUT AN
ENDORSEMENT

The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program without an endorsement. Graduation under the foundation pro-

ACADEMIC ACHIEVEMENT
GRADUATION

EIF
(LOCAL)

gram without an endorsement shall be permitted only as authorized under state law and rules.

WITH AN
ENDORSEMENT

The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with an endorsement.

DISTINGUISHED
LEVEL OF
ACHIEVEMENT

The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with the distinguished level of achievement.

NO FINE ARTS
SUBSTITUTIONS

The District shall not award state graduation credit in fine arts for participation in a community-based fine arts program.

PHYSICAL EDUCATION
SUBSTITUTIONS

To the extent permitted by state rules applicable to the student's graduation program, the District shall award state graduation credit in physical education for participation in approved activities and elective courses.

ACTIVITIES AND
COURSES

PRIVATE OR
COMMERCIAL
PROGRAMS

The District shall award state graduation credit in physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus, upon approval by the Commissioner of Education. [See also EHAC]

FINANCIAL AID
APPLICATION
CONFIRMATION

As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following:

1. A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;
2. Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
3. A copy or screenshot of the FAFSA acknowledgment page;
4. A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);
5. An acknowledgment receipt from an institution of higher education (IHE); or
6. A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]

Fort Bend ISD
079907

ACADEMIC ACHIEVEMENT
GRADUATION

EIF
(LOCAL)

DATE ISSUED: ~~7/1/2016~~
~~LDU-2016-06~~
EIF(LOCAL)-X

76 ADOPTED:

3 of 3

Philosophy

~~The Board believes the District exists to provide educational opportunities to help all students reach their full potential and pursue futures beyond what they can imagine. As long as District educational services rely heavily on buildings and facilities, school attendance boundaries shall exist to provide structure for educational pathways for students.~~

~~A student-centered approach that considers the unique needs of the students on each campus shall be utilized to design school attendance boundaries and locate programming in a way that demonstrates the equitable, effective, and efficient use of District facilities. Programming decisions shall be made by management to meet student needs and enable the efficient use of facilities.~~

**Annual Enrollment
Review Report**

~~The annual enrollment review studies facility utilization data and campus design capacity data with past trends and projections. Its purpose is to provide an annual, uniform process for the District to ensure equitable and adequate educational opportunities are available for all students throughout the District.~~

Annually, the administration shall review student enrollment data, updated enrollment projections, current campus utilization, an analysis of current zoned enrollment, current academic program enrollment, design capacity of each facility, student transportation information, demographic composition of each school, and relevant student achievement data.

The administration shall develop, update, and provide an Annual Enrollment Report to the Board which will include information about projected campus utilization for the upcoming school year and forecasting for future planning.

~~The administration shall develop and deliver the Annual Enrollment Report, which should include the information identified above as well as a review of the Facilities Master Plan [see CT (LOCAL)]. Staff shall present the report as an information item for discussion at a Board meeting.~~

~~The Annual Enrollment Report shall be presented to the Board as soon as practical but no later than February of each year. The review shall include the administration's recommendation regarding whether each school can remain at status quo, ~~whether~~ alternative student enrollment options are needed, and/or if a change is needed on ~~to~~ the way a facility is used ~~is needed~~.~~

Alternative student enrollment options include the following and shall be guided by the written administrative procedures. This will include but is not limited to: student transfers, locating or relocating

**Facilities Master
Plan Update Process**

programs, utilizing portable classrooms, and capping enrollment at a school. ÷

~~Limiting or encouraging student transfers consistent with Board policy. [See FDA (LOCAL) and FDB (LOCAL)]~~

~~Locating or relocating programs to or from a current school.~~

~~Utilizing portable classrooms at a school.~~

~~Capping enrollment at a school. When the administration determines capping enrollment is necessary, the decision shall be presented to the Board as part of the Annual Enrollment Review or as an interim update to the Annual Enrollment Review.~~

The Superintendent shall notify the Board when ~~any of these~~ alternative student enrollment options are being considered and ~~at least six weeks~~ before any ~~of these~~ alternative student enrollment actions are implemented. The Board shall be notified before communication is provided to the community or school impacted.

The following alternative student enrollment options shall initiate ~~an~~the attendance boundary change process with the School Boundary ~~Oversight Advisory~~ Committee (SBAC) [See below description of SBAC] as guided by written administrative procedures. Each of the following options shall require Board action.

- Adjusting attendance boundaries;
- Consolidating or closing a school; or
- ~~• Constructing an addition to a school; or~~
- Constructing a new school.

When student enrollment options require Board action and~~or~~ involve capping enrollment at any school and/or terminating ~~or~~ moving an academic program, initial communication to ~~the~~ students, parents, and the community shall be made by the ~~Board President on behalf of the Board~~ Superintendent.

~~Annually, at the time of the Annual Enrollment Review, the administration shall provide the Board with recommended updates to the Facilities Master Plan. Following presentation to the Board, staff shall review the recommended updates to the Facilities Master Plan with the School Boundary Oversight Committee (SBOC). [See below for description of SBOC.] The updated Facilities Master Plan shall be provided to the Board for consideration by June of each year.~~

SCHOOL ATTENDANCE AREAS

FC
(LOCAL)

**Attendance
Boundary Design**

School attendance boundaries shall be established by the Board upon recommendation of the Superintendent with ~~oversight~~ advisory input for the Board by the ~~SBOC~~ SBAC. School attendance boundaries shall change whenever a new school is needed, a need to balance enrollment exists, or when it is determined to be in the best interest of students.

**School Boundary
~~Oversight~~ Advisory
Committee**

The SBAC shall give input to the administration on recommendations being developed for Board consideration [BDF(LOCAL)]. The work scope of the committee shall be to study the information provided by the boundary planner, seek clarification of any questions they may have, and review for alignment of the boundary recommendation aligned with the Decision Principles detailed in this policy as well as and any other relevant District policies (e.g., for example, including but not limited to policies CT, FDA, and FDB). Staff Administration shall be present facilitate the at SBOAC meetings, to provide information, support, and to hear ideas obtain input used to finalize boundary recommendations for Board action.

Membership and Term

The members of the ~~SBOC~~ SBAC shall serve with a student-centered approach and operate through a District-wide lens and not from their own interest.

The ~~SBOC~~ SBAC shall be composed of ~~four~~ two ~~representatives in-~~ dividuals representing parents and/or community members from each high school feeder pattern; one representing the elementary level and one representing the secondary level (middle school or high school). An alternate member from each feeder pattern shall also be selected. When an attendance boundary change cycle is initiated, the alternate member from an impacted attendance boundary will become a standing member of the committee during that cycle only and the impacted attendance boundary will have three total representatives for the planning cycle.

Membership selection is determined through an application process utilizing a fair and equitable process involving cross-departmental administration review. Membership shall be approved by the Board upon recommendation of the Superintendent, and shall represent parents and community members from each high school attendance boundary. The Superintendent shall develop administrative procedures to govern the ~~process whereby recommended SBAC membership is determined.~~ These procedures shall address:

- An equitable and transparent SBAC selection process that does not provide preferential treatment for membership.
- The length of SBAC membership terms.

Officers

- _____
- A process for addressing SBAC vacancies.
- A process for reviewing boundary change recommendations.
- Means of soliciting committee feedback.
- Scheduling and frequency of meetings.

~~Board Leadership Academy graduates shall be given preference in appointment.~~

District employees shall not be eligible for membership; however, the administration may invite staff members to attend SBAC meetings ~~of the SBOC SBAC to serve in an advisory capacity.~~

At the beginning of an attendance boundary change cycle, the SBAC shall elect a chairperson. The Superintendent shall develop administrative procedures to include the role of the chairperson. Responsibilities include but are not limited to:

- Consult with an administrative liaison to provide input into the development of meeting agendas for the SBAC;
- Attend all SBAC meetings and be present at public hearings held in the community as a part of the attendance boundary process; and
- Address the Board to summarize the SBAC process, involvement, and input into the boundary recommendation(s).

Administrative procedures shall also define any other appointed officer positions and their roles.

Vacancies

~~In order to maintain continuity on the committee, members shall serve overlapping, two-year terms beginning on February 1 with a maximum length of service of three consecutive terms.~~

~~When filling vacancies effort shall be made by the administration to balance membership between parents of elementary, middle, and high school students in the district.~~ Administrative procedures shall set forth the process to fill vacancies that occur in membership including but not limited to removing members who attend fewer than half of the scheduled SBAC meetings and utilizing the selected alternates. ~~Vacancies shall occur for the following reasons:~~

~~Member completes term of service;~~

SCHOOL ATTENDANCE AREAS

FC
(LOCAL)

	<p>Member no longer resides in the attendance boundary from which they were selected;</p> <p>Member resigns; or</p> <p>Member is removed by vote of two-thirds of the membership or by the Board for failure to perform the duties of members of the committee and/or uphold the SBOC Member Commitment which includes the following pillars:</p> <p>Be an active participant in committee meetings and public hearings;</p> <p>Carefully and thoughtfully review the data provided to the committee;</p> <p>Attend scheduled meetings; and</p> <p>Remain objective, considering the needs and history of communities impacted but prioritizing the district-wide needs of all FBISD students.</p>
<i>Officers</i>	<p>At the first meeting each year, the SBOC shall elect a chairperson, a vice chairperson, and a recording secretary.</p>
<i>Chairperson</i>	<p>The SBOC chairperson shall:</p> <p>Consult with the administrative liaison to develop agendas for meetings of the committee;</p> <p>Preside at committee meetings and be present at public hearing meetings held in the community as a part of the attendance boundary process; and</p> <p>Oversee preparation of committee reports.</p>
<i>Vice Chairperson</i>	<p>The SBOC vice chairperson shall:</p> <p>Perform the duties of the chairperson in his or her absence; and</p> <p>Assist the chairperson as needed in overseeing and facilitating the work of the committee.</p>
<i>Recording Secretary</i>	<p>The SBOC recording secretary shall:</p> <p>Prepare written minutes of each SBOC meeting and provide a copy to the administrative liaison for filing; and</p> <p>Verify that notes of community comments and suggestions are provided to the SBOC and available to the community.</p>

**Boundary
Attendance
Boundary Change
Process**

The Superintendent shall establish administrative procedures for the process of an Attendance boundary change recommendations shall be developed through the following process: These procedures shall address:

- Developing the recommendation.
- Assembling the SBAC members for the attendance boundary change cycle.
- Providing the Original Recommendation to the Board in an update prior to or at the same time as it is presented to the SBAC.
- Obtaining and engaging the SBAC for feedback. This includes each phase of a recommendation: Original, Amended, and Final.
- Presenting the recommendation to the Board including a summary of the SBAC feedback. The SBAC Chairperson will also address the Board to summarize the process and SBAC feedback and/or support of the recommendation. This includes each phase of a recommendation: Original, Amended, and Final.
- Obtaining the Board's input and process of amendments, if necessary.
- Soliciting public feedback opportunities to include both virtual and in-person opportunities.

~~After presentation to the Board, the administration shall present the Annual Enrollment Report, the most up to date Facilities Master Plan and recommended changes to attendance boundaries to the SBOC. These recommendations will be known as the Original Recommendations. SBOC members shall analyze the information presented and verify that the Original Recommendations adhere to guidelines in current Board policy. The committee may accept, modify or reject the administration's Original Recommendations based on guidelines in current Board policy and information provided by staff. Staff shall assist the committee as needed in accepting or modifying the Original Recommendations. An agreed upon set of original and/or modified recommendations, called the Proposed Recommendations, with supporting rationale shall be compiled by staff into a Preliminary Report.~~

- ~~The staff shall present the Preliminary Report to the Board for review and input. Following Board input, staff shall conduct~~

~~one to three public hearings or more as appropriate for the number of schools and students involved.~~

- ~~• The public hearings shall be conducted at sites convenient to the community members affected by the proposed changes. The administration shall advertise the public hearings through news releases and through District communication channels. Principals of the schools affected shall assist in notifying school and community members. The public hearings will also be announced at a Board workshop or meeting in which the Preliminary Report will be presented to the Board.~~
- ~~• At each public hearing, following a presentation of the Preliminary Report, staff shall solicit comments, questions, and suggestions from community members present. Staff may respond as appropriate to questions from community members. Notes shall be made of comments and suggestions to assist staff and the SBOC in making final recommendations.~~
- ~~• Staff shall compile comments and suggestions for review by the SBOC. Staff shall answer community questions and provide the questions and answers to the community and the SBOC. Staff shall consider public comments and may modify the Proposed Recommendations if necessary. These modified recommendations shall be called the Updated Recommendations and shall be provided to the Board.~~
- ~~• After the final public hearing, the SBOC shall meet to review the community input and administration's Updated Recommendations. SBOC shall review the Updated Recommendations, relevant policy and community input and approve or make suggestions to them; providing rationale for the suggestions. The SBOC and staff shall prepare Final Recommendations and compile them with rationale, suggestions and considerations into a Final Report. Staff shall present this Final Report to the Board in a public meeting. The SBOC will be encouraged to attend.~~

~~The Final Report shall include alternatives considered as well as risks, benefits, and rationale for the Final Recommendations given. The Final Report may include suggestions regarding alternative student enrollment options, future Facility Master Plan updates or future attendance boundary scenarios.~~

~~The Final Report shall give evidence that the committee has considered the preliminary administrative report and input from the community and shall be consistent with decision principles listed below as well as all relevant policy.~~

~~At the same or at a subsequent Board meeting, following presentation of the Final Report, the Board shall take appropriate action with respect to the establishment of school attendance boundaries.~~

Any ~~Final~~ Recommendation concerning attendance boundaries shall be made to the Board with sufficient time for the Board to ~~take action~~ at its regular Board meeting in January, but no later than March, prior to implementation in August of the same year unless otherwise determined by the Board due to unforeseen circumstances.

When the Board ~~takes action~~ on attendance boundary adjustments, initial communication of changes shall be made by the Board President on behalf of the Board.

Definitions

For purposes of this policy:

1. "Design capacity" is the maximum number of students who can be served at an instructional facility at any point in time, seats in the school building, adjusted by a utilization factor of 85 percent, excluding portable classroom buildings on site.
2. "Utilization factor" is a numeric multiplier that reduces design capacity to account for program variances and scheduled use of building spaces.
3. "Efficient utilization" is between 80 percent and 100 percent of the design capacity.

Equal Opportunity

The administration and SBAC shall not make recommendations based solely on actual or perceived demographic characteristics when assigning students to attendance boundaries. -These include but are not limited to race/ethnicity, language, income, socioeconomic status, and historical or anticipated academic performance.

Decision Principles

Student-centered recommendations that consider the unique needs of the students ~~on~~ at each campus shall be utilized to design school attendance boundaries. The recommendations and their rationale shall also demonstrate equitable, effective, and efficient use of District facilities. The following principles shall be the primary factors explicitly considered in making attendance boundary ~~changes~~ decisions for recommendation to the Board. The principles below are not listed in priority order; ~~however, the Superintendent shall include a written rationale of how the principles were applied when presenting recommendations to the Board and SBOC.~~

Community Integrity

Attendance boundaries shall:

- ~~Safely house students and provide all students equitable access to the curriculum, extracurricular opportunities, and professional staff, and a-~~
- ~~Align student transitions within the District's designated feeder patterns.~~
- Where feasible and practical, attendance boundaries shall support the neighborhood school concept by combining geographically proximate neighborhoods, subdivisions, multi-family dwellings, and developments.
- Where feasible and practical, Assign entire neighborhoods shall be assigned to the same school(s). Notably, the size and location of large neighborhoods may require deviation from this principle.
- ~~Where practical~~ feasible and practical, major thoroughfares, creeks, drainage ditches, utility easements, and similar elements will be utilized as boundaries.
- ~~Support the neighborhood school concept by combining geographically proximate neighborhoods or developments into school attendance boundaries.~~
- Where feasible and practical, uUtilize safe and reasonable walking distances to encourage healthier students and minimize use of and need for student transportation resources.
-

Note: Master-planned communities are not considered neighborhoods.

Growth Projections

~~Utilization should be balanced among campuses in order to avoid penalizing those schools that are experiencing growth.~~

Efficient use of existing facilities as well as effective and equitable delivery of academic programs, curriculum, and extracurricular opportunities are equally important factors in attendance boundary design. Utilization shall be balanced among campuses to:

- avoid penalizing schools experiencing growth,
- ~~Balanced student enrollment enables efficient use of facilities, avoids~~
- manage overutilization or underutilization, and
- minimizes long-term reliance on portable classrooms.

Note: Younger siblings who may be entering grade 9 will be required to attend newly zoned attendance boundary.

Middle Schools

When a new middle school opens or an attendance boundary is adjusted, students entering grade 8 are eligible for an intra-district transfer to remain at their current campus. This provision does not apply to their younger siblings as they must attend the newly zoned school. If the student entering grade 8 chooses to remain at their current campus, transportation shall not be provided by the District.

Elementary Schools

When a new elementary school opens or an attendance boundary is adjusted, students entering grade 5 are eligible for an intra-district transfer to remain at their current campus. This provision does not apply to their siblings as they must attend the newly zoned school. If the student entering grade 5 chooses to remain at their current campus, transportation shall not be provided by the District.

~~A student who is entering kindergarten–grade 9 shall be reassigned to the new attendance boundary to attend the grade level he or she is entering; however, students entering grade 5 or 8 may remain at their current campus, but shall not be eligible for District-provided transportation.~~

~~A student who is entering grade 10, 11, or 12 may remain at his or her current campus until the student graduates but shall not be eligible for District-provided transportation.~~

Previous attendance boundary changes

Students affected by a previous attendance boundary change while attending the same level (elementary, middle, high) in the same attendance area or residence are eligible for an intra-district transfer. Transportation, ~~but shall not be provided by the~~ eligible for District-provided transportation.

Students affected by previous attendance boundary changes, who attended different schools due to three or more attendance boundary changes, are eligible for an intra-district transfer and may remain at their existing campus, ~~but shall not be eligible for District-provided transportation.~~ For example, a student who was rezoned in grade 1, again in grade 4 when a new school opened in the area, and once again in grade 7 due to the opening of a new middle school, would not be required to move schools again should there be an attendance boundary change impacting the student in the future. Transportation shall not be provided by the District.

Emergency Provision

In emergency situations, as determined by the Board, attendance boundary changes may be adopted upon recommendation of the Superintendent without involving the process established by this policy.

Fort Bend ISD
079907

SCHOOL ATTENDANCE AREAS

FC
(LOCAL)

Annual Enrollment Report

Annually, the administration shall review student enrollment data, updated enrollment projections, current campus utilization, an analysis of current zoned enrollment, current academic program enrollment, design capacity of each facility, student transportation information, demographic composition of each school, and relevant student achievement data.

The administration shall develop, update, and provide an Annual Enrollment Report to the Board which will include information about projected campus utilization for the upcoming school year and forecasting for future planning.

The review shall include the administration's recommendation regarding whether each school can remain at status quo, alternative student enrollment options are needed, and/or if a change is needed on the way a facility is used.

Alternative student enrollment options shall be guided by written administrative procedures. This will include but is not limited to: student transfers, locating or relocating programs, utilizing portable classrooms, and capping enrollment at a school.

The Superintendent shall notify the Board when alternative student enrollment options are being considered and before any alternative student enrollment actions are implemented. The Board shall be notified before communication is provided to the community or school impacted.

The following alternative student enrollment options shall initiate an attendance boundary change process with the School Boundary Advisory Committee (SBAC) [See below description of SBAC] as guided by written administrative procedures. Each of the following options shall require Board action.

- Adjusting attendance boundaries;
- Consolidating or closing a school; or
- Constructing a new school.

When student enrollment options require Board action and involve capping enrollment at any school and/or terminating/moving an academic program, initial communication to students, parents, and the community shall be made by the Superintendent.

Attendance Boundary Design

School attendance boundaries shall be established by the Board upon recommendation of the Superintendent with advisory input for the Board by the SBAC. School attendance boundaries shall

change whenever a new school is needed, a need to balance enrollment exists, or when it is determined to be in the best interest of students.

**School Boundary
Advisory Committee**

The SBAC shall give input to the administration on recommendations being developed for Board consideration [BDF(LOCAL)]. The scope of the committee shall be to study the information provided by the boundary planner, seek clarification of any questions they may have, and review for alignment of the boundary recommendation with the Decision Principles detailed in this policy and any other relevant District policies (e.g., policies CT, FDA, and FDB). Administration shall facilitate the SBAC meetings, provide information, and obtain input used to finalize boundary recommendations for Board action.

Membership and Term

The members of the SBAC shall serve with a student-centered approach and operate through a District-wide lens and not from their own interest.

The SBAC shall be composed of two individuals representing parents and/or community members from each high school feeder pattern; one representing the elementary level and one representing the secondary level (middle school or high school). An alternate member from each feeder pattern shall also be selected. When an attendance boundary change cycle is initiated, the alternate member from an impacted attendance boundary will become a standing member of the committee during that cycle only and the impacted attendance boundary will have three total representatives for the planning cycle.

Membership selection is determined through an application process utilizing a fair and equitable process involving cross-departmental administration review. Membership shall be approved by the Board upon recommendation of the Superintendent. The Superintendent shall develop administrative procedures to govern the SBAC. These procedures shall address:

- An equitable and transparent SBAC selection process that does not provide preferential treatment for membership.
- The length of SBAC membership terms.
- A process for addressing SBAC vacancies.
- A process for reviewing boundary change recommendations.
- Means of soliciting committee feedback.
- Scheduling and frequency of meetings.

SCHOOL ATTENDANCE AREAS

FC
(LOCAL)

District employees shall not be eligible for membership; however, the administration may invite staff members to attend SBAC meetings.

Officers

At the beginning of an attendance boundary change cycle, the SBAC shall elect a chairperson. The Superintendent shall develop administrative procedures to include the role of the chairperson. Responsibilities include but are not limited to:

- Consult with an administrative liaison to provide input into the development of meeting agendas for the SBAC;
- Attend all SBAC meetings and be present at public hearings held in the community as a part of the attendance boundary process; and
- Address the Board to summarize the SBAC process, involvement, and input into the boundary recommendation(s).

Administrative procedures shall also define any other appointed officer positions and their roles.

Vacancies

Administrative procedures shall set forth the process to fill vacancies that occur in membership including but not limited to removing members who attend fewer than half of the scheduled SBAC meetings and utilizing the selected alternates.

**Attendance
Boundary Change
Process**

The Superintendent shall establish administrative procedures for the process of an attendance boundary change recommendation. These procedures shall address:

- Developing the recommendation.
- Assembling the SBAC members for the attendance boundary change cycle.
- Providing the Original Recommendation to the Board in an update prior to or at the same time as it is presented to the SBAC.
- Obtaining and engaging the SBAC for feedback. This includes each phase of a recommendation: Original, Amended, and Final.
- Presenting the recommendation to the Board including a summary of the SBAC feedback. The SBAC Chairperson will also address the Board to summarize the process and SBAC feedback and/or support of the recommendation. This includes each phase of a recommendation: Original, Amended, and Final.

- Obtaining the Board's input and process of amendments, if necessary.
- Soliciting public feedback opportunities to include both virtual and in-person opportunities.

Any Final Recommendation concerning attendance boundaries shall be made to the Board with sufficient time for the Board to act at its regular Board meeting in January, but no later than March, prior to implementation in August of the same year unless otherwise determined by the Board due to unforeseen circumstances.

When the Board acts on attendance boundary adjustments, initial communication of changes shall be made by the Board President on behalf of the Board.

Definitions

For purposes of this policy:

1. "Design capacity" is the maximum number of students who can be served at an instructional facility at any point in time, adjusted by a utilization factor of 85 percent, excluding portable classroom buildings on site.
2. "Utilization factor" is a numeric multiplier that reduces design capacity to account for program variances and scheduled use of building spaces.
3. "Efficient utilization" is between 80 percent and 100 percent of the design capacity.

Equal Opportunity

The administration and SBAC shall not make recommendations based solely on actual or perceived demographic characteristics when assigning students to attendance boundaries. These include but are not limited to race/ethnicity, language, income, socioeconomic status, and historical or anticipated academic performance.

Decision Principles

Student-centered recommendations that consider the unique needs of the students at each campus shall be utilized to design school attendance boundaries. The recommendations and their rationale shall also demonstrate equitable, effective, and efficient use of District facilities. The following principles shall be the primary factors explicitly considered in making attendance boundary decisions for recommendation to the Board. The principles below are not listed in priority order.

Community Integrity

Attendance boundaries shall:

- Safely house students and professional staff; and align student transitions within the District's designated feeder patterns.

- Where feasible and practical, attendance boundaries shall support the neighborhood school concept by combining geographically proximate neighborhoods, subdivisions, multi-family dwellings, and developments.
- Where feasible and practical, entire neighborhoods shall be assigned to the same school(s). Notably, the size and location of large neighborhoods may require deviation from this principle.
- Where feasible and practical, major thoroughfares, creeks, drainage ditches, utility easements, and similar elements will be utilized as boundaries.
- Where feasible and practical, utilize safe and reasonable walking distances to encourage healthier students and minimize use of and need for student transportation resources.

Note: Master-planned communities are not considered neighborhoods.

Growth Projections

Efficient use of existing facilities as well as effective and equitable delivery of academic programs, curriculum, and extracurricular opportunities are equally important factors in attendance boundary design. Utilization shall be balanced among campuses to:

- avoid penalizing schools experiencing growth,
- manage overutilization or underutilization, and
- minimize long-term reliance on portable classrooms.

Program
Accommodation /
Student Needs

Attention should be given to unique needs of student populations at a given campus that may not be reflected in numbers alone.

Frequency of
Changes

To the extent possible, design boundaries to withstand time so students in a given area shall not be required to change schools because of an attendance boundary change more than once at a given level (elementary, middle school, or high school).

Cost Effectiveness

Recommendations shall consider financial impact lessening future capital and operational budget costs. The costs of portable classrooms, transportation, additional staffing requirements, and other costs related to attendance boundary options shall be considered.

**Continuity
Provisions**

Following Board approval of a new school or an adjusted attendance boundary, students shall attend school in the attendance zone in which he or she resides.

Note: If a concern arises regarding an attendance boundary change that may impact services provided to a student receiving special education or 504 services, the ARD or 504 committee shall meet to discuss the concern.

Exceptions to this general rule are as follows:

High Schools

New high schools generally open without grade 11 and/or grade 12; therefore, students in grades 11 and/or grade 12 would remain at their former schools. Transportation shall be provided for eligible students.

If an attendance boundary is adjusted, a student entering grade 10, 11 or 12 is eligible for an intra-district transfer and may remain at his or her campus until the student graduates. If student remains at current campus, transportation shall not be provided by the District.

Note: Younger siblings who may be entering grade 9 will be required to attend newly zoned attendance boundary.

Middle Schools

When a new middle school opens or an attendance boundary is adjusted, students entering grade 8 are eligible for an intra-district transfer to remain at their current campus. This provision does not apply to their younger siblings as they must attend the newly zoned school. If the student entering grade 8 chooses to remain at their current campus, transportation shall not be provided by the District.

Elementary Schools

When a new elementary school opens or an attendance boundary is adjusted, students entering grade 5 are eligible for an intra-district transfer to remain at their current campus. This provision does not apply to their siblings as they must attend the newly zoned school. If the student entering grade 5 chooses to remain at their current campus, transportation shall not be provided by the District.

Previous attendance boundary changes

Students affected by a previous attendance boundary change while attending the same level (elementary, middle, high) in the same attendance area or residence are eligible for an intra-district transfer. Transportation shall not be provided by the District.

Students affected by previous attendance boundary changes, who attended different schools due to three or more attendance boundary changes, are eligible for an intra-district transfer and may remain at their existing campus. For example, a student who was rezoned in grade 1, again in grade 4 when a new school opened in the area, and once again in grade 7 due to the opening of a new middle school, would not be required to move schools again should

SCHOOL ATTENDANCE AREAS

FC
(LOCAL)

there be an attendance boundary change impacting the student in the future. Transportation shall not be provided by the District.

**Emergency
Provision**

In emergency situations, as determined by the Board, attendance boundary changes may be adopted upon recommendation of the Superintendent without involving the process established by this policy.

**ATTENDANCE
COMMITTEES**

This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.

Absences
Considered

Except as otherwise provided by law, all absences incurred while enrolled in the District shall be considered in determining whether a student has attended the required percentage of days under this policy.

Attendance
Committees

The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.

The Superintendent ~~or designee~~ shall make the specific appointments in accordance with legal requirements.

**PARENTAL NOTICE
OF EXCESSIVE
ABSENCES**

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

Parental Notice of
Excessive Absences

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. -This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

~~methods~~Methods for
~~regaining~~Regaining
~~credit~~Credit or
~~awarding~~Awarding a
~~final grade~~Final
Grade

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. -The attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

~~Students~~A student who ~~have~~has lost credit or ~~have~~has not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

~~PERSONAL ILLNESS~~

~~If a student has established a questionable pattern of absences, the Personal Illness~~

~~The principal or attendance committee may require that a student present a physician's or clinic's statement of illness after a single day's absence verification from a health-care provider in accordance with administrative regulations as a condition of classifying the an absence for personal illness as one for which there are extenuating circumstances.~~

~~GUIDELINES ON EXTENUATING CIRCUMSTANCES~~

~~The attendance committee shall adhere to the following guidelines to determine attendance for award of credit or a final grade:~~

~~DAYS OF ATTENDANCE~~

~~1.— All absences shall be considered in determining whether a student has attended the required percentage of days. If makeup work is completed satisfactorily, excused absences that are allowed under compulsory attendance requirements shall be considered days of attendance for this purpose. [See FEA(LEGAL) at EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE DETERMINATIONS]~~

~~TRANSFERS / MIGRANT STUDENTS~~

~~2.— A transfer or migrant student incurs absences only after his or her enrollment in the District.~~

~~BEST INTEREST STANDARD~~

~~Best Interest Standard~~

~~In reaching consensus regarding a student's absences, and how the student can be awarded credit or a final grade, the attendance committee shall attempt to ensure that its decision is in the best interest of the student. -The Superintendent or designee shall develop administrative regulations addressing procedures to document the attendance committee's documentation of the decision.~~

~~DOCUMENTATION~~

~~Guidelines on Extenuating Circumstances
CONSIDERATION OF CONTROL~~

~~3.— The committee shall consider the acceptability and authenticity of documented reasons for the student's absences.~~

~~4.— The attendance committee shall consider whether the absences were for reasons out of the student's or parent's control.~~

~~STUDENT'S ACADEMIC RECORD~~

~~1. The committee shall consider whether or not the a student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.~~

~~INFORMATION FROM STUDENT OR PARENT~~

~~2. When makeup work is completed satisfactorily, the attendance committee shall consider extracurricular absences and other excused absences as days of attendance for award of credit or a final grade. [See FEA]~~

~~3. The attendance committee shall consider whether the reasons for the absences were reasonable and whether documentation for the absence is acceptable.~~

~~2.4.~~ The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

**IMPOSING
CONDITIONS FOR
AWARDING CREDIT
or a final grade**

Imposing Conditions
for Awarding Credit
or a Final Grade

The attendance committee ~~may~~ shall consider the student's unique circumstances and, if necessary, shall impose ~~any of the following~~ conditions for ~~students with excessive absences to regain~~ awarding credit or be awarded a final grade that permit the student to meet the instructional requirements of the class rather than assigning a student to attend a specified program for an amount of time equivalent to the student's absences. Conditions may include:

1. Maintaining attendance standards for the rest of the semester.

~~1.2.~~ 2. Completing additional assignments, as specified by the committee or teacher.

~~2.3.~~ 3. Attending tutorial sessions as scheduled, ~~which may include Saturday classes or before and after school programs.~~

~~5.~~ 4. ~~Maintaining the attendance standards for the rest of the semester.~~

4. Completing other instructional programs, as specified by the committee.

~~3.5.~~ 5. Taking an examination to earn credit. ~~[See EHDB]~~

~~6.~~ 6. ~~Attending a District-approved night school program.~~

~~7.~~ 7. ~~Attending summer school.~~

~~8.~~ 8. ~~Attending after school study labs (weekdays or Saturdays).~~

~~9.~~ 9. ~~Completing contracts for independent study.~~

~~10.~~ 10. ~~Completing course requirements through District-approved online curriculum.~~

In all cases, the student must ~~also~~ earn a passing grade in order to receive credit.

APPEAL PROCESS

Appeal Process

A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL) ~~beginning at Level Three.~~

This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.

**Absences
Considered**

Except as otherwise provided by law, all absences incurred while enrolled in the District shall be considered in determining whether a student has attended the required percentage of days under this policy.

**Attendance
Committees**

The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.

The Superintendent shall make the specific appointments in accordance with legal requirements.

**Parental Notice of
Excessive Absences**

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

**Methods for
Regaining Credit or
Awarding a Final
Grade**

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The attendance committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

A student who has lost credit or has not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

Personal Illness

The principal or attendance committee may require verification from a health-care provider in accordance with administrative regulations as a condition of classifying an absence for personal illness as one for which there are extenuating circumstances.

Best Interest
Standard

In reaching consensus regarding a student's absences and how the student can be awarded credit or a final grade, the attendance committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent shall develop administrative procedures to document the attendance committee's decision.

**Guidelines on
Extenuating
Circumstances**

1. The attendance committee shall consider whether a student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
2. When makeup work is completed satisfactorily, the attendance committee shall consider extracurricular absences and other excused absences as days of attendance for award of credit or a final grade. [See FEA]
3. The attendance committee shall consider whether the reasons for the absences were reasonable and whether documentation for the absence is acceptable.
4. The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

**Imposing Conditions
for Awarding Credit
or a Final Grade**

The attendance committee shall consider the student's unique circumstances and, if necessary, shall impose conditions for awarding credit or a final grade that permit the student to meet the instructional requirements of the class rather than assigning a student to attend a specified program for an amount of time equivalent to the student's absences. Conditions may include:

1. Maintaining attendance standards for the rest of the semester.
2. Completing additional assignments, as specified by the committee or teacher.
3. Attending tutorial sessions as scheduled.
4. Completing other instructional programs, as specified by the committee.
5. Taking an examination to earn credit. [See EHDB]

In all cases, the student must earn a passing grade in order to receive credit.

Fort Bend ISD
079907

ATTENDANCE
ATTENDANCE FOR CREDIT

FEC
(LOCAL)

Appeal Process

A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL).

For: Fort Bend ISD Board of Trustees
Date: October 16, 2023
Action: Consideration and Approval:
International Student Travel
References: Board Policies FMG and FD
(Legal) and (Local)
District Goal 1 & 4
Department: Department of School Leadership

Recommendation

Consideration and approval of international travel during the summer of 2024 by Clements High School and Travis High School students to participate in the 2024 German - American Partnership Program (GAPP) in Germany.

Summary

Our GAPP Partnership started in 1998 and occurs every other year, last year being 2023. The partnership between Clements High School and the Lessing-Gymnasium School in Cologne started in 2002 and Travis High School was added in 2018. The Lessing-Gymnasium students will visit during the period approximately March 18 – April 2, 2024 and the Administration is seeking approval to visit Cologne in the summer of 2024.

This trip will provide a once-in-a-lifetime opportunity for students studying German. For almost two weeks, the District's students will immerse in the German language and culture, experience life in a German host family, and attend a German school. Additionally, both groups of students work on a learning project. Clements High School and Travis High School are requesting permission for approximately 12-18 students to travel to Germany with CHS German teacher, Lauren Davis, THS German teacher, Seth Hulse, for 2.5 weeks during the summer of 2024 (approximately May 30 – July 16, 2024).

The approximate cost of the trip is \$2,500 per person, to be paid by the students/parents; this amount will cover airfare, lodging, in-country transportation, admissions to sights, insurance, and a few meals. Students will also need to bring with them about \$500 to cover meals and incidental expenses during the touring portion of the trip. While in Germany, students will reside in host homes for about half the trip and in hotels for the other half.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Kwabena Mensah
Chief of Schools

For: Fort Bend ISD Board of Trustees
Date: October 2, 2023
Action: Consideration and Approval:
Budget Amendment
References: Board Policy CE (Legal)
District Goal 5
Department: Business and Finance

Recommendation

Consideration and approval of a General Fund and Debt Service Fund budget amendment for 2023-24.

Summary

Fund 199 (General Fund)

General Fund revenues increased by \$10.4 million as explained below:

- \$8.8 million due to the increase in TRS on behalf of revenue. The TRS revenue is offset by the same amount of TRS on behalf in the expenses.
- \$1.86 million additional state revenue generated by higher than budgeted Special Education student counts. The increase in state revenue is partially offset by a corresponding increase in expenditure of \$1.4 million for positions needed to provide instruction and transportation to these additional students.
- \$0.1 million for revenue from Methodist per contract which is offset by increase in expenditures paid for athletic trainer services the District receives from Methodist.
- \$0.04 million from other sources for the sale of property and used to fund Furniture & Equipment replacement.

General Fund expenses increased by \$17.2 million as explained below:

- TRS on behalf of expenses were increased by \$8.8 million in various functions.
- Increase in function 11 instructional expenditures by \$1 million for 13 Special Education teachers, 47 Special Education paraprofessionals, and 3 ARD facilitators due to the increase in Special Education students.
- Increase function 31 by \$1.4 million for Special Education expenditures for additional contract staff to perform evaluations of students.
- Student transportation increased by \$0.4 million due to 20 Special Education bus monitors to meet the needs of the additional Special Education students.
- Increase in function 36 extracurricular by \$0.1 million for athletic trainers provided by Methodist (this is offset by the increase in revenue above).
- Increase function 51 maintenance and operations by \$1.0 million due to higher premiums in property insurance that exceeded the adopted budget amount.
- Increase in expenditures for \$3.6 million due to purchase orders that rolled from the prior fiscal year 2022-23 in various functions.

The net effect of the proposed budget amendment is a negative change of \$5.6 million. However, the District would continue to meet the 90-day fund balance requirement as required by Board policy.

Fund	Function	Adopted Budget 2023-24	Budget Amendment	Amended Budget 2023-24
Revenues				
199	57 – Local Revenues	\$518,240,551	139,717	\$518,380,268
199	58 – State Revenue	236,320,479	10,626,000	246,946,479
199	59 – Federal Revenues	13,000,000	-	\$13,000,000
	Total Revenue	\$767,561,030	\$10,765,717	\$778,326,747
Expenditures				
199	11 – Instruction	\$453,165,946	7,137,359	\$460,303,305
199	12 – Instructional Resource Media	8,540,185	99,632	8,639,817
199	13 – Curriculum Development	13,986,289	206,042	14,192,331
199	21 – Instructional Leadership	18,042,943	356,691	18,399,634
199	23 – School Leadership	47,673,947	854,818	48,528,765
199	31 – Guidance Counseling Evaluation	36,666,401	2,084,143	38,750,544
199	32 – Social Work Services	2,796,867	42,000	2,838,867
199	33 – Health Services	9,251,733	209,955	9,461,688
199	34 – Student Transportation	26,363,018	950,438	27,313,456
199	35 – Food Services	50,000	-	50,000
199	36 – Co-Curricular	16,365,524	453,385	16,818,909
199	41 – General Administrative	18,719,783	397,835	19,117,618
199	51 – Facilities Maintenance	74,016,734	2,427,429	76,444,163
199	52 – Security & Monitoring	10,965,558	222,004	11,187,562
199	53 – Data Processing	18,384,232	347,726	18,731,958
199	61 – Community Services	844,720	35,110	879,830
199	71 – Interest Expense	4,495,103	-	4,495,103
199	81 – Facility Acquisition	-	-	-
199	93 – Payment to Member/SSA	460,000	-	460,000
199	99 – Other Intergovernmental charges	5,850,000	540,791	6,390,791
	Total Expenditures	\$766,638,983	\$16,365,358	\$783,004,341
199	Other Sources	2,500,000	35,599	2,535,599
199	Other Uses	(2,000,000)	-	(2,000,000)
199	Use of ESSER	-	-	-
199	Net Change	1,422,047	(5,564,042)	(4,141,995)
	Fund Balance - Beginning (Unaudited)	200,220,161	-	200,220,161
199	Fund Balance - Ending	\$201,642,208	(\$5,564,042)	\$196,078,166
	Number of Days Funds Balance			91 Days

Fund 599 (Debt Service Fund)

A budget amendment to the Debt Service Fund is being presented for the proceeds and uses from the Series 2022B remarketing that closed on August 1, 2023.

Fund	Function	Adopted Budget 2023-24	Budget Amendment	Amended Budget 2023-24
Revenues				
599	00 - Local Revenues	\$ 164,112,082	\$ -	\$ 164,112,082
599	00 - State Revenue	3,800,564	-	3,800,564
	Total Revenue	\$ 167,912,646	\$ -	\$ 167,912,646
Expenditures				
599	71 - Debt Service	\$ 134,676,020	\$ -	\$ 134,676,020
	Total Expenditures	\$ 134,676,020	\$ -	\$ 134,676,020
599	Bond Proceeds/Premiums	-	90,025,000	90,025,000
599	Other Uses	(9,910,000)	(90,025,000)	(99,935,000)
599	Net Change	23,326,626	-	23,326,626
	Fund Balance - Beginning (Unaudited)	141,769,842	-	141,769,842
599	Fund Balance - Ending	\$ 165,096,468	\$ -	\$ 165,096,468

District administration anticipates the need to recommend a budget amendment for the General and Debt Service Funds to adjust revenues and expenditures in November 2023 contingent upon a favorable election outcome of Fort Bend ISD's proposed Voter-Approval Ratification Election (VATRE) and the state's proposed constitutional amendment increasing the homestead exemption from \$40,000 to \$100,000, both items included for voter consideration on the November 7th, 2023 election ballot.

Submitted by:

Christie Whitbeck
Superintendent of Schools

Bryan Guinn
Chief Financial Officer

For: Fort Bend ISD Board of Trustees
Date: October 16, 2023
Action: Consideration and Approval: Job Order Contracting (JOC) Services for Demolition - Briargate Elementary School (BP001)
References: Board Policy CVF (Legal) District Goal 5

Recommendation

Consideration and approval of a construction services agreement with Job Order Contractor (JOC) JR Thomas Group for the demolition of the existing Briargate Elementary School (BP001), for a not-to-exceed construction cost of \$750,000 and authorization for the Superintendent to negotiate and execute or terminate the contract.

Summary

On June 26, 2023, the FBISD Board of Trustees (BOT) approved all project budgets for the 2023 Bond Program.

On August 21, 2023, the BOT approved a Job Order Contracting (JOC) pool of five contractors to provide both bond and non-bond services to the District. JR Thomas Group was included as one of the selected firms.

Staff is requesting approval to proceed with JR Thomas Group as the selected JOC to execute the demolition work on BP001 Briargate Elementary School Rebuild.

Policy CVF (Legal) states, “The board shall approve each job, task, or purchase order that exceeds \$50,000.” *Gov’t Code 2269.403*. In accordance with Policy CVF (Legal), Administration is seeking Board approval to award the following contract:

JOC Contract	Bid Package #	Description	NTE Demolition Budget
JR Thomas Group	BP001	BGE – Demolition	\$750,000

The attached Exhibit 1 provides the detailed construction budget for BP001, and the demolition of the building would be funded through the construction line item.

Negotiated contract amounts will be funded within BP001 Briargate Elementary School Rebuild project.

Upon Board approval, staff will negotiate the contract for demolition of the existing Briargate Elementary School with JR Thomas Group.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Damian Viltz
Chief Operations Officer



Project Summary
BP001 - Briargate Re-Build
 Exhibit - 1

Description	A	B	C	D	E	F	G	H	I	TOTAL
	A/E Design Fees & Reimbursables	Design Contingency	Other Professional Services	Construction	Construction Contingency	FF&E	Site Development	Admin & Other Project Costs	Project Contingency	
BRIARGATE ELEMENTARY	\$2,000,250.00	\$160,932.00	\$1,869,120.00	\$38,100,000.00	\$1,500,000.00	\$4,158,000.00	\$435,600.00	\$1,000.00	\$39,091.00	\$48,263,993.00
TOTAL:	\$2,000,250.00	\$160,932.00	\$1,869,120.00	\$38,100,000.00	\$1,500,000.00	\$4,158,000.00	\$435,600.00	\$1,000.00	\$39,091.00	\$48,263,993.00

For: Fort Bend ISD Board of Trustees
Date: October 16, 2023
Action: Consideration and Approval: Phase 3 – Professional Services for 2023 Bond and Non-Bond Projects
References: Board Policy CV (Local) District Goal 5
Department: Operations

Recommendation

Consideration and approval of Phase 3 – Professional Service Firms to provide both Bond 2023 services for a not-to-exceed amount of \$20,000,000 and non-bond services for a not-to-exceed amount of \$5,000,000, and authorization for the Superintendent to negotiate and execute the contracts with the identified firms.

Summary

On May 6, 2023, FBISD passed the 2023 Bond Program.

On July 2, 2023, staff issued a solicitation RFQ23-088AL Professional Services Phase 3 Qualifications for FBISD 2023 Bond Program and other non-bond services as needed by the District.

The Professional Services Phase 3 Qualifications for FBISD 2023 Bond Program, RFQ23-088AL included the following professional service categories (pools):

- Structural Engineer
- MEP Engineer
- Landscape Architect
- Civil Engineer

RFQ23-088AL solicitation specified the District's intent to award more than one, but no greater than five contracts to the most qualified firms in each professional services category based on demonstrated competence and qualifications.

On August 3, 2023, 31 statements of qualifications were submitted by professional service firms as a response to the RFQ23-088AL solicitation.

Analysis of Phase 3 Professional Service Firms Category Recommendations:

Based on the evaluation of the proposals by professional service categories (pools), the final ranking of the Demonstrated Competence and Qualifications by professional service categories for the selected firms are shown below. Due to the extensive Mechanical, Electrical, and Plumbing (MEP) work included in Bond 2023, staff recommends award of six Professional Services within the MEP Engineer Category to ensure proper coverage for the necessary work.

Structural Engineer	RFQ Score
Dally + Associates	76.63
Dunaway	63.94
IMEG	63.45
PBK	62.98
Allana Buick & Bers	57.74

MEP Engineer	RFQ Score
DBR Engineering Consultants	82.87
Stanton Engineering Group	78.69
PBK	78.33
Salas O'Brien	74.53
Wylie & Associates	73.54
Infrastructure Associates, Inc	70.57

Landscape Architect	RFQ Score
Kimley-Horn & Associates	74.77
Teague Nall & Perkins	73.23
M2L Associates	67.03
PBK	62.43

Civil Engineer	RFQ Score
PBK	78.28
Dally + Associates	76.43
Kimley-Horn & Associates	72.97
Teague Nall & Perkins	70.99
Huitt-Zollars	70.85

Upon Board approval, staff will award the identified firms by professional service categories master agreements to perform professional services and will begin assigning work based on a rotation cycle for required professional service by bid package for the Bond 2023 Program as well as other district projects.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Damian Viltz
Chief Operations Officer

Evaluation Criteria RFQ 23-088AL Professional Services Phase 3

TAB	Evaluation Criteria Section Government Code 2254, CV Legal	Point System
	Cover Letter	Required
1	FIRM INFORMATION <ul style="list-style-type: none"> • History / Years of experience in K-12 • Location of the firm’s local offices • Awards and recognitions • Specialized experience in K-12 • Claim resolution 	10
2	MANAGEMENT STYLE AND PHILOSOPHY <ul style="list-style-type: none"> • Firm’s capabilities providing needed services • Program budget, schedule and documentation coordination experience 	20
3	FIRM EXPERIENCE and REFERENCES <ul style="list-style-type: none"> • Prior K-12 Project Experience • Prior FBISD Experience 	45
4	PROJECT TEAM <ul style="list-style-type: none"> • Teams’ organization and experience • Staff resumes 	20
5	SUPPLEMENTAL INFORMATION	5
6	FORMS	REQUIRED
	TOTAL	100 Points

Tabulation Summary

RFQ 23-088AL Professional Services Phase 3 - Civil Engineer

Vendor	Firm Information (10 pts. Max)	Management Style and Philosophy (20 pts. Max)	Firm Experience and Referenes (45 pts. Max)	Project Team (20 pts. Max)	Supplemental Information (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
PBK	8.05	16.00	34.50	17.00	2.73	78.28	1
Dally + Associates	6.38	15.75	31.75	18.00	4.55	76.43	2
Kimley-Horn and Associates, Inc.	5.38	15.50	33.50	15.60	2.99	72.97	3
Teague Nall and Perkins, Inc.	8.33	14.25	30.50	14.85	3.07	70.99	4
Huitt-Zollars, Inc.	8.00	17.00	26.75	15.70	3.40	70.85	5
Dunaway	6.28	17.75	24.50	14.45	3.22	66.19	6
Colliers Eginneering & Design	8.28	13.25	24.50	15.20	3.63	64.85	7
PRD Land Development Services, LLC	6.95	11.00	21.00	14.45	4.18	57.58	8
Lentz Engineering, LLC	4.73	11.25	12.25	14.45	3.95	46.63	9
DTS Engineering, Inc.	6.80	7.75	16.00	12.15	1.83	44.53	10
Separation System Consultants, Inc.	7.48	7.00	12.50	13.25	3.20	43.43	11

Tabulation Summary

RFQ 23-088AL Professional Services Phase 3 - Landscape Architect

Vendor	Firm Information (10 pts. Max)	Management Style and Philosophy (20 pts. Max)	Firm Experience and Referenes (45 pts. Max)	Project Team (20 pts. Max)	Supplemental Information (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Kimley-Horn and Associates, Inc	5.78	17.75	32.25	16.15	2.84	74.77	1
Teague Nall and Perkins, Inc.	8.18	15.50	31.00	15.15	3.40	73.23	2
M2L Associates	8.08	14.00	26.50	14.05	4.40	67.03	3
PBK	7.63	16.00	20.50	15.80	2.51	62.43	4

Tabulation Summary

RFQ 23-088AL Professional Services Phase 3 - Structural Engineer

Vendor	Firm Information (10 pts. Max)	Management Style and Philosophy (20 pts. Max)	Firm Experience and Referenes (45 pts. Max)	Project Team (20 pts. Max)	Supplemental Information (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Dally + Associates	6.28	16.00	32.50	17.00	4.85	76.63	1
Dunaway	6.15	14.50	25.50	14.50	3.29	63.94	2
IMEG	8.85	14.00	23.00	14.05	3.55	63.45	3
PBK	8.25	16.25	19.75	16.00	2.73	62.98	4
Allana Buick & Bers, Inc.	8.68	12.25	20.25	13.65	2.92	57.74	5
DTS Engineering, Inc.	6.83	8.00	21.00	13.30	1.68	50.81	6

Tabulation Summary

RFQ 23-088AL Professional Services Phase 3 - MEP Engineer

Vendor	Firm Information (10 pts. Max)	Management Style and Philosophy (20 pts. Max)	Firm Experience and Referenes (45 pts. Max)	Project Team (20 pts. Max)	Supplemental Information (5 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
DBR Engineering Consultants, Inc.	8.35	15.25	39.25	16.50	3.52	82.87	1
Stanton Engineering Group, LLC	8.30	17.25	32.00	16.70	4.44	78.69	2
PBK	5.33	15.50	36.25	18.40	2.85	78.33	3
Salas O'Brien	7.93	14.00	33.00	16.75	2.85	74.53	4
Wylie & Associates, LLC dba Wylie Engineering	5.88	17.75	31.00	15.40	3.52	73.54	5
Infrastructure Associates, Inc.	7.98	14.75	28.25	16.00	3.59	70.57	6
EMA Engineering and Consulting	8.18	15.75	26.75	16.40	3.40	70.48	7
Johnston, LLC	7.65	16.00	27.50	15.50	3.52	70.17	8
Huitt-Zollars, Inc.	8.85	14.25	27.50	16.00	3.40	70.00	9
Image Engineering Group	5.70	13.50	26.50	12.50	2.40	60.60	10

BOT Meeting:	October 16, 2023
Solicitation No.:	RFP 23-050AB
References:	District Goal 5
Description:	<p>Online Registration and Payment System</p> <p><u>Recommendation</u></p> <p>Consideration and approval for the use of an online registration and payment system from Eleyo in an amount not to exceed \$1,581,806 and authorization for the Superintendent to negotiate and execute the agreement through October 2028.</p> <p><u>Summary</u></p> <p>On April 20, 2023, Fort Bend ISD issued RFP 23-050AB soliciting proposals for an Online Registration and Payment System. The Fort Bend ISD Extended Learning Department sought to secure a servicer who provides a cost-effective registration, billing, and reporting web-based software; with a range of capabilities and services offered that will aid and support multiple interface users. The system was to provide the following features:</p> <ul style="list-style-type: none"> • Ease of integration and data migration • An ability to offer on-going training and system support, and • Security features that will ensure that data is maintained and protected. <p>The system would also be required to support both parent and staff needs for the various programs offered through the Extended Learning Department. These needs included:</p> <ul style="list-style-type: none"> • Ability for parents to register students • Ability to collect tuition and fees • Individual program set up which lists site locations and activities • Ability to communicate with account holders, and • Ability to provide data reporting and archiving. <p>Over the last few years, the Extended Learning Department has grown beyond offering a before and after-school program for elementary students only, and now services students in Pre-Kindergarten through eighth grade. There are also other programs for students during out-of-school time, including spring break, summer, and student holidays. In addition, the Extended Learning Department provides enrichment classes for youth, teens, and adults.</p> <p>The selected system would incorporate a comprehensive set of tools, including registration, billing, and reporting functionalities. These tools</p>

would be designed to streamline and enhance various aspects of the system's operations to include, but are not limited to:

- Secure, custom online program registration forms
- Mobile-friendly parent portal with student registration, program enrollment, and payment capabilities
- Administrative portal to manage registrations, accounts, and payments
- Tuition bills posted to accounts monthly
- Late fee collection
- Automatic draft capabilities to facilitate parent payments due
- Ability to offer discounted rates for financial assistance, employees, and others
- Calendar-based enrollment for programs with weekly schedules
- Create and send custom email communications to account holders
- Generate extensive reports to monitor childcare operations
- Access on any device with a browser
- Centralized data management and tracking
- Speedy accounts receivable processing
- Improved parent engagement
- Support and training provided at initial setup, as well as on an ongoing basis.

The Extended Learning Department serves over 7,000 students across 55 campuses annually. Its revenue, which is over \$8.0M a year, is generated by program enrollment.

An evaluation team comprised of Fort Bend ISD staff members from the Extended Learning, Information Technology, and Business and Finance Departments reviewed the submissions. The District applied the "Best Value" process in selecting the vendor to be awarded in accordance with Chapter 44, §44.031 (b) of the Texas Education Code & CH (Local) CH (Legal) purchasing and acquisition district policies.

Background

Expenditures for FY 2022-23 were \$270,892. Expenditures are not expected to exceed \$1,581,806 through October 2028.

Payment for services offered through the online registration and payment system will come from the parents using the system and is Covered by the tuition collected. A transaction fee of 2.99% and a payment processing fee of \$0.39 is paid by the district on each transaction.

	Annual expenditures are based on the number of transactions and the number of students that register for the Extended Learning programs each year.
Requested By:	Bryan Guinn, Chief Financial Officer Richard Gay, Executive Director of Business Services
Vendor:	Eleyo
Budget Sources:	Extended Learning Funds Enterprise Funds
Amount:	Not to exceed \$1,581,806 through October 2028
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	6491
Number of vendors downloaded the solicitation:	108
Number of responses received:	9
Number of "no bid" responses received:	3
Length of commitment:	Through October 2028
Last solicitation date:	November 2017
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

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

RFP 23-050AB Online Registration and Payment System

	Evaluation Criteria	Point System
1	Purchase Price <ul style="list-style-type: none"> Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD 	25 points
2	Reputation of the Vendor and of the Vendor's Goods or Services <ul style="list-style-type: none"> Vendor(s) should have a solid reputation with other ISDs, Government or Collegiate entities that shows a high level of customer service and a high 	5 points
3	Quality of the Vendor's Goods or Services <ul style="list-style-type: none"> Ability to create multiple program registrations for Extended Learning, summer camp, and community education. Ability to provide automated billing, including late payments and discounted rates. Ability to bill, collect and report tuition monthly to ensure that financial records are accurately reported for department fund. Integrate with SIS (Skyward) to verify student data automatically 	25 points
4	Extent to Which the Goods or Services Meet the District's Needs <ul style="list-style-type: none"> Ability for parents to access and navigate the system on their own to create registration for students in department programs. System functionality: including billing and reporting capabilities, and the ease of use for all stakeholders. Ability to access reports that provide information to department and district personnel regarding finances, attendance, and enrollment from the registration. Ability to send notifications and communications to parents via various methods and per individual program, i.e., text and email 	25 points
5	Vendor's Past Relationship with the District For reference, the vendor shall list the following: <ul style="list-style-type: none"> Past projects or contracts similar service vendor has had with the District. Past projects or contracts for similar service vendor has had with any K-12 Districts similar sized or larger 	5 points
6	Long-Term Cost to the District to Acquire the Vendor's Goods or Services <ul style="list-style-type: none"> Implementation Setup fee Maintenance Other added cost 	5 points
7	Vendor's Principal Place of Business is in the State of Texas or Employs 500 People in the State of Texas	N/A
8	Insurance Requirements <ul style="list-style-type: none"> Certificate of Insurance as requested in the solicitation 	Pass/Fail
9	Service Agreement <ul style="list-style-type: none"> 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
	TOTAL	100 points

Tabulation Summary
RFP 23-050AB Online Registration and Payment System

Vendor	Purchase Price (25 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (5 pts. Max)	Quality of Vendors Goods and Services (25 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (5 pts. Max)	Agreement to Fort Bend ISD Terms and Conditions (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Eleyo	25	2.97	24.14	23.71	5.00	5.00	5.00	90.82	1
GTSOFT Inc.	6.4	3.75	22.86	22.00	5.00	1.28	10.00	71.29	2
6crickets Inc	1.26	1.95	22.86	22.71	4.00	0.26	10.00	63.04	3
Dynamic Enterprise Solutions, Inc	7.86	2.60	18.14	18.00	4.00	1.79	10.00	62.39	4
RecDesk Software	7.81	1.90	12.86	11.86	4.00	2.39	10.00	50.82	5
FACTS	1.79	0.50	19.57	18.57	4.00	0.43	5.00	49.86	6
SURELINC, LLC	0.16	4.00	8.86	9.00	2.00	0.04	10.00	34.06	7
Heartland Payment Systems, LLC dba Heartland School Solution	1.6	0.10	10.14	11.00	3.71	0.32	5.00	31.87	8
Gulf State Software LLC	1.68	0.80	7.86	8.14	1.00	1.41	10.00	30.89	9

BOT Meeting:	October 16, 2023
Solicitation No.:	24-001AR Student and Staff Identification Cards
References:	District Goal 5
Description:	<p>Student and Staff Identification Cards:</p> <p><u>Recommendation</u></p> <p>Consideration and approval for the purchase of student and staff identification cards from CI Solutions through the Interlocal Purchasing System in an amount not to exceed \$1,769,415 and authorization for the Superintendent to negotiate and execute the agreements through January 31, 2028.</p> <p><u>Summary</u></p> <p>On August 14, 2023, Fort Bend ISD issued RFQuote 24-001AR soliciting vendors to provide turnkey solutions for student and staff identification cards and services. The previous solicitation for badges was issued on May 29, 2018, and will expire in November 2023.</p> <p>This contract will provide comprehensive solutions, including identification card production and customization for Students and Staff, as well as associated services such as card printing, data management, and card distribution.</p> <p>This contract seeks approval under relevant statutes, including Chapter 44, § 44.031(a) of the Texas Education Code and Chapter 791, Interlocal Cooperation Act, along with Board Policies CH (LEGAL) and CH (LOCAL) for purchasing goods and services. The Board of Trustees must approve proposal awards worth \$50,000 or more.</p> <p>Under the authority of the Texas Government Code §791.001 and the Interlocal Cooperation Act as amended, local governments like Fort Bend ISD are allowed to contract with each other and other government agencies. This Act exempts the requirement of seeking competitive bids for goods and services, once a school district determines that a local cooperative purchasing program offers the best value, to enhance efficiency and effectiveness.</p>

	<p>Renewal options are available through January 2028. Should the contract not renew for the full term, staff will return to the Board to request authorization to utilize an alternate cooperative contract or an alternate procurement method.</p> <p>An evaluation team comprised of Fort Bend ISD staff members from Business and Finance, Child Nutrition Department, Human Resources, Information Technology Services, Information Systems, and Safety and Security and Transportation departments, evaluated the proposals.</p> <p><u>Background</u></p> <p>The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on October 16, 2023, and will run through January 31, 2026. With the two (2) option years, the contract can be extended until January 31, 2028.</p> <p>Expenditures for the last full twelve months with the prior vendor were \$176,870, but it did not include printers. Expenditures are not expected to exceed \$1,769,415 through January 2028. Funding is included in the budget.</p> <p>Projected expenditures include costs for printers, cameras, printer supplies, ID card stock for students and staff, badge covers, and breakaway lanyards. The not to exceed amount assumes new passive RFID badges, covers and lanyards each year for all students, and 5% escalation each year in volume and supplies needed. Our goal will be to have students keep the same badge year to year to the extent possible.</p> <p>RFID badges are needed for the bus tracking system. There are other potential uses for students that could be implemented in the future.</p>
Requested By:	Steve Bassett, Deputy Superintendent David Rider, Chief of Police Glenda Johnson, Chief Human Resources Officer Damian Viltz, Chief Operating Officer
Vendor:	CI Solutions, The Card Integrators Corp.
Budget Sources:	General Fund Bond Funds Activity Funds

Amount:	Not to exceed total \$1,769,415 through January 31, 2028
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	15
Number of vendors downloaded the solicitation:	8
Number of responses received:	4
Number of "no bid" responses received:	N/A
Length of commitment:	Through January 2028
Last solicitation date:	May 2018
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

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

Evaluation Summary
 RFQuote 24-001AR Staff and Student Identification Cards

Vendor	Purchase Price (40 pts. Max)	Reputation of the Vendor and of the Vendor's goods or services (10 pts. Max)	Quality of the vendor's goods or services (25 pts. Max)	Extent to which the goods or services meet the district's needs (25 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
CI Solutions, Card Integrators Corp.	40.00	4.50	20.43	20.29	85.22	1
SMART tag™ by Secured Mobility LLC	13.99	2.00	17.86	18.43	52.28	2
Wade Garcia & Associates	8.93	13.14	13.71	13.14	48.92	3
Identisys	6.83	6.50	15.86	15.57	44.76	4

RFQuote 24-001AR Student and Staff Identification Cards

	Evaluation Criteria	Point System
1	<p>Purchase price</p> <ul style="list-style-type: none"> • Proposal should offer a fair and reasonable price for items and services to be procured by Fort Bend ISD. • Pricing will be calculated using the BidTable in this document. 	40 points
2	<p>Reputation of the Vendor and of the Vendor's goods or services</p> <ul style="list-style-type: none"> • Vendor should have a solid reputation with other ISD's, Government or Collegiate entities that show a high level of customer service, a high level of quality of good or services. (References will be contacted via e-mail with a deadline. If no response is received by the deadline, there will be points deducted in this section.) 	10 points
3	<p>Quality of the vendor's goods or services</p> <ul style="list-style-type: none"> • Vendor's products should be new and be of the highest quality. • Service Capabilities • Demonstrated Competence 	25 points
4	<p>Extent to which the goods or services meet the district's needs</p> <ul style="list-style-type: none"> • Deployment schedule • Warranties/Guarantees • Fees 	25 points
	TOTAL	100 points

BOT Meeting:	October 16, 2023
Solicitation No.:	22-039AR-01 BuyBoard, Choice Partners, The Interlocal Purchasing System (TIPS), Sourcewell Cooperatives, General Services Administration (GSA), Central Texas Purchasing Alliance (CTPA)
References:	District Goal 5
Description:	<p>School Bus Parts, Services, and Related Items (Supplemental)</p> <p><u>Recommendation</u></p> <p>Consideration and approval for the purchase of school bus parts, services, and related items from multiple vendors under multiple cooperative contracts in an amount not-to-exceed \$3,170,000 and authorization for the Superintendent to negotiate and execute the agreements through May 31, 2025.</p> <p><u>Summary</u></p> <p>On February 14, 2022, the Board approved School Bus Parts, Services, and Related Items, which expires on January 31, 2025. The purpose of this proposed action is to add additional vendors to the list of previously approved vendors and increase the authorized expenditure amount. The originally approved length of commitment does not change.</p> <p>The Transportation Department requests additional vendors to provide a more economical value for services and parts needed to repair the fleet and replace previously awarded vendors who are no longer in business. The District has found it necessary to look for vendors who can provide the parts and services at a reasonable cost. With the continuing aging of the District's fleet, costs for repairs have increased.</p> <p>On February 14, 2022, the Board approved the initial expenditures not to exceed \$2,370,000 through May 2025. The Transportation Department is requesting a contract increase for school bus parts, services, and related items in the amount of \$800,000 to meet the needs of the District through May 2025.</p> <p>This contract seeks approval under relevant statutes, including Chapter 44, § 44.031(a) of the Texas Education Code and Chapter 791, Interlocal Cooperation Act, along with Board Policies CH (LEGAL) and CH (LOCAL) for purchasing goods and services. The Board of Trustees must approve proposal awards worth \$50,000 or more.</p> <p>Under the authority granted in the Texas Government Code §791.001 The Interlocal Cooperation Act as amended, allows local governments like Fort Bend ISD the ability to increase the efficiency and effectiveness of local governments by authorizing them to contract, to the greatest</p>

	<p>possible extent, with one another and with other local governments and agencies of the state to perform governmental administrative functions.</p> <p>Renewal options are available through May 2025. Should either contract not renew for the full term, staff will return to the Board to request authorization to utilize an alternate cooperative contract, or an alternate procurement method.</p> <p><u>Background</u></p> <p>Expenditures for FY 2022-23 were \$1,325,808. The contract balance remaining under the current Board authorization is \$338,380. Expenditures will not exceed \$3,170,000 through May 2025. Funding is included in the budget.</p>
Requested By:	Damian Viltz, Chief Operations Officer Bryan Guinn, Chief Financial Officer
Vendor:	Chalks Truck Parts*** Pearland Alternator Easy Way Safety Services Angel Trax Safety Vision*** Magna Tag Southern Tire Mart*** Andy's Auto & Bus Air Clear Glass Mobile Service Inc Advanced Auto Parts TCI
Budget Sources:	General Fund Bond 2023 Funds
Amount:	Increase of \$800,000; Not to exceed total \$3,170,000 through May 31, 2025
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	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 May 2025
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

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

BOT Meeting:	October 16, 2023
Solicitation No.:	24-002TA Omnia Partners
References:	District Goal 5
Description:	<p>Police Worn Body Cameras and Related Items and Services</p> <p><u>Recommendation</u></p> <p>Consideration and approval for the purchase of police worn body cameras and related Items and services from Axon Enterprise, Inc., in an amount not-to-exceed \$447,000 and authorization for the Superintendent to negotiate and execute the agreement through October 2028.</p> <p><u>Summary</u></p> <p>In April 2021, the Board approved 21-068TA Police-Worn Body Cameras and Related Items and Services through a cooperative contract with the Sourcewell Cooperative, which expires on February 21, 2024.</p> <p>The Fort Bend ISD Police Department issues one police-worn body camera to each officer as a part of their standard equipment. Body worn cameras are a best practice in law enforcement and a requirement for Fort Bend ISD Police to maintain their recognized status with the Texas Police Chiefs Association. The current body cameras have reached their end of life. This contract will allow the District to refresh the Police Department’s current body cameras, provide maintenance and upgrades, maintain software licenses, warranty, video storage services, and to purchase additional cameras dependent on department growth. The Police Department is requesting a 5-year term to lock in contract pricing as these prices increase each year.</p> <p>This contract seeks approval under relevant statutes, including Chapter 44, § 44.031(a) of the Texas Education Code and Chapter 791, Interlocal Cooperation Act, along with Board Policies CH (LEGAL) and CH (LOCAL) for purchasing goods and services. The Board of Trustees must approve proposal awards worth \$50,000 or more. Under the authority of the Texas Government Code §791.001 and the Interlocal Cooperation Act as amended, local governments like Fort Bend ISD are allowed to contract with each other and other government agencies. This Act exempts the requirement of seeking competitive bids for goods and services, once a school district determines that a local cooperative purchasing program offers the best value, to enhance efficiency and effectiveness.</p> <p>Renewal options are available through October 2028. Should the contract not be renewed for the full term, staff will return to the Board to request authorization to utilize an alternate cooperative contract, or an alternate procurement method.</p>

	<u>Background</u>	
	Expenditures for FY 2022-23 were \$85,440. Expenditures are not expected to exceed \$447,000 through October 2028. Funding is included in the budget.	
Requested By:	David Rider, Chief of Police Long Pham, Chief Information Officer Bryan Guinn, Chief Financial Officer	
Vendor:	Axon Enterprise, Inc.***	
Budget Sources:	General Fund	
Amount:	Not to Exceed - \$447,000 through October 2028	
Other Supporting Information		
Sole Source:	No	
Number of vendors contacted by Purchasing:	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 October 2028	
Last solicitation date:	N/A	
Supporting documents:	N/A	
Disclosure under Board Policy CH, CV, or DBD (Local):	None	

*** Previously awarded a contract of the same scope with the district.

BOT Meeting:	October 16, 2023
Solicitation No.:	22-008KB-02 Choice Partners
References:	District Goal 5
Description:	<p>High School Graduation Diplomas and Related Items (Supplemental)</p> <p><u>Recommendation</u></p> <p>Consideration and approval for the purchase of high school graduation diplomas and related items from multiple vendors and authorization for the Superintendent to negotiate and execute the agreements through May 2027.</p> <p><u>Summary</u></p> <p>On July 25, 2022, the Board approved RFP 22-008KB High School Graduation Diplomas and Related Items in an amount not to exceed \$906,000 through May 2027. Two (2) vendors were awarded. The purpose of this proposed action is to add additional vendors to the list of previously approved vendors as the awarded vendors were unable to meet the District's needs. The originally approved length of commitment and authorized expenditure amount does not change.</p> <p>The Department of Student Leadership aims to provide an adequate pool of vendors to provide diplomas and graduation items to the District. In addition, this supplemental solicitation encourages competitive pricing ensuring the best value for the district. The recommended vendors will provide general, magna cum laude, and cum laude diploma and diploma covers that will be used at graduations for all high school campuses. Related items include honor chords, medals, and staff regalia.</p> <p>Graduation is a milestone moment and an exciting time for all Fort Bend ISD seniors and their families. This occasion serves to recognize the hard work of students and celebrate the rite of passage as students' progress into life after secondary school. The materials students receive during and surrounding commencement ceremonies are keepsakes and mementos of the students' lives in public school.</p> <p>This contract seeks approval under relevant statutes, including Chapter 44, § 44.031(a) of the Texas Education Code and Chapter 791, Interlocal Cooperation Act, along with Board Policies CH (LEGAL) and CH (LOCAL) for purchasing goods and services. The Board of Trustees must approve proposal awards worth \$50,000 or more.</p> <p>Renewal options are available through May 2027. Should the contract not renew for the full term, staff will return to the Board to request authorization to utilize an alternate cooperative contract, or an alternate procurement method.</p> <p><u>Background</u></p>

	Expenditures for FY 2022-23 were \$96,709. Expenditures are not expected to exceed \$906,000 through May 2027. Funding is included in the budget.
Requested By:	Kwabena Mensah, Chief of Schools Bryan Guinn, Chief Financial Officer
Vendors:	Balfour Commemorative Brands, Inc.*** Pride and Recognition
Budget Sources:	General Fund Activity Funds
Amount:	Not to exceed \$906,000 through May 2027
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by FBISD:	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 May 2027
Last solicitation date:	N/A
Supporting documents:	N/A
Disclosure under Board Policy CH, CV, or DBD (Local):	None

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

BOT Meeting:	October 16, 2023
Solicitation No.:	RFP 23-061AL
References:	District Goal 5
Description:	<p>Physical Education (PE) and Athletic Supplies, Equipment, and Related Items</p> <p><u>Recommendation</u></p> <p>Consideration and approval for the purchase of Physical Education (PE) and Athletic Supplies, Equipment, and related items from multiple vendors in an amount not to exceed \$1,735,400 and authorization for the Superintendent to negotiate and execute the agreements through October 2028.</p> <p><u>Summary</u></p> <p>On April 14, 2023, Fort Bend ISD issued RFP 23-061AL for the procurement of Physical Education (PE) and Athletic Supplies, Equipment, and Related Items. This RFP aims to facilitate the purchase of a comprehensive range of supplies and equipment to support the District’s physical education and athletic programs.</p> <p>The Athletics Department recognizes the importance of providing students with a well-rounded education, which includes a strong emphasis on physical fitness and athletic development. To ensure the success and growth of these programs, it is crucial to have access to high-quality supplies and equipment that meet the needs of both students and educators. By procuring high-quality supplies and equipment, the District aims to foster the physical well-being and athletic development of its students, thereby contributing to their overall academic success and personal growth.</p> <p>Commonly purchased equipment under this procurement include:</p> <ul style="list-style-type: none"> • Physical education classroom supplies for a variety of sports and games such as hula-hoops, jump ropes, and playground sport sets for elementary and middle school students. • Specific sports equipment for basketball, baseball, tennis, softball, volleyball, football, track and field, and soccer programs including goals, nets, and carts. • Training equipment for middle and high school students that consists of weights, training mats, elliptical machines, treadmills, and stationary bikes. • Football helmet reconditioning and recertification. <p>An evaluation team comprised of Fort Bend ISD staff members from the</p>

	<p>Athletics, Behavioral Health and Wellness, and Business and Finance Departments reviewed the submissions. The District applied the “Best Value” process in selecting the vendor to be awarded in accordance with Chapter 44, §44.031 (b) of the Texas Education Code & CH (Local) CH (Legal) purchasing and acquisition district policies.</p> <p>The term of this contract is for three (3) years with two (2) optional one-year extensions. The contract term will begin on October 16, 2023, and will run through October 15, 2026. With the two (2) optional years, the contract can be extended until October 15, 2028.</p> <p><u>Background</u></p> <p>Expenditures for FY 2022-23 were \$394,033. Expenditures are not expected to exceed \$1,735,400 through October 2028. Funding is included in the budget.</p>
Requested By:	Dr. Kwabena Mensah, Chief of Schools Bryan Guinn, Chief Financial Officer
Vendors:	Action Wear Plus Advanced Health styles Fitness Equipment, Inc. ALERT SERVICES, INC* BSN Sports* Cardinals Sport Center dba Game One* Clarke Distributing Company* Colorado Time Systems Concourse Team Express, LLC Conner Athletic Products Inc. dba: Power Lift DanzGear* Diadem Sports LLC Dugout Sports Gandy Ink* Knockout Sportswear Leonetti Graphics Inc.* LISCO SPORTS* Medco Sports Medicine MFAC, LLC* Nasco Education LLC* Oates Specialties, LLC Pasadena Sporting Goods* Playlearn USA Inc. Riddell* S&S Worldwide* School Health Corporation* School Specialty LLC* Ship Black LLC

	SIGN SOLUTIONS, INC* Texas Motion Sports* The Soccer Corner* US Games* Wisstech Enterprises* XROAD SPORTS
Budget Sources:	General Fund Activity Funds Extended Learning Funds Bond Funds
Amount:	Not to exceed \$1,735,400 through October 2028
Other Supporting Information	
Sole Source:	No
Number of vendors contacted by Purchasing:	472
Number of vendors downloaded the solicitation:	101
Number of responses received:	33
Number of "no bid" responses received:	6
Length of commitment:	Through October 2028
Last solicitation date:	N/A
Supporting documents:	Evaluation Summary and Criteria
Disclosure under Board Policy CH, CV, or DBD (Local):	None

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

RFP 23-061AL Physical Education (PE) and Athletic Supplies, Equipment, and Related Items

	Evaluation Criteria	Point System
1	<p>Purchase Price</p> <ul style="list-style-type: none"> • Offer a fair reasonable price for goods and services to be procured by Fort Bend ISD. 	30 points
2	<p>Reputation of the Vendor and of the Vendor’s Goods or Services</p> <ul style="list-style-type: none"> • Vendor(s) should have a solid reputation with other ISDs, Government or Collegiate entities that show a high level of customer service and a high level of quality goods or services. References will be contacted via e-mail. 	10 points
3	<p>Quality of the Vendor’s Goods or Services</p> <ul style="list-style-type: none"> • Vendor(s) products should be new and be of the highest quality with an option to substitute 	20 points
4	<p>Extent to Which the Goods or Services Meet the District’s Needs</p> <ul style="list-style-type: none"> • Services or goods offered align with scope requirement • School District or Campuses serviced 	25 points
5	<p>Vendor’s Past Relationship with the District</p> <p>For reference, the vendor shall list the following:</p> <ul style="list-style-type: none"> • Past projects or contracts similar service vendor has had with the District • Past projects or contracts for similar service vendor has had with any K-12 Districts similar sized or larger 	5 points
6	<p>Vendor’s Principal Place of Business is in the State of Texas or Employs 500 People in the State of Texas</p>	N/A
7	<p>Long-Term Cost to the District to Acquire the Vendor’s Goods or Services</p>	10 points
8	<p>Insurance Requirements</p> <ul style="list-style-type: none"> • Certificate of Insurance as requested in the solicitation 	Pass/Fail
9	<p>Service Agreement</p> <ul style="list-style-type: none"> • 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. 	0 points
	TOTAL	100 points

**Tabulation Summary
RFP 23-061AL Physical Education (PE) and
Athletic Supplies, Equipment, and Related
Items**

Vendor	Purchase Price (30 pts. Max)	Reputation of Vendor and Vendor's Goods and Services (10 pts. Max)	Quality of Vendors Goods and Services (20 pts. Max)	Extent to which the Goods and Services Meet the Needs of the District (25 pts. Max)	Vendors Past Relationship with the District (5 pts. Max)	Long Term Cost to the District (10 pts. Max)	Proposer's Total Score (100 pts. Max)	Proposer's Ranking
Nasco Education LLC	30.00	1.00	19.75	25.00	5.00	10.00	90.75	1
Riddell	29.50	2.30	19.50	24.50	5.00	9.75	90.55	2
BSN Sports	29.50	1.00	20.00	25.00	5.00	9.75	90.25	3
US Games	28.75	2.30	20.00	23.75	5.00	10.00	89.80	4
Cardinals Sport Center dba Game One	29.50	1.00	20.00	24.50	5.00	9.75	89.75	5
Leonetti Graphics Inc.	28.50	1.00	20.00	25.00	5.00	10.00	89.50	6
Medco Sports Medicine	29.50	1.00	19.50	24.50	5.00	10.00	89.50	7
The Soccer Corner	29.50	1.00	19.50	24.75	4.75	10.00	89.50	8
School Specialty LLC	28.75	1.00	19.50	24.75	5.00	10.00	89.00	9
ALERT SERVICES, INC.	29.25	1.00	18.75	24.00	4.50	10.00	87.50	10
Gandy Ink	29.25	1.00	18.75	23.50	5.00	10.00	87.50	11
Conner Athletic Products Inc. dba Power Lift	27.75	2.30	19.50	25.00	4.25	8.25	87.05	12
S&S Worldwide	28.25	1.00	19.00	23.50	5.00	9.75	86.50	13
LISCO SPORTS	28.00	1.00	20.00	23.75	5.00	8.50	86.25	14
Wisstech Enterprises	28.25	1.30	18.75	22.50	4.25	9.00	84.05	15
School Health Corporation	28.25	1.30	18.25	22.00	4.25	9.50	83.55	16
MFAC, LLC	28.25	1.00	19.50	22.00	3.75	9.00	83.50	17
SIGN SOLUTIONS, INC	27.00	1.30	19.00	22.75	4.75	8.25	83.05	18
Concourse Team Express, LLC	27.50	1.00	18.25	23.75	3.75	8.25	82.50	19
Action Wear Plus	27.00	2.30	18.75	22.00	3.50	8.75	82.30	20
DanzGear	28.25	1.30	18.00	22.50	3.50	8.25	81.80	21
Pasadena Sporting Goods	25.50	1.00	18.00	23.25	4.25	9.25	81.25	22

Clarke Distributing Company	28.25	2.30	18.25	19.75	3.75	8.75	81.05	23
Colorado Time Systems	24.50	2.30	17.75	23.75	4.50	8.25	81.05	24
Dugout Sports	27.00	1.00	18.25	22.00	3.75	8.50	80.50	25
Texas Motion Sports	26.75	1.30	18.25	22.00	3.25	8.50	80.05	26
Knockout Sportswear	27.00	1.00	17.75	22.00	3.75	8.50	80.00	27
XROAD SPORTS	26.75	1.00	18.50	20.75	3.75	8.50	79.25	28
Playlearn USA Inc.	26.25	1.00	18.50	20.25	4.00	8.00	78.00	29
Advanced Healthstyles Fitness Equipment, Inc.	26.25	1.00	17.50	20.25	3.25	9.00	77.25	30
Diadem Sports LLC	25.75	1.00	17.00	20.75	3.00	8.25	75.75	31
Oates Specialties, LLC	25.75	1.00	17.00	19.75	3.25	7.50	74.25	32
Ship Black LLC	25.75	1.30	17.50	20.25	2.75	6.50	74.05	33

For: Fort Bend ISD Board of Trustees
Date: October 16, 2023
Action: Consideration and Approval:
Construction Manager at Risk
BP003 Clements High School
Rebuild
References: Board Policy CV (Local)
District Goal 5
Department: Operations

Recommendation

Consideration and approval of Durotech, Inc. as Construction Manager-at-Risk (CMAR) for BP003 Clements High School Rebuild, and authorization for the Superintendent to negotiate and execute, or terminate the contract.

Summary

In an effort to expedite the work and to complete BP003 Clements High School Rebuild project within the established timelines, staff recommended to the Superintendent to utilize CMAR as the project delivery/contract award method. The Superintendent reviewed the recommendation from staff and authorized staff to proceed with the CMAR project delivery/contract award method for BP003 Clements High School Rebuild.

On August 1, 2023, the District issued RFQ 24-006KB Construction Management Services (CM-at-Risk) (Two Step Process) for BP003 Clements High School Rebuild. Pursuant to the provisions of the Texas Government Code 2269, Subchapter F, FBISD stated its intention in the solicitation to select one or more CMAR firms for Clements High School Rebuild as part of a two-step selection process. Interested firms were to submit their Statement of Qualifications in Step 1. In Step 2, top ranked vendors (up to five) from Step 1 are interviewed and submit cost proposal forms (consisting of pre-construction services, general conditions, personnel costs and construction management fee).

On August 29, 2023, the District opened four Vendor's Statement of Qualifications for the Clements High School Rebuild solicitation. The vendor qualifications (Step 1) were evaluated and ranked by a 12-person committee. The Step 1 vendors who received a minimum score of 70 were notified to proceed to Step 2.

On September 15, 2023, Step 2 sealed proposal forms were opened by the District, and on September 18, 2023, vendor interviews were held. The interviews were evaluated and ranked by a nine-person committee.

Based on the scoring from Step 1, Step 2 and vendor interviews, the top ranked best value CMAR contractor for RFQ24-006KB BP003 Clements High School Rebuild is Durotech, Inc.

Vendor Name	Step 1, Step 2 and Interview Scores
Durotech, Inc.	93.55
Turner Construction Company	83.94
Satterfield & Pontikes, Inc.	83.17

Upon Board approval of the CMAR contractor, staff will begin the negotiation efforts with the top ranked vendor. In the event that negotiations with the top ranked CMAR contractor are unsuccessful, staff will proceed to negotiate with the next ranked contractor until all parties agree and a contract is executed.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Damian Viltz
Chief Operations Officer

RFQ 24-006KB Construction Management Services (CM-at-Risk) (Two Step Process) FBISD Bond 2023 Program – BP003 Clements High School Rebuild

Tab	Evaluation Criteria Section Government Code 2269, CV Legal	Point System
	Cover Letter	Required
1	Offeror’s Experience	30
2	Pre-construction Services	25
3	Past Performance	25
4	Safety Record	5
5	Proposed Personnel	15
6	Forms	Required
	Total	100 Points

REQUEST FOR QUALIFICATIONS 24-006KB

Construction Management Services (CM-at-Risk) (Two Step Process) FBISD Bond 2023 Program – BP003 Clements High School Rebuild

SCORING OF REQUEST FOR QUALIFICATIONS

Firm	Total Points (100 points Max)	Firm's Ranking Order
Durotech	90.85	1
Satterfield & Pontikes Construction, Inc.	81.35	2
Turner Construction Company	79.70	3
Tellepsen Builders L.P.	68.33	4

**SCORING OF PRESENTATION/INTERVIEW
AND COST PROPOSAL**

Firm	Presentation/In- terview and Estimated CMR Cost	Firm's Ranking Order
Durotech	48.13	1
Turner Construction Company	44.10	2
Satterfield & Pontikes Construction, Inc.	42.50	3

Firm	RFQ Score	Weight	Presentation/Interview Score	Weight	Estimated CMR Cost Proposal	Weight	Final Score	Final Ranking Order
Durotech	45.42	50%	18.13	20%	30.00	30%	93.55	1
Turner Construction Company	39.85	50%	16.44	20%	27.65	30%	83.94	2
Satterfield & Pontikes Construction, Inc.	40.67	50%	16.58	20%	25.92	30%	83.17	3
Tellepsen Builders L.P.	68.33	100%					68.33	4

For: Fort Bend ISD Board of Trustees
Date: October 16, 2023
Action: Consideration and Approval:
Construction Manager at Risk
Guaranteed Maximum Price Phase #1
for Demolition of Mission Bend ES and
Long Lead Items
References: Board Policy CV (Local)
District Goal 5
Department: Operations

Recommendation

Consideration and approval of a Guaranteed Maximum Price (GMP) Phase #1 for demolition of (BP002) Mission Bend Elementary School and an Allowance for Long Lead Items for a not-to-exceed amount of \$3,543,770, and authorization for the Superintendent to execute and/or terminate the GMP Phase #1.

Summary

On April 3, 2023, the FBISD Board of Trustees (BOT) approved PBK Architects as the architect of record to facilitate community engagement meetings and prepare construction documents and specifications for the design of the new Mission Bend Elementary School as a LEED-certified school.

On June 26, 2023, the BOT approved the 2023 Bond Program Master Budgets, which included approval of \$48,263,993 for BP002 Mission Bend Elementary School Rebuild.

On June 26, 2023, the BOT approved a CMAR contract (two-step process) with best value contractor Satterfield & Pontikes Construction, Inc. to provide construction services for BP002 Mission Bend Elementary School Rebuild.

On September 22, 2023, Satterfield & Pontikes submitted the first of two GMPs. The second GMP will include all remaining construction costs for BP002 Mission Bend Elementary School Rebuild. Satterfield & Pontikes submitted the proposed GMP Phase#1 for a not-to-exceed amount of \$3,543,770 that includes a \$1,153,770 for demolition and abatement and \$2,390,000 for Long Lead Item Allowance, which will include structural steel submittals, food service equipment, elevator, HVAC equipment, electrical switchgear, and generator. Procurement of the long lead items is required in order to ensure timely completion of the project.

The distribution of funds within the project budget for Mission Bend Rebuild is summarized in the attached Exhibit 1, which demonstrates that the proposed GMP Phase #1 for Mission Bend Rebuild is within the construction budget.

Upon Board approval, staff will finalize the CMAR contract for Mission Bend ES-Rebuild and work will begin once the contract is executed.

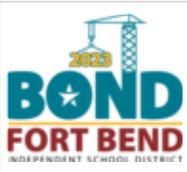
The construction of Mission Bend ES-Rebuild utilizes the Construction Manager at Risk (CMAR) construction contracting method, subject to open-book pricing, and an audit upon project completion. Open-book pricing allows the owner the ability to audit the CMAR's costs and verify that the contractor charged the proper costs against the Guaranteed Maximum Price (GMP). A financial audit will be performed through a third-party contract upon completion of the project.

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Damian Viltz
Chief Operations Officer



Project Summary BP002 - Mission Bend Re-Build

Exhibit - 1

Description	A A/E Design Fees & Reimbursables	B Design Contingency	C Other Professional Services	D Construction	E Construction Contingency	F FF&E	G Site Development	H Admin & Other Project Costs	I Project Contingency	TOTAL
Mission Bend Elementary:	\$2,000,250.00	\$168,192.00	\$1,869,360.00	\$38,100,000.00	\$1,500,000.00	\$4,158,000.00	\$435,600.00	\$1,000.00	\$31,592.00	\$48,263,994.00
GRAND TOTALS:	\$2,000,250.00	\$168,192.00	\$1,869,360.00	\$38,100,000.00	\$1,500,000.00	\$4,158,000.00	\$435,600.00	\$1,000.00	\$31,592.00	\$48,263,994.00

For: Fort Bend ISD Board of Trustees
Date: October 16, 2023
Action: Consideration and Approval:
Nomination to the 2024 Houston-
Galveston Area Council General
Assembly
References: Board Policy CCH (Legal)
Board Governance
Department: Board of Trustees

Recommendation

Consideration and approval of a resolution nominating a representative and an alternate to the General Assembly of the Houston-Galveston Area Council for the year 2024.



To: Superintendents
Subject: 2024 General Assembly Designations
From: Chuck Wemple
Date: October 3, 2023

The Houston-Galveston Area Council has had an exciting and eventful 2023. During the 88th Legislative Session this year, H-GAC monitored over a hundred bills in both the House and Senate that could potentially affect our members. We remain dedicated to better serving our member governments. We are working to do this by continuing to bring the conversation to your communities to listen to your needs and determining how we can help improve quality of life across the region. Thus far we have visited nine of our regions' counties, and plan to visit the remaining counties by the end of the year.

As we look forward to 2024, we ask that you continue contributing to our regional discussion by appointing an elected representative from your ISD to represent you and be a part of our decision-making process. H-GAC bylaws allow each member ISD to designate a trustee to represent you on the General Assembly and at the ISD caucus meeting. At the caucus meeting, ISDs from across the region will elect one member to represent all ISDs on the H-GAC Board of Directors, and one member to serve as an alternate.

I have attached the nomination form on which you can designate your representatives. Please email the completed form to Laura.Parker@h-gac.com. If more information concerning General Assembly and Board of Directors membership would be useful, please **contact** me at 713-993-4514 or Rick Guerrero at 713-993-4598.

A lunch meeting of ISD representatives is scheduled for **Thursday, November 30, 2023** from **11:00 am to 1:00 pm**. Once we finalize a location, we will let you know. Your ISD's designee is highly encouraged to attend and help elect the 2024 ISD's representatives to the H-GAC Board of Directors.

Thank you for your continuing participation and support for the Houston-Galveston Area Council. We look forward to working with you in the coming year.

Sincerely,

A handwritten signature in black ink, appearing to read 'Charles Wemple', is positioned above a blue horizontal line.

Charles Wemple (Oct 3, 2023 11:34 CDT)

Chuck Wemple

Attachment

DESIGNATION OF REPRESENTATIVES
HOUSTON-GALVESTON AREA COUNCIL
2024 GENERAL ASSEMBLY

BE IT RESOLVED, by the Board of Trustees of the _____ 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 2024:

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 _____ day of _____, 2023.

APPROVED:

Superintendent

ATTEST:

For: Fort Bend ISD Board of Trustees
Date: October 16, 2023
Action: Consideration and Approval:
District Improvement Plan
Performance Objectives
References: BQA (Legal, Local)
Department: Deputy Superintendent

Recommendation

Consideration and approval of the District Performance Objectives included in the District Improvement Plan (DIP) for 2023–24.

Background

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

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

As part of the development of the DIP, the Organizational Development Team has taken action to ensure compliance with Texas Education Code (TEC) Sections 11.251 and 11.252 regarding District-level Planning and Decision-Making. The District Planning Advisor Council (DPAC) meeting schedule was adjusted to launch in late October. The adapted meeting structure will ensure the DPAC has regular review and input into the strategies that support defined performance objectives.

The steps listed below provide a summary of necessary actions scheduled to support the 2023-24 District Improvement Planning cycle:

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

and Indicators of Success.

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

Submitted by:

Christie Whitbeck
Superintendent of Schools

Recommended by:

Beth Martinez
Deputy Superintendent

2023 – 24 District Improvement Plan

Performance Objectives and Indicators of Success: Formative & Summative

Reporting Timeline

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

BOY	MOY	EOY
November 2023	March 2024	August 2024

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

The table below outlines the Goals, Performance Objectives (PO), Formative and Summative Indicators of Success. The proposed reporting times for each indicator are included as *BOY*, *MOY*, *EOY* in the first column as applicable.

Goal 1	FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.	
Goal 1 PO 1	By June 2024, FBISD will improve the effectiveness of literacy and social studies instruction through the implementation of an aligned curriculum, targeted interventions, and targeted enrichments as evidenced through the indicators of success.	Data File
Indicator 1.1 <i>EOY</i>	By June 2024, the percent of students who meet the passing standard in Reading on STAAR/EOC will increase from 82% to 84%. (Passing standard is Approaches) Note: HB3 Goals are incorporated in the overall reading goal and address PreK-3 rd grade data points.	
Formative Indicators of Success – Indicator 1.1 (Progress Reported BOY, MOY, EOY) <ul style="list-style-type: none"> 1.1A By June 2024, FBISD will increase the percentage of students scoring “at/above benchmark” on REN Reading by 2% compared to 2022 – 23 EOY. (HB3) 1.1B By June 2024, FBISD will increase the percentage of Grade 1 students scoring “on or above level” on BAS/SEL by 2% compared to 2022 – 23 EOY. 1.1C By June 2024, FBISD will increase the percentage of Grade 2 students scoring “on or above level” on BAS/SEL by 2% compared to 2022 – 23 EOY. 1.1D By June 2024, FBISD will meet or exceed the 2024 HB3 target of 85% for the percentage of students scoring “On Track” for Reading on Circle. (HB3) 		
Indicator 1.2 <i>BOY, MOY, EOY</i>	By June 2024, FBISD will increase the percentage of 3 rd grade students scoring “at/above benchmark” on REN Reading from 67% to 69%.	
Indicator 1.3 <i>BOY, MOY, EOY</i>	By June 2024, FBISD will increase the percentage of 4 th grade students scoring “at/above benchmark” on REN Reading from 65% to 68%.	
Indicator 1.4 <i>BOY, MOY, EOY</i>	By June 2024, FBISD will increase the percentage of 5 th grade students scoring “at/above benchmark” on REN Reading from 63% to 65%.	
Indicator 1.52 <i>MOY, EOY</i>	By June 2024, the percent of students who demonstrate growth in Reading as indicated by SGP at End of Year on the universal screener Ren360 will increase from 59% to 68%.	

Goal 1	FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.	
Indicator 1.63 <i>House Bill 3- Reading Goal EOY</i>	By June 2024, the percent of students scoring “Meets” grade level or above on the 3 rd Grade STAAR Reading will increase from 58% to 62%. (HB3)	
Indicator 1.7 <i>EOY</i>	By June 2024, the percent of students who meet the passing standard in Social Studies on STAAR/EOC will increase from 82% to 85%. (Passing standard is Approaches)	
Goal 1 PO 2	By June 2024, FBISD will improve the effectiveness of math and science instruction through the implementation of an aligned curriculum, targeted interventions, and targeted enrichments as evidenced through the indicators of success.	
Indicator 1.85 <i>EOY</i>	By June 2024, the percent of students who meet the passing standard in Mathematics on STAAR/EOC will increase from 77% to 80% (Passing standard is Approaches) Note: HB3 Goals are incorporated in the overall math goal and address PreK-3 rd grade data points.	
Formative Indicators of Success – Indicator 1.5 (<i>Progress Reported BOY, MOY, EOY</i>)		
<ul style="list-style-type: none"> • 1.85A By June 2024, FBISD will increase the percentage of students scoring “at/above benchmark” on REN Math by 2% compared to 2022 – 23 EOY. (HB3) • 1.85B By June 2024, FBISD will increase the percentage of students scoring “on grade level or above” on TxKea Math by 2% compared to 2023 – 23 EOY. (HB3) • 1.85C By June 2024, FBISD will meet or exceed the 2024 HB3 target of 83% for the percentage of students scoring “On Track” for Math on Circle. (HB3) 		
Indicator 1.96 <i>BOY, MOY, EOY</i>	By June 2024, FBISD will increase the percentage of 3 rd grade students scoring “at/above benchmark” on REN Math from 80% to 82%.	
Indicator 1.107 <i>BOY, MOY, EOY</i>	By June 2024, FBISD will increase the percentage of 4 th grade students scoring “at/above benchmark” on REN Math from 79% to 81%.	
Indicator 1.118 <i>BOY, MOY, EOY</i>	By June 2024, FBISD will increase the percentage of 5 th grade students scoring “at/above benchmark” on REN Math from 77% to 79%.	
Indicator 1.129 <i>MOY, EOY</i>	By June 2024, the percent of students who demonstrate growth in Mathematics as indicated by SGP at End of the Year on the universal screener Ren360 will increase from 64% to 68%.	
Indicator 1.130 <i>House Bill 3- Math Goal EOY</i>	By June 2024, the percent of students scoring “Meets” grade level or above on the 3 rd Grade STAAR Math will increase from 51% to 64% (HB3)	
Indicator 1.141 <i>EOY</i>	By June 2024, the percent of students who meet the passing standard in Science on STAAR/EOC will increase from 79% to 83%. (Passing standard is Approaches)	

Goal 2	FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.	
Goal 2 PO 1	By June 2024, FBISD will create a safe and supportive working and learning environment through improved climate and culture, increased fidelity of implementation of Positive Behavioral Interventions and Supports (PBIS) systems, additional responses to behavior, and adherence to safety protocols as evidenced through the indicators of success.	Data File
Indicator 2.1 <i>EOY</i>	By June 2024, FBISD will improve staff, and community, and student perceptions of District climate and culture as indicated by an increase in all dimension scores on the culture and climate survey to 70-85%. (2023: 66-83%)	
Indicator 2.2 <i>EOY</i>	By June 2024, FBISD will increase student emotional engagement (how students feel about their school/learning environment) on the secondary student engagement survey by 5% from 2.82 to 2.96 compared to the previous year.	
Indicator 2.3 <i>BOY, MOY, EOY</i>	By June 2024, FBISD will have 50% of campuses achieving a score of at least 70% (implementation level) on the Tier 1: Universal SWPBIS component of the Tiered Fidelity Inventory. <i>(new indicator)</i>	
Formative Indicators of Success – Indicator 2.3 (Progress Reported MOY, EOY)		
<ul style="list-style-type: none"> 2.3A By June 2024, FBISD will have 35% of campuses scoring at the implementation level on the Self-Assessment Survey (SAS). 		
Indicator 2.4 <i>BOY, MOY, EOY</i>	By June 2024, FBISD will ensure that maintain 100% of campuses and district locations demonstrating evidence of compliance in emergency preparedness drills and protocols.	
Indicator 2.5 <i>EOY</i>	By June 2024, FBISD will increase the percentage of students who report feeling safe at school on the student engagement survey from 69% to at least 75%.	
Indicator 2.6 <i>EOY</i>	By June 2024, FBISD will decrease the percent of students reporting being picked on/bullied from 45% to 40%, and increase the percentage of parents who feel that bullying is investigated and addressed from 74% to at least 80% as shown on the climate and culture and/or student engagement surveys. (new indicator)	
Goal 2 PO 2	By June 2024, FBISD will improve special education compliance indicators specific to initial evaluation timelines and disproportionality in discipline and placements as indicated through indicators of success. (RDA)	
Indicator 2.67 <i>EOY</i>	By June 2024, FBISD will improve special education compliance indicators specific to initial evaluation timelines. The percent of students initially evaluated for special education services who meet the required TEA State Performance Plan 11 (TSPP #11), compliance indicator will increase from 89.4% to 92%.	
Indicator 2.78 <i>EOY</i>	By June 2024, FBISD will improve special education compliance indicators specific to initial evaluation timelines. The percent of students initially evaluated for special education services who meet the required TEA State	

Goal 2	FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.	
	Performance Plan 12 (TSPP #12), compliance indicator will increase from 93.8% to 95%.	
Indicator 2.89 <i>BOY, MOY, EOY</i>	By June 2024, FBISD will decrease the RDA risk ratio (Special Ed, African American only) for OSS to 2.5 or less utilizing Special Ed Report Card end of 4 th nine-week data. (2023: 2.7)	
Indicator 2.910 <i>BOY, MOY, EOY</i>	By June 2024, FBISD will decrease the RDA risk ratio (Special Ed, African American only) for Total Discipline to 2.5 or less utilizing Special Ed Report Card end of 4 th nine-week data. (2023: 2.3)	

Goal 3	FBISD will recruit, develop, and retain high quality teachers and staff.	
Goal 3 PO 1	By June 2024, FBISD will improve the recruitment and retention of high-quality teachers and staff through opportunities for professional development to advance career growth and establish organizational alignment of effective hiring, onboarding, and offboarding practices to reduce turnover as evidenced through the indicators of success.	Data File
Indicator 3.1 <i>BOY, MOY, EOY-Sept 2024</i>	By June 2024, FBISD will retain high quality teachers as evidenced by a decrease in the teacher turnover rate to less than 20%. (2023: 22.05%)	
Indicator 3.2 <i>BOY, MOY, EOY-Sept 2024</i>	By June 2024, FBISD will decrease all District staff turnover rate to less than 21%. (2023: 22.59%)	
Indicator 3.3 <i>EOY</i>	FBISD will decrease the percentage of teacher vacancies on the first day of school 2024 – 2025 from 4.3% to 4.0%.	
Indicator 3.4 <i>BOY, EOY</i>	By June 2024, FBISD will maintain (95% agree/strongly agree) perceptions on the quality of teacher professional learning. (2023: 96 – 97%)	
Indicator 3.5 <i>EOY</i>	By June 2024, FBISD will establish baseline data on the percent of classroom teachers who have teacher certification. Increase the percent of teachers of record with teaching certifications from 91.9% at BOY to 94.0% by EOY 2023 – 24.	

Goal 4	FBISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.	
Goal 4 PO 1	By June 2024, FBISD will establish a system for community engagement that involves stakeholders through partnership opportunities, structured engagement, and participation in District programs as evidenced through the indicators of success.	Data File
Indicator 4.1 <i>EOY</i>	By June 2024, FBISD will establish an internal system to identify engagement with local businesses, 162 organizations, and interfaith entities.	

Goal 4	FBISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.	
Indicator 4.2 <i>EOY</i>	By June 2024, FBISD will improve the perceptions on the impact of stakeholder feedback as indicated by increasing the percentage of stakeholders, on the culture and climate survey, who believe it is clear the District uses stakeholder feedback to make decisions to between 60-65%. (2023: 52-55%)	
Indicator 4.3 <i>EOY</i>	By June 2024, FBISD will impact at least 85% of campuses and at least 20,000 students through community collaboration and partnership opportunities that provide additional non-academic supports through Collaborative Communities initiatives and programs. (i.e., parent organizations, volunteer groups, etc.) (2023: 80%; 29,722 students)	

Goal 5	FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.	
Goal 5 PO 1	By June 2024, FBISD will implement processes to determine effectiveness of programs and expenditures to ensure resources are effective and integral to district improvement as evidenced through the indicators of success.	Data File
Indicator 5.1 <i>EOY</i>	By June 2024, FBISD will perform a cost savings audit as part of its annual strategic abandonment process to determine programs and expenditures that can be removed from the annual budget.	
Indicator 5.2 <i>BOY</i>	By October 2023, FBISD will maintain Superior rating for FIRST.	
Indicator 5.3 <i>EOY</i>	FBISD will maintain Bond Rating of at least AA.	
Indicator 5.4 <i>EOY</i>	FBISD will maintain 90-Day Fund Balance in the General Fund.	
Indicator 5.5 <i>EOY</i>	FBISD will communicate and implement new insurance and benefit plan changes for all district employees. revise the 2024 health benefits plan to meet employee coverage needs while ensuring district affordability, aiming to eliminate the projected \$6 million deficit by December 31, 2024.	

For: Fort Bend ISD Board of Trustees
Date: October 16, 2023
Action: Consideration and Approval: Campus Improvement Plan Performance Objectives
References: Policy BQA (Legal, Local)
Department: Department of School Leadership

Recommendation

Consideration and approval of the Campus Performance Objectives included in each Campus Improvement Plan (CIP) for 2023-24.

Background

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

The steps listed below provide a summary of necessary actions scheduled to support the 2023-24 Campus Improvement Planning cycle:

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

Submitted by:

Christie Whitbeck
Superintendent of Schools

Recommended by:

Kwabena Mensah
Chief of Schools

Fort Bend Independent School District

Bush High School

2023-2024



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Goals

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

Performance Objective 1: By May 2024, GBHS students will exhibit one year's worth of growth in reading and math, while simultaneously enhancing college, career, and military readiness indicators. This will be achieved through the implementation of robust Tier One instruction with a focus on nurturing student ownership protocols.

High Priority

Indicators of Success: Indicators of success (SMART element):

My May 2024

1. Achieve a 5% increase in the percentage of students demonstrating growth in English I and II.
2. Attain a 10% increase in the percentage of first-time testers showing growth in Algebra I, along with a 7% increase for re-testers.
3. Elevate the readiness of GBHS students for college, career, and military (CCRM) by 10%.

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

Performance Objective 1: By May 2024, GBHS will increase implementation of school-wide PBIS to cultivate a safe and organized learning environment accessible to all students. This enhancement will be reflected in a significant decrease in the number of discipline referrals.

High Priority

Indicators of Success: We aim to achieve a 4% reduction in discipline referrals, a 10% decrease in tardies and skipping incidents.

We also anticipate improvements in attendance, with the goal of achieving at least 93% attendance for three out of four weeks per month. Furthermore, we expect a reduction in discipline incidents based on PBIS monthly data and an increase in student engagement with academic and extracurricular opportunities compared to the data from the 2022-2023 school year.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By May 2024, GBHS will proactively seek and cultivate highly qualified teachers who can offer a rigorous and relevant curriculum, as well as delivering customized instruction to cater to the varying needs of our diverse student body.

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

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

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

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

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

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

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

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Fort Bend Independent School District

Clements High School

2023-2024



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Goals

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

Performance Objective 1: By June 2024, CHS will enhance classroom instruction and engagement through the implementation of student ownership of learning practices, relevant professional development, and effective PLC practices as evidenced through the indicators of success.

- Indicators of Success:**
1. Increased student engagement observed during walk-throughs: 1. Active listening and participation, 2. Student-centered activities, 3. Teachers provide an opportunity for and model feedback, 4. Students engage in giving/receiving feedback using tools and protocols for both self and peer assessment. Measured by Walk-through tool
 2. Authentic assignments and assessments aligned with district curriculum scope and sequence that are also relevant to life outside of school. Measured by Walk-through tool
 3. Increased teacher involvement in the planning and conducting of professional development. Focus on PLC effectiveness and student ownership of learning. Measured by PD documentation and reports
 4. Increased PLC effectiveness observed during PLC walkthroughs. Measured by PLC reporting form
 5. Increased Algebra I "Masters" EOC scores. Measured by EOC data
 6. Measured in applicable discipline data: 1. Cell phone use, 2. Skipping, 3. Disrupting the Educational Environment. Measured by Discipline data 159
 7. Increased cooperation and collaboration between GT students, their parents, and their GT monitoring teachers. Measured by collected documentation.
 8. Increased and improved enrichment opportunities for GT students, accelerated instruction for HB4545 students, character development opportunities for all students, interventions for 11th and 12th graders not yet meeting a CCMR indicator, and interventions for students struggling with high school life.
 9. Improvement in overall behavioral and cognitive engagement as measured by the annual student engagement survey.

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

Performance Objective 2: By June 2024, CHS will improve PLC effectiveness in unit planning, instruction, and relevancy in the student experience through curriculum implementation as evidenced through the indicators of success.

- Indicators of Success:**
1. Increased use of campus-developed Unit Plan Overview. Measured by quarterly submissions.
 2. Increased evidence of unit planning and curriculum/pacing adherence. Measured by PLC Reporting Form.
 3. Increased real-world connections to improve relevancy. Measured by Walk-through tool, district feedback surveys
 4. Increased collaborative analysis of student work by proficiency levels to determine strengths and needs for each group of students and creating an action plan. Measured by PLC Reporting Form.
 5. Improvement in overall behavioral and cognitive engagement as measured by the Annual Student Engagement Survey.

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

Performance Objective 1: By June 2024, CHS will improve campus culture and climate and student social emotional learning through the

implementation of the student ownership behavior framework, PBIS strategies, and social emotional learning and engagement protocols as evidenced through the indicators of success.

Indicators of Success: 1. Counseling team:

- * Monthly Admin-Counselor meetings
- * Increase one-on-one student conferences
- * Hold small group sessions

Measured by Documentation and reports

2. Improve the frequency and quality of social-emotional learning opportunities campus-wide (students and adults).

- * Improve the variety, frequency, and quality of inclusive events and activities.
- * Provide mental health topic discussion meetings.
- * Provide informational meetings on a variety of mental health and social emotional issues.

Measured by Documentation and reports.

3. Increased use of PBIS strategies in the classroom. Measured by Discipline data.

4. Implementation of Ranger Pride Points. Measured by Student and staff participation.

5. Improvement in overall behavioral and emotional engagement as measured by the Annual Student Engagement Survey.

Fort Bend Independent School District

Dulles High School

2023-2024



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Goals

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

Performance Objective 1: By June 2024 Dulles High School will improve effectiveness of literacy instruction through the enhancement of aligned lesson plans to the curriculum and targeted interventions as evidenced through the indicators of success

Indicators of Success: Formative: Improvement in lesson design evidenced in lesson plans and walk-throughs
Targeted reading/writing activity 1 time a week in all content areas
Create a CFA that aligns to content area standard for BOY/MOY/EOY
15%- or more growth from BOY to EOY (can be used for SLO)

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

Performance Objective 2: By June 2024 Dulles High School will improve math instruction through the enhancement of aligned lesson plans to the ¹⁶² curriculum and targeted interventions as evidenced through the indicators of success.

Indicators of Success: Algebra I teachers will create a Common Formative Assessment (CFA) 10% or more growth from BOY to EOY for 70% or more of students

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

Performance Objective 3: Students will engage and participate in more accountable talk and a variety of classroom discussion protocols in their classes.

Indicators of Success: Administrators will monitor student engagement during CWTs.

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

Performance Objective 1: Reduce percentage of referrals for tardies and skipping

Indicators of Success: Reduce Spring 2023 final percentages of 473 skipping referrals and 1752 tardy referrals by 10% MOY and EOY

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

Performance Objective 2: By June 2024, Dulles High School will improve culture and climate by focusing on safety and security protocols as evidenced through the indicators of success.

Indicators of Success: Weekly security check of outside doors. Weekly reports of badging system. Weekly checks of locked classroom doors.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: Teacher led professional development and monthly teacher incentives

Indicators of Success: Reduce the amount of staff turnover from 10% to 7%

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

Performance Objective 1: By June 2024, Dulles High School will improve community engagement by increasing parental involvement as evidenced through indicators of success.

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Indicators of Success: Increase in events such as parent university, course selection night, open house and booster clubs

Fort Bend Independent School District

Elkins High School

2023-2024



Goals

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

Performance Objective 1: By June 2024, we will increase the implementation of systems for developing teacher clarity by focusing on PLC practices that allow for planning lessons completely aligned to the FBISD curriculum and scope/sequence as demonstrated in multiple sources of evidence.

Indicators of Success: We expect to increase the use of the PLC agenda that facilitates alignment to the curriculum and across the teacher team from 0% to 50% by June 2024 as evidenced by classroom observation. We expect to increase by at least 10% at each quarterly formative check in October, December, and February.

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

Performance Objective 1: By June 2024, we will increase the implementation of Positive Behavior Intervention Support (PBIS) practices across the campus by focusing on professional development to train teachers and student lessons implemented through Advisory/Knight Time. 165

Indicators of Success: We expect to see PBIS implementation go from 0% to 50% as evidenced by campus based and district based PBIS observations (BoQ, SAS, campus PBIS walks, district PBIS walks).

Goal 3: FBISD will recruit, develop and retain high quality teachers and staff.

Performance Objective 1: By June 2024, we will increase implementation of a system for staff retention and positive climate and culture by streamlining communication efforts from campus leadership to staff as well as implement collaborative opportunities among staff as demonstrated in multiple sources of evidence.

Indicators of Success: We expect our campus based staff survey data to indicate an increase in the staff's feelings centered around connectedness and communication. We will increase leadership team collaboration in an effort to be communicating the same messages to all stakeholders. We will survey staff using a Microsoft form at the beginning, middle, and end of year to gauge how they are responding to our efforts.

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

Performance Objective 1: By June 2024, we will increase and streamline our communication to parents and community members to help these stakeholders feel connected to the campus.

Indicators of Success: We expect to see an increase in the informal parent survey the campus will give to parents at the beginning, middle, and end of the year as well as on the district's parent climate survey. We also expect to see more parent involvement in campus activities since the communication will given clearly and in a timely manner.

Fort Bend Independent School District

Kempner High School

2023-2024



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Goals

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

Performance Objective 1: By June 2024 Kempner High School will improve the overall literacy (ELA and math) of its students by improving curriculum implementation and using PLCs to become more instructionally focused on clarity as shown by our indicators of success which will result in a 10% reduction of students in the red/ at-risk per Ren scores.

HB3 Goal

Indicators of Success: Formative Evidence:

- *Increase in Ren360 growth from BOY to MOY
- *Walkthroughs, observations, and DLAs
- *Use of AVID strategies to increase writing across the curriculum in class and in advisory
- *Reduce failure rates
- *Improve PLC Implementation
- *By December 2023, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., clubs, service projects).

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Summative Evidence:

- *Increase in Ren360 growth from BOY to EOY
- *Improvement in STAAR growth rate in ELA and math
- *Improvement in Meets Grade Level % in all subpops
- *By June 2024, the campus will ensure that a majority of GT students are involved in at least two enrichment opportunities (i.e. clubs, service projects).

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

Performance Objective 1: By June 2024, Kempner High School will improve student ownership of behavior through the implementation of PBIS-based strategies as evidenced through the indicators of success which will result in a 10% reduction of level 1 discipline as tracked by skyward referrals.

HB3 Goal

Indicators of Success: Formative Evidence:

- *Design and implement staff and student rewards
- *Hold monthly PBIS team meetings
- *PBIS flowchart for discipline responses
- *Staff trainings
- *Reduce failing grades

Summative Evidence:

- *Decrease in overall discipline referrals, including tardies

- *Decrease in ISS/OSS/DAEP (when discretionary)
- *Decrease in chronic absenteeism %
- *Improve perceptions of students about Behavioral engagement on Student Engagement Survey
- *Decrease in violence indicators on Pride Survey
- *Decrease in mental and physical health indicators on Pride Survey

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By June 2024, Kempner High School will improve the effectiveness of teacher mentorship through the implementation of culture and climate strategies as evidenced through the indicators of success which will result in a 10% increase in teacher retention.

Indicators of Success: Formative Evidence:

- *Evaluate climate surveys and student discipline to assess the influence of school climate on teacher retention and turnover

Summative Evidence:

- *Evaluate teaching experience to determine whether beginning or more experienced teachers are leaving
- *Evaluate climate surveys and student discipline to assess the influence of school climate on teacher retention and turnover
- *Evaluate leadership surveys and principal evaluation ratings to consider the influence on teacher turnover and retention.
- *Analyze teacher evaluation ratings to gauge the extent that high and/or low performers are staying or leaving

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

Performance Objective 1: By June 2024, Kempner High School will improve community engagement through parent involvement by a 10 % increase in participation of parent organizations as evidenced through the indicators of success.

Indicators of Success: Formative and Summative Evidence:

- *Increase in KPO membership
- *Increase in Kempner Athletic Boosters
- *Increase in community donations
- *Increase in parent participation at school-wide functions, such as Freshman Orientation, Open House, Coog Fest, and College and Career Nights

Fort Bend Independent School District
Marshall High School
2023-2024 Improvement Plan

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Goals

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

Performance Objective 1: By June 2024, Thurgood Marshall will increase overall student achievement, the use of student ownership of tools, and reduce failures rates, by planning and implementing effective Tier I and II instruction based on learning from professional trainings focusing on clarity to cultivate a culture of thinkers, analyzing data through DDI protocols, and performing aggressive monitoring to provide specific and timely feedback.

High Priority

HB3 Goal

Indicators of Success: Formative IoS:

- * From BOY to MOY, the percentage of students passing the Interim/Common Assessment will increase by 10%.
- * By January 2024, Marshall will increase the percentage of teachers utilizing Aggressive Monitoring and providing effective feedback from 0% to 20%.
- * By January 2024, Marshall will increase the percentage of students achieving College, Career, and Military Readiness to at least 15%.
- * By January 2024, Marshall will have identified and tested at least 1% of the student population for GT. 171
- * By the end of each grading cycle, the percentage of teacher failure rates will be reduced by 10% in comparison to the same time as last years' reporting cycle.

Summative IoS:

- * By June 2024, increase performance on Approaches in Algebra I STAAR from 60% to 70%.
- * By June 2024, increase performance on Meets on all tested STAAR areas of at least 40%.
- * From MOY to EOY, the percentage of students passing the Interim/Common Assessment will increase by 10%.
- * By June 2024, Marshall will increase the percentage of students who have been in the US five or more years progressing at least one level on TELPAS from 0% to 20%.
- * By June 2024, Marshall will increase the percentage of teachers utilizing Aggressive Monitoring and providing effective feedback from 20% to 40%.
- * By June 2024, Marshall will increase the percentage of students achieving College, Career, and Military Readiness by at least 30%.
- * By June 2024, we will see a 5% Increase in the number of students earning credit for OnRamps and/or AP courses.

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

Performance Objective 1: By June 2024, Thurgood Marshall will continue to support well rounded students by building a positive school culture and climate through professional development and a strong use of school wide PBIS school system that reinforces, reminds, and redirects students to expected behaviors; reducing the overall number of student disciplinary infractions, as shown in district discipline data and responses to stakeholder surveys.

High Priority

Indicators of Success: Formative IoS:

- * By each quarterly CIP review, the percentage of teachers implementing PBIS rewards appropriately will increase by 10%.

- * By each quarterly CIP review, the percentage of students receiving PBIS rewards appropriately will increase by 10%.
- * By the end of each grading cycle, the percentage of student disciplinary reports will be reduced by 10% in comparison to the same time as last years' reporting cycle.

Summative IoS:

- * By June 2024, Thurgood Marshall will reduce the overall number of student disciplinary infractions, as shown in district discipline data, by ensuring strong use of PBIS systems school wide and mentoring to continue to build a positive culture.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By June 2024, Thurgood Marshall will retain and attract high quality teachers by improving its Mentorship program and providing relevant, timely professional development that strengthens professional portfolios and build social/emotional wellness based on responses from teacher surveys and participation rates.

High Priority

HB3 Goal

Indicators of Success: Formative IoS:

- * By each quarterly CIP review, the percentage of teachers implementing new strategies or utilizing resources acquired from campus PD sessions will increase by 10%¹⁷²

Summative IoS:

- * By May 2024, 100% of Marshall's teachers will have shown growth on at least one Domain in T-TESS.
- * By May 2024, 100% of Marshall's teachers will respond positively to surveys related to campus climate and culture.
- * By June 2024, Marshall will have a teacher turnover rate less than 25%.

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

Performance Objective 1: By June 2024, Thurgood Marshall will increase engagement for all stakeholders resulting in improved attendance rates, reduced discipline infractions, and growth in student achievement by providing consistent and timely communication, opportunities to participate in campus activities, ensure social and emotional support through mentorships, Guidance Counselors, Student Support Teams, and Drop Out Prevention systems to ensure parents and students social and emotional needs are met.

High Priority

Indicators of Success: Formative IoS:

- * By December 2024, Marshall will have increased the number of mentor/mentee relationships on campus.
- * By each quarterly CIP review, the percentage of parents engaged in opportunities offered by the campus to support their students' academic or social achievement will increase from previous review.
- * By the end of each grading cycle, the percentage of student disciplinary reports will be reduced by 10% in comparison to the same time as last years' reporting cycle.

Fort Bend Independent School District

Ridge Point High School

2023-2024



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Goals

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

Performance Objective 1: By May of 2024 Algebra I teachers will have prepared students to meet an Approaches level of 82% on the Spring Algebra I EOC test.

Indicators of Success: Formative Indicators:
Meeting notes from twice weekly PLC meetings
Beginning, Middle, and End of the Year Ren 360 data
Teacher lessons showing focus on needed areas of intervention

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

Performance Objective 2: By May 2024 through the use of effective lesson planning which includes WICOR strategies and professional learning 174 communities, teachers will increase the relevance of student classroom learning to real world applications.

Indicators of Success: Formative Evidence:
Throughout the year, during all campus walk through observations, data will specifically target relevance of lessons for students.

Formative: By December 2023, 100% of students will have been given information on completing the Texas Performance Standards Project on a topic meaningful to them.

Summative Evidence
By May of 2024 on the student engagement survey questions- understanding why what you learn in school will be important for your life and see how the work I am doing now will help me after high school will see an increase in 3% for the combined agree/strongly agree categories.

Summative: By May 2024, the campus will ensure that all GT students who wanted to participate will have completed the Texas Performance Standards Project.

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

Performance Objective 1: By May 2024, Ridge Point High School will implement and reinforce campus-wide support systems to promote safety through the use of schoolwide and classroom positive behavioral interventions and supports (PBIS) expectations, ongoing data-sharing and analysis, and a system of rewards linked to campus-wide expectations.

Indicators of Success: Formative:
During August 2023 professional development, teaching staff will revise, as needed, the classroom PBIS expectations and the Behavior Management Flow Chart.

By the first week of school, campus wide expectations will be shared with all staff and students
During the first PBIS Committee meeting, a system and calendar of rewards linked to campus and classroom expectations will be developed
Monthly sharing of discipline data to staff via email and professional development sessions
Opportunities for ongoing feedback from staff regarding PBIS implementation and improvement
Summative:

By May 2024, there have been monthly meetings of our PBIS committee and data related to safety violations have been shared with staff members.

By May 2024, we will increase the percentage of benchmarks in the "In Place" category by 25% as indicated on the School-wide Benchmarks of Quality (BoQ) for positive behavioral interventions and supports (PBIS).

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By May of 2024 Ridge Point High School will effectively recruit develop and retain instructional staff so there continues to be quality effective teaching in all classrooms.

Indicators of Success: Formative:

During each term administration will review staff reports to assess any instructional staff that have resigned and review any vacancies we have for instructional positions

Summative:

By May 2024 we will have retained 92% of our staff not including any staff that are determined to be excess by district administration.

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Fort Bend Independent School District

Travis High School

2023-2024



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Goals

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

Performance Objective 1: By June 2024, we will increase the implementation of systems for developing student and teacher clarity by focusing on PLC practices that allow for the planning of differentiation within Tier 1 instruction as demonstrated in multiple sources of evidence.

Indicators of Success: Indicator of Success: We expect to increase the use of learning progressions observed in PLCs and classroom observations from 40% to 60% by June 2024 as evidenced by classroom observations and PLC observations. We expect to increase by at least 5% at each quarterly formative check in October, December, and February.

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

Performance Objective 1: By June 2024, 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.

Indicators of Success: We expect to see quality delivery of advisory lessons go from 60% of Tiger Time classroom observations to 75% as evidenced by a campus-based data collection observation. We expect to increase by at least 5% at each quarterly formative check in October, December, and February.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By June 2024, we will increase implementation of a system for staff development, retention, and positive climate and culture by focusing on the work of the climate committee and implementing collaborative opportunities among staff as demonstrated in multiple sources of evidence.

Indicators of Success: Indicator of Success: We expect our campus-based staff survey data to indicate an increase in staff engagement at campus events based on Tiger Pride participation and implementation of staff-generated ideas from April 2023 to April 2024 based on the list generated from feedback sessions. We expect to increase positive staff activities by at least 4 at each quarterly formative check in October, December, and February.

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

Performance Objective 1: By June 2024, 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.

Indicators of Success: Indicator of Success: We expect to see an increase in the percentage of students and staff earning Tiger Pride Points by the end of May 2024 as compared to the Tiger Pride Participation data from May 2023. We expect to increase by at least 2% at each quarterly formative check in October, December, and February. We also expect to see improved attendance by meeting the district goal at least 3 out of 4 weeks per month, decreased level 2 discipline referrals based on PBIS monthly data, and increased student engagement in academic and extracurricular opportunities as compared to the same data from the 2022-2023 school year.

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

Performance Objective 2: By June 2024, we will increase parent engagement through activities available on campus and school communication with academic and social/emotional support for parents/guardians to help their children at home.

Indicators of Success: We will increase the number of parent engagement opportunities at school and the amount of school communication supports as compared to those two parent engagement types from the 2022-2023 school year. We expect to increase by at least 2 activities from either type at each quarterly formative check in October, December, and February.

Fort Bend Independent School District

Willowridge High School

2023-2024



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Goals

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

Performance Objective 1: By June 2024, Willowridge High School will utilize PLC protocols and professional development focusing on planning engaging and rigorous lessons and increasing student academic discourse with evidence of improved Tier I instruction as shown through ongoing formative assessment, unit assessments, interim assessments and using data to analyze and make instructional decisions on re-teaching.

Indicators of Success: Formative IoS:

- * By the end of each grading cycle, the percentage of teacher failure rates will be reduced by 10% in comparison to the same time as last years' reporting cycle.
- * By February 2024, an increase in student growth of at least 5% will be shown in all assessed students on Ren360 Reading and Math tests based on BOY to MOY results
- * By February 2024, WHS will increase the percentage of students achieving College, Career, and Military Readiness by at least 10%.

Summative IoS:

- * By June 2024, increase performance on Approaches in Algebra I STAAR from 63% to 70%.
- * By June 2024, increase performance on Approaches in ELA STAAR from 70% to 75%
- * By June 2024, percentage of students passing all classes will increase by 10% from the previous year.
- * By June 2024, increase performance on Meets in Algebra I STAAR to at least 30%; and in ELA at least 50%.
- * From MOY to BOY, at least 10% of students will show growth on Ren360 Reading and Math tests.
- * By June 2024 Willowridge High School will increase the percentage of students achieving College, Career, and Military Readiness by at least 20%.
- * By May 2024, we will see a 50% increase in the number of GT students enrolled in dual credit, On Ramps and/or AP courses.

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

Performance Objective 2: By June 2024, Willowridge High School will increase student enrollment by 10% in advanced academic opportunities such as: On Ramps, AP courses, Dual Credit Courses, College Prep ELA and Math and/or have an clearly defined path to earn and Industry Based Certification through CTE.

Indicators of Success: Formative Indicators of Success

- * By January 2024, 90% of students in On Ramps ELA will have earned college credit
- *By January 2024, 90% of students in AP courses and/or Dual Credit will remain in the course for Spring Semester

Summative Indicators of Success

- *By May 2024, 95% of students in OnRamps ELA will have earned college credit
- *By May 2024, 95% of students in Dual Credit will have earned college credit

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

Performance Objective 3: We will improve our CCMR rating to a 60% or higher for the class of 2024 as determined by the state accountability system identified targets such as, meeting standards on SAT, ACT, TSIA-2, earning an identified industry-based certification, and earning college credits.

Indicators of Success: More students will earn college credit, be college and career ready, and earn a CCMR accountability point.

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

Performance Objective 1: By June 2024, Willowridge High School will continue to support well rounded students and staff by building a positive school culture and climate through professional development and a strong use of school wide PBIS school system that reinforces, reminds, and redirects students to expected behaviors; reducing the overall number of student disciplinary infractions, and increased attendance as shown in district discipline data, attendance data, and responses to stakeholder surveys.

Indicators of Success: Formative IoS:

- * By each quarterly CIP review, the percentage of students receiving PBIS rewards appropriately will increase by 10%.
- * By the end of each grading cycle, the percentage of student disciplinary reports will be reduced by 10% in comparison to the same time as last years' reporting cycle.
- * By the end of each grading cycle, the percentage of student attendance will increase by 3% in comparison to the same time as last years' reporting cycle.

Summative IoS:

- * By June 2024, Willowridge High School will reduce the overall number of student disciplinary infractions, as shown in district discipline data, by ensuring strong use of PBIS systems school wide and mentoring to continue to build a positive culture.
- * By June 2024, Willowridge High School will see an overall 5% increase in student attendance for the year.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By June 2024, Willowridge High School will retain and attract highly qualified teachers by improving its mentorship program and providing relevant, on-going professional development that strengthens professional portfolios and build social/emotional wellness based on responses from teacher surveys and participation rates.

Indicators of Success: Formative IoS:

- * By each quarterly CIP review, the percentage of teachers implementing new strategies or utilizing resources acquired from campus PD sessions will increase by 10%.
- * By December 2023, at least 50 % of Willowridge teachers will have participated in at least one campus Wellness activity.

Summative IoS:

- * By June 2024, 100% of Willowridge teachers will respond positively to surveys related to campus climate and culture.
- * By June 2024, Willowridge, will have a teacher turnover rate less than 10%.

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

Performance Objective 1: By June 2024, Willowridge High School will increase engagement for all stakeholders resulting in improved attendance rates, reduced discipline infractions, and growth in student achievement by providing consistent and timely communication, opportunities to participate in campus activities, ensure social and emotional support through mentorships, Guidance Counselors, Student Support Teams, and Drop Out Prevention systems to ensure parents and students social and emotional needs are met.

Fort Bend Independent School District

Baines Middle School

2023-2024

Accountability Rating: B



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Goals

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

Performance Objective 1: By June 2024, BMS will improve Tier I and II classroom instruction through the implementation of effective PLC planning, responsive instruction, and increase student ownership of learning by using classroom feedback protocols as evidenced by indicators of success.

Indicators of Success: Summative Indicators of Success:

By June 2024, the number of students achieving Approaches Grade Level or above on math STAAR will increase by 5%.

By June 2024, the percent of students achieving Masters Grade Level on any STAAR test will increase by 5%.

By June 2024, BMS will increase the number of students exiting the LEP program by 20%.

By January 2024, all GT students will complete one makerspace project in the library.

Formative Indicators of Success:

Students receiving targeted instruction through math lab/literacy class as well as those being provided with intervention through advisory will grow at least 5 percentage points between the STAAR BOY and STAAR Interim MOY.

By June 2024, a MOY and EOY campus created student survey will be given to students, and students' sense of ownership of their learning will increase by 5%.

By June 2024 all GT students will complete one makerspace project in the library.

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

Performance Objective 1: By June 2024, BMS will expand the PBIS framework to establish campus and classroom expectations and guidelines for success in order to and address student behaviors that will result in a safe and productive learning environment as evidenced by the indicators of success.

Indicators of Success: Formative Indicators of Success:

100% teacher participation in PBIS professional development during August PD and ongoing through subsequent PD days.

By August 2024, all teachers will create and apply guidelines for success within the classroom as evidences by CST/walkthrough observations.

By September 2024, 25% of teachers nominate students for exemplifying good character for the Longhorn Referral award.

By December 2023 and again before June 2024 counselors will deliver guidance lessons addressing the issue of bullying.

By January 2024 the number of students with a history of chronic absenteeism that are monitored by the Attendance Committee will decrease by 5%.

Summative Indicator of Success:

By June 2024, the number of discipline referrals for insubordination and disruption of the environment will decrease by 15%.

By June 2024, the "Feelings of Safety" score on the Student Engagement Survey will increase 5%.

By June 2024, at least 200 Longhorn Referral Awards will have been distributed.

By June 2024 students reporting feeling safe at school on the SAS will increase 5%.

By June 2024 the number of students with a history of chronic absenteeism that are monitored by the Attendance Committee will decrease by a total of 10% from the BOY.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff.

Performance Objective 1: Throughout the 2023-2024 school year BMS will retain all effective teacher and recruit new talent in a variety of ways that will result in a complete, talented staff as measured by the indicators of success.

Indicators of Success: Formative Indicators of Success:

Ongoing throughout 2023-2024 BMS will represent at 100% of district hiring events.

Summative Indicators of Success:

By August 2023 100% of campus teaching positions filled with certified teachers

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

Performance Objective 1: By June 2024, BMS will increase community engagement by providing new opportunities for student and parent involvement by hosting feedback meetings to support the school-home partnership as evidenced by the indicators of success. 185

Indicators of Success: Formative Indicators of Success:

By June 2024, the number of parents and students participating in the EOY engagement surveys will increase 5% from the prior year.

By June 2024, BMS will analyze monthly Coffee with the Principal meeting attendance in order to increase participation by 5% each month.

Summative Indicators of Success:

By June 2024, parent and student survey results will show a year-over-year increase on the following indicators from the end-of-year Student Engagement Survey: positive relationships with adults in school and attitude toward learning.

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

Performance Objective 2: By August 2024, BMS will utilize SAS feedback to assist teachers in providing timely and specific feedback to parents as evidenced by the indicators of success.

Indicators of Success: Summative Indicators of Success

The percent of parent responses on the SAS survey question "Teachers give timely and appropriate feedback about student work" will increase from 59% responding agree or strongly agree to 65%

Fort Bend Independent School District

Bowie Middle School

2023-2024



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Goals

Revised/Approved: September 6, 2023

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

Performance Objective 1: By June 2024, JBMS will increase our overall student achievement percentages on STAAR Grades 6-8 assessments in the areas of Reading, Math, Science, & Social Studies by 3% or more for each performance level of approaches, meets, and masters. JBMS will do this by increasing the effectiveness of Tier 1 classroom instruction and engagement through the implementation student ownership of learning, relevant professional development, and effective PLC practices as evidenced through the indicators of success.

2022-23 STAAR: Reading: 90% (approaches), 67% (meets), 34% (masters); Math: 85% (approaches), 57% (meets), 27% (masters); Science: 87% (approaches), 61% (meets), 28% (masters); Social Studies: 78% (approaches), 50% (meets), 30% (masters)

High Priority

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Indicators of Success: Formative Evidence:

By MOY, each content teacher (Math, Reading, Science, & Social Studies) has attended 1st data dig PLC to discuss 2023 STAAR category performance, student data, & how to implement findings.

By MOY, each content teacher (Math, Reading, Science, & Social Studies) has submitted 2 lesson plans showing evidence of feedback protocols being used.

By the end of March 2024, JBMS will increase student achievement on the Spring STAAR Interim by 3% points or more in each category for Reading, Math, & Science (no previous data for Social Studies) compared to 2023 Spring STAAR Interim performance for each grade level. STAAR Interim 2024 baseline goal for each grade level:

6th grade: Reading: 78% (approaches), 49% (meets), 26% (masters); Math: 87% (approaches), 53% (meets), 20% (masters)

7th grade: Reading: 83% (approaches), 54% (meets), 29% (masters); Math: 71% (approaches), 39% (meets), 11% (masters)

8th grade: Reading: 80% (approaches), 51% (meets), 30% (masters); Math: 37% (approaches), 10% (meets), 4% (masters); Algebra EOC: 87% (approaches), 40% (meets), 14% (masters); Science: 66% (approaches), 40% (meets), 22% (masters)

Summative Evidence:

By EOY, each content teacher (Math, Reading, Science, & Social Studies) has attended 2nd data dig PLC to discuss 2024 STAAR Interim category performance, student data, & how to implement findings.

By EOY, each content teacher (Math, Reading, Science, & Social Studies) has submitted 4 lesson plans showing evidence of feedback protocols being used.

By EOY, all GT students have completed SEL lessons & at least 1 interest project.

By EOY 2024, JBMS will increase student achievement on STAAR student achievement percentages' by 3% points or more in each category for Reading, Math, Science, & Social Studies from 2023 percentages. Final assessment results available 7/24/24. STAAR 2024 overall baseline goal for each category in Domain I:

Reading: 93% (approaches), 70% (meets), 37% (masters)

Math: 88% (approaches), 60% (meets), 30% (masters)

Science: 90% (approaches), 64% (meets), 31% (masters)

Social Studies: 81% (approaches), 53% (meets), 33% (masters)

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

Performance Objective 2: By June 2024, JBMS will increase our overall students' academic growth (Domain II) score by improving the implementation of Tier III instruction through targeted intervention and student ownership of learning protocols to lessen the gaps (more than a year's growth) in the areas of Reading and Math STAAR performance for our identified House Bill 1416 accelerated instructional students as evidenced through the indicators of success. We will do this by increasing our HB1416 students performance level growth by 3% or more from does not meet grade level to either approaches, meets, or masters performance levels.

2022-23 STAAR Domain II:

359 students scored does not meet grade level in spring of 2022, 170 students or 47% of those students grew to approaches, meets, or masters levels. We received 1.0 point for each of the students who moved categories.

53% of the student stayed in the did not meet level, but might have moved from low did not meet to high did not meet, but we did not receive any points for those students growth.

High Priority

Indicators of Success: Formative Evidence:

By MOY, all accelerated instructional students should have at least 2-3 REN data points/tests completed in their areas of required hours.

By MOY, each AI teacher (Math and/or Reading) has attended at least 2 to 3 data dig intervention PLCs to discuss REN performance, student data, & how to implement findings; support with Lead4Ward. 188

By MOY, student progress on REN, from BOY to MOY in Reading and Math overall data 'will increase' the number of students that score in 'at/above benchmark' category by 3% in REN by MOY.

By the end of March 2024, JBMS will increase 10% or more students, who are in accelerated instruction, to score approaches, meets, or masters performance level for 2024 STAAR Interim in Math and/or Reading.

Summative Evidence:

By EOY, all accelerated instructional students should have at least 4-5 REN data points/tests completed in their areas of required hours.

By EOY, each AI teacher (Math and/or Reading) has attended at least 4 to 5 data dig intervention PLCs to discuss REN performance, student data, & how to implement findings; support with Lead4Ward.

By EOY, student progress on REN, from BOY to EOY in Reading and Math, 'will increase' the number of students that score category in 'at/above benchmark' by 5% in REN by EOY.

By EOY 2024, JBMS will increase by 3% the amount of students who did not meet STAAR grade level in 2023 to score approaches, meets, or masters grade levels in 2024 on STAAR.

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

Performance Objective 1: By June 2024, JBMS will improve campus culture and climate and the effectiveness of behavioral interventions through the implementation of PBIS protocols, student ownership of behavior, and campus behavior intervention procedures as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative Evidence:

We will increase the school-wide component of the SAS: Self-Assessment Survey by 10 percentage points for the 'in-place' designation.

Summative Evidence:

We will increase student connection to the campus score as reflected on the district Student Engagement Survey.

By the EOY, we will increase our BoQ: Benchmarks of Quality score by 10 overall points.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

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

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Fort Bend Independent School District

Crockett Middle School

2023-2024



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Goals

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

Performance Objective 1: By June 2024, Crockett Middle School will observe an increase in strategic instruction in Math, Reading and Social Studies by focusing on Clarity in our PLC Actions, as evidenced through the indicators of success.

High Priority

Indicators of Success: Math STAAR 2024 results
RLA STAAR 2024 results
Social Studies 2024 Results
2023-2024 REN360 Math and Reading data
PLC Meeting Summary documents
Pre/Post Assessment Data
Formal & Informal Walkthrough Data
Summer School Data

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

Performance Objective 1: By June 2024, Crockett Middle School will see a 10% decrease in negative student behavior (Skyward Referrals) through the implementation of Student Ownership of Behavior practices, PBIS, and targeted interventions, as evidenced through the indicators of success

High Priority

Indicators of Success: Increased Positive Behavior Referrals
Decreased Negative Referrals
Monthly PBIS Campus Team Meetings
Monthly Campus Behavior Newsletter for Staff
Monthly Campus Newsletter with SEL Tips
Utilization of Level I Discipline Forms (MIR)
Positive Behavior Celebrations
Teach Like a Champion Faculty Meeting Focuses
Walkthrough Data
Respect Agreements
Student Surveys (How, What, When...Do I want to be celebrated)
Students Goal Setting with Grade Level Counselors
Random Act of Kindness
Classroom Brag boards
Kindness Shoutouts

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff.

Performance Objective 1: By June 2024, Crockett Middle School will retain 90% of our highly qualified teachers.

High Priority

Indicators of Success: Teacher Surveys

Human Resources Campus Staffing Vacancy Report

Substitute Teacher Reports: Decrease in Substitute Teachers When Comparing 2022-2023 to 2023-2024

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff.

Performance Objective 2: Crockett Middle School will create a comprehensive plan for the development of all newly recruited teachers for the 2023-2024 school year which will result in the retention of 90% of these teachers for the 2024-2025 school year.

High Priority

Indicators of Success: Increase in Percentage of Teacher Retention from 2023 to 2024

Teacher Survey Data

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Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Performance Objective 1: Crockett Middle School will seek grant opportunities for additional financial resources to supplement the campus budget to acquire the instructional materials to better engage learners and provide divergent learning strategies for greater student outcomes.

Fort Bend Independent School District

First Colony Middle School

2023-2024



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Goals

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

Performance Objective 1: By May 2024, FCMS teachers will increase student performance in Literacy and Math labs as well as in class instruction for Math and English classes as measured by Ren 360 data, 9 weeks report card grades and Interim Assessments.

Indicators of Success: Ren 360 Data
9 Weeks Report Card Grades
Interim Assessments

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

Performance Objective 1: By May 2024, FCMS teachers will implement advisory lessons with fidelity in 90% of the scheduled sessions during the¹⁹⁴ current academic year.

High Priority

Indicators of Success: Completion Numbers of District Required Assessments
Student Engagement Survey
Digital Literacy Lessons
GT advisory are created for one of each grade level with GT certified teacher. These teachers work advisory time to help with GT projects. This occurs twice a week.

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

Performance Objective 2: By May 2024, FCMS will use targeted social/emotional learning opportunities to reduce the number of Level II PIEMS reportable offenses by implementing PBIS strategies and achieving a 20 % decrease in disciplinary incidents related to Disruptive Behavior, Insubordination and Inappropriate Physical Contact.

Indicators of Success: Campus Data
PIEMS Data
Attendance committee meets monthly to review and monitor student absences
Culture and Climate Surveys
Health Field Day and Color Run
Whole Child Wellness initiatives will be developed according to calendar

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By May of 2024, First Colony Middle School will improve campus culture and climate by implementing focused mentoring, continuing new teacher/staff support sessions, and revamping campus interviewing and hiring processes.

Indicators of Success: TAPP mentorship

Bobcat Buddy Mentor Program

Staff BOY, MOY, EOY survey, Mid-year check in meetings with new staff members, T-TESS Summative Conference, T-TESS Self Reflection form, and Looking Ahead Meetings with staff

Host Student Teachers

Attend Instruction Apprentice meetings for possible recruitment

Fort Bend Independent School District

Fort Settlement Middle School

2023-2024



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Goals

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

Performance Objective 1: By May of 2024, Fort Settlement MS will implement intervention/extension through differentiated instructional strategies using targeted intervention and prescriptive professional development to increase student growth for students in special populations (sped, EL, GT) and students who under performed on STAAR.

Indicators of Success: Evaluation Data Sources:

Formative Indicators of Success

1. We will see an increase in Ren360 average Lexile levels from BOY to MOY for students in our special populations.
2. Between each Ren360 administration, students will be provided the opportunity to reflect on their progress and set a goal for themselves.
3. By the end of Sept. all identified GT students will have started to work on creating their goals for learning plans and begin choosing TPSP project topics.

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Summative Indicators of Success

1. By the end of the 2024 school year we will see an increase in the number of our special education students reaching expected growth as measured on STAAR Reading and Math.
2. By the end of the 2024 school year we will increase the number of EB students who met exit criteria based on TELPAS and STAAR.
3. By the end of the 2024 school year we will increase the number of students who score in the masters range.

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

Performance Objective 1: By May 2024 FSMS will redesign and implement a school-wide behavioral expectation system/matrix through the implementation of the district student ownership of behavior framework leading to increased student engagement and feeling of being connected to the school as measured by the district's student engagement survey and fewer discipline referrals.

Indicators of Success: Formative Indicators of Success

1. By the end of the first progress reporting period, all teachers will have established social contracts or class norms with all of their classes.
2. At the end of every grading period, we will see a drop in the number of level 1 referrals compared to the numbers from the 2022-23 school year.

Summative Indicators of Success

1. By the end of the 2024 school year, FSMS will decrease the number of discipline referrals by 20%.
2. By the end of the 2024 school year, FSMS will increase student social emotional engagement by meeting with various groups of stakeholders at least quarterly in effort to promote social responsibility and student ownership of behavior.
3. By the end of the 2024 school year, we will see an increase of at least 5% in the percentage of students who respond agree or strongly agree to the question about student/teacher relationships: "There is at least 1 adult in this school who knows me well" from 73% to at least 78%.
4. By the end of the 2024 school year, the percentage of students responding that they feel safe in this school on the student engagement survey will increase by 5% from

85% to 90%.

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

Performance Objective 2: By May 2024 FSMS will redesign and implement a school-wide behavioral expectation system/matrix through the implementation of the district student ownership of behavior framework leading to increased student engagement and feeling of being connected to the school as measured by the district's student engagement survey and fewer discipline referrals.

Indicators of Success: Formative Indicators of Success

1. By the end of the first progress reporting period, all teachers will have established social contracts or class norms with all of their classes.
2. At the end of every grading period, we will see a drop in the number of level 1 referrals compared to the numbers from the 2022-23 school year.

Summative Indicators of Success

1. By the end of the 2024 school year, FSMS will decrease the number of discipline referrals by 20%.
2. By the end of the 2024 school year, FSMS will increase student social emotional engagement by meeting with various groups of stakeholders at least quarterly in effort to promote social responsibility and student ownership of behavior.
3. By the end of the 2024 school year, we will see an increase of at least 5% in the percentage of students who respond agree or strongly agree to the question about student/teacher relationships: "There is at least 1 adult in this school who knows me well" from 73% to at least 78%.
4. By the end of the 2024 school year, the percentage of students responding that they feel safe in this school on the student engagement survey will increase by 5% ~~from~~ 85% to 90%.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By May 2024 FSMS will hire and develop an instructionally sound, relationship focused staff by providing support through professional development, the PLC process, and community building in order to increase retention.

Indicators of Success: Formative Indicators of Success

1. During each quarter, staff survey results and feedback during our Falcon Forums will indicate a measure in staff morale.
2. We will work with campus stakeholders to ensure we have a morale building activity at least once a month.
3. We will have a Falcon Focus breakfast each quarter for new staff and open to all with open forums for PD and questions and concerns.

Summative Indicators of Success

1. By the end of the 2024 school year, our teacher leaders will provide a variety of teacher-led professional development.
2. By June of 2024, all core teachers will participate in campus team retreats.

Fort Bend Independent School District

Garcia Middle School

2023-2024



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Goals

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

Performance Objective 1: By June 2024, GMS will improve Tier 1 instructional practices through the implementation of student ownership of learning and teacher/student clarity, as evidenced by indicators of success.

Indicators of Success: Summative indicators of success:

By June 2024, GMS students use Clarity tools to interact with and identify success criteria within their work as evidenced in lesson plans and classroom observations 25% of the time.

By June 2024, GMS teachers will attend two or more professional learning experiences focused on teacher and student clarity.

By June 2024, GT students will be placed into advisory classes that meet twice per week and make progress on TPSP projects.

Formative Indicator of Success:

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By January 2024, GMS will use teacher and student surveys to guide further implementation of Clarity tools.

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

Performance Objective 1: By June 2024, GMS will improve student ownership of behavior through consistent implementation of PBIS strategies as evidenced by indicators of success.

Indicators of Success: Formative Indicator of Success:

By September 2023, 100 percent of GMS teachers will facilitate a classroom respect agreement and implement classroom expectations/guidelines for success aligned with school wide expectations.

Summative Indicator of Success:

By June 2024, teachers will apply guidelines for success within the classroom as evidenced by CST/walkthrough observations.

By June 2024, hallway discipline referrals will decrease by 10 percent from 2022-23 school year.

By June 2024, GMS administration will have conducted a grade level POD Talk every nine weeks.

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

Performance Objective 1: By June 2024, GMS will improve stakeholder communication by increasing proficiency of technology resources for teachers, students, and parents as evidenced by indicators of success.

Indicators of Success: Formative Indicator of Success:

By October 2023, GMS will provide students and teachers a technology resource survey to gauge proficiency and usage.

Summative Indicator of Success:

By June 2024, GMS will provide students and teachers with 3 or more learning opportunities on technology resources.

By June 2024, GMS will increase parent and student traffic on Schoology and Skyward by 10 percent from August to May.

Fort Bend Independent School District

Hodges Bend Middle School

2023-2024



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Goals

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

Performance Objective 1: By May 2024, HBMS will improve instruction & intervention through student ownership of learning in all content areas, as demonstrated by change in instructional practices, resulting in student academic growth & achievement as measured by formative indicators.

Indicators of Success: By May 2024, all HBMS students will make expected progress or above on STAAR tested areas as evidenced by Renaissance 360 (math and reading) Star Growth Report (BOY, MOY & EOY) and increased proficiency on interim and quarterly assessments by 10%.

Formative Evidence:

- * Increase implementation of research based/identified Tier I instructional strategies, by 10%, as measured by campus walkthroughs (formal and informal) from August to December.

- * Increase in student growth from BOY to MOY REN 360 to the next performance level by all students and student groups (ED, LEP, SPED, GT).

Summative Evidence:

- * Increasing performance on STAAR Meets and Masters Grade Level performance.

- * Increasing performance of students meeting STAAR Progress Measures.

- * Improving student growth from MOY to EOY Ren 360 to the next performance level by all students and student groups (ED, LEP, SPED, GT).

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

Performance Objective 1: By May 2024, HBMS will improve climate and culture by implementing PBIS strategies specifically promoting 4B's (Be Respectful, Be Responsible, Be Prepared, Be Safe), restorative practices/circles and CHAMPs increasing student ownership of behavior as evidenced through various data sources.

Indicators of Success: By March 2024, the percentage of "In Place" systems on the SAS survey will increase by 5% from October, discipline infractions will decrease by 10% as evidenced by discipline data reports retracted from various sources (Skyward, On Data Suite, Performance Matters).

Formative Evidence:

- * Increase the percentage of "In Place" on the SAS systems by 5%.

- * Decrease in discipline referrals as compared to 22-23 December totals.

Summative Evidence:

- * Increased Student and Staff attendance rate by 10%.

- * Decreased total office referrals by 5%.

- * Decrease in ISS/OSS and DAEP referrals by 5%.

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

Performance Objective 1: By May 2024, HBMS will improve community engagement, communication & innovation as a means of increasing participation and engagement in campus activities by offering multiple opportunities for support and information for parents and all students as evident through our indicators of success.

Indicators of Success: By May 2024, HBMS will have a 5% increase in parent/community participation as evidenced by attendance at various campus events (Open House, Title I Parent Night, etc.) and obtainment of the CREST Award.

Formative Evidence:

- * Increased parent/guardian attendance at campus events as compared to 2022-2023.
- * Increase in community partnerships

Summative Evidence:

- * Increased opportunities for parent training.
- * Increased opportunities for community events.

Fort Bend Independent School District

Lake Olympia Middle School

2023-2024



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Goals

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

Performance Objective 1: By May 2024, LOMS will improve instruction through student ownership of learning to increase student growth by increasing the frequency of feedback that is aligned to success criteria as evidenced through the indicators of success.

Indicators of Success: By May 2024, teachers will increase the use of feedback protocols from the BOY to the EOY used to assess success criteria.

Formative: LOMS Campus Walk-through Form- Monthly / Agendas for lunch and learn
Summative: Annual Campus Walk - Through Form-/ Summative Staff Survey

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

Performance Objective 2: By May, 2024 LOMS will improve intervention/extension for special populations to enhance student growth through targeted opportunities(intervention and extension) for students as evidenced through the indicators of success.

Indicators of Success: By May, 2024 weekly advisory will increase the number of students participating in TPSP from last year.

Formative: Weekly Summaries
Summative : TPSP Projects

By May, 2024 dedicated interventions teachers will increase the number of students meeting 1 year of growth by 15%.

Formative: REN
Summative : STAAR

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

Performance Objective 1: By May 2024, LOMS will improve behavior and decrease referrals through the implementation of PBIS for parents, students and teachers as evidenced through the indicators of success.

Indicators of Success: By May, 2024 we will decrease the percentage of disciplinary referrals for minor infractions by 50% through implementation of a level 1 documentation form as well as effective use of PBIS incentives through a PBIS app.

Formative: Monthly District PBIS Data
Summative District PBIS Data Comparison from previous school year/ Skyward Report

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

Performance Objective 2: By May 2024, LOMS will improve culture and climate to increase strategies for social, physical and emotional learning through targeted intervention as evidenced through the indicators of success.

Indicators of Success: By May 2024, there will be an increase of utilizing SEL strategies as evidenced in the pre-assessment to the post-assessment administered by Fort Bend Council.

By May, 2024, there will be an increase of physical competition opportunities for students.

Formative- Pre-Assessment/Reflections
Summative-Post Assessment

Formative: 2 tournaments in the Fall
Summative : 4 tournaments for the year

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

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Performance Objective 1: LOMS will improve on-boarding of teachers to increase retention of staff through professional development as evidenced through the indicators of success.

Indicators of Success: By May 2024, LOMS will provide weekly/monthly professional development for new teachers to increase retention by 50% compared to last year.

Formative: MOY Perception Survey from New teachers
Summative: EOY Survey

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

Performance Objective 1: By May 2024, LOMS will increase engagement of parents and staff to support student growth through implementation of incentives for supporting the guidelines to success as evidenced through the indicators of success.

Indicators of Success: By May 2024 engagement from the BOY to EOY will increase by 20%

Formative: PBIS APP Pre-test
Summative: PBIS APP Post-test

Fort Bend Independent School District

Christa McAuliffe Middle School

2023-2024

Includes TEA Targeted Improvement Plan Requirements



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Goals

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

Performance Objective 1: By May 2024, CMMS will improve Tier 1 instruction across all core content areas through implementation of district curriculum and pacing calendar, model teaching, instructional coaching, Get Better Faster action step, and Professional Learning Communities (PLCs) to effectively grow teachers to effectively impact student growth and achievement as measured by the indicators of success.

High Priority

Indicators of Success: Formative Evidence:

- By October, January, and March, showing an improvement on the effectiveness of Tier 1 instruction based on the data collected.
- Multiple walkthroughs by Instructional Coaches and Administration that focus on content, pedagogy, and classroom behavior (not tied to T-TESS).
- Use of aggressive monitoring by teachers.

Summative Evidence:

- A 15-20% increase on STAAR Approaches Performance Level across all tests.
- A 10% increase on STAAR Meets Performance Level across all tests.
- A 3-5% increase on STAAR Masters Performance Level across all tests.
- Improve Extended Constructed Response scores by 10% at 4 points or higher in each grade level.
- Monthly campus walkthroughs with administration
- Quarterly campus walks with district leaders (CSTs)

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

Performance Objective 1: By May 2024, CMMS will continue to improve climate and culture through effective implementation of PBIS and SEL strategies, identify students for Gifted and Talented testing, provide enrichment opportunities for students who are identified as Gifted and Talented across the campus as evidenced by indicators of success.

High Priority

Indicators of Success: Formative Evidence:

- By May 2024, there will be a reduction of at least 5% in disciplinary actions that are coded as ISS, OSS, and DAEP.
- By May 2024, there will be a reduction of at least 5% in disciplinary referrals for disruptive behavior and fighting/mutual combat.
- By May 2024, students who are identified as Gifted and Talented are properly coded in Skyward.

Summative Evidence:

- Bi-weekly review of campus discipline data with admin
- Increase in disciplinary action codes relating to restorative practices
- Decrease in disciplinary infractions
- Increase in enrichment activities in the classroom through proper lesson planning and extracurricular activities (NJHS, etc.).

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By June 2024, CMMS will continue to increase the retention of high quality staff through campus initiatives and targeted professional growth opportunities as evidenced by indicators of success.

High Priority

Indicators of Success: Formative Evidence:

- By June 2024, CMMS will implement monthly initiatives that positively recognize teachers and staff, helping to decrease the teacher turnover rate by 20%.
- By June 2024, CMMS will design and implement engaging campus professional learning experiences that support instructional and relational development, helping to decrease teacher turnover rate by 20%.

Summative Evidence:

- An increase in teacher retention.
- An increase in positive feedback and increase in teacher and staff morale.
- Campus survey results indicating professional learning relevancy for teachers.
- Campus PBIS survey results indicating campus support of strategies implemented

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

Performance Objective 1: By May 2024, CMMS address the needs of the students who did not perform satisfactory on STAAR Math and STAAR Reading assessments by delivering strong Tier 2 and Tier 3 instruction through the implementation of paper-based and technology based instruction with strategically planned opportunities during the school day and opportunities for the parents to have their student attend before/after school tutorial or Saturday Academy.

High Priority

Indicators of Success: Formative Evidence

- Prioritized schedule changes throughout the school year to provide Tier 2 and Tier 3 instruction during the school day.
- Communication through the weekly parent letter of opportunities for their student to attend tutorials outside the school day.
- Tracking system to ensure all students receive required instruction for Math and/or Reading.

Summative Evidence

- Decrease repeat failures on STAAR Math by 50%

Fort Bend Independent School District

Missouri City Middle School

2023-2024



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Goals

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

Performance Objective 1: By June 2024, MCMS will improve the effectiveness of instruction in all content areas by use of targeted Interventions, enrichment and alignment of curriculum implementation as evidence through indicators of success.

High Priority

Indicators of Success: * Formative Evidence:

- o Improved methods for activating students' prior knowledge and checks for understanding by 5- 10%
- o Increased frequency of use of mentor texts, models, exemplars, and instructional tools by 5- 10%
- o Daily intentional questions and opportunities for critical writing and analytical thinking will increase by 5- 10%
- o Improved data tracking from one assessment to another by 5- 10%
- o Walk-through data for consistency of successful implementation of tier 1 instruction and intervention will increase by 5- 10%
- o Decrease in the number of students needing urgent intervention by 5- 10%
- o Increase in student growth and performance on any formative assessment by 5%
- o Increase Gifted and Talented referrals in comparison to last school year by 5- 10%

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* Summative Evidence:

- o Increase the number of students achieving adequate yearly progress by 5- 10%
- o Increase in overall student group performance (e.g., in-class summative assessments, STAAR, EOY REN 360) by 5- 10%
- o Increase performance on STAAR Meets Grade Level performance by 5- 10%
- o Increase students qualifying to receive gifted and talented services in comparison to last year based on the Gifted and Talented assessment by at least 5%

* SMART Indicator of Success: By June 2024, MCMS will increase the percentage of students showing growth in all STAAR content areas by 5% - 10%.

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

Performance Objective 2: By June 2024, MCMS will improve PLC practices and curriculum implementation by use of professional development as evidenced through instructional indicators of success.

High Priority

Indicators of Success: * Formative Evidence:

- o Consistent campus-led PD on PLC Protocols (i.e., curriculum focus, instructional planning, analyzing student work, design formative assessments) and implementation of protocols by 5- 10%
- o Classroom walk-throughs and specific feedback on implementation of instructional practices agreed upon during PLC would increase by 5- 10%
- o Improving alignment from CST Evidence on Rigor, Scope and Sequence, and Instructional Model specific to student ownership protocols would increase by 5- 10%
- o Use of PLC checklist during PLCs to strengthen and provide feedback on practices increase by 5- 10%

- o Use of classroom walk-through and PLC feedback as a needs assessment for professional development would increase by 5- 10%
- o Consistent use of data tracking tool to monitor student progress and decrease in the number of students needing urgent intervention by 5- 10%

* Summative Evidence:

- o Improving alignment from CST Evidence on Rigor, Scope and Sequence, and Instructional Model specific to student ownership protocols by 5- 10%
- o Increasing student growth from BOY to EOY REN 360 at/above benchmark performance by 5- 10%
- o Increasing performance on STAAR Approaches performance by 5- 10%
- o Increasing professional development opportunities by 5- 10%

* SMART Indicators of Success: By June 2024, MCMS will enhance Tier 1 instructional practices and increase student mastery 5% - 10% through improved PLC protocols supported by monthly professional development opportunities.

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

Performance Objective 1: By June 2024, MCMS will improve behavior through implementation of PBIS and student ownership of behavior framework as evidenced through indicators of success

High Priority

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Indicators of Success: Formative Evidence:

- o Decrease in the number of classroom disruptions by 5- 10%
- o Consistent and improved campus wide PBIS system by 5- 10%
- o Improved alignment of classroom expectations to campus-wide expectations by 5- 10%
- o Increase in monthly student attendance by 5- 10%
- o Increase in academic performance by 5- 10%
- o Increase in restorative practices/circles by 5- 10%
- o Increase in positive relationships (I.e., student-to-student, student-to-staff) by 5- 10%

* Summative Evidence:

- o Decrease in overall discipline referrals submitted by 5- 10%
- o Increase in overall dimensions of Student Engagement Survey (I.e., Behavior Engagement, Emotional Engagement, and Cognitive Engagement) by 5- 10%

SMART Indicator of Evidence: By June 2024, MCMS will decrease the number of discipline referrals on disruption by 25% - 30% through consistent implementation of PBIS and student ownership of behavior framework.

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

Performance Objective 1: By June 2024, MCMS will improve communication systems through community partnerships and parent engagement as evidenced through the indicators of success.

High Priority

Indicators of Success: * Formative Evidence:

- o Surveys - students and parents
- o Increase number of varied communication tools by 5- 10%
- o One pagers/flyers to share information with all students
- o Parent meetings in all home languages
- o Increased community partnerships by 5- 10%
- o Increased parent participation in all campus events (sign-in sheets) by 5- 10%

* Summative Evidence:

- o Increase in the number of parents completing Title I Parent Survey by 5- 10%
- o Increased awareness and use of Title I Compact by 5- 10%
- o Increased parent/school collaboration on events throughout the school year by 5- 10%
- o Increased student achievement and social-emotional well-being as a result of parent and community engagement by 5- 10%

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SMART Indicator of Success: By June 2024, MCMS will increase parent and community engagement by 10% - 15% through increased communication methods, collaboration, varied event timing, and events based on students' interests/needs.

Fort Bend Independent School District

Austin Parkway Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024, Austin Parkway will improve the quality of Tier I instruction for all students across each content area through the implementation of aligned curriculum, PLCs, formative assessments and targeted interventions as evidenced through the indicators of success.

Indicators of Success: Formative:

By October 2023, all teachers will receive professional development relating to high quality interventions and differentiated instruction.

Increase student growth on REN360 from BOY to MOY at/above benchmark in reading in 2nd Grade from 57% to 62%

Increase student growth on REN360 from BOY to MOY at/above benchmark in reading in 3rd Grade from 69% to 74%.

Increase student growth on REN360 from BOY to MOY at/above benchmark in reading in 4th Grade from 62% to 67%.

Increase student growth on REN360 from BOY to MOY at/above benchmark in reading in 5th Grade from 59% to 64%.

By December 2023, the campus will ensure that all GT students are involved in at least one enrichment opportunity.

By December 2023, all teachers will utilize a collaborative tool to observe high quality instruction along with interventions that align to the district's curriculum, scope and sequence and the instructional model and provide actionable feedback for improvement.

Summative:

By June 2024, increase alignment to the Rigor, Scope and Sequence and instructional model as observed in ELA classrooms during campus walkthroughs from 59% to 65%.

Increase student growth on REN360 from .MOY at/above benchmark in reading in 2nd Grade from 62% to 68%.

Increase student growth on REN360 from MOY at/above benchmark in reading in 3rd Grade from 74% to 79%

Increase student growth on REN360 from MOY at/above benchmark in reading in 4th Grade from 67% to 72%.

Increase student growth on REN360 from MOY at/above benchmark in reading in 5th Grade from 64% to 69%

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

Performance Objective 2: By June 2024, Austin Parkway will improve the effectiveness of literacy instruction through the implementation of aligned curriculum, student ownership of learning practices, and targeted intervention as evidence by the indicators of success.

Indicators of Success: Formative Indicators of Success:

Increase alignment to the rigor, scope, and sequence and instructional model in ELA classrooms by 3% each quarter.

Increase the implementation of student feedback protocols observed in ELA classrooms.

Increase student growth from BOY to MOY on Early Literacy and Reading Ren 360 at/above benchmark performance level by 3% for each student group.

Summative Indicators of Success: :

By June 2024, Kinder - 1st students will increase from 79% to 82% on REN360 Early Literacy.

By June 2024, 1st - 5th grade students will show increase on REN360 Reading in the At/Above Category from 77% to 80%.

By June 2024, decrease EOY BAS Below Level: kinder from 18% to 15%, 1st Grade from 32% to 29% , 2nd grade 17% to 14%.

SMART indicator of Success:

By June 2024, APE will increase the percentage of students showing growth in literacy on EOY REN360 in Reading from 77% to 80%.

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

Performance Objective 3: By June 2024, Austin Parkway will improve the effectiveness of math instruction through the implementation of aligned 217 curriculum, student ownership of learning practices, and targeted intervention as evidence by the indicators of success.

Indicators of Success: Formative Indicators of Success:

Increase alignment to the rigor, scope, and sequence and math instructional model in classrooms by 3% each quarter.

Increase student growth on REN360 from BOY to MOY at/above benchmark in math in 2nd Grade from 58% to 63%.

Increase student growth on REN360 from BOY to MOY at/above benchmark in math in 3rd Grade from 54% to 59%.

Increase student growth on REN360 from BOY to MOY at/above benchmark in math in 4th Grade from 73% to 78%.

Increase student growth on REN360 from BOY to MOY at/above benchmark in math in 5th Grade from 79% to 84%.

Increase the implementation of student feedback protocols observed in math classrooms as evidenced by classroom walkthroughs.

Summative Indicators of Success: :

Increase student growth on REN360 from BOY to MOY at/above benchmark in math in 2nd Grade from 63% to 68%.

Increase student growth on REN360 from BOY to MOY at/above benchmark in math in 3rd Grade from 59% to 64%.

Increase student growth on REN360 from BOY to MOY at/above benchmark in math in 4th Grade from 78% 83%.

Increase student growth on REN360 from BOY to MOY at/above benchmark in math in 5th Grade from 84% to 88%.

By June 2024, 1st - 5th grade students will show increase on REN360 Math in the At/Above Category from 86% to 89%.

SMART indicator of Success:

By June 2024, APE will increase the percentage of students on REN360 Math in the At/Above level from 86% to 89%.

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

Performance Objective 1: By June 2024, Austin Parkway students and staff will increase the effective use of PBIS systems to enhance campus culture and climate through collaborative opportunities as evidenced by the indicators of success.

Indicators of Success: Formative:

By October 2023, all teachers will be trained on utilization of the campus PBIS system expectations to support student behavior in all common areas.

By December 2023, teachers will attend training on De-Escalation Strategies and Prevention and Intervention to support teacher efficacy with proactively recognizing and mitigating student misbehavior.

Summative:

By May 2024, all teachers and students will know expectations for classrooms, common areas, and transitions to common areas as the foundation to the campus PBIS School Wide System.

By June 2024, all students will be utilize tools within the PBIS School System, SEL strategies, and/or character education lessons.

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Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By June 2024, Austin Parkway will provide various opportunities for staff collaboration to build teacher clarity and growth in professional practices through teacher led PLCs, coaching/mentoring, and professional learning and development as evidence through the indicators of success.

Indicators of Success: Formative Indicators of Success:

By October 2023, all teachers and ILT will be able to discuss actionable feedback based on calibrated learning walks. ILT and classroom teachers will engage in conversations regarding the EAA protocol during planning sessions and PLCs.

By December 2023, new teachers will participate in at least two classroom observations and complete an observation reflection and feedback tool.

Summative Indicators of Success:

By April 2024, all new teachers will have been a member of the classroom learning walks and apply strategies they've learned throughout the year in PLCs, PD and Professional Learning and coaching experiences.

By June 2024, all new teachers will have participated in at least four classroom observations as evidenced by the reflection and feedback tool.

Fort Bend Independent School District
Barrington Place Elementary
2023-2024

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Goals

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

Performance Objective 1: By June 2024, BPE will close gaps in performance among student groups in reading and math as demonstrated by multiple sources of evidence through focusing on PLC practices and protocols.

HB3 Goal

Indicators of Success: Formative Assessment

Increase in student performance (showing growth) from BOY to MOY at or above benchmark performance Ren360 for literacy (specifically in comprehension) and math (specifically in numeracy)

Increase the use of PLC Feedback planning protocols for Tier I instruction in PLC's from BOY to MOY

Summative Assessment

Increase the use of PLC Feedback planning protocols for Tier I instruction in PLC's from BOY to EOY

Increase in student performance (growth) in meeting STAAR Progress in Reading and Math 3rd-5th

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Increase in student performance (growth) in meeting TxKea, BAS, PreK Circle/Engage Assessment (PreK-2)

Increase in student performance (showing growth) from BOY to EOY at or above benchmark performance Ren360 for literacy (specifically in comprehension) and math (specifically in numeracy)

1) the goal of 80% of K-2 students will show a year's worth of growth per the Ren 360 testing from EOY Reading and Math testing to EOY testing. 2) STAAR results will show growth in Reading and Math in order to raise the overall campus rating from a B to an A. 4th graders will increase the % of reaching approaches/masters from 83% to 90% in Reading and 82% to 90% in Math. 5th graders will increase the % of reaching approaches/masters from 85% to 90% in reading and 80% to 90% in Math.

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

Performance Objective 2: By June 2024 - All GT Identified students will show growth in their GT Learning plan in place to monitor academic/behavioral growth- parents, teachers, and students will create an academic/social goal that will be monitored throughout the school year. As part of the planning process, teachers will discuss and develop learning strategies to support our Gifted and Talented Students.

Indicators of Success: By September of 2023 - GT Teachers will meet with 100% of GT students and record GT learning plan goals into Skyward.

By June 2024- 100% of GT students will report the growth on their goals. Teachers will also meet regularly from September-May with students and parent to keep informed of student progress.

Evaluation Data Sources:

RtI Monthly meetings will allow time for the teachers of the GT students to report the growth of each student on their goals. Teachers will also meet regularly with students and parent to keep informed of student progress.

Summative Evaluation:
GT Teachers will meet with all GT students to review EPY progress on goals by mid-May.
ALL GT students will complete the GT project this school year.

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

Performance Objective 1: By June of 2024, BPE will increase the implementation of student ownership of learning practices by focusing on PLC protocols as demonstrated by various forms of evidence.

Indicators of Success: Formative

CST walk data - show growth in percentages in rigor and teachers utilizing feedback protocols and students using tools to monitor/track their own learning from BOY data to MOY Data

Improve PLC system for campus leadership team walkthroughs and coaching in classrooms in between CST visits to monitor teacher use of CST feedback - show increase in number of informal classroom walkthroughs from BOY to MOY.

Summative

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CST walk data - show growth in percentages in rigor and teachers utilizing feedback protocols and students using tools to monitor/track their own learning from BOY data to EOY Data

Improve PLC system for campus leadership team walkthroughs and coaching in classrooms in between CST visits to monitor teacher use of CST feedback - show increase in number of informal classroom walkthroughs from BOY to EOY.

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

Performance Objective 2: By June 2024, BPE will improve student social emotional learning through implementation of behavior framework through PBIS evidenced by frequency of practice.

Indicators of Success: Formative Evidence

Increase in use of co-created respect agreements to support positive and respectful peer and teacher interactions, increase in use of structures and/or tools to facilitate collaboration opportunities for students, etc.)

Summative evidence

Increase in use of PBIS components of school wide expectations, behavior flow chart, classroom expectations, teacher and reinforce expectations, and PBIS team monitoring and data analysis.

Indicators of Success:

Increasing the implementation of school wide expectations for student behavior and common areas, respect agreements, restorative practices, and social emotional character traits measured through frequency of character lessons, informal walkthroughs of common areas, and staff/student survey results.

Strategy 1

Integration of PBIS strategies will continue to be planned for in PLC's and implemented to help students understand campus expectations for behavior and student

academic success.

Strategy's Expected Result/Impact

Strategy's Expected Result/Impact

Decreased discipline referrals to less than 25% and increased observations of good classroom management practices

Staff Responsible for Monitoring

Administrators and PBIS Committee

Strategy 2

Students will model Profile of a Graduate Attributes and learner dispositions by adhering to campus guidelines of success.

Strategy's Expected Result/Impact

Increased student efficacy of behavior and movement on the Student Ownership of Learning Progression of Practice

Staff Responsible for Monitoring

Administrators and Counselors

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

Performance Objective 1: By June 2024, 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.

Indicators of Success: Formative

Increasing the frequency of PD each month to train teachers and staff in SEL strategies

Increase the frequency of SEL protocols using in PLC and dedicated monthly faculty meeting (PLC and FM agendas)

Summative

Increased number of students and staff who report a positive school environment and culture of belonging via feedback on EOY SEL survey.

Fort Bend Independent School District
Sonal Bhuchar Elementary
2023-2024 Improvement Plan

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Goals

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

Performance Objective 1: By June 2024, SBE will improve the effectiveness of instruction through the implementation of student ownership of learning tools as evidenced through the indicators of success.

Indicators of Success: Formative:

By January 2024, 80% of SBE students will show growth in reading and math from BOY to MOY as demonstrated by multiple data points such as campus assessments, REN 360 and district assessments.

Summative:

By June 2024, 80% of SBE students will show one year's growth in reading and math from BOY to EOY as demonstrated by multiple data points.

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

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Performance Objective 1: By June 2024, Sonal Bhuchar Elementary will develop systems and communicate Positive Behavior Intervention and Supports through the development of Guidelines for Success, Behavior Matrices, guidance lessons and campus wide incentive and recognition system as evidenced through indicators of success.

Indicators of Success: Formative:

By September 2023, Bengal Bucks will be implemented.

By September 2023, campus administration will hold expectation assemblies with each grade level.

By September 2023, our school-wide store, Bengals 'R' Us will be up and running.

By December 2023, establish a baseline of critical PBIS elements as measured by the BoQ report.

Summative:

By June 2024, establish a baseline of classroom systems as reported on the SAS.

By June 2024, establish a baseline of school-wide systems as reported on the SAS.

By June 2024, increase the percentage of critical PBIS elements as measured by the BoQ Report implemented in December 2023.

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

Performance Objective 1: By June 2024, Sonal Bhuchar Elementary will improve the effectiveness of community and parent engagement through the implementation of varied communication systems and feedback opportunities as evidenced through the indicators of success.

Indicators of Success: Formative:

By December 2023, we will establish student input opportunities.

By December 2023, we will establish parent input opportunities.

By December 2023, teams will send a weekly grade level newsletter.

By June 2024, we will establish one parent session with the counselor.

Summative:

By June 2024, we will have provided at least 2 student input opportunities.

By June 2024, we will have provided at least 2 guardian input opportunities.

By June 2024, we will we will have provided at least 1 parent/counselor session.

Fort Bend Independent School District
Blue Ridge-Briargate Elementary
2023-2024

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Goals

Revised/Approved: October 9, 2023

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

Performance Objective 1: By June 2024, Blue Ridge/Briargate will improve quality tier I instruction for all students across each content area through the implementation of aligned curriculum, PLCs, formative assessments and targeted interventions as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative Indicators of Success:

- Increase student growth on REN360 from BOY to MOY at/above benchmark in literacy performance by 5%.
- Increase student growth on REN360 from BOY to MOY at/above benchmark in math performance by 5%.

Summative Indicators of Success:

- Increase student growth on REN360 from MOY to EOY at/above benchmark in literacy performance by 5%.
- Increase student growth on REN360 from MOY to EOY at/above benchmark in math performance by 5%.
- Increase the number of students performing at Meets or Above by 5% in the area of Math and Reading.

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

Performance Objective 1: By June 2024, Blue Ridge/Briargate students and staff will increase the effective use of PBIS systems to enhance campus culture and climate through planning and collaborative opportunities as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative:

By October 2023, 100% of teachers will be trained on utilization of the Campus Wide PBIS System G.R.I.T. Expectations and will utilize the tools to support student behavior in all common areas facilitated and lead by the counselor, administration and Social Worker.

By December 2023, 100% of teachers will be trained on Trauma Informed Care, De-Escalation Strategies, Learner Dispositions and Prevention and Intervention to support teacher efficacy with proactively recognizing and mitigating student misbehavior.

By February 2024, 100% of students will be exposed to the Compassion Project lessons tailored to their individual grade level based on identified areas of improvement as evidenced by Skyward referrals and parent concern forms. We should observe a 5% decrease in all campus referrals.

Summative:

By May 2024 100% of teachers and students will know and effectively use the G.R.I.T. Expectations for classrooms, common areas, and within all transitions to common

areas as the foundation to the campus PBIS School Wide System.

By June 2024, 100% students will be able to mitigate conflicts utilizing tools within the PBIS School System, SEL strategies, Compassion Project supports and/or the character classes. We should observe a 10% decrease in all student office referrals over all on the campus.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By June 2024, Blue Ridge/Briargate will provide various opportunities for staff collaboration that will yield collective growth and build teacher capacity through teacher led PLCs, coaching/mentoring, and professional learning and development as evidence through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative:

By October 2023, 100% of teachers and ILT will be able to discuss actionable feedback based on calibrated learning walks. ILT and classroom teachers will engage in authentic discourse around the EAA protocol during planning sessions and PLCs.

By December 2023, 100% of new teachers will participate in at least one classroom learning lab observation and complete an observation reflection and feedback tool.

By February 2024, 100% of grade level teachers will lead their PLCs and be able to showcase the use of student ownership of learning tools.

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Summative:

By April 2024, 100% of new teachers will have hosted a learning lab observation using their classrooms applying many of the tools and strategies they've learned throughout the year in PLCs, PD and Professional Learning and coaching experiences.

By June 2024, 100% of teachers will have participated in at least one to two hosted observation learning walks and micro teaching coaching cycle utilizing SWIVLS and ILT support. 100% of teachers will have the knowledge and confidence required to turn the learning around for the upcoming year's new teachers and download videos as evidence for evaluation.

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

Performance Objective 1: By June 2024, Blue Ridge/Briargate will increase parental engagement by utilizing effective communication systems that improve home/school connections through parent education classes, resources and supports as evidence through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative:

By October 2023, 100% of staff will be exposed to four team building activities and complete reflection tickets to showcase engagement and rate the experiences.

By December 2023, 100% of new teachers will engage in at least two check ins and have an opportunity to engage in learning walks.

By February 2024, 100% of Team Leaders will engage in opportunities to lead a 'flipped' faculty meeting in the Spring, to support collective group efficacy.

Summative:

By May 2024, 80% of our community stakeholders will engage in an end of year reflection through a campus/district created survey.

By June 2024, parental engagement will illustrate a 10% increase across school-wide events including nights out, open house, parent education classes, and classroom observations.

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Performance Objective 1: By June 2024, Blue Ridge/Briargate will ensure the effective use of campus/district resources through classroom observational processes and tiered instructional processes as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative:

By October 2023, 100% of teachers will receive robust professional development relating to high quality Tier I instruction and interventions along with differentiated instruction.

By December 2023 we will observe 100% of teachers as an ILT utilizing a collaborative tool to observe high quality instruction along with interventions that align to the district's curriculum, scope and sequence and the instructional model and provide actionable feedback for improvement.

By February 2023 75% of students will show growth in literacy and math on REN360.

Summative:

By April 2024, 70% of ELAR, Math and Science teachers will demonstrate proficiency or above in 2.2 - Content Knowledge and Expertise and 2.4 - Differentiation of the T-TESS Appraisal System.

By June 2024, 70% of students will show growth in literacy and math on REN360.

Fort Bend Independent School District

Brazos Bend Elementary

2023-2024



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Goals

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

Performance Objective 1: By May 2024, BBE will improve the effectiveness of Tier I instruction and interventions for all content areas through the use of an aligned curriculum, data driven instruction, flexible grouping, and student ownership of learning practices as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints, Learning Walks, Report Cards.

Formative Indicators of Success:

- * By January of 2024 the percentage of students showing growth in literacy on REN 360 will increase by 3% from BOY to MOY.
- * By January of 2024 the percentage of students showing growth in math on REN 360 will increase by 3% from BOY to MOY.
- * By January of 2024 the percentage of students on or above level on BAS will increase by 5% from BOY to MOY
- * By February of 2024 the percentage of pre-kindergarten students showing growth in literacy on CIRCLE will increase by 5% from BOY to MOY.
- * By February of 2024 the percentage of pre-kindergarten students showing growth in math on CIRCLE will increase by 5% from BOY to MOY.

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Summative:

- By June 2024, BBE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment.
- By June 2024, BBE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year.
- By June 2024, BBE will increase students' composite score to advanced high on TELPAS by at least 20% .

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

Performance Objective 1: By May 2024, Brazos Bend Elementary will improve culture and climate through student ownership of behavior practices, restorative practices, PBIS, staff and student incentives, and trauma informed responses practiced by staff and students as evidenced through the indicators of success.

Indicators of Success: Discipline Data, Culture/Climate Surveys (Parents, Students, Staff), PBIS Data

Formative:

By December 2023, BBE will decrease student discipline incidents by 10% from the previous school year.

Summative:

By May 2024, BBE will increase positive responses regarding bullying by at least 15% on the culture/climate survey.
By May 2024, BBE will increase the BOQ score from 77% to at least 87%.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By May of 2024, Brazos Bend Elementary will improve the retention rate of high-quality teachers and staff through mentorship, professional development, and PLC support to positively impact student achievement and the culture and climate as evidenced through the indicator of success.

Indicators of Success: Walkthrough Data, Staff Surveys, Culture/Climate Year at a Glance Calendar, PLC minutes, Staff Feedback Agendas and Minutes

Formative:

New teacher surveys will show at least a 80% satisfaction rating as it pertains to instruction and culture and climate by the MOY.
New teacher surveys will show at least a 98% satisfaction rating as it pertains to instruction and culture and climate by the EOY.

Summative:

By May 2024, the EOY staff retention rate will be maintained at 98%.

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

Performance Objective 1: By June 2024, Brazos Bend elementary will improve community engagement through the implementation of family content events, partnerships with businesses and organizations, and collaboration with the community as evidenced through the indicators of success.

Indicators of Success: Family engagement counts

Attendance Sheets
Agendas

Formative:

By January 2024, BBE will have a platinum status of at least 3.0 for parent engagement.

Summative:

By May 2024, BBE will maintain platinum status of 4.5 or higher for parent engagement.

Fort Bend Independent School District

Burton Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024, Burton Elementary will improve effective instructional strategies through the implementation of the aligned curriculum and assessments and targeted interventions as evidenced through indicators of success.

High Priority

HB3 Goal

Indicators of Success: Indicators of Success:

* Formative:

- o From the BOY to MOY, there will be an increase in student growth on Ren 360 at/above benchmark performance by at least 5% for each student group.
- o From BOY to MOY, there will be an increase of PK students' performance on Phonological Awareness on CIRCLE by at least 10% for each student group.
- o From the BOY to MOY, there will be an increase in students reading at or above grade level by at least 5% according to BAS.
- o By December 2023, WBE will build the capacity of 100% of teachers by providing professional development around the character and attributes of gifted learners and how to support their academic needs. 234

* Summative:

- o By June 2024, WBE will increase the percentage of students showing growth in literacy on STAAR to above 70%.
- o By June 2024, WBE will increase the percentage of students showing growth in math on STAAR to above 70%.
- o By June 2024, WBE will increase the percentage of K-2 students reading on or above grade level according to BAS assessment at the EOY from 50% to 60%.
- o By June 2024, WBE will increase the percentage of students meeting grade level standards on STAAR reading from 36% to 46% , STAAR math from 20% to 35%, STAAR Science from 13% to 30% and a 5% increase within sub groups.
- o By June 2024, WBE will increase the percentage of students performing at/above grade level on EOY Ren 360 reading from 50% to 70% and math from 58% to 75%.
- o By June 2024, WBE will increase the percentage of Pre-K students on track in Phonological Awareness on CIRCLE to 90%.

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

Performance Objective 1: By June 2024, Burton Elementary will improve student ownership of behavior practices through campus-wide implementation of PBIS system and SEL strategies as evidenced through the indicators for success.

Indicators of Success: Indicators of Success:

* Formative:

- o By September 2023, all students and teachers will implement the revised WBE Guidelines for Success (PBIS).
- o By MOY, there will be a decrease in the number of discipline infractions reported through the Skyward system.
- o By MOY, there will be a decrease in the number of bullying incidences.

o By MOY, all classrooms will have implemented weekly community circles.

* Summative:

o By June 2024, WBE will increase the percentage of parents that strongly agree or agree that bullying is not tolerated at the school from 73% to 85% as reported on the Title I Parent Survey.

o By June 2024, WBE will increase the percentage of students who never or rarely consider transferring schools from 52% to 80% as reported on the Student Engagement Survey.

o By June 2024, WBE will increase the percentage of parents who rate the school excellent or good from 74% to 85% as reported on the Title I survey.

o By June 2024, WBE will decrease the number of discipline infractions from infractions to infractions as measured by Skyward and level one referrals.

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

Performance Objective 2: By June 2024, Burton Elementary will improve student engagement and participation within the campus community and culture through effective communication and recruitment of stakeholders as demonstrated by multiple sources of evidence through the indicators of success.

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

Performance Objective 1: By June 2023, Burton Elementary will improve family and community engagement through increased participation in parent engagement classes, family engagement events, campus GT program awareness, and student clubs as evidenced through the indicators of success.

Indicators of Success: Indicators of Success:

* Formative:

o By MOY, WBE will host at least two evening family engagement events focused on instruction and one positive child behavior class.

o WBE will increase parent awareness of gifted and talented students using monthly communications strategies (Parent Newsletter, Campus Curriculum Events, and meetings).

* Summative:

o By June 2024, WBE will increase the percentage of parents that strongly agree or agree that families are kept informed about school sponsored events, such as tutoring, after-school programs, parent workshops, and student performances from 85% to 90% as reported on the Title I Parent Survey.

o By June 2024, WBE will increase the percentage of parents that strongly agree or agree that the school uses family input to improve instruction, programs, activities, and services provided from 66% to 75% as reported on the Title I Parent Survey.

o By May 2024, 50% of teachers will refer at least two students during the end of the year referral window for Fall 2024 GT testing

Fort Bend Independent School District

Colony Bend Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024, Colony Bend Elementary will improve the effectiveness of reading and math instruction through the implementation of targeted small group interventions and aligned curriculum as evidenced through the indicators of success.

Indicators of Success: Formative Evidence:

- From BOY to MOY, increase the alignment of the campus focus for small group interventions to 85% compliance.
- From MOY to EOY, increase the alignment of the campus focus for small group interventions to 100% compliance.
- From BOY to MOY, increase the percentage of classrooms aligned to the instructional model to 85% compliance.
- From MOY to EOY, increase the percentage of classrooms aligned to the instructional model to 100% compliance.
- From BOY to EOY, ensure that grade level PLC & SST meetings maintain focus on targeted small group instruction with 100% compliance.
- From BOY to EOY, evidence of small group instruction will be evident in T-TESS and campus walkthrough observations with 70% compliance.
- For grades K-3, from BOY to EOY, ensure that all classrooms are implementing new phonics curriculum with 100% compliance.

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Summative Evidence:

- By January 2024, 80% of students will show a 0.5 year's growth in reading and math as evidenced by REN 360 and BAS.
- By May 2024, 80% of students will show a year's growth in reading and math as evidenced by REN 360 and BAS.
- By June 2024, increase Math STAAR results with the "Meets Grade Level" designation by 3%.
- By June 2024, increase Math STAAR results with the "Masters Grade Level" designation by 3%.
- By June 2024, increase Reading STAAR results with the "Meets Grade Level" designation by 3%.
- By June 2024, increase Reading STAAR results with the "Masters Grade Level" designation by 3%.
- By June 2024, T-TESS and campus walkthrough data will indicate 100% compliance with implementation of the instructional model.
- By June 2024 (for grades K-3), T-TESS and campus walkthrough data will indicate 100% compliance with the implementation of the phonics curriculum.

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

Performance Objective 2: By June of 2024, Colony Bend Elementary will improve the effectiveness of instruction for students receiving special education services through the implementation of IEP services carried out with fidelity, as evidenced through the indicators of success.

Indicators of Success: Formative Evidence:

- From BOY to EOY, ensure Special Education students are receiving all services according to their IEP with 100% compliance.
- From BOY to EOY, hold regular meetings with the campus Special Education team to assess student progress and instructional practices.
- From BOY to EOY, ensure that all parents are provided with progress reports that provide a summary of their child's progress towards individual IEP goals with 100% compliance.
- From BOY to EOY, ensure that case managers are following district protocols for student progress monitoring, holding ARD meetings for students that fail any academic

subject with 100% compliance.

Summative Evidence:

By January 2024, 50% of students will show a 0.5 year's growth in reading as evidenced by REN360.

By May 2024, 50% of students will show a year's growth in reading as evidenced by REN360.

By January 2024, 60% of students will show a 0.5 year's growth in math as evidenced by REN360

By May 2024, 80% of students will show a year's growth in reading and math as evidenced by REN 360.

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

Performance Objective 3: By June 2024, Colony Bend Elementary will improve the effectiveness of responsive instruction through effective SST meetings, as evidenced by the indicators of success.

Indicators of Success: Formative Evidence:

From BOY to EOY, ensure that grade level SST meetings have a focus on targeted small group instruction and are aligned with the district curriculum with 100% compliance.

From BOY to EOY, ensure that grade level SST meetings include a Special Education representative with 100% compliance.

From BOY to EOY, ensure that grade level SST meetings include both formal and informal data sources with 100% compliance.

From BOY to EOY, ensure that students identified for Tier 3 interventions begin interventions immediately following SST decisions with 100% compliance.

From BOY to EOY, ensure that students identified for Tier 2 interventions begin those interventions immediately following SST decisions with 100% compliance.

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Summative Evidence:

By January 2024, 80% of students will show a 0.5 year's growth in reading and math as evidenced by REN 360 and BAS.

By May 2024, 80% of students will show a year's growth in reading and math as evidenced by REN 360 and BAS.

By June 2024, increase Math STAAR results with the "Meets Grade Level" designation by 3%.

By June 2024, increase Math STAAR results with the "Masters Grade Level" designation by 3%.

By June 2024, increase Reading STAAR results with the "Meets Grade Level" designation by 3%.

By June 2024, increase Reading STAAR results with the "Masters Grade Level" designation by 3%.

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

Performance Objective 1: By May 2024, Colony Bend Elementary will empower students to take ownership of their behavior by providing PBIS and classrooms systems to reduce negative behaviors that are a direct result of lack of social/emotional skills through the implementation of the campus mentoring program, quarterly grade level PBIS meetings, and the school wide use of Eagle Buck incentives and Eagle Buck celebrations.

Indicators of Success: Formative Evidence:

From BOY to EOY, all grade levels will have participated in at least three PBIS refresher meetings.

From BOY to EOY, at least 25% of CBE staff members will be mentoring a student indicated as needing additional support.

From BOY to EOY, all of CBE staff will be involved in the distribution of Eagle Buck as incentives for positive behaviors.

Summative Evidence:

By June 2024, discipline referrals will have decreased by 10% across all student groups.

By June 2024, 90% of students involved in the mentoring program will have less time out of class for behavior redirection and increased ownership of their behavior.

By June 2024, 50%-75% of students will have received prizes from the eagle buck cart and/or attended at least one of the Eagle buck celebrations.

By June 2024, via survey, 83% of staff will strongly agree or agree with the statement "Discipline is enforced consistently for all students." (Up 6% from the 2022-23 school year).

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

Performance Objective 1: By June 2024, Colony Bend Elementary will improve the effectiveness of community and parent engagement through the implementation of varied communication systems and feedback opportunities as evidenced by the indicators of success. 239

Indicators of Success: Formative Evidence

From BOY to EOY, CBE Administration will send out bi-weekly parent newsletters with 100% compliance.

From BOY to EOY, CBE Administration will hold a minimum of 3 in-person feedback and informational sessions for parents with 100% compliance.

By October 30, 2023, CBE Administration will hold a minimum of 1 parent informational session about the process of Gifted and Talented programming with 100% compliance.

From BOY to EOY, CBE students with GT services will be provided an opportunity to participate in a minimum of 1 GT fun night, 1 GT field trip, and completion of GT projects with 100% compliance.

Summative Evidence

By June 2024, via survey, 87% of parents will agree or strongly agree with the statement "There is frequent, two-way communication between school staff and families." (Up 4% from the 2022-23 school year).

By June 2024, via survey, 90% of parents will agree or strongly agree with the statement "The school respects and values input provided by families." (Up 4% from the 2022-23 school year).

By June 2024, via survey, 80% of parents will agree or strongly agree with the statement "The school uses family input to improve instruction, programs, activities, and services provided (Up 6% from the the 2022-23 school year).

By June 2024, via survey, 84% of parents will rate the Gifted and Talented program as "Excellent" or "Good." (up 6% from the 2022-23 school year).

Fort Bend Independent School District

Commonwealth Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024 CWE will improve the effectiveness of literacy instruction through the implementation of aligned curriculum, student ownership of learning practices, enrichment opportunities for identified GT students, and targeted interventions for At-Risk learners, as evidenced through the indicators of success.

HB3 Goal

Indicators of Success: Formative Indicators of Success:

- 1) Increase the alignment to the Rigor, Scope, and Sequence and instructional model by a minimum of 2 percentage points each quarter, as observed in ELA classrooms.
- 2) Increase the implementation of rubrics, checklists, and protocols for discussion and goal setting, as observed in ELA classrooms by a minimum of 2 percentage points each quarter.
- 3) Increase the implementation of targeted, teacher-led small group instruction during the time frame designated for Independent Practice and Enrichment by a minimum of 2 percentage points each quarter, as observed in ELA classrooms. 241
- 4) From BOY to MOY, increase student growth (Grades 1 and 2) on the Benchmark Assessment System (BAS), per the On Level and Above Level performance indicators combined, by a minimum of 3 percentage points. Averages include the overall percent of students tested and percentages for each ethnicity, special education population, and EL designation at each grade level.
- 5) From BOY to MOY, increase student growth (Grades 1-5) on the REN360 Reading test, per the At/Above Benchmark performance level, by a minimum of 3 percentage points. Averages include the overall percent of students tested and percentages for each ethnicity, special education population, and EL designation at each grade level.
- 6) All identified GT students will have an Academic and Affective co-constructed SMART goal in their GT Learning Plan by October 2023.
- 7) All identified GT students will participate in at least in at least one enrichment opportunity by December 2023 (i.e. clubs, innovation hour, and extension rotations).

Summative Indicators of Success:

- 1) By June 2024, increase the overall percent of student growth in literacy (Grades K-2) from BOY to EOY on the Benchmark Assessment System (BAS), per the On Level and Above Level performance indicators combined, by a minimum of 5 percentage points. Averages include the overall percent of students tested and percentages for each ethnicity, special education population, and EL designation at each grade level.
- 2) By June 2024, increase the overall percent of student growth in literacy (Grades 1-5) from BOY to EOY on the REN360 Reading test, per the At/Above Benchmark performance level, by a minimum of 5 percentage points. Averages include the overall percent of students tested and percentages for each ethnicity, special education population, and EL designation at each grade level.
- 3) By June 2024, increase performance on STAAR Meets Grade Level performance in Reading from 80% to 85%.

- 4) From BOY to EOY, increase alignment to the Rigor, Scope, and Sequence and instructional model, as observed in ELA classrooms, from 77% - 80%.
- 5) By February 2024, all GT teachers will have identified and begun implementing between 2 to 10 individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.
- 6) By May 2024, the campus will ensure that all identified GT students will be involved in at least two enrichment opportunities (i.e. clubs, innovation hour, extension rotations, and GT projects).
- 7) By May 2024, the campus will ensure that all identified GT students (Grades 1-5) participate in the campus GT Showcase.

SMART Indicator of Success:

By June 2024, CWE will increase the overall percent of students (Grades K-5) meeting proficiency on the REN360 Reading test by an average of 85% at each grade level.

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

Performance Objective 2: By June 2024 CWE will improve the effectiveness of math instruction through the implementation of aligned curriculum, student ownership of learning practices, enrichment opportunities for identified GT students, and targeted interventions for At-Risk learners, as evidenced through the indicators of success. 242

HB3 Goal

Indicators of Success: Formative Indicators of Success:

- 1) Increase the alignment to the Rigor, Scope, and Sequence and instructional model by a minimum of 2 percentage points each quarter, as observed in Math classrooms.
- 2) Increase the implementation of rubrics, checklists, protocols for discussion and goal setting, as observed in Math classrooms by a minimum of 2 percentage points each quarter.
- 3) Increase the implementation of targeted, teacher-led small group instruction during the time frame designated for Independent Practice and Enrichment by a minimum of 2 percentage points each quarter, as observed in Math classrooms.
- 4) From BOY to MOY, increase student growth (Grades 1-5) on the REN360 Math test, per the At/Above Benchmark performance level, by a minimum of 3 percentage points. Averages include the overall percent of students tested and percentages for each ethnicity, special education population, and EL designation at each grade level.
- 5) All identified GT students will have an Academic and Affective co-constructed SMART goal in their GT Learning Plan by October 2023.
- 6) All identified GT students will participate in at least in at least one enrichment opportunity by December 2023 (i.e. clubs, innovation hour, and extension rotations).

Summative Indicators of Success:

- 1) By June 2024, increase the overall percent of student growth (Grades 1-5) from BOY to EOY on the REN360 Math test, per the At/Above Benchmark performance level, by a minimum of 5 percentage points. Averages include the overall percent of students tested and percentages for each ethnicity, special education population, and EL designation at each grade level.

- 2) By June 2024, increase performance on STAAR Meets Grade Level performance in Math from 80% to 85%.
- 3) From BOY to EOY, increase alignment to the Rigor, Scope, and Sequence and instructional model, as observed in Math classrooms, from 77% - 80%.
- 4) By February 2024, all GT teachers will have identified and begun implementing between 2 to 10 individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.
- 5) By May 2024, the campus will ensure that all identified GT students will be involved in at least two enrichment opportunities (i.e. clubs, innovation hour, extension rotations, and GT projects).
- 6) By May 2024, the campus will ensure that all identified GT students (Grades 1-5) participate in the campus GT Showcase.

SMART Indicator of Success:

By June 2024, CWE will increase the overall percent of students (Grades 1-5) meeting proficiency on the REN360 Math test by an average of 85% at each grade level.

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

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Performance Objective 1: By June 2024, CWE will improve favorable perceptions of culture and climate through the implementation of PBIS systems and structures, SEL activities, and student ownership of behavior practices, as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

- 1) Increase the implementation of guidelines for success; expectation in setting routines, and reward/incentive systems by 3 percentage points each quarter, as observed campus wide.
- 2) Increase the frequency of morning check-in discussions, community building circle activities, and learning goals driven by the various Profile of a Graduate and Learner Disposition attributes by 2 percentage points each quarter, as observed in classrooms.
- 3) Increase the frequency of communication protocols and structured collaboration opportunities, by 4 percentage points each quarter, as observed in classrooms.
- 4) Increase the overall percent of favorable responses reported by students (Grades 2-5) on the campus-based engagement survey, by a minimum of 2 percentage points, per question, as administered during Terms 1-3 at each grade level.

Summative Indicators of Success:

- 1) By June 2024, increase the overall percentage of Strongly Agree responses (from 42% to 45%) on the Student Engagement Survey to questions regarding perceptions about teachers caring for them as individuals and not just students.
- 2) By June 2024, increase the overall percentage of favorable responses, such as Agree and Strongly Agree, on the Student Engagement Survey to questions regarding perceptions about the fairness of rules at school (from 84% to 90%).
- 3) By June 2024, increase the percentage of favorable responses, such as Often, on the Student Engagement Survey to questions regarding perceptions about the degree to

which teachers provide structured opportunities for collaboration (from 35% to 40%).

SMART Indicator of Success:

By June 2024, CWE will decrease the number of Skyward Discipline Referrals coded for Disruptive Behavior and Disrupting the Educational Environment from 112 to 50.

Fort Bend Independent School District

Cornerstone Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024, Cornerstone Elementary School will improve the effectiveness of literacy, mathematics, and science instruction through the implementation of the instructional model, student ownership of learning practices, and targeted interventions as evidenced through the indicators of success.

Indicators of Success: Formative

ELAR

By October, December, February, increase the alignment to the ELAR instruction model observed in classrooms from 76% to 80%
From the BOY to MOY, increase percentage of students at/above grade level on Ren 360 Early Literacy Assessment from 88% to 92%.
From the BOY to MOY, increase percentages of students at/above grade level on Ren 360 Reading Assessment from 88% to 92%.
From the BOY to MOY, in grades 1 and 2, 85% of students will have increased their reading level by at least one level on the BAS.

Math

By October, December, February, increase the alignment to the math instructional model observed in classrooms from 69% to 75%
From the BOY to MOY, increase percentages of students at/above grade level on Ren 360 Math Assessment from 96% to 98%.

Science

By October, December, February, increase the alignment to the science instructional model observed in classrooms at least 50% of classroom observations.
By December 2023, increase performance on the 4th grade Science DLA from 38% scoring Proficient and Advanced to 50%
By December 2023, increase performance on the 5th grade Science DLA from 12% scoring Proficient and Advanced to 50%.

Summative

ELAR

By June 2024, increase performance on STAAR Reading: Meets Grade Level performance in reading from 86% to 92%
By June 2024, increase percentages of students at/above grade level on EOY Ren 360 Early Literacy Assessment from 88% to 92%
By June 2024, increase percentages of students at/above grade level on EOY Ren 360 Reading Assessment from 88% to 92%.
By June 2024, in grades K-2, 85% of students will have increased their reading level by at least one level on the BAS from BOY (or MOY for Kinder) to EOY.
From the BOY to EOY, increase alignment to the ELAR instructional model observed in classrooms from 76% to 80%.

Math

From the BOY to EOY, increase alignment to the math instructional model observed in classrooms from 69% to 75%
By June 2024, increase performance on STAAR Math: Meets Grade Level performance in reading from 83% to 90%
By June 2024, increase performance on Tx-Kea: On-Track in math from 87% to 94%
By June 2024, increase percentages of students at/above grade level on EOY Ren 360 Math Assessment from 96% to 98%

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Science

From the BOY to EOY, increase alignment to the science instructional model observed in classrooms to 50% of classroom visits.

By May 2024, increase performance on the 4th grade science DLA from 49% scoring Proficient or Advanced to 65%.

May 2024, increase performance on the 5th grade science DLA from 41% scoring Proficient or Advanced to 65%.

By June 2024, increase performance on STAAR Science: Meets Grade Level performance in reading from 76% to 85%

By June 2024, increase performance on STAAR Science: Approaches Grade Level performance in reading from 94% to 96%

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

Performance Objective 1: By June 2024, Cornerstone Elementary School will improve the effectiveness of behavior management strategies through the implementation of professional development and Positive Behavior Interventions and Supports (PBIS) as evidence through the indicators of success.

High Priority

Indicators of Success: Formative

By December 2023, increase the percentage of critical PBIS elements as measured by the BoQ Report implemented at Cornerstone from 95% to 100%.

By February 2024, increase the percentage of classroom systems as reported on the SAS from 82% to 88%.

By February 2024, increase the percentage of school-wide systems as reported on the SAS from 77% to 81%.

By January 2024, we will decrease the number of office referrals made in the first semester from 63 to 50.

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Summative

By June 2024, increase the percentage of classroom systems as reported on the SAS from 82% to 92%.

By June 2024, increase the percentage of school-wide systems as reported on the SAS from 77% to 85%.

By June 2024, increase the percentage of critical PBIS elements as measured by the BoQ Report implemented at Cornerstone from 95% to 100%.

By June 2024, we will decrease the number of office referrals made from 113 to 90.

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

Performance Objective 2: By June 2024, Cornerstone Elementary School will improve the effectiveness of Social Emotional Learning and Dispositions through the implementation of professional development and the Students Ownership of Behavior Framework as evidence through the indicators of success.

Indicators of Success: Formative

By October, December, February, increase the percentage of observations of the RP1: Use of strategies to purposefully build relationships (i.e. co-created respect agreements, community building circles, SEL sentence stems...) on the Learning Walks Walkthrough tool observed in classrooms from 32% to 40%.

By October, December, February, increase the percentage of observations of the POG3: students practice their identified disposition(s) using the success criteria that will support the achievement of their learning goal(s) on the Learning Walk Walkthrough tool observed in classrooms from 1% to 10%.

By January 2024, we will decrease the number of office referrals made in the first semester from 63 to 50.

Summative

From the BOY to EOY, increase the percentage of observations of the RP1: Use of strategies to purposefully build relationships (i.e. co-created respect agreements, community building circles, SEL sentence stems...) on the Learning Walks Walkthrough tool observed in classrooms from 32% to 40%.

From the BOY to EOY, increase the percentage of observations of the POG3: students practice their identified disposition(s) using the success criteria that will support the achievement of their learning goal(s) on the Learning Walk Walkthrough tool observed in classrooms from 1% to 5%.

By June 2024, we will decrease the number of office referrals made from 113 to 90.

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

Performance Objective 1: By June 2024, Cornerstone Elementary School will improve the effectiveness of community and parent engagement through the implementation of varied communication systems and feedback opportunities as evidenced through the indicators of success.

Indicators of Success: Formative

By December 2023, we will increase the number of student input opportunities from zero to one in the fall.

By December 2023, we will increase the number of parent input opportunities from zero to one per fall.

By December 2023, we will maintain two virtual parent sessions with the counselor in the first semester.

By December 2023, we will increase the number of parent orientation sessions from 0 to 1 per year.

Summative

By June 2024, we will increase the number of student input opportunities from 1 per year to 2 per year.

By June 2024, we will maintain 2 parent input opportunities from per year.

By June 2024, we will maintain 4 virtual parent sessions with the counselor per year.

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

Performance Objective 2: By June 2024, Cornerstone Elementary School will increase student average daily attendance rates as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative

By October, December, February, increase the daily attendance rate to 97% or higher.

Summative

By June 2024, Cornerstone Elementary School will increase student average daily attendance rates from 96.5% to 97%.

Fort Bend Independent School District

Dulles Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024, Dulles Elementary will improve the effectiveness of literacy and math instruction and student ownership of learning practices through the implementation of aligned curriculum as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

Increase the number of classrooms properly implementing Guided Reading and Math strategies BOY to MOY by 15% as evidenced in classroom walkthroughs.

Increase the number of classrooms using feedback protocols BOY to MOY by 25% as evidenced in classroom walkthroughs.

Increase student growth on REN 360 from BOY to MOY Reading and Math by 15%.

(GT) By September 2023, 100% of GT teachers will have received professional learning on Innovation Hour.

(GT) By October 2023, 100% of identified GT students will participate in Innovation Hour.

Summative Indicators of Success:

By May 2024, 90% of classrooms will effectively implement Guided Reading and Math strategies as evidenced in classroom walkthroughs.

By May 2024, 80% of classrooms will properly implement feedback protocols as evidenced in classroom walkthroughs.

By May 2024, 80% of students will make at least one year's growth in Reading and Math as measured by Ren 360.

(GT) By May 2024, 100% of GT students will effectively complete and present their Innovation Hour project.

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

Performance Objective 2: By June 2024, Dulles Elementary will improve implementation of intervention and enrichment practices through effective PLCs in order to ensure growth of every student, as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

Increase the number of classrooms properly implementing intervention and enrichment strategies BOY to MOY by 20% as evidenced in classroom walkthroughs.

From BOY to MOY, all students will grow by at least .5 years, according to the REN 360 growth measure.

Summative Indicators of Success:

By May 2024, 90% of classrooms will properly implement intervention strategies as evidenced in classroom walkthroughs.

By May 2024, Dulles Elementary will receive an A rating in Domain 3 as measured by STAAR.

From BOY to EOY, all students will grow by at least 1 year, according to the REN 360 growth measure.

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

Performance Objective 1: By June 2024, Dulles Elementary will improve student behavior by implementing student ownership of behavior practices as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

From BOY to MOY there will be a 15% decrease in PBIS discipline data from the prior school year.

From BOY to MOY 100% of all classrooms will have a co-created respect agreement signed and displayed with evidence that it is being used to develop positive teacher to student and student to student interactions, as noted in walkthroughs and observations.

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Summative Indicators of Success:

From MOY TO EOY there will be a 25% decrease in PBIS discipline data from the prior school year.

From MOY TO EOY student engagement will increase by 15% as measured by the Student Engagement Survey Data.

By May 2024, there will be evidence of behavior expectations implemented with fidelity in 100% of all classrooms as noted by walkthroughs and observations.

By May 2024, behavior expectations will be implemented with fidelity 85% of the time in hallways, restrooms, the cafeteria, and dismissal areas.

Fort Bend Independent School District

Ea Jones Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024 Jones elementary will improve TIER 1 instructional practices and framework through curriculum implementation to increase ALL student readiness in Literacy, Math, and Science as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative Indicators:

- * By September, October, December, February, increase differentiated instruction and rigor that supports higher order thinking for GT identification through lesson planning, student work, and observations.
- * Improving student growth from BOY to MOY REN360 and TX-KEA at/above benchmark performance by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, Special Education)
- * Improving student Science Growth in the 3 scheduled campus assessments by 5% and maintaining above 40% of students meeting approaches or higher. 253
- * Improving All students specifically African American and Special Education students in Reading and Math growth on the 3 scheduled campus assessments by 5%.

Summative Indicators:

By May 31st students will ...

- * Increase performance on REN360 and TX-KEA from BOY to EOY by 5%
- * Increase the number of GT students from 7 students to 10 students by the EOY
- * Increase performance on STAAR Meets or Higher for 3rd -5th Grade students in Reading by 7% and Math by 10%
- * Increase performance on STAAR Approaches or higher for all African American students in Reading by 10% and Math by 11%
- * Increase performance on STAAR Approaches or higher for all Special Education students in Reading by 4% and Math by 6%
- * Increase performance on STAAR Approaches or higher for 5th Grade students in Science by 5%.

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

Performance Objective 2: By June 2024, K-5th teams will engage in the PLC cycle that is aligned to the implementation of the district curriculum and framework for Reading, Math, and Science as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative Indicators:

- * By October, February, and March, 100% of ILT committee members and teachers will utilize the DDI process to increase student achievement in all grade levels by tracking and monitoring student progress in REN 360, Dragon Skill Check (item analysis), TELPAS, and STAAR assessments.
- * By October, February, and March, we will see an increase in student hoppers after each assessment.
- * By December, February, and May, targeted students will show progression toward closing their achievement gap.
- * After each PLC focus, ILT will conduct classroom observations of the implementation of the professional learning.
- * Throughout the year, all exemplars and modeling taken from planning PLCs will be evident through classroom observations.

Summative Indicators:

Teachers will ...

- * increase student achievement by the EOY in REN360, TELPAS, and STAAR by 5%
- * increase the number of hoppers by the EOY on STAAR Assessments
- * increase the number of targeted students to close their achievement gap by the EOY
- * receive 5 feedback opportunities by the EOY on implementation of professional learning from PLC focus

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

Performance Objective 3: By June 2024, Jones Elementary will improve the effectiveness of Intervention for at Risk students through targeted Intervention and enrichment to increase student success in Literacy, Math, and Science as evidenced through the indicators of success.

Indicators of Success: Formative Indicators:

- * After each SST meeting we will identify students and plan interventions for those students not making satisfactory progress.
- * Dragon Academy intervention period will be monitored weekly for implementation by the teacher.
- * Dragon Academy intervention student data logs will be collected and analyzed monthly.
- * Teachers will engage in 2 PLC's per nine week period that will be focused on planning small group interventions and enrichment.

Summative Indicators:

Teachers will ...

- * increase student achievement by the EOY in REN360, TELPAS, and STAAR by 5%
- * increase the number of hoppers by the EOY on STAAR Assessments
- *increase the number of targeted students to close their achievement gap by the EOY

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

Performance Objective 1: By June 2024, the campus will provide supportive learning environments that will validate the presence of individuals and encourage participation and involvement among colleagues through data systems to track implementation and impact of PBIS as evidenced through the indicators of success.

Indicators of Success: Formative Indicators:

- * After each four week period the Instructional Leadership Team will analyze student behavior reports.
- * Student club participation will be analyzed every nine weeks to determine if students are working towards earning a spot in the club.
- *By September 2023, all students and teachers will implement the PBIS Guidelines for Success.
- *By the end of every nine weeks there will be a decrease in the number of discipline infractions reported through the Skyward system.
- *By MOY, all students had an opportunity to join or participated in a club of interest.

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Summative Indicators:

- *By June 2024, EAJ will increase the percentage of parents that strongly agree or agree that their child takes a strong interest in extracurricular activities and programs.
- *By June 2024, EAJ will increase the percentage of parents that strongly agree or agree that staff members are responsive to bullying is not tolerated at the school and staff responsive when students report bullying from 76% to 85% as reported on the Title I Parent Survey.
- *By June 2024, EAJ will increase the percentage of parents that strongly agree or agree that Bullying is investigated and addressed from 72% to 85% as reported on the Title I Parent Survey.
- *By June 2024, EAJ will increase the percentage of parents who rate the school excellent or good from 88% to 95% as reported on the Title I survey.
- o By June 2024, EAJ will decrease the number of discipline infractions as measured by Skyward and level one referrals.

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

Performance Objective 1: By May 2024, campus communication to stakeholders will improve through various forms of communication to increase student attendance as evidenced through the indicators of success.

Indicators of Success: Formative

- *Increase the number of classes with perfect attendance will increase by 5% each week.
- *Increase the number of parent attendance meetings for students that have multiple absences in a 5 day period.
- *Increase communication by sending out weekly email, phone call outs, and flyer information to parents regarding student attendance

Summative

- *Increase end-of-year campus attendance rate by 3% from 93% to 96% for the 23-24 school year.
- *By June 2024, EAJ will increase the percentage of parents who are aware of the state student attendance rate of 90% and the district attendance goal of 96%.

Fort Bend Independent School District

Arizona Fleming Elementary

2023-2024



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Goals

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

Performance Objective 1: By May 2024, AFE will improve the effectiveness of literacy instruction by implementing an aligned curriculum, student ownership of learning practices, and targeted interventions and enrichment opportunities, as evidenced through the indicators of success.

Indicators of Success: Formative Assessment(s):

- * Based on a quarterly review of TTESS observation and walk-through data, teachers will demonstrate a 15% increase in proficient and accomplished rating in domains 1 and 2.
- * By October 2023, based on the informal walk tool data, teachers will demonstrate alignment to the instructional model in 65% of classrooms utilizing the District adopted the instructional model to increase rigor in tier 1 instruction.

*By December 2023, based on the informal walk tool data, teachers will demonstrate alignment to the instructional model in 70% of classrooms utilizing the District adopted the instructional model to increase rigor in tier 1 instruction.

By February 2024, based on the informal walk tool data, teachers will demonstrate alignment to the instructional model in 75% of classrooms utilizing the District adopted the instructional model to increase rigor in tier 1 instruction.

By December 2023, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., clubs, innovation hour, and service projects).

Summative Assessment(s):

* By May 2024, AFE will meet HB3 goals as measured by BAS EOY, Ren360 EOY, and STAAR:

- Kinder Literacy (BAS) 32% on & above level to 55%
- 1st Grade Literacy (BAS) - 29% on & above level to 50%
- 2nd Grade Literacy (BAS) - 23% on & above level to 50%
- 3rd Grade Literacy (Ren360)- 62% approaches or above to 72%
- 4th Grade Literacy (Ren360) - 44% approaches or above 54%
- 5th Grade Literacy (Ren360) - 59% approaches or above to 69%

By April 2024, FBISD CST Walk data will demonstrate an increase from 59 % to 75% in alignment with the instructional model.

* AFE students' end-of-year TELPAS Rating will demonstrate a 5% increase in intermediate and advanced ratings for all domains.

*By May 2024, the campus will ensure that all GT students will be involved in at least two enrichment opportunities (i.e., clubs, innovation hour, and service projects).

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

Performance Objective 2: By May 2024, AFE will improve the effectiveness of math instruction by implementing the math instructional model and alignment to curriculum and targeted intervention, as evidenced through the indicators of success.

Indicators of Success: Formative Assessment(s):

- * Based on quarterly (October, December, February) review of TTESS walk-through and observation data, there will be a 10% increase in teachers' rating in the proficient

and accomplished areas in domains 1 & 2 of TTESS.

* Based on a 9-week data review (October, January, March), ILT informal walks will demonstrate an increase from 59% to 75% of teachers aligned to the instructional model.

* Based on Bi-annual self-reflection (December, April), data will reveal increased knowledge and understanding of PLC practices from BOY to EOY based on the PLC campus reflection tool.

Summative Assessment(s):

* By May 2024, AFE will meet and/or exceed 2023 HB3 goals as measured by BAS EOY, Ren360 EOY, and STAAR:

-Kinder Math (TXKEA) - 65% on track to 75%

-1st Math (Ren360) - 65% to at/above grade level to 75%

-2nd Math (Ren360) - 58% to at/above grade level to 68%

-3rd Math (REN360) - 65% approaches or above to 75%

-4th Math (REN360) - 31% approaches or above to 41%

-5th Math (REN360) - 61% approaches or above to 71%

* By May 2024, CST Walks will demonstrate an increase from 59% to % in alignment with the instructional model.

* By May 2024, students' TELPAS ratings will demonstrate a 10% increase in intermediate and advanced ratings in all components.

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

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Performance Objective 1: By May 2024, AFE will implement PBIS systems that support student and staff ownership of behavior and build a collaborative, fair and positive culture as evidenced by student engagement, Title 1, and campus climate surveys.

Indicators of Success: Formative Assessment(s):

* Based on quarterly data review (October, January, March, May), Skyward Peims data will demonstrate a decrease from 88 referrals to 50 referrals.

* Based on quarterly data review (October, January, March, May), Skyward Peims report will demonstrate a 5% decrease in Skyward Crisis Forms.

Summative Assessment(s):

* By May 2024, based on the FBISD student engagement survey, students will demonstrate an increase in their response to "The rules at my school are fair" at 71% strongly agree and agree to 80%.

* By May 2024, AFE will demonstrate growth in school wide expectations, consequences, and data review at "in place" as aligned to BoQ data.

* By May 2024, Student Engagement Survey results will reflect at and/or exceeds in at least 3 areas when compared to the district average.

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

Performance Objective 1: By May 2024, AFE will increase parental involvement in decision making committees and community activities to enhance relationships between families, teachers, staff, students, and community leaders.

Indicators of Success: Formative Indicators:

- * Quarterly review of sign in sheets from campus events will demonstrate at least 20% of student & family population in attendance (101 students' families).
- * By October 2023 the AFE PTO will follow the steps to re-implement the PTO including election of officers to establish a Board and completion of all necessary documents.
- * By December 2023, AFE staff will provide 2 opportunities for parents to volunteer at the campus and assist staff with collaborative academic activities.

Summative Indicators:

- * By May 2024, AFE PTO committee will engage in at least 2 events/fundraisers during the 2023/2024 school year to promote family engagement.
- * By May 2024, AFE will have 2 parents participate consistently on the CBLT committee as evidenced by CPAC sign in sheets.
- * By May 2024, at least 20 parents will participate in Parent Educator Classes offered as reflected on sign in sheets.

Fort Bend Independent School District

Glover Elementary

2023-2024



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Goals

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

Performance Objective 1: By May 2024 Glover will improve the effectiveness of Tier 1 and Tier 2 instruction for all students (GT, SPED/504, LEP, Eco Dis, etc.) by the improved implementation of aligned curriculum, real-life and authentic learning experiences and consistent targeted interventions as indicated by our indicators of success.

Indicators of Success: Formative Indicators of Success:

- * Increase student growth on REN360 from BOY to MOY at/above benchmark in literacy performance by 10% for all students.
- * Increase student growth on REN360 from BOY to MOY at/above benchmark in mathematics performance by 10% for all students.
- * Increase in implementation of aligned Tier 1 instruction for all students as evidenced by campus walkthrough rubric.
- * Increase in implementation of aligned Tier 2 interventions and enrichment for all students as evidenced by campus walkthrough rubric.
- * Increase in students performance in campus common assessments in students achieving Approaches and above by 5% for each assessment.
- * By December 2023, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., clubs, service projects).

Summative Indicators of Success

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- * Increase student growth on REN360 from MOY to EOY at/above benchmark in literacy performance by 10% for all students.
- * Increase student growth on REN360 from MOY to EOY at/above benchmark in mathematics performance by 10% for all students.
- * Increase in implementation of aligned Tier 1 instruction for all students as evidenced by campus walkthrough rubric.
- * Increase in implementation of aligned Tier 2 interventions and enrichment for all students as evidenced by campus walkthrough rubric.
- * Increase in students performance in campus common assessments in students achieving Approaches and above by 5% for each assessment.

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

Performance Objective 1: By June 2024, Glover Elementary will improve culture and climate through effective implementation of PBIS and student ownership of behavior framework as evidence through the indicators of success.

Indicators of Success: Formative Indicators of Success:

- * By October 31st 60% of teachers would have documentation of conducting two SEL lessons per month.
- * By October 31st evidence of classroom PBIS systems as evidenced by classroom walk throughs at a level of 60%.
- * By December 2023 evidence of student's setting and tracking their focus behavior goal at a level of 60%
- * Fall PBIS SAS staff survey will indicate at least 50% of teachers reporting the ability to apply behavior intervention strategies to positively redirect disruptive classroom behaviors.

Summative Indicators of Success:

- * By May 2024 80% of teachers would have documentation of conducting two SEL lessons per month.
- * By May 2024 evidence of classroom PBIS systems as evidenced by classroom walk throughs at a level of 80%.

*By May 2024 evidence of student's setting and tracking their focus behavior goal at a level of 80%

*EOY PBIS SAS staff survey will indicate at least 70% of teachers reporting the ability to apply behavior intervention strategies to positively redirect disruptive classroom behaviors.

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

Performance Objective 1: By June of 2024 Glover will increase parent and community involvement through increased communication modalities and involvement opportunities.

Indicators of Success: Formative Indicators of Success :

- * Weekly grade level Parent newsletter
- * Weekly campus Family and Community newsletter
- * Teacher - Parent communication logs
- *Parent attendance at family and school engagement events will increase by 15%

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Summative Indicators of Success:

- * Weekly grade level Parent newsletter
- * Weekly campus Family and Community newsletter
- *Parent attendance at family and school engagement events will increase by 15%
- * Parent survey results will indicate a decrease in the percentage of parents rating the frequency as low of two-way communication with the school staff and families from 23% to 15%.

Fort Bend Independent School District

Goodman Elementary

2023-2024

Includes TEA Targeted Improvement Plan Requirements



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Goals

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

Performance Objective 1: By June 2024, LGE will improve the effectiveness of Tier I instruction in ELAR, math, and science through the use of aligned curriculum, data driven instruction, and student ownership of learning practices as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints

By June 2024, LGE will increase student performance on REN in reading and math by at least 20% from the BOY to EOY assessment.

By June 2024, LGE will increase student performance on STAAR in reading, math, and science by at least 20% from the 22-23 school year.

By June 2024, LGE will increase students' composite score to advanced high on TELPAS by at least 20% .

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

Performance Objective 1: By June of 2024, Goodman Elementary will improve student ownership of behavior practices through PBIS and restorative practices as demonstrated by empowering students to set and meet personal goals, implementing campus wide positive behavioral systems, and increasing awareness and supportive response of trauma informed instructional practices by staff as evidenced through the indicators of success.

Indicators of Success: STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints

By June 2024, LGE will increase positive responses regarding bullying from 72% to at least 90% on the end of the year Title I Survey.

By June 2024, LGE will decrease inappropriate physical contact from 84 to less than 40 incidents.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff.

Performance Objective 1: By June of 2024, Goodman Elementary will improve the retention rate of high-quality teachers and staff through mentorship, professional development, and PLC support to positively impact student achievement and culture and climate as evidenced through the indicator of success.

Indicators of Success: Walkthrough Data, Staff Surveys, Culture/Climate Year at a Glance Calendar, PLC minutes, Staff Feedback Agendas and Minutes

By June 2024, the EOY staff retention rate will increase from 95% to at least 98%.

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

Performance Objective 1: By June 2024, Goodman Elementary will improve community engagement through the implementation of family content events, partnerships with businesses and organizations, and collaboration with the community through a variety of campus events as evidenced through the indicators of success.

Indicators of Success: By June 2024, LGE will increase parent and community engagement from 2321 to over 4000. We are currently at Silver Status with 3.2. The goal is to get to Platinum status of 4.5 or higher. $2321/721=3.219$

Fort Bend Independent School District
Heritage Rose Elementary
2023-2024

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Goals

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

Performance Objective 1: By June 2024, HRE will improve effectiveness of literacy, mathematics, and science instruction through the implementation of aligned curriculum, student ownership of learning practices, PLC's, and targeted interventions as evidence through the indicators of success.

High Priority

Indicators of Success: STAAR, REN 360, BASS, TX KEA, CLI, DLAs, PLC Protocols, District Learning Practices

Formative Evidence:

By October, December, February, increase the alignment to the instruction model observed in classrooms by 10%.

From BOY to MOY, increase student growth on Ren 360 at/above benchmark performance by 5% for each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)

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From BOY to MOY, increase frequency of goal setting and revision observed in classrooms by 10%.

From BOY to MOY, 80% of teachers will implement intervention action plans during the 45-minute intervention block.

Summative Evidence:

By June 2024, HRE will increase student achievement on STAAR reading by 10% by ensuring that targeted interventions are consistent and intentional.

By June 2024, HRE increase the percentage of students meeting SGP from BOY to EOY in REN360 by 10%.

From BOY to EOY, increase alignment to Instruction model observed in classrooms by 20%

Summative: By May 2024, the campus will ensure that all GT students will be involved in at least two enrichment opportunities (i.e. clubs, innovation hour, service projects).

Resources:

Title 1 Funds (Professional development sessions, intervention & enrichment resources, activities and materials, Tracking tools for data/assessment, tutorials, Saturday School, small group resources, student materials, language and English Learners materials, subscriptions, centers, stations for all subject areas.)

Goal 2: Fort Bend ISD will provide a safe and supportive environment for learning and working.

Performance Objective 1: By June 2024, HRE will improve student behavior through the implementation of the aligned student ownership of behavior framework and targeted behavioral intervention as indicated by the indicators of success.

High Priority

Indicators of Success: SAS Self-Assessment Survey, BOQ (3 times a year), Discipline Referrals, PBIS Agendas/Meetings, PBIS Intervention & Supports (District Aide-PBIS Facilitator)/Monthly Data Analysis Reports (Bucks/Stores)

Formative Evidence:

At the BOY, teachers will be provided professional development sessions and implement the elements in our student ownership of behavior framework.

From BOY to MOY, teachers will increase the frequency of PBIS restorative circles in each classroom by 5%.

From BOY to MOY, counselors will support student goal setting regarding behavior in each classroom by 10%.

From BOY to MOY, 80% of teachers will submit targeted intervention plans provided by PBIS facilitator for students in Tier 3.

Summative Evidence:

By June 2024, HRE will decrease targeted discipline indicators in our SAS Self-Assessment Survey.

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By June 2024, HRE will track BOQ data to decrease discipline referrals and show student improved behaviors while providing intervention support.

Resources:

Title 1 Funds (Professional development sessions, Items for the Mustang Store and Mustang Cart, Student Incentives, Class Incentives, Student of the Month materials, behavior rewards, goal setting incentives, bullying activities, social emotional learning support with external vendors in all subject areas)

Goal 3: Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.

Performance Objective 1: By June 2024, HRE will improve professional development by targeting culture and climate as evidence through indicators of success.

High Priority

Indicators of Success: Staff Climate Survey, Professional Learning Feedback, Staff Check-Ins

Formative Evidence:

HRE will increase the positive feedback from the staff to 80% as indicated by the staff climate surveys.

HRE will increase positive staff feedback to 80% for professional development by June 2024.

HRE will increase the number of opportunities stakeholders will have to engage in reflection. Therefore, by October 31, 2023, staff will engage in 2 reflection

opportunities.

HRE will collect and evaluate the school climate by December 2023 and May 2024 by using the data from Climate and Culture Staff Survey.

By October 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.

Summative Evidence:

By June 2024, HRE will evaluate the campus culture and climate through an ongoing stakeholder reflection piece.

By June 2024, HRE will evaluate data for the retention of teachers by comparing BOY and EOY staffing numbers and retain staff at a 90% rate.

By February 2024 100% of the GT teachers will have identified and began implementing from 2 to 10 individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.

Resources:

Title 1 Funds (Professional Learning Sessions, instructional content consultants, planning and instructional resources, sessions and trainings, resources and incentives for instructional staff in all subject areas)

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

Performance Objective 1: By June 2024, HRE will increase communication by improving community engagement as evidenced through the indicators of success.

High Priority

Indicators of Success: Communication frequencies, parent involvement frequencies, Community/Parent Participation, Title 1 Survey/Feedback, Student Increase Enrollment in Clubs & Committees, PTO-Fundraiser, Feeder Pattern Events (MS & HS)

Formative Evidence:

HRE will increase parent feedback for involvement to 75% by providing a number of opportunities parents by December 2023 and May 2024 as measured by the parent survey.

HRE will raise parental awareness to 80% by increasing number of communications sent to parents by each grade level and administration by December 2023 and May 2024. as measured by the parent survey.

By end of October 2023, we will have a 5% increase in Gifted and Talented referrals in comparison to last school year.

Summative Evidence:

By June 2024, HRE will evaluate parent involvement through participation and attendance numbers from all campus events.

By April 2024, we will have 1.3 % of students qualifying to receive gifted and talented services in comparison to April 2023 based on the Gifted and Talented assessment.

Resources:

Title 1 Funds (parent events, materials for parent classes, incentives, special programs from outside community members and vendors, onsite field trips and events, career day speakers, monthly community outreach opportunities in all subject areas)

Fort Bend Independent School District

Highlands Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024, Highlands will improve instruction by ensuring implementation of the aligned curriculum in literacy, math, and science using the instructional models and formative assessment practices as evidenced through indicators of success per grade level.

Indicators of Success: Literacy
Formative Indicators of Success

By October 2023, All Kindergarten- 3rd Grade ELAR teachers will implement the specific schedule to ensure FBISD phonics lessons are taught daily. Walkthroughs and Formal Observations will monitor implementation.

MOY Ren reading data will indicate a 3% increase in the number of students moving at least one level from the categories of intervention and urgent intervention when comparing BOY data.

BAS (Benchmark Assessment System) will show an increase in the accuracy section due to explicit phonics instruction. Students will grow 1 to 2 levels from BOY to MOY.

Circle data will show an increase in letter recognition.

Summative Indicators of Success

By June 2024, STAAR reading data will show an increase of 2% in the total number of students in the Meets category compared to the 2023 STAAR data.

By May 2024, increase the percentage of students at approaches/or higher on reading STAAR from 90% to 92%.

By May 2024, increase percentages of students reading on grade level in grades Kindergarten- 2nd grade will increase by 5% using the BAS assessment.

By May 2024, the percentage of students showing growth in literacy on REN360 will increase 5% from BOY to EOY.

By May 2024, 95% of teachers will be pulling small groups for targeted intervention during intervention/enrichment and small groups by EOY through CST walks and walkthroughs.

By May 2024, HE will increase the percentage of students that reclassify in the EL program by 7%.

Math
Formative Indicators of Success

MOY Ren Math data will indicate a 3% increase in the number of students moving at least one level from the categories of intervention and urgent intervention when comparing BOY data.

Summative Indicators of Success

By May 2024, HE will increase the percentage of students at approaches/or higher on math STAAR from 83% to 85%.

By May 2024, 100% of the identified students will have successfully demonstrated completion of their learning plan academic and affective goals addressed during the school year.

Science

Formative Indicator of Success

By December 2023, the percentage of students participating in hands-on science learning experiences will increase by 3%.

Summative Indicator of Success

By May 2024, STAAR data will indicate an increase of 2% in the number of students in the meets category.

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

Performance Objective 2: By May 2024, the number of students receiving tier 2 and tier 3 instruction will show growth with a specific monitoring of Special Education, ESL, and Economic Disadvantaged subpopulations as evidenced through through indicators of success per grade level.

Indicators of Success: Formative Indicator of Success

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By October 2023, small group instruction and intervention time will be implemented with 85% of the classrooms using progress monitoring forms identifying the specific skills being address using Ren, BAS, and Formative Assessments data for students in each of the identified subpopulations.

By December 2023, small group instruction and intervention time will be implemented with 95 % of the classrooms following the daily lesson plans using the reading and math instructional models.

Summative Indicator of Success

By May 2023, the number of students in tier 2 and tier 3 instruction will decrease by 3% due to the increase of growth on the Ren, BAS, and Formative Assessments.

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

Performance Objective 1: By June 2024, Highlands Elementary School will increase student ownership of behaviors using school wide behavior systems, social emotional learning, and wellness techniques as evidenced by indicators of success.

Indicators of Success: Formative Indicators of Success

Respect agreement will be in 100% of the classrooms and classroom walks throughs, CST walks, and PBIS walks will show an increase in the number of classroom teachers incorporating respect agreement during daily routines.

PBIS data will show a decrease in the number of students office referrals from the BOY to EOY.

Campus student surveys will indicate an increase in the number of students who feel safe at school.

Summative Indicator of Success

Student Engagement Survey at the EOY will indicate students are becoming responsible citizens.

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

Performance Objective 1: By June 2024, parent and student survey responses will show evidence of an increase in knowledge of content being studied for each marking period and students will set learning goals based on opportunities for growth in an area of need.

Indicators of Success: Parent Surveys
Teacher Feedback

Fort Bend Independent School District

Mary Austin Holley Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024, MHE will decrease achievement gaps in Math and Reading for all student groups by ensuring the implementation of the FBISD instructional model and that teachers are delivering effective tiered instruction using research based, high interest resources and real world learning experiences.

High Priority

HB3 Goal

Indicators of Success: Formative Assessment

- By MOY increase the percentage of 1st grade students reading near or on grade level in 1st grade as measured by BAS.
- By MOY, increase student performance in inferring within all genres, in grades 3-5, as measured by Formative assessments (Eco dis, EB, ethnicity and Special Education) through tiered instruction.
- By MOY, increase the number of students performing At or Above on the Reading REN360 in grades 1-5 .
- By MOY, increase the number of students performing At or Above on the Math REN36 in grades 1-5.
- By the beginning of the Fall GT referral window, MHE will increase parent awareness of the nature and needs of gifted and talented students using quarterly communication strategies (i.e. Newsletters, meetings, parent teacher conferences).

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Summative assessment

- By MOY to EOY increase the percentage of K-1 students reading near on on grade level by 3% as measured by BAS.
- By EOY, increase student performance in inferring within all genres, in grades 3-5, as measured by Formative assessments by 3% for each student group (Eco dis, EB, ethnicity and Special Education through tier 1, 2 and 3 instruction.
- By MOY, increase the number of students performing At or Above on the Reading REN360 in grades 1-5 .
- By EOY, increase the number of students performing At or Above on the Math REN360 by 3% in grades 1-5 .
- By EOY Learning Walks will reflect a 50% increase in the amount of teachers aligned to the instructional model as measured by CC3 on the Learning Walk Tool.
- By June 2024, grades 3-5 will increase performance on Math STAAR Approaches by 5% .
- By Jun 2024, grades 3-5 will increase performance on Reading STAAR Approaches by 5% .

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

Performance Objective 1: By June 2024, MHE will improve students' behavior by focusing on student ownership of behavior practices and the implementation of PBIS as demonstrated by the indicators of success.

Indicators of Success: Formative:

- By September, MHE will create campus-wide behavior expectations for common areas and post throughout the school.
- By September, MHE teachers will engage in professional development on PBIS and implement the strategies throughout the school.
- By October, December, March and May we will decrease the number of discipline referrals quarterly from 2022-2023 data to 2023-24 data by implementing the PBIS

strategies.

Summative:

- By May 2024, we will decrease the number of discipline referrals for the current school year in comparison to the 2022-23 school year by 5%.
- BOY to EOY share at least 4 strategies with the staff to build relationships and encourage positive student behaviors.
- BOY to EOY teachers will implement at least 2 PBIS lessons

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

Performance Objective 1: By June 2024, MHE will continue to increase positive climate and culture for parents and staff by providing consistent and timely parent communication and increasing the engagement of all stakeholders as indicated by the indicators of success.

High Priority

Indicators of Success: BOY to MOY increase the parent's positive perception of the overall quality of the school.
BOY to MOY increase the number of opportunities for parents to be involved on the campus.

Summative

BOY to EOY increase the parent's positive perception of the overall quality of the school from 83% to 88%.
MOY to BOY host at least four events focused on building positive relationships between parents and MHE stakeholders.

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Fort Bend Independent School District

Hunters Glen Elementary

2023-2024

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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Goals

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

Performance Objective 1: By June 2024, Hunters Glen will improve the effectiveness of teachers improving and changing their instructional methods, to enhance academic performance through the implementation of intentional PD, an aligned curriculum and structured professional learning communities to close the achievement gap as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Indicators of Success

Formative Evidence:

By October 2023, campus would have increase the implementation of intentional PD sessions, aligned curriculum and PLC opportunities that are tailored to students and teacher needs by 20%. 280

By December 2023, campus systems regarding PLC, curriculum alignment and pd opportunities would have increased to 50% completion rate based on the calendared schedules dates.

By February 2024, there will be an increased percentage of 75% of achievement gap systems, such as aligned curriculum, pd sessions attended, and plc meetings, implemented that allowed teacher leaders to acquire knowledge that would support their planning and student engagement opportunities in GT, SPED, EB, and At-Risk Populations.

Summative Evidence:

By June 2024, campus teacher leaders attendance and participation in targeted professional development sessions designed to strengthen instructional practices would have increased to 95%.

By June 2024, the implementation of structured PLC collaboration opportunity meetings, where teacher leaders discussed and planned student learning experiences, would have increased to 100% at the close of the year.

By June 2024, ensuring the alignment of targeted TEKS and district curriculum with student learning experiences would have increased to 100% as measured by lesson plans and long range planning meeting results.

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

Performance Objective 1: By June 2024, Hunters Glen will improve the communication system between teachers and students that will foster a positive

relationship and collaboration while strengthening the campus's culture/climate and behavioral system through the implementation of research-based behavior system such as PBIS, targeted PD and student ownership of behavior structure that will impact student achievement and safety as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Indicators of Success

Formative Evidence:

By October 2023, an increased percentage of 90% of teacher leaders will be receive training on ways to support the implementation of an intentional communication system established between students and teachers that would foster a positive school climate.

By December 2023, an increased percentage of 95% will show teacher leaders establishing a behavior system connected to PBIS and student ownership practices that would promote connectedness among stakeholders.

By April 2024, 98% of our staff will have an in-depth understanding of PBIS for behavior, ownership practices for clarity and the purpose for the intentional PD sessions and how together, those components promote a successful campus climate and culture.

Summative Evidence:

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By June 2024, there will be an increase in the campus climate/culture survey by 20% from the previous year based on culture survey results.

By June 2024, an increase of 100% usage of PBIS components would be implemented to provide structure and a safe and supportive learning and working environment.

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

Performance Objective 1: By June 2024, Hunters Glen will improve our stakeholders communication and engagement system through the implementation of parental engagement and goal setting practices to enhance campus participation and student achievement as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Indicator of Success

Formative Evidence:

From the BOY to the EOY we will improve with utilize calendars in regards to parent engagement opportunities by 55%

From the BOY to the EOY, we will increase frequency of parent engagement opportunities by 20%

From the BOY to the EOY, we will increase our campus wellness recognition for the year to support more frequent notices/opportunities by 10%.

Summative Evidence:

By June of 2024, we will increase of parent engagement with sign in sheets by 15% this upcoming year

By June of 2024, we will increase parent participation in volunteer opportunities on campus by 10% this upcoming year

By June of 2024, we will increase parent participation with parent resource coordinator by 15% this upcoming year

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Performance Objective 1: By 2024, Hunters Glen will improve our resource management system (finance, human and material) through the implementation of targeted intervention, professional development, PLC practices and processes that will promote student growth and closing the achievement gap as evidenced by the indicators of success. Coaches and Interventionists along with admin. will support the work around PLC's and Professional Development.

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High Priority

HB3 Goal

Indicators of Success: Indicator of Success

Formative Evidence:

From the BOY to the EOY we will improve with managing our finances to target specific campus needs by 10%

From the BOY to the EOY, we will increase and structure the use of our human resources for interventions and PLC participation by 10%

From the BOY to the EOY, we will increase the usage of our instructional resources by 10% once purchased.

Summative Evidence:

By May of 2024, we will increase the usage of purchased resources both consumable, non-consumable and online by 10% this year.

By May of 2024, we will improve on aligning the purchasing of items through various budgets.

By May of 2024, to close the achievement gap, we will improve on ensuring the proper materials are utilized for instruction based on students' needs.

Fort Bend Independent School District

Jordan Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024, Barbara Jordan Elementary will improve student readiness in literacy, numeracy and science instruction through TIER 1 instruction that is responsive to ALL students' needs as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative Evidence:

- *By October 2023, December 2023, and February 2024, increase the percentage of classrooms aligned to the instructional model by 5%
- *By October 2023, December 2023, and February 2024, increase the alignment to campus focus for small group instruction/targeted interventions by 3%
- *Increasing teachers' usage of small group data binders to collect progress monitoring data with fidelity and using it to deliver Targeted Intervention
- *From BOY to MOY, Increase student growth on REN360 at/above benchmark performance by 5% for each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)
- * By October 2023, 100% of identified GT students will have an academic and effective co-constructed SMART goal in their GT Learning Plan.

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Summative Evidence:

- *By May 2024, increase performance on STAAR Meets Grade Level performance in Reading by 3%
- *By May 2024, increase performance on STAAR Meets Grade Level performance in Math by 3%
- *By May 2024, increase performance on STAAR Meets Grade Level performance in Science from 3%
- *By May 2024, increase percentages of students meeting SGP from BOY to EOY Ren360 Reading by 3%
- *By May 2024, increase percentages of students meeting SGP from BOY to EOY Ren360 Math by 3%
- * By May 2024, 100% of GT students and teachers will reflect and review the progress of individualized SMART goals and adjust as needed.

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

Performance Objective 1: By June 2024, Barbara Jordan Elementary will improve student behavior practices by increasing social emotional learning for all students and implementing campus wide positive behavioral systems as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative Evidence:

- * Decrease the number of discipline referrals from BOY to MOY by 5% for all students and each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)
- * By October, December, and February, increase the number of critical elements identified as 'in place' on the FBISD Benchmark of Quality (BOQ) by 5%

Summative Evidence:

- * Decrease the annual ISS/OSS and DAEP Placement Data for all students

* Decrease the number of discipline referrals from BOY to EOY by 10% for all students and each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)

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

Performance Objective 1: By June 2024, Barbara Jordan Elementary will increase community engagement by promoting a partnership with parents and families to increase student growth and achievement for all students as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative Evidence:

- * Increase parent participation in school-wide events by 10% (attendance and sign-in sheets)
- * Increase engagement and attendance of parents/guardians by 10% (Parent Educator Numbers)
- * Increase from BOY to MOY the number of informational communications sent electronically to parents focusing on the importance of attendance by 15%
- * Improve the quarterly attendance rate by .25% each quarter when compared to the previous quarter

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Summative Evidence:

- * Increase parent response on the annual Title I survey by 10%
- * Increase parent participation in school-wide events (attendance and sign-in sheets)
- * Decrease the number of students with 10 or more absences
- * Improve the yearly attendance rate by .50% when compared to the 2022-2023 school year

Fort Bend Independent School District

Lantern Lane Elementary

2023-2025



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Goals

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

Performance Objective 1: By June 2024, Lantern Lane Elementary will improve the effectiveness of instruction through the implementation of aligned curriculum as evidence through the indicators of success.

HB3 Goal

Indicators of Success: Formative Indicators of Success

- * Increase student growth on REN360 from BOY to MOY at/above benchmark in literacy performance from 40% to 45 % for all students.
- * Increase student growth on REN360 from BOY to MOY at/above benchmark in mathematics performance from 50% to 55% for all students.
- * Increase the number of classrooms aligned to the curriculum by implementing the instructional models from BOY to MOY from 50% to 60%
- * Increase the number of students achieving approaches or higher in 4th grade on Interim STAAR Assessment from 48% to 60%.
- * By December 2023, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., clubs, innovation hour, service projects).

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Summative Indicators of Success

- * By May 2024, increase the number of classrooms aligned to the curriculum by implementing the instructional models from MOY to EOY from 60% to 75%
- * Increase student growth on REN360 from MOY to EOY at/above benchmark in literacy performance from 45% to 50 % for all students.
- * Increase student growth on REN360 from MOY to EOY at/above benchmark in mathematics performance from 55% to 60% for all students.
- * By May 2024, increasing the percentage of student performance on Kinder Readiness assessments.
- * By May 2024, the campus will ensure that all GT students will be involved in at least two enrichment opportunities (i.e. clubs, innovation hour, service projects).

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

Performance Objective 1: By June 2024, Lantern Lane Elementary will improve culture and climate through effective implementation of PBIS and student ownership behavior framework as evidence through the indicators of success.

Indicators of Success: Formative Indicators of Success

Increase Teacher-Student Relationships through the student engagement from BOY to MOY using campus surveys

- Increase, "Adults at my school listen to the students." from 73% to 78%
- Increase, "Other students here like me the way I am." from 74% to 79%
- Decrease, "I don't understand why I get the grades I do." from 67% to 60%

By October 2023, 50% of teachers will engage in professional development on PBIS strategies and teachers will develop classroom expectations that are aligned with campus success criteria to support student engagement.

By October 2023, 50% of teachers will engage in professional development on the implementation of Learner Dispositions to increase positive teacher/student relationships and how to provide students with strategies with peer support.

Summative Indicators of Success

Increase Teacher-Student Relationships through the student engagement from MOY to EOY using campus surveys

- Increase, "Adults at my school listen to the students." from 78% to 83%
- Increase, "Other students here like me the way I am." from 79% to 84%
- Increase, "I don't understand why I get the grades I do from 60% to 52%

By May 2024, 90% of teachers will effectively implement classroom expectations through PBIS strategies to improve student engagement and provide a positive classroom culture.

By May 2024, 90% of teachers will effectively implement Learner Dispositions provide a safe environment to use for supporting positive and respectful peer and teacher interactions.

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

Performance Objective 2: By June 2024, LLE will improve student engagement and participation within the campus community and culture through effective communication and recruitment of all stakeholders as demonstrated by multiple sources of evidence through the indicators of success. 288

Indicators of Success: Formative Evidence

Counselor supporting students and teachers throughout the campus for Social and Emotional Learning.

Improvement of student ownership of behavior through implementation Caring School Communities morning circles.

Increase the number of student participation on campus academic clubs and extracurricular activities by a minimum of 10%.

Student sign in sheets for clubs and extracurricular activities.

Parent/guardian sign in sheets from campus events.

Student academic and behavior progress with their connection to their participation in academic or extracurricular activities.

Summative Evidence

Parent and student survey to monitor student engagement and provide feedback on how to increase student participation each semester.

Fort Bend Independent School District

Donald Leonetti Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024, DLE will improve effectiveness of literacy instruction through focusing on small group implementation, targeted interventions and student ownership of learning practices as evidenced in our indicators of success.

Indicators of Success: Summative Evidence:

By June 2024 we will increase the percentage of students showing growth in literacy on REN 360 from BOY to EOY by 10% for each grade level.

By June 2024 a minimum of 90% of students will meet proficiency on STAAR Reading.

By June 2024, we will increase the percentage of Kinder-2nd grade students showing proficiency on reading levels by 10% for each grade level.

By June 2024, campus walk through data will indicate 100% of classrooms follow the instructional model, implement small group instruction and have student goal setting in place. (TBD)

By June 2024, staff attendance and feedback from campus based professional development opportunities will indicate that a minimum of 12 campus based PD opportunities were provided.

By May 2024 100% of GT students and teachers will reflect and review the progress of individualized SMART goals and adjust as needed

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Formative:

Increase student growth on math and reading REN 360 from BOY to MOY by 5% for each grade level.

Increase student growth from each campus nine weeks assessments by 5% at each assessment period.

Increase student goal setting opportunities from BOY to EOY from 1 to 4 opportunities.

Decrease percent of students requiring Tier 2 and Tier 3 interventions based on RI data by 5% at each Kidwatch meeting.

Staff attendance and feedback from campus based professional development opportunities.

PLC agendas and attendance data will indicate that PLCs meet once every 6 days from September through May.

By September 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.

By October 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.

By February 2024 100% of the GT teachers will have identified and began implementing from 2 to 10 individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.

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

Performance Objective 2: By June 2024, DLE will improve effectiveness of math instruction through focusing on small group implementation, targeted interventions and student ownership of learning practices as evidenced in our indicators of success.

Indicators of Success: Summative:

By June 2024 we will increase the percentage of students showing growth in math on REN 360 from BOY to EOY by 10% for each grade level.

By June 2024 a minimum of 90% of students will meet proficiency on STAAR Math.

By June 2024, campus walk through data will indicate 100% of classrooms follow the instructional model, implement small group instruction and have student goal setting in place.

By June 2024, staff attendance and feedback from campus based professional development opportunities will indicate that a minimum of 12 campus based PD

opportunities were provided.

By May 2024 100% of GT students and teachers will reflect and review the progress of individualized SMART goals and adjust as needed

Formative:

Increase student growth on math REN 360 from BOY to MOY by 5% for each grade level.

Increase student growth from each campus nine weeks assessments by 5% at each assessment period.

Increase student goal setting opportunities from BOY to MOY from 1 to 3 opportunities.

Decrease percent of students requiring Tier 2 and Tier 3 interventions based on RI data by 5% at each Kidwatch meeting.

Staff attendance and feedback from campus based professional development opportunities.

PLC agendas and attendance data will indicate that PLCs meet once every 6 days from September through May.

By September 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.

By October 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.

By February 2024 100% of the GT teachers will have identified and began implementing from 2 to 10 individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.

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

Performance Objective 1: By June 2024, DLE will improve student discipline by focusing on PBIS implementation and Health & Wellness programs as evidenced in our indicators of success.

Indicators of Success: Summative:

By June 2024, a minimum of 88% of students will indicate positive responses on the Student Needs Assessment.

By June 2024, each grade will participate in a minimum of eight guidance lessons.

By June 2024, a minimum of 9 club/extra-curricular opportunities will be in place for students to participate in.

By June 2024, increase the percentage of "In Place" on the SAS Classroom Systems by 2%.

Formative:

School wide positive reinforcement opportunities will increase by a minimum of one per week from BOY to MOY.

Students receiving campus wide positive reinforcement will increase by 60 students each week.

The number of guidance lessons will increase from 3 at the BOY to 6 at MOY.

Walkthrough data will indicate that 100% of classrooms provide brain breaks and mindfulness opportunities.

Fort Bend Independent School District
Lexington Creek Elementary
2023-2024



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Goals

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

Performance Objective 1: By May 2024, Lexington Creek will improve the effectiveness of math and ELAR instruction through professional learning communities, teacher and student feedback on learning practices, and curriculum implementation, as evidenced by the indicators of success.

Indicators of Success: Formative:

By January 2024, 100% of our 2nd through 5th students will be provided teacher and as well as peer to peer feedback to help them understand the next steps in learning.

From BOY to MOY, 90% of teachers will move up one progression on the math/ELAR instructional model rubric using on the teachers self-determined area based on their self-reflection.

Increase student performance at/above benchmark by 5% from BOY to MOY on REN 360 across students demographic groups (Ethnicity, Economically Disadvantaged, Emerging Bilingual, Special Education)

Increase student Circle performance at/above benchmark by 5% from BOY to MOY on Circle performance across demographic groups (Ethnicity, Economically Disadvantaged, Emerging Biliterates, Special Education) 293

Summative Evidence:

From BOY to EOY, 95% of teachers will move up one progression on the math instructional rubric using the teacher's self-determined area based on their self-reflection.

Increase student performance at/above benchmark by 7% from BOY to EOY on REN 360 across student's demographic groups (Ethnicity, Economically Disadvantaged, Emerging Bilingual, Special Education)

Increase student Circle performance at/above benchmark by 7% from BOY to EOY on Circle performance across demographic groups (Ethnicity, Economically Disadvantaged, Emerging Biliterates, Special Education)

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

Performance Objective 2: By May 2024, LCE will improve the daily Pride Time (intervention and enrichment) through targeted professional learning as evidenced by the indicators of success.

Indicators of Success: Formative:

By the end of each month, there will be increase student performance by 2% from the previous REN360 in the content area of their intervention/enrichment.

Summative

By the EOY, there will be increase student performance by at least 10% from the BOY REN360 score in the content area of their intervention./enrichment.

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

Performance Objective 1: By May 2024, Lexington Creek Elementary will improve social-emotional learning for students through the implementation of learner dispositions within the context of PBIS practices and professional learning, as evidenced by the indicators of success.

Indicators of Success: Formative

By the end of each month, there will be a decrease of 2% in the number of discipline referrals from the previous year.

By the end of each month there will be an increase of 2% in our weekly attendance rate from the previous year.

Summative

By May 2024, our weekly attendance rate will over 97.5%

By May 2024, our total number of referrals will be less than 116.

Fort Bend Independent School District

Madden Elementary

2023-2024



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Goals

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

Performance Objective 1: By May 2024, Madden will improve the effectiveness of literacy instruction through professional learning communities, student ownership of learning practices, and curriculum implementation as evidenced through the indicators of success.

Indicators of Success: By September 2023, walk-through and T-TESS data will indicate daily phonics instruction is occurring in all K-3rd classrooms.

Beginning October 2023, all K-3rd teachers will differentiate the apply portion of their grade level phonics lessons for their individual classrooms.

By December 2023, K - 3rd core content grade teachers will calibrate with their grade level at least twice to ensure consistent phonics implementation is being implemented during the literacy instructional block.

By March 2023, K - 3rd teachers will calibrate in vertical teams to identify missing gaps in phonics instruction and ensure consistent implementation of phonics in all K-3rd literacy classrooms.

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By October 2023, core content teachers will participate in professional learning on writing across content areas.

By January 2024, the percentage of students showing growth in literacy on REN360 will increase 3% from BOY to MOY.

By May 2024, the percentage of students showing growth in literacy on REN360 will increase 5% from BOY to EOY.

By October 2023, 95% of core content teachers will participate in professional learning on individualized goal setting and progress monitoring across content areas.

By October 2023, walk-through and T-TESS data will indicate that students are developing individualized goals and monitoring their progress in 75% of classrooms.

By December 2023, walk-through and T-TESS data will indicate that students are developing individualized goals and monitoring their progress in 95% of classrooms.

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

Performance Objective 2: By May 2024, Madden will improve the daily Husky Huddle Intervention and Enrichment block through targeted intervention, enrichment, and professional learning as evidenced through the indicators of success.

Indicators of Success: By October 6, 2023, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and identify targeted areas of intervention for both whole group and small group instruction.

By December 15, 2023, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of intervention for both whole group and small group instruction.

By March 8, 2024, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of intervention for both whole group and small group instruction.

By May 1, 2024, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of intervention for both whole group and small group instruction.

By October 6, 2023, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and identify targeted areas of enrichment for Husky Huddle.

By December 15, 2023, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of enrichment for Husky Huddle.

By March 8, 2024, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of enrichment for Husky Huddle.

By May 1, 2024, K-5th teachers will participate in a PLC meeting to review student performance in literacy and math and adjust identified targeted areas of enrichment for Husky Huddle.

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

Performance Objective 1: By May 2023, Madden Elementary will improve social emotional learning for students through the implementation of PBIS practices and professional learning as evidenced through the indicators of success.

Indicators of Success: By September 2023, 95% of Madden teachers will participate in professional learning on PBIS strategies and understanding how to teach behavior expectations to students.

By October 2023, the Madden PBIS Committee will finalize the Husky Bucks reward system for all grade levels.

By May 2024, 95% of Madden teachers will have participated in professional learning on the impact and improvement that effective implementation of positive behavior supports played on student emotional engagement.

By December 2023, 95% of Madden teachers will participate in professional learning on Learner Dispositions as well as how to increase positive student emotional engagement with peer support.

By January 2024, 75% of Madden teachers will embed Learner Dispositions into a lesson at least once per week.

By May 2024, 90% of Madden teachers will embed Learner Dispositions into a lesson at least once per week.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

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

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Fort Bend Independent School District

Malala Yousafzai Elementary

2023-2024



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Goals

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

Performance Objective 1: By May of 2024, MYE will improve instruction through Professional Learning Communities, as evidenced by the indicators of success.

Indicators of Success: By August of 2023, 100% of MYE teachers will participate in student growth professional development.

By December of 2023, 100% of MYE teachers will participate in four Student Support meetings.

By May of 2024, 100% of MYE teachers will participate in four Student Support meetings.

By January 2024, the percentage of students showing growth in literacy on REN 360 will increase by 5% from BOY to MOY.

By January 2024, the percentage of students showing growth in literacy on BAS in grades K-2 will increase by 5% from BOY to MOY.

By May 2024, the percentage of students showing growth in literacy on BAS in grades K-2 will increase by 5% from MOY to EOY.

By January 2024, the percentage of students showing growth in math on REN 360 will increase by 5% from BOY to MOY.

By August 2023, 100% of MYE teachers will have received professional learning on meeting the needs of special education students.

By January 2024, 100% of MYE teachers will have received professional learning on meeting the needs of special education students.

By October 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.

By December 2023, 100% of identified GT students will have an academic and effective co-constructed SMART goal in their GT Learning Plan.

By February 2024, 100% of the GT teachers will have identified and begun implementing ten or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.

By May 2023, 100% of GT students and teachers will reflect and review the progress of the individualized SMART goals and make adjustments as needed.

By December 2023, the campus will increase parent awareness of the gifted and talented students using monthly communication strategies at 100% (i.e. Newsletters, training, meetings, parent-teacher conference).

By May 2024, the campus will increase parent awareness of the gifted and talented students using monthly communication strategies at 100% (i.e. newsletter, training, meetings, parent-teacher conference).

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

Performance Objective 1: By May of 2024, MYE will improve behavior systems through PBIS through the indicators of success.

- Indicators of Success:**
- By August of 2023, 100% of staff will participate in PBIS professional development.
 - By August of 2023, 100 % of teachers will participate in cultural and gender-based behavioral professional development.
 - By December of 2023, 100 % of teachers will participate in cultural and gender-based behavioral professional development.
 - By April of 2024, 100 % of teachers will participate in cultural and gender-based behavioral professional development.
 - By December of 2023, 100 % of teachers will participate in a review of campus discipline data.
 - By May of 2024, 100 % of teachers will participate in a review of campus discipline data.

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

Performance Objective 1: By May of 2024, Malala Yousafzai Elementary will improve home and school communication through parent engagement as evidence through the indicators of success.

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High Priority

Indicators of Success: Formative Indicators of Success:

- By May of 2023, the MYE student attendance rate will increase from 95.15% to 96.5%.
- By August of 2023, 100% of MYE teachers will engage in professional development specific to the importance of systematic parent communication.
- By August of 2023, 100% of the Monthly Data Integrity meeting review of attendance communication and processes will be scheduled.
- By May of 2023, 100% of the Monthly Data Integrity meeting review of attendance communication and processes will be held.
- By May of 2023, attendance information will be included in 50% of parent newsletters.
- By November of 2023, teachers have met with 95% of parents during parent/teacher conferences.
- By March of 2024, teachers have met with 95% of parents during parent/teacher conferences.

Fort Bend Independent School District

Meadows Elementary

2023-2024



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Goals

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

Performance Objective 1: By May 2024, Meadows will improve the effectiveness of reading, math, and science instruction through professional learning communities, student ownership of learning practices, and implementation of written curriculum as evidenced through the indicators of success.

HB3 Goal

Indicators of Success: Formative Indicators of Success:

By November 2023, all teachers in PreK-5 will engage in unit and concept mapping as evidenced in PLC protocols.

By December 2023, administrators will analyze lesson plans, formative assessments, and student data during PLC meetings as evidenced in PLC agendas.

By February 2024, 85% of students will show growth in reading and math as measured by Ren 360 and BAS.

By April 2024, 90% of teachers will demonstrate proficient or above in content knowledge and expertise as evidenced in T-TESS walkthroughs and observations.

Summative Indicators of Success:

By May 2024, 95% of students will show a year's worth of growth as measured by Ren 360 reading and math EOY data.

By May 2024, 100% of 4th and 5th grade students will meet expected or accelerated growth on STAAR reading and math.

By May 2024, the percent of students demonstrating approaching on 5th grade STAAR Science will increase to 80%.

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

Performance Objective 2: By May 2024, Meadows will improve the daily intervention and enrichment block through targeted intervention, enrichment, and professional learning as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

By October 2023, identified students in tiered intervention will have reading and or math goals as evidenced in the progress monitoring protocols.

By October 2023, GT teachers will meet with all GT students and record GT learning plan goals.

By December 2023, students in tiered intervention will show growth as evidenced in progress monitoring documentation, classroom benchmarks, and district assessments.

Summative Indicators of Success:

By May 2024, the Student Support team will meet monthly to discuss student academic and behavior progress.

By May 2024, all GT teachers will meet with all GT students to review progress on goals.

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

Performance Objective 1: By May 2024, Meadows will improve social emotional learning for all students through the implementation of PBIS as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

By August 2023, Meadows will create school-wide behavior expectations for common areas and post expectations in classrooms and throughout the school.

By August 2023, 100% of teachers will create Respect Agreements with students.

By October 2023, Meadows will survey students in 3rd-5th grade as evidenced in the counselor's Student Needs Assessment survey.

By November 2023, teachers and staff will participate in professional development on PBIS components and expectations.

Summative Indicators of Success:

By May 2023, Meadows will maintain low discipline referrals as evidenced in the Skyward report.

By May 2023, all students will have engaged in ongoing guidance lessons from the school counselor.

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

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Performance Objective 1: By June 2024, ME will increase social emotional learning for students and staff by focusing on staff and student mental wellness and development of student ownership of behavior practices as demonstrated by multiple sources of evidence.

Indicators of Success: Formative

Increasing the frequency of PD each month to train teachers and staff in SEL strategies

Increase the frequency of SEL protocols using in PLC and dedicated monthly faculty meeting (PLC and FM agendas)

Summative

Increased number of students and staff who report a positive school environment and culture of belonging via feedback on EOY SEL survey.

Fort Bend Independent School District
Mission Bend-Glen Elementary
2023-2024

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Goals

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

Performance Objective 1: By June 2024, Mission Bend Glen Elementary will improve the effectiveness of Tier I instruction in ELAR, math, and science through alignment to the curriculum, data-driven instruction, and student ownership of learning practices, as evident through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints

By June 2023, MBE will increase students' performance at or above grade level by at least 20% from the BOY to EOY assessment.

Indicators of Success:

Formative Evidence

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By December 2023, the instruction alignment to the instruction models for reading and math will reflect 85% or higher on CST and instructional walkthroughs. From the BOY to MOY, student growth will increase by 5% in literacy and 5% in math on REN. (ELA 64.4.(22-23 EOY)% to 67.62%, Math 62.9 % to 66.045 %)

Summative Evidence:

By June 2024, MBGE will increase the percentage of students performing at Meets on STAAR from 19-25% to 35%.

By June 2024, MBGE will increase the percentage of students showing growth in math on STAAR from 9-18% to 25%.

By June 2024, MBGE will increase the percentage of students performing on or above grade level in REN reading and REN math from % to % (Add BOY data).

By June 2024, MBGE will increase the percentage of students demonstrating proficiency in science assessment by 15% from BOY to EOY.

By June 2024, MBGE will increase the percentage of students showing growth will increase by 15% in literacy and 15% in math on REN. (ELA 64.4.(22-23 EOY)% to %74.06, Math 62.9 % to72.33 %)

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

Performance Objective 1: By June of 2024, Mission Bend Glen Elementary will improve student ownership of behavior practices through PBIS and restorative practices as demonstrated by empowering students to set and meet personal goals, implementing campus-wide positive behavioral systems, and increasing awareness and supportive response of trauma-informed instructional practices by staff as evident through the indicators of success.

High Priority

Indicators of Success: Formative: *Provide quarterly professional development opportunities that focus on Student Ownership and Feedback

*BOY to MOY office referrals will decrease by 40%

*At least 80% of students will participate in PBIS celebrations

- *From BOY to MOY, MBE will increase teacher modeling feedback from 9% to 15%, as demonstrated by the CST F2.
- *From BOY to MOY will increase from 2% to 10%. Students will engage in giving or receiving feedback using tools.
- *Increase of student attendance to maintain an average at or above the district goal.

Summative *By EOY, MBE will increase the teacher modeling to 50%, as demonstrated by the CST F2.

By EOY, there will be a 50% decrease in office referrals

By EOY, *At least 90% of students will participate in PBIS celebrations

*By EOY, 20% of students will engage in giving or receiving feedback using tools.

*Increase student attendance to maintain an average at or above the district goal.

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

Performance Objective 1: By June 2024, Mission Bend Glen Elementary will improve community engagement by implementing family content events, partnerships with businesses and organizations, and collaboration with the community through various campus events, as evident through the indicators of success.

High Priority

Indicators of Success: STAAR, BAS, CLI, TELPAS, Attendance, REN, Benchmarks, Interim Assessments, Checkpoints

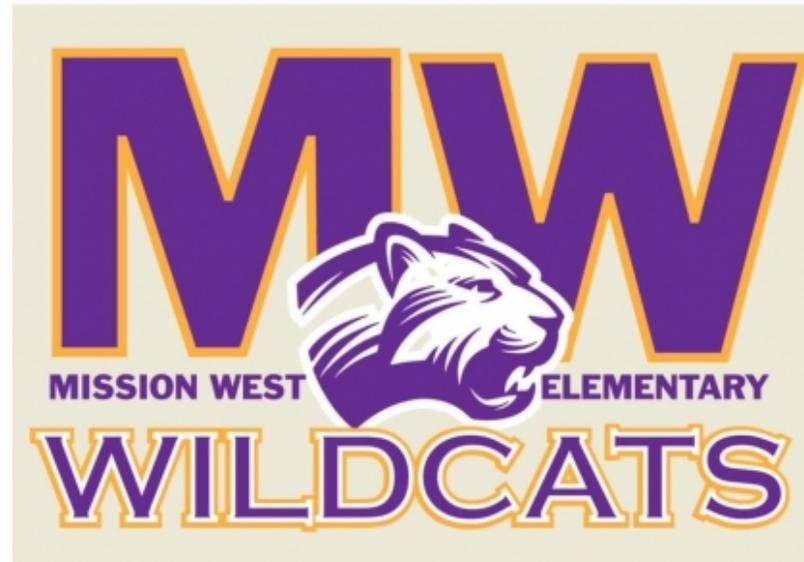
Each month parent participation in monthly PRC meetings will increase, evident in sign-in sheets.

By June 2024, MBGE will increase parent and community engagement by at least 10% on the end-of-the-year Title I survey.

Fort Bend Independent School District

Mission West Elementary

2023-2024



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Goals

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

Performance Objective 1: By May 2024, Mission West Elementary will improve the effectiveness of literacy, math and science instruction through the implementation of aligned curriculum, professional development, and targeted interventions as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative Evidence:

- * By October 2023, December 2023, and February 2024, increase the percentage of classrooms aligned to the instructional model by 5%
- * By October 2023, December 2023, and February 2024, increase the alignment to campus focus for small group instruction/targeted interventions to 83%
- * Increasing teachers' usage of small group data binders to collect progress monitoring data with fidelity and using it to deliver Targeted Intervention as evidenced by campus CST and Walkthrough data
- * From BOY to MOY, decrease the number of students at Urgent Intervention on REN360 Reading and Math by 3% for each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)
- * By October 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.

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Summative Evidence:

- * By May 2024, increase performance on STAAR Meets Grade Level performance in Reading by 3%
- * By May 2024, increase performance on STAAR Meets Grade Level performance in Math by 3%
- * By May 2024, increase performance on STAAR Meets Grade Level performance in Science from 3%
- * By May 2024, increase percentages of students meeting SGP from BOY to EOY Ren360 Reading by 3%
- * By May 2024, increase percentages of students meeting SGP from BOY to EOY Ren360 Math by 3%
- * From BOY to EOY, decrease the number of students at Urgent Intervention on REN360 Reading and Math by 5% for each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)
- * By May 2024, 100% of GT students and teachers will reflect and review the progress of individualized SMART goals and adjust as needed.

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

Performance Objective 1: By May 2024, Mission West Elementary will improve student behavior through the implementation of PBIS and student ownership of behavior framework as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative Evidence:

- * Decrease the number of discipline referrals from BOY to MOY by 5% for all students and each student groups (ethnicity, Economically Disadvantaged, English

Learners, Special Education)

* By October, December, and February, increase the number of critical elements identified as 'in place' on the FBISD Benchmark of Quality (BOQ) by 5%

Summative Evidence:

* Decrease the annual ISS/OSS and DAEP Placement Data for all students

* Decrease the number of discipline referrals from BOY to EOY by 10% for all students and each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)

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

Performance Objective 1: By May 2024, Mission West Elementary will improve communication through the implementation of parent engagement initiatives and counselor impact as evidenced through the indicators of success.

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High Priority

Indicators of Success: Formative Evidence:

* Increase parent participation in school-wide events by 10% (attendance and sign-in sheets)

* Increase engagement and attendance of parents/guardians by 10% (Parent Educator Numbers)

* Increase from BOY to MOY the number of informational communications sent electronically to parents focusing on the importance of attendance by 15%

* Improve the quarterly attendance rate by .25% each quarter when compared to the previous quarter

Summative Evidence:

* Increase parent response on the annual Title I survey by 10%

* Increase parent participation in school-wide events (attendance and sign-in sheets)

* Decrease the number of students with 10 or more absences

* Improve the yearly attendance rate by .50% when compared to the 2022-2023 school year

Fort Bend Independent School District

James C. Neill Elementary School

2023-2024



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Goals

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

Performance Objective 1: By May 2024, Neill Elementary will increase the effectiveness of instruction in reading and math by ensuring implementation of the instructional model, Student Ownership of learning, and targeted interventions as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success:

By December 2023 increase the alignment to the Instruction Model observed in classrooms from 75% to 85%

From the BOY to MOY, increase percentages of students at/above grade level on Ren 360 Early Literacy Assessment from 68% to 73%

From the BOY to MOY, increase percentages of students at/above grade level on Ren 360 Reading Assessment from 73% to 80%.

From the BOY to MOY, increase percentages of students at/above grade level on Ren 360 Math Assessment from 82% to 87%.

By January 2023, increase campus self-evaluation along the Progression of Practice: Professional Learning Communities from Launching to Emerging for the Implementation of PLC Protocols.

By February 2024, increase percentage of students participating in GT programming services from 5% to 10%.

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Summative Indicators of Success:

By June 2024, increase percentages of students at/above grade level on EOY Ren 360 Math Assessment from 87% to 90%

By June 2024, increase percentages of students at/above grade level on EOY Ren 360 Early Literacy Assessment from 73% to 80%

By June 2024, increase percentages of students at/above grade level on EOY Ren 360 Reading Assessment from 80% to 85%

From the BOY to EOY, increase alignment to instructional model observed in classrooms from 85% to 90%

By June 2024, increase campus self-evaluation along the Progression of Practice: Professional Learning Communities from Emerging to Progressing

By June 2024, increase percentage of students participating in GT programming services from 10% to 13%

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

Performance Objective 1: By May 2024, Neill Elementary will improve behavior management systems and empower students to take ownership of their behavior by providing systems to promote a culture of belonging and safety through the implementation of professional development and Positive Behavior Interventions and Supports (PBIS) as evidence through the indicators of success.

Indicators of Success: Formative Indicators of Success:

By December 2024, increase the percentage of critical PBIS elements as measured by the BoQ Report implemented at Neill Elementary from 78% to 83%.

By December 2024, increase the percentage of observations of the POG1: Learning Framework Profile of a Graduate Learning Dispositions on the CST Walkthrough tool observed in classrooms from 6% to 10%.

By December 2024, increase campus self-evaluation along the Progression of Practice: Student Ownership of Behavior from Launching to Emerging for the implementation of Classroom Environment descriptors.

By January 2024, we will decrease the number of office referrals made in the first semester from 158 to 128.

Summative Indicators of Success:

By June 2024, increase the percentage of critical PBIS elements as measured by the BoQ Report implemented at Neill from 83% to 85%.

From the BOY to EOY, increase the percentage of observations of the POG1: Learning Framework Profile of a Graduate Learning Dispositions on the CST Walkthrough tool observed in classrooms from 10% to 15%.

By June 2024 increase campus self-evaluation along the Progression of Practice: Student Ownership of Behavior from Emerging to Progressing for the implementation of Positive Behavior Intervention Supports.

By June 2024, increase campus self-evaluation along the Progression of Practice: Student Ownership of Behavior from Emerging to Progressing for the implementation of Classroom Environment descriptors.

By June 2024, we will decrease the number of office referrals made from 337 to 277.

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

Performance Objective 1: By May 2024, Neill Elementary will improve the effectiveness of community and parent engagement through the implementation of varied communication systems and feedback opportunities as evidenced through the indicators of success.

Indicators of Success: Formative

By December 2023, we will increase the number of virtual parent sessions with the counselor from one to two in the first semester.

By December of 2023, we will increase weekly communication newsletters from 0 newsletters per week to 1 newsletter per week.

By December of 2023, we will increase the number of parent virtual sessions from 0 virtual parent information sessions to 2 virtual parent information sessions.

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Summative

By June 2024, we will increase the number of virtual parent sessions with the counselor from 2 per year to 4 per year.

By June of 2024, we will increase weekly communication newsletters from 0 newsletters per week to 1 newsletter per week.

By June of 2024, we will increase the number of parent virtual sessions from 0 virtual parent information sessions to 4 virtual parent information sessions.

Fort Bend Independent School District

Oakland Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024, OE will improve literacy instruction through the implementation of aligned curriculum, student ownership of learning practices, and targeted interventions as evidenced through the indicators of success.

HB3 Goal

Indicators of Success: Formative indicators of Success:

- Decrease student growth on Reading REN from BOY to EOY by 5% for each grade level in the Urgent/Intervention levels.
- Increase student growth on Phonological Assessments by 5% EOY assessment period.
- Increase student growth on BAS from May 2023 to May 2024 At/Above level by 5%.
- PLC agendas and attendance data will indicate PLCs meet once every 6 days from September to May
- CST walk and walkthroughs will show a minimum of 80% of all teachers pulling small groups for targeted intervention during Wildcat Enrichment Block by MOY.
- CST walks and walkthroughs will show a minimum of 80% of all teachers in grades K-2 lesson plans align with phonics objectives that are specific to intervention and enrichment.

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Summative Indicators of Success:

By June 2024, we will increase percentage of student Approaches Grade Level on 3rd grade Reading STAAR by 2%.

By June 2024, we will increase percentage of student Meets Grade Level on 4th grade Reading STAAR by 2%.

By June 2024, we will increase percentage of student Meets Grade Level on 5th grade Reading STAAR by 2%.

By June 2024, we will decrease the percentage of student scoring Urgent/Intervention in REN Literacy from BOY to EOY by 5% for each grade level.

By June 2024, we will decrease the percentage of students scoring Urgent/Intervention in REN Early Literacy EOY by 5%.

By June 2024, campus walkthrough data will indicate 85% of classrooms implement small group instruction during the Wildcat Enrichment Block.

By June 2024, campus walkthrough data will indicate 80% of classrooms in K-3 implement phonics curriculum in their classroom reflected in lesson plans that align phonics objectives to specific intervention and enrichment.

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

Performance Objective 2: By June 2024 Oakland Elementary will improve the effectiveness of Math instruction through focusing on the instructional model, small group implementation, and student ownership of learning practices as evidenced in our indicators of success.

Indicators of Success: Formative indicators of Success:

- Decrease the number of students scoring on Math REN Urgent/Intervention levels BOY to EOY by 5% for each grade level.
- Increase student growth on TxKea from May 2023 to May 2024 At/Above level by 5%.
- PLC agendas and attendance data will indicate PLCs meet once every 6 days from September to May
- CST walk and walkthroughs will show a minimum of 85% of all teachers pulling small groups for targeted intervention during Wildcat Enrichment Block by EOY.

Summative Indicators of Success:

By June 2024, we will increase percentage of student Approaches Grade Level on 3rd grade Math STAAR by 2%.

By June 2024, we will increase percentage of student Meets Grade Level on 4th grade Math STAAR by 2%.

By June 2024, we will increase percentage of student Meets Grade Level on 5th grade Math STAAR by 2%.

By June 2024, we will decrease the percentage of students scoring Urgent/Intervention levels in REN Math from BOY to EOY by 5% for each grade level.

By June 2024, we will increase the percentage of students scoring On-Track in TxKEA by 2%.

By June 2024, campus walkthrough data will indicate 80% of classrooms implement small group instruction during the Wildcat Enrichment Block.

By May 2024, 100% of GT students and teachers will reflect and review the progress of the individualized SMART goals and make adjustments as needed.

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

Performance Objective 3: By June 2024, Oakland Elementary will improve the effectiveness of Science instruction through focusing on the instructional model, small group implementation, and student ownership of learning practices as evidenced in our indicators of success.

Indicators of Success: Formative indicators of Success:

-Monthly CST walks and walk-throughs will reflect an increase of Student Ownership of Learning via hands-on activities, goal-setting, and feedback in grade 4-5 classrooms.

-Increase the amount of times teachers utilize the Science Lab through a rotating Lab schedule and sign-in for Grades 4-5.

-PLC agendas and attendance data will indicate PLCs meet once every 6 days from September to May.

-By September 2023, 100% of all GT teachers will receive professional learning on developing individualized GT learning plans.

-By October 2023, 100% of GT identified students will have an academic and affective co-constructed SMART goal in their GT Learning plan.

-By February 2024, 100% of GT teachers will have identified and begun implementing 6 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.

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Summative Indicators of Success:

By June 2024, we will decrease percentage of students scoring Approaches Grade Level on 5th grade Science STAAR by 2%.

By June 2024, Campus Lab Sign In sheets will indicate 80% of classroom in Grades 4-5 utilized the Science Lab.

By June 2024, 80% of teachers in grade 4-5 will incorporate hands-on science lessons at least once per week as evidenced by lesson plans and the Science Lab sign in document.

By May 2024, 100% of GT students and teachers will reflect and review the progress of the individualized SMART goals and make adjustments as needed.

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

Performance Objective 1: By June 2024, OE will increase students' Social emotional engagement through improved implementation of SEL and relationship building activities that cultivate student ownership of learning and behavior as evidenced in our indicators of success.

Indicators of Success: Formative:

-Improving PLC actions to include the planning for SEL ideas and activities in at least 1 PLC per month.

-Improving frequency of SEL activity implementation per classroom observations via walkthrough data and weekly lesson plans.

-Increase opportunities for formal feedback, once in the fall and once in the spring, on school culture and climate from staff, students, and parents.

-Increase the number of students that indicate positive responses on the Student Needs Assessment.

-Increase student positive responses on Targeted selected questions on the FBISD Student Engagement Survey by 5%.

Summative:

By December 2023, 85% of teachers will incorporate one SEL idea/activity in their weekly lesson plans.

By June 2024, 80% of teachers will incorporate two SEL ideas/activities in their weekly lesson plans.

By June 2024, Oakland Elementary will increase Peer Support of Learning (Other students here like me the way I am) on the FBISD/OE Student Engagement Score by 5%.

By June 2024, Oakland Elementary will increase Peer Support of Learning (I enjoy talking to the students here) on the FBISD/OE Student Engagement Score by 5%.

By June 2024, Oakland Elementary will increase Peer Support of Learning (Students here respect what I have to say) on the FBISD/OE Student Engagement Score by 5%.

Fort Bend Independent School District

Oyster Creek Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024, Oyster Creek ES will improve the effectiveness of literacy and math instruction through the implementation of the instructional models and professional development practices as evidenced through the indicators of success.

Indicators of Success: Formative Evidence:

- By December, increase the consistent utilization of the concrete portion of the CRA math model to 90%.
- By December, increase the consistent utilization of phonics and phonemic awareness materials to 90%.
- By December 2023, OCE will ensure that all GT students are involved in at least one enrichment opportunity.

Summative Evidence:

- By June 2024, increase average percentage of K-2 students who are on grade level from BOY to EOY on BAS by 10% from 66% to 76% (Kinder - 60%, 1st grade - 63%, 2nd grade - 74%).
- By June 2024, decrease average percentage of students meeting "At or Above" from BOY to EOY in REN360 Math from 70% to 77% (1st grade - 58%, 2nd grade 82%)
- By May 2024, the campus will ensure that all GT students will be involved in at least two enrichment opportunities

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

Performance Objective 1: By June 2024, Oyster Creek ES will improve Social Emotional Learning (SEL) and students' mental health and wellness through the creation of a system to build counselor impact and teacher impact while giving the students consistent tools and outlets to communicate with staff members as evidenced through student survey data and program efficacy.

Indicators of Success: Formative Evidence:

- By October, December, and February, increase in classrooms using communication strategies and tools based on professional development.
- By October, December, and February, increase in students who have access to staff members about personal problems.

Summative Evidence:

- By May 2024, OCE will increase the number students who said there is a teacher, counselor, or other staff to whom they can go with a personal problem from 73% to 83%.

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

Performance Objective 1: By June 2024, OCE will improve student attendance rates through the increase of stakeholder engagement and ensuring the campus attendance plan is implemented and monitored with fidelity as evidenced through PEIMS reporting.

Indicators of Success: Formative Evidence:

- Increase the percentage of students meeting State compulsory attendance expectations each quarter.
- Increase the quarterly campus attendance rate to the district expectation of 96.5%.
- Decrease the percent of students with 10 or more absences.

Summative Evidence:

- Increase the percentage of students meeting State compulsory attendance expectations for the year.
- Increase the yearly campus attendance rate to the district expectation of 96.5%.
- Decrease the percentage of students with 10 or more absences within one school year from 9.2% to 8%.

Fort Bend Independent School District

Palmer Elementary

2023-2024



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Goals

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

Performance Objective 1: By the end of May 2024, PE will improve the effectiveness of RLA, Math, and Science instruction by implementing the instructional model, differentiated interventions, student ownership of learning tools, and formative assessments with fidelity as evidenced in our indicators of success.

Indicators of Success: Math

Summative: By May 2024, there will be a 10% decrease in the number of 1st-5th grade students in the Intervention level on EOY Math REN in comparison to BOY Math REN;

Summative: By May 2024, there will be at least a 15% increase in 3rd, 4th, and 5th grade students performing at Masters level on 2024 STAAR Math in comparison to 2023 STAAR Math Masters Level

100% of GT 3rd-5th GT students will perform at the Masters Level on Math 2024 STAAR.

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By May 2024, Special Education, ED, Black, Hispanic, Two Races or more will have at least a 5% increase in the percentage of students performing at the Approaches level or higher on Math STAAR

Summative: 100% of 1st-5th grade teachers will implement the Math Instructional Model based on Classroom Walkthroughs, 45 minute observations, and CST Walks by the end of May 2024.

Formative: There will be a 5% decrease in the number of 1st-5th grade students in the Intervention level on MOY Math REN in comparison to BOY REN Math and 10% decrease in students in the Intervention level on EOY Math REN in comparison to MOY Math REN

Reading

Summative: By May of 2024, least 90% 3rd-5th grade students will be at the Approaches level or higher on Reading STAAR

100% of GT 3rd-5th GT students will perform at the Masters on Reading 2024 STAAR.

Summative: By May 2024, EB, Special Education, ED, GT, Black, Hispanic, Two Races or more will have at least a 5% increase on Reading STAAR

Summative: By May 2024, there will be at least a 15% increase in the percentage of 1st-5th grade students at the at/above level using the STATE's benchmark on REN Read in comparison to the BOY.

Summative: By May 2024, there will be at least a 10% increase in the percentage of k, 1, and 2nd grade students leaving on or above grade level according to BAS in comparison to BAS EOY 2023

Formative: Based on BAS testing, at least 60% of the students in each K-2 grade level will be at the required reading level by MOY and at least 80% of the student in each K-2nd grade level will be at the required reading by EOY.

Formative: There will be a decrease in the number of students in the intervention level according to the State level on Reading REN from BOY to MOY and MOY to EOY in 1st-5th grade

Science

Summative: By May 2024; there will be a 15% increase in 5th grade students performing at the Approaches level on 2024 Science STAAR in comparison to 2023 Science STAAR

100% of 5th grade GT students will perform at the Masters on Science 2024 STAAR.

100% of K-2nd grade teachers will implement the Phonics/Word Study portion of the RLA instructional model with fidelity.

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

Performance Objective 1: By June 2024, PE will improve student discipline by focusing on PBIS implementation and Health & Wellness programs as evidenced in our indicators of success.

Indicators of Success: Summative: Decrease in the number of student referrals for inappropriate physical contact in comparison to the 2023 school year by at least 25%.
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Formative: Host at least 5 student events that recognizes students demonstrating the core values of PRIDE.

Summative: Decrease in the amount of students making threats against each classmate from BOY to EOY for the 2023-2024 school year.

Formative: Holding a Fall and Spring Student recognition Assembly

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

Performance Objective 1: By May 2024, we will improve our community engagement practices by implementing various opportunities for parent and community involvement and feedback.

Indicators of Success: Summative: By May 2024, at least 95% of the parents will perceive that they feel welcomed and invited in their child's schools based on the Parent Climate Survey

Summative: By May 2024, at least 50% of our parents will have responded to the 2024 Parent Climate survey

Summative: By May 2024, we will have held at least 4 Parent/Community engagement activities.

Formative: Every quarter parents will be invited to provide feedback on Palmer Parent survey

Fort Bend Independent School District

Rosa Parks Elementary

2023-2024



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Goals

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

Performance Objective 1: By May 2024, RPE will improve the effectiveness of instruction through the implementation of aligned curriculum and targeted interventions as evidence through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative Indicators of Success:

Increase in At/Above Benchmark performance level to 70% from BOY to MOY on the Reading and Math Ren 360 Assessment.

Increase the alignment to the Instructional Model observed in classrooms to by 5% each formative review cycle.

Increase the number of classrooms aligned to the curriculum to 50% evidenced in data from RPE campus walks.

Increase the number of targeted interventions provided by teachers to 50% as measured by RPE campus walks.

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Summative Indicator of Success:

Increase the number of students at the Meets and above performance level on the

~Reading STAAR (Meets: from 46% to 70%; Masters: from 25% to 28%)

~Math STAAR (Meets: from 34% to 70%; Masters: from 15% to 18%)

~Science STAAR (Meets: from 14% to 70%; Masters: from 3% to 6%)

Increase the number of students achieving full year's growth on Math and Reading STAAR with 70% improvement rate on School Progress: Academic Growth.

Increase in At/Above Benchmark performance level to 70% from MOY to EOY on the Reading and Math Ren 360 Assessment.

Increase the number of classrooms aligned to the curriculum to 80% evidenced in data from RPE campus walks.

Increase the number of targeted interventions provided by teachers to 80% as measured by RPE campus walks.

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

Performance Objective 1: By May 2024, RPE will improve culture and climate through effective implementation of PBIS and student ownership behavior framework as evidence through the indicators of success.

Indicators of Success: Formative Indicators of Success

By December 2023, 50% of teachers will engage in professional development on PBIS strategies.

By January 2024, we will decrease the number of office referrals made in the first semester by 5%.

Summative Indicators of Success

By May 2024, 80% of teachers will effectively implement classroom expectations through PBIS strategies to provide a positive classroom culture.

By June 2024, we will decrease the number of office referrals made by 5%.

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

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Performance Objective 2: Students will engage in ongoing Character Counts and Conflict Resolution strategies.

Indicators of Success: Counselor sees all students at least two times per month for group lessons.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By June 2024, RPE will improve the staff culture and retention rate through the integration of staff incentive programs and ongoing new staff training/mentoring program as evidenced through the indicators of success.

Indicators of Success: Formative: MOY staff survey to assess and monitor climate, culture, and support of staff.

Summative: Decrease staff turnover rate from 38% to 30%.

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

Performance Objective 1: By June 2024, RPE will improve the community and parent engagement through the implementation of varied communication systems and feedback opportunities as evidenced through the indicators of success.

Indicators of Success: Formative: Monitor weekly newsletter to parents from teachers using Smore application/report to ensure parent communication.

Formative: Parent Educator and Title One SRC will monitor campus events with 30% parent stakeholder attendance

Summative: Parent Educator and Title One SRC will monitor increased parent attendance of parent education courses and parent attendance of evening events in comparison to 2022-2023 school year.

Fort Bend Independent School District

Pecan Grove Elementary

2023-2024

Accountability Rating: B



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Goals

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

Performance Objective 1: By May 2024, PGE will improve student achievement in reading through implementation of the the aligned curriculum and target intervention.

High Priority

HB3 Goal

Indicators of Success: Formative Data:

By October, December and February, increase the alignment to the Instructional Model from 81% to 85%.

By October, December and February, increase the alignment to the Rigor from 63% to 75%.

By October, December and February, increase the alignment to Scope and Sequence from 81% to 85%.

From BOY to MOY, increase percentage of at or above on percentile rank on REN360.

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By MOY, 85% of students will have made half a year's growth on reading levels according to BAS. (1 & 2: 2 levels from BOY to MOY)

Summative Data:

By May 2024, 75% of students will have an SGP (Student Growth Percentile) of 35 or above at EOY. (With specific targets below for each grade level)

BY EOY, 85% of students in grades K-3 will make at least one year's growth in reading levels as indicated by the BAS assessment. (K: 2 levels-MOY to EOY) (1 2 & 3: 4 levels from BOY to EOY)

Grade K: From 59% to 75%

Grade 1: From 64% to 75%

Grade 2: From 76% to 85%

Grade 3:

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

Performance Objective 2: By May 2024, PGE will improve student achievement in math through the implementation of aligned curriculum, student ownership of learning and targeted intervention as evidence through the indicators of success.

Indicators of Success: * Formative Data:

By October, December and February, increase the alignment to the Instructional Model from 81% to 85%.

By October, December and February, increase the alignment to the Rigor from 63% to 75%.

By October, December and February, increase the alignment to Scope and Sequence from 81% to 85%.

By MOY, 80% of students will be at or above benchmark on REN360 Math

* Summative Data:

By May 2024, 75% of students will have an SGP (Student Growth Percentile) of 35 or above at EOY. (With specific targets below for each grade level)

* Grade 1: From 64% (EOY 2023) to 75%

* Grade 2: From 63% (EOY 2023) to 75%

* Grade 3: From 90% (EOY 2023) to 92%

* Grade 4: From 50% (EOY 2023) to 70%

* Grade 5: From 83% (EOY 2023) to 85%

By June 2024, 50% of all 3-5 students will meet grade level or above on STAAR Math (Closing the Gaps)

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

Performance Objective 1: By June 2024, PGE will improve student behavior and decreased discipline referrals through the implementation of PBIS and professional learning as evidence through the indicators of success.

Indicators of Success: By August, have expectations/beginning of year assemblies with each grade level to review discipline, code of conduct and schoolwide expectations. 330

Each nine weeks, meet with teams regarding behavior and discipline concerns. Follow up with PBIS committee.

By October, have 3 PBIS Cougar Cub recognitions.

By January, have 6 PBIS Cougar Cub recognitions.

By June 2024, decrease discipline referrals from 46 referrals to 36 referrals (10%)

By June 2024, increase our Benchmarks of Quality score from 83% to 85%.

By June 2024, increase our SAS score from 65% to 75%.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By June 2024, PGE will increase teacher retention by providing opportunities for teacher support, collaboration and leadership as evidence by the indicators of success. (YR1: Grades 2/3, Expanding to 4 in Year 2, Year 3 (Grades K,1,5))

Indicators of Success: Summative:

On the Opportunity Culture survey, at least 80% of respondents agree/ strongly agree:

* I would like OC to continue in my school next year.

* The OC staffing model has had a positive impact on staff collaboration.

* My school's OC staffing model has improved the effectiveness of teachers.

* The OC model has increased student achievement at my school.

Fort Bend Independent School District

Quail Valley Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024, Quail Valley Elementary will improve TIER 1 instruction for math, reading, and science through the fidelity of district curriculum implementation and targeted interventions as evidenced by the indicators of success.

Indicators of Success: Formative Indicators of Success

1. By January 2024, increase student achievement on BAS assessment for students reading on level by 5% for grades Kinder through 2nd grade from BOY to MOY.
2. By May 2024, increase the number of GT students meeting their scheduled goals on their GT learning plan.
3. By January 2024, increase student growth on the REN 360 assessment for Math at/above benchmark performance level by 5% from BOY to MOY.

Summative Indicators of Success

1. By May 2024, increase student achievement in STAAR for reading by 3% on meets from 2023 school year results.
2. By May 2024, increase student growth on the REN360 reading assessment by 5% on SGP from BOY to EOY.

Summative Indicators of Success

3. By May 2024, increase student achievement in STAAR for math by 3% on meets from 2023 school year results.
4. By May 2024, increase student growth on the REN360 math assessment by 5% on SGP from BOY to EOY.
5. By May 2024, increase student achievement on Science STAAR by 10%.

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

Performance Objective 1: By June 2024, Quail Valley El. will improve student behavior through the implementation of PBIS strategies as evidenced through the indicators of success .

Indicators of Success: Formative Indicators of Success

By December 2023, decrease the number of referrals in Skyward and campus level 1 form by 2%.

Summative Indicators of Success

By May 2024, decrease the number of referrals in Skyward and campus level 1 form by 5%.

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

Performance Objective 2: By June 2024, improve culture and climate through stakeholder feedback as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of success

By December 2023, increase staff perception of campus morale by 5% as evidenced in campus culture and climate survey.

Summative Indicators of success

By March 2024, Increase staff perception of campus morale by 5% on the district culture and climate survey.

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

Performance Objective 3: By June 2024, Quail Valley Elementary will increase student attendance through effective communication and student incentives as demonstrated through the indicators of success.

Indicators of Success: Formative Indicators of Success

By December 2023, increase weekly attendance by .5 percent in comparison to 2022-2023 school year attendance rates.

Summative Indicators of Success

By May 2024, increase overall attendance percentage by 1 percent in comparison to the EOY 2022-2023 school year.

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

Performance Objective 1: By June 2024, Quail Valley Elementary will increase parental engagement through the implementation of parent engagement initiatives as evidenced through the indicators of success.

Indicators of Success: Formative Indicators of Success

By October 2023, we will implement two new parent involvement opportunities at Quail Valley Elementary.

By February 2024, we will implement four new parent involvement opportunities at Quail Valley Elementary.

Summative Indicators of Success

By June 2024, we will implement two academic workshops to support parent engagement with student academic achievement.

By June 2024, we will implement a total of four new parent involvement opportunities at Quail Valley Elementary.

By June 2024, we will increase parent volunteers by 5% from last year's volunteer participation.

Fort Bend Independent School District

Ridgegate Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024, Ridgeway will increase the effectiveness of literacy instruction by using PLCs to drive curriculum implementation, student ownership of learning practices, and targeted interventions as evidenced by the Indicators of Success

Indicators of Success: Formative Indicators of Success

1. Increase the alignment to the Rigor, Scope, and Sequence and instructional model by 5% each quarter, as observed in ELA classrooms through calibrated walkthroughs.
2. Increase the implementation of rubric, checklists, protocols for discussion and goal setting, as observed in ELA classrooms by 5% as observed through calibrated walkthroughs.
3. From BOY to MOY, increased student growth on the Early Literacy and Reading REN360 test at/above benchmark performance level by 5% for each student group (Ethnicity, Economically Disadvantaged, English Learners, and Special Education).
4. By December 2024, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., clubs, innovation hour, service projects).

Summative Indicators of Success

1. By June 2024, increase percentages of students meeting SGP in literacy to 75%. 335
2. By June 2024, increase performance on STAAR Domain 1 to 66%.
3. From BOY to EOY, increase alignment to the Rigor, Scope, and Sequence and instructional model, as observed in ELA classrooms by 5% as observed through calibrated walkthroughs.
4. By May 2024, the campus will ensure that all GT students will be involved in at least two enrichment opportunities (i.e. clubs, innovation hour, service projects).

SMART Indicator of Success

By May 2024, RGE will increase the percentage of students showing growth in literacy on Ren360 from 71.3% to 75%

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

Performance Objective 2: By June 2024, Ridgeway will increase the effectiveness of math instruction by using PLCs to drive curriculum implementation, student ownership of learning practices, and targeted interventions as evidenced by the Indicator of Success

Indicators of Success: Formative Indicators of Success

1. Increase the alignment to the Rigor, Scope, and Sequence and instructional model by 5% each quarter, as observed in Math classrooms through calibrated walkthroughs.
2. Increase the implementation of rubric, checklists, protocols for discussion and goal setting, as observed in Math classrooms by 5% as observed through calibrated walkthroughs.
3. From BOY to MOY, increased student growth on the Math REN360 test at/above benchmark performance level by 5% for each student group (Ethnicity, Economically Disadvantaged, English Learners, and Special Education).
4. By December 2024, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., clubs, innovation hour, service projects).

Summative Indicators of Success

1. By June 2024, increase percentages of students meeting SGP in math to 80%.

2. By June 2024, increase performance on STAAR Domain 1 to 66%.
3. From BOY to EOY, increase alignment to the Rigor, Scope, and Sequence and instructional model, as observed in Math classrooms by 5% as observed through calibrated walkthroughs.
4. By May 2024, the campus will ensure that all GT students will be involved in at least two enrichment opportunities (i.e. clubs, innovation hour, service projects).

SMART Indicator of Success

By May 2024, RGE will increase the percentage of students showing growth in math on Ren360 from 76% to 80%.

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

Performance Objective 3: By June 2024, Ridgeway will increase the effectiveness of Science instruction by using PLCs to drive curriculum implementation, student ownership of learning practices, and targeted interventions as evidenced by the Indicator of Success

Indicators of Success: Formative Indicators of Success

1. Increase the alignment to the Rigor, Scope, and Sequence and instructional model by 3% each quarter, as observed in Science classrooms.
2. Increase the implementation of rubric, checklists, protocols for discussion and goal setting, as observed in Science classrooms from 65%-70%.
3. From SFA#1 to SFA#3 increased student growth on the Science SFA at the meets benchmark performance level by 5% for each student group (ethnicity, Economically Disadvantaged, English Learners, and Special Education)
4. December 2023, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., clubs, innovation hour, service projects).

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Summative Indicators of Success

1. From BOY to EOY, increase alignment to the Rigor, Scope, and Sequence and instructional model, as observed in Science classrooms from 80%-85%.
2. From BOY to EOY, increase of implementation of rubric, checklists, protocols for discussion and goal setting as observed in science classrooms from 65% to 75%.
3. By May 2024, increase performance on STAAR meets grade level performance in science from 40% to 48%
4. By May 2024, the campus will ensure that all GT students will be involved in at least two enrichment opportunities (i.e. clubs, innovation hour, service projects)

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

Performance Objective 1: By June 2024, Ridgeway will have increased the number of Community Engagement opportunities through a variety of ongoing options for communication, mentoring, and parent classes that will result in overall growth of parental participation as evidenced by the Indicator of Success.

Indicators of Success: Formative Indicators of Success

1. Increase attendance in parent education classes by 3% as indicated by sign in sheets from BOY to MOY
2. Increase the number of engagement participants in our monthly Coffee with the Principal monthly meetings by 3% from the BOY to the MOY.

Summative Indicator of Success

1. By June 2024 we will increase the percentages of parent attendance as indicated in parent education classes sign in sheets from BOY to EOY from 10 parents to 18 parents.
2. By June 2024 we will increase the number of engagement participants in our monthly Coffee with the Principal monthly meetings by the average of 15 parents to 35 parents by the end of the year.

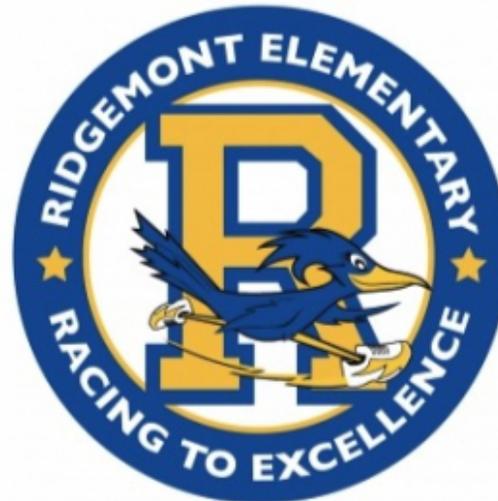
Fort Bend Independent School District

Ridgemont Elementary

2023-2024

Includes TEA Targeted Improvement Plan Requirements

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Goals

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

Performance Objective 1: By June of 2024, Ridgemont ES will improve the effectiveness of TIER 1 instruction by implementing Student Ownership of Learning and Formative Assessment protocols, as evidenced in the student achievement and growth indicators of success.

High Priority

Indicators of Success: Formative Indicators of Success

1. From BOY to MOY, increase student growth on the REN360 assessment (Reading & Math) at/above benchmark performance level by 5%.
2. Increase the percentage of Clarity descriptors observed in the classroom by 10% each quarter.
3. From BOY to MOY, students will have met their scheduled goals on their GT learning plan.

Summative Indicators of Success

1. Increase overall achievement scores in both reading and math STAAR by 5% from 2023 results.
2. By June 2024, increase percentage of students meeting SGP in reading and math on REN360 BOY to EOY by 5%.
3. By June 2024, increase the percentage of students that successfully complete their independent study/projects by 10% from last year to this year.

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

Performance Objective 2: By June of 2024, Ridgemont ES will improve the effectiveness of intervention delivery by providing teachers with professional development around best practices and effective utilization of resources for small group instruction, as evidenced by the indicators of success.

High Priority

Indicators of Success: Formative Indicators of Success

1. From BOY to MOY, increase student growth on REN360 at/above benchmark performance by 5%.
2. By December, increase the percentage of classrooms providing rigorous small group instruction and station activities by 20%.

Summative Indicators of Success

1. From BOY to MOY, increase student growth on REN360 at/above benchmark performance by 8%.
2. By June 2024, increase the percentage of students at "meets" or above by 10%.

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

Performance Objective 3: By June of 2024, Ridgemont will increase science student achievement by ensuring the strategic integration of campus priority science concepts during literacy instruction and increasing exposure to STAAR like questions earlier in the year as demonstrated by the indicators of success.

Indicators of Success: Formative Evidence

1. Increase the integration of science and literacy in classrooms by 10% every quarter.
2. Increase achievement from TIA#1 to TIA#2 by 10%.

Summative Evidence

1. Science STAAR scores will increase by 10%.

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

Performance Objective 4: By June of 2024, Ridgemont will increase the percentage of students performing at Meets and Masters on STAAR as demonstrated by the indicators of success. 340

Indicators of Success: Formative Evidence

1. Students performing at high levels on campus assessments

Summative

1. STAAR Annual Growth Measure will increase by 13 points

Goal 2: Fort Bend ISD will provide a safe and supportive environment for learning and working.

Performance Objective 1: By June 2024, Ridgemont Elementary will increase student attendance rates by ensuring daily communication with parents and student incentives as demonstrated by the indicators of success.

High Priority

Indicators of Success: Formative Indicators of Success

1. Number of classes with perfect attendance will increase by 5% by the end of each week.
2. Increase end-of-year district attendance rates by .3% each quarter.

Summative Indicators of Success

Increase end-of-year district attendance rates by 1% from last year's.

Goal 2: Fort Bend ISD will provide a safe and supportive environment for learning and working.

Performance Objective 2: By June of 2024, Ridgemont Elementary will achieve a safe and optimal learning environment by engaging staff in professional learning related to PBIS implementation and school safety as demonstrated by the indicators of success.

High Priority

Indicators of Success: Formative Indicators of Success

1. Learning walks will evidence an increase in classroom PBIS implementation by 15% each quarter.
2. Number of referrals will be decreased by 10% each quarter.
3. Professional development opportunities around PBIS implementation will be available to teachers at least once every quarter.

Summative Indicators of Success

1. At least 75% of teachers will be implementing PBIS expectations effectively by the end of the year.
2. Skyward disciplinary referrals and actions will be reduced by 15% from the previous year.

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

Performance Objective 1: By June of 2024, Ridgemont Elementary will increase parental involvement by fostering an environment in which they see themselves as equal partners in the education of their children.

High Priority

Indicators of Success: Formative Indicators of Success

1. Parent volunteering will increase by 10% each quarter.

Summative Indicators of Success

1. Parent attendance to school events will be increased by 10% from last years' attendance.
2. Surveys will indicate that over 80% of our parents have a positive perception of our school (programs, customer service, other services).

Fort Bend Independent School District

Scanlan Oaks

2023-2024



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Goals

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

Performance Objective 1: By June 2024, Scanlan Oaks Elementary will improve instruction through student readiness in literacy and numeracy by ensuring implementation of the instructional model and formative assessment practices as evidenced through indicators of success.

Indicators of Success: Formative Evidence:

- By October, December, February, increase the alignment to the Instructional Model observed in classrooms from 60% to 70%.
- From BOY to MOY, increase student growth on REN360 at/above benchmark performance by 5%.
- From BOY to EOY, increase K-2 student percentage on BAS at/above district reading level expectation by 5% for each grade level.
- By September 2023, 100% of GT teachers will complete required professional learning covering how to develop individualized GT Learning Plans.
- By October 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan

Summative Evidence:

- By June 2024, increase performance on STAAR Meets Grade Level performance in literacy from 63% to 67%
- By June 2024, increase percentages of students meeting SGP (35+) from BOY to EOY in REN360 by 5%.
- From BOY to EOY, increase alignment to Instructional Model observed in classrooms from 60% to 70%.
- By May 2024, 100% of GT students and teachers will reflect and review the progress of individualized SMART goals and adjust as needed.

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

Performance Objective 1: By June 2024, Scanlan Oaks Elementary will improve the effectiveness of Student Ownership of Behavior practices by ensuring implementation of PBIS and restorative practices as evidenced through indicators of success.

Indicators of Success: Formative Evidence:

- By October, December, February, increase the number of critical elements identified as "in place" on the FBISD Benchmark of Quality by 1 each month.
- By October, December, February, increase staff skill level identified as "adequate" or higher when asking restorative questions to respond to challenging behaviors on the Staff Restorative Practices Survey.

Summative Evidence:

- By May 2024, increase the number of critical elements identified as "in place" on the FBISD Benchmark of Quality by 3.
- By April 2024, 90% of SOE staff members will score "adequate" skill or higher when asking restorative questions to respond to challenging behaviors on the Staff Restorative Practices Survey on the staff restorative practices survey

Fort Bend Independent School District

Schiff Elementary

2023-2024



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Goals

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

Performance Objective 1: By May 2024, Jan Schiff Elementary will improve instruction through targeted intervention as evidenced through targeted growth as seen in the indicators of success.

Indicators of Success: Strategy 1: All GT teachers will participate in professional learning targeting individualized instruction and GT learning plans.

Formative Measure: By October 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.

Summative Measure: By May 2024 100% of GT students and teachers will reflect and review the progress of individualized SMART goals and make adjustments as needed.

Strategy 2: Teachers will receive professional development on targeted intervention and the use of the SST process to appropriately identify students in need of academic and/or behavior intervention.

Formative Measure:

By January 2024, the percentage of students showing growth in literacy on REN360 will increase by 3% from BOY to MOY.

By January 2024, the percentage of students showing growth in math on REN 360 will increase by 3% from BOY to MOY.

By January 2024, the percentage of students on or above grade level on BAS will increase by 3% from BOY to MOY.

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Summative Measure:

By May 2024, the percentage of students showing growth in literacy on REN 360 will increase 3% from MOY to EOY.

By May 2024, the percentage of students showing growth in math on REN 360 will increase from 3% from MOY to EOY.

By May 2024, the percentage of students on or above grade level on BAS will increase by 3% from MOY to EOY.

By May 2024 increase the percentage of students at approaches/or higher on reading STAAR from 88% to 89%.

By May 2024 increase the percentage of students at approaches/or higher on math STAAR from 80% to 82%.

Strategy 3: Professional Learning Communities (PLC's) will intentionally plan the implementation of instructional models and review data for intervention based on skills needed to close gaps.

Formative Measure: By October 2023, teachers will plan and implement targeted interventions using running records, CFA's, REN 360, CIRCLE, BAS, to plan small group instruction needed to close gaps.

By December 2023, 50% of classrooms will have evidence of the implementation of instructional models, and small groups will be pulled during intervention time with fidelity, as determined by CST walks, teacher data collection of reading levels and math CFA's, PLC/SST agendas that show the planning of small groups in guided reading, math, and intervention based on running records, CFA's, REN 360 and BAS. Small groups will be pulled during intervention with fidelity.

Summative Measure:

By February 2024, 60% of classrooms will have evidence of the implementation of instructional models, and small groups will be pulled during intervention time with fidelity, as determined by CST walks, teacher data collection of reading levels and math CFA's, PLC/SST agendas that show the planning of small groups in guided reading, math, and intervention based on running records, CFA's, REN 360 and BAS.

May 2024, 70% of classrooms will have evidence of the implementation of instructional models, and small groups will be pulled during intervention time with fidelity, as determined by CST walks, teacher data collection of reading levels and math CFA's, PLC/SST agendas that show the planning of small groups in guided reading, math, and intervention based on running records, CFA's, REN 360 and BAS.

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

Performance Objective 1: By May 2023 Jan Schiff Elementary will improve the perception of campus culture and climate through the implementation of PBIS/SEL practices, professional development, and formal and informal surveys as evidenced through the indicators of success.

Indicators of Success: Strategy 1: Teachers will receive professional development on PBIS strategies and student ownership of behavior strategies/framework in order to implement and maintain systems that develop positive behavior practices that affect students and staff each day.

Formative Measure: By October 2023, 60% of all classrooms will have a co-created respect agreement signed and displayed with evidence that it is being used to develop positive teacher to student and student to student interactions, as noted in walkthroughs and observations.

Summative Measure: By May 2024 90% of all classrooms will have a co-created respect agreement signed and displayed with evidence that it is being used to develop positive teacher to student and student to student interactions, as noted in walkthroughs and observations.

Strategy 2: Decrease the number of discipline referrals from BOY to EOY from the 2021-2022 school year.

Formative Measure: By October 2023, there will be a 3% decrease in the number of discipline referrals in Skyward from October 2022.

Summative Measure: By May 2024, there will be a 10% decrease in the number of referrals in Skyward from May 2023.

Strategy 3: Increase student engagement from BOY to EOY as measured by the student engagement survey data

Formative Measure: From BOY to MOY increase student engagement on campus administered surveys for 3rd-5th grade students by 2% targeting selected questions:

Disaffection: "I feel nervous when I'm at school"

Perceptions of Respect and Belonging: "Students here respect what I have to say"

Peer Support of Learning: Support from Students: "Other students care about me"

Peer Support of Learning: Perceptions of Respect and Belonging: "Students at my school are there for me when I need them"

Summative Measure: By May 2024, JSE will increase perceptions of "Disaffection ("I feel nervous when I'm at school") from 70% to 72%.

By May 2024, JSE will increase Perceptions of Respect and Belonging ("Students here respect what I have to say") from 72% to 74%.

By May 2024, JSE will increase perceptions of Peer Support of Learning: Support from Students: "Other students care about me") from 83% to 85%, and ("Students at my school are there for me when I need them") from 83% to 85%.

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

Performance Objective 2: By May 2024, Jan Schiff will increase positive perception of campus culture/climate from BOY to EOY as measured by formal and informal surveys, community events, and other qualitative measures.

Indicators of Success: Strategy 1: Increase positive perception of campus culture/climate from BOY to EOY as measured by formal and informal surveys and other qualitative measures.

Formative Measure: By October 2023, increase positive perception of campus culture/climate in the areas of communication, visibility, and teacher involvement in decision making by 2% using surveys, feedback and other measures.

Summative Measure: By May 2024, increase positive perception of campus culture/climate in the areas of communication, visibility and teacher involvement in decision making by 2% using surveys, feedback and other measures.

Strategy 2: Increase the number of community events at Schiff during the 2023-2024.

Formative Measure: By December 2023, Schiff will have hosted at least one community event for parents.

Summative Measure: By May 2024, Schiff will have hosted at least two community events from BOY to EOY.

Strategy 3: Increase the number of wellness activities/opportunities for staff and/or community to participate in to promote health and wellness.

Formative Measure:

By October 2023, Schiff will offer a health/wellness opportunity for staff and/or community in order to promote health and wellness.

Summative Measure:

By May 2024, Schiff will have offered four health/wellness opportunities for staff and/or community in order to promote health and wellness.

Fort Bend Independent School District
Seguin Elementary
2023-2024



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Goals

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

Performance Objective 1: By June 2024, Juan Seguin Elementary will increase the effectiveness of Math and Reading instruction through the implementation of strong and consistent Tier 1 instruction, small group targeted interventions, and student ownership of learning practices, utilizing formative assessment protocols, as evidenced through indicators of success.

Indicators of Success: Formative Evidence:

Improving student growth from BOY to MOY REN 360 at/above benchmark performance by student groups (All Students)
Improving student growth from BOY to MOY BAS and TX-KEA.
Classroom observations and walkthroughs conducted by administrators.

By September 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.

By October 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan. 349

By February 2023 100% of the GT teachers will have identified and began implementing from 2 to 10 individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.

Summative Evidence:

By June 2024, students in Grades K-5 will demonstrate growth in READING performance as demonstrated in the REN 360 assessment by 1%-2% from BOY to MOY, and 2%-3% from MOY to EOY.

By June 2024, students in Grades K-5 will demonstrate growth in MATH performance as demonstrated in the REN 360 assessment by 1%-2% from BOY to MOY, and 2%-3% from MOY to EOY.

By June 2024, students in Grades 3-5 will demonstrate overall growth in READING performance as demonstrated in the STAAR assessment by 3% :
-Grade 3 - from 77% to 80%
-Grade 4 - from 85% to 88%
-Grade 5 - from 85% to 88%

By June 2024, students in Grades 3-5 will demonstrate overall growth in MATH performance as demonstrated in the STAAR assessment by 3% :
-Grade 3 - from 68% to 71%
-Grade 4 - from 66% to 69%
-Grade 5 - from 79% to 82%

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

Performance Objective 1: By June 2024, JSES will continue to improve student ownership of behavior through the fidelity and effective implementation of PBIS framework, student ownership of behavior practices, and targeted behavior interventions as evidenced through the indicators of success.

Indicators of Success: Classroom observations and walkthroughs conducted by administrators.

By the end of each nine weeks (October 6th, December 15th, March 8th and May 23rd), discipline referrals for students in Grades PK-5 will decrease by 5% as demonstrated in the Distinct Offense Incident Count Report.

By June 2024, discipline referrals for students in Grades PK-5 will decrease as demonstrated in the Distinct Offense Incident Count Report by 20% from BOY to EOY.

Goal 3: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By June 2024, JSES will engage the community as partners in education to develop students' socio-emotional skills in a safe collaborative environment in every classroom and common areas of the school.

Indicators of Success: Formative:

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By September 2023, JSES Boosterthon kick-off will occur on September 5th and the Fun Run will be on September 13th, sponsored by JSES PTA.

By October 2023, JSES students in grades 3-5 will participate in the Crime Stoppers presentation.

By October 2023, JSES students will participate in the Unity Day/ Mix It Up at Lunch, sponsored and coordinated by our school counselor.

By December 2023, JSES students will meet with PALs from Bush HS starting on August 29th until December 5th.

By the end of the 23-24 first semester, JSES students will explore character traits/core essentials during school counselor guidance lessons: Aug. Creativity/Orchid; Sept. Friendship/Ginger; Oct. Integrity/Greige (cross between beige and grey); Nov. Gratitude/Yellow; and Dec. Generosity/Celadon (close to sage).

By the end of the 23-24 second semester, JSES students will explore character traits/core essentials during school counselor guidance lessons: Jan. Responsibility/Mahogany; Feb. Kindness/Peach; March Peace/Bottle Green; April Patience/Payne's Gray; and May Commitment/Azure.

Additional activities will be added as we review the JSES Calendar Events living document.

Summative:

By June 2024, community and parent participation in school-wide activities, events, and initiatives will increase from 1-2 to activities per semester to at least 2-3 per semester from BOY to EOY.

By June 2024, PTA collaboration and partnership with JSES will increase from 1-2 to activities per semester to at least 2-3 per semester from BOY to EOY.

By June 2024, engagement and collaboration with Bush HS feeder pattern campus will increase to at least 1 activity/event per school year.

Fort Bend Independent School District

Settlers Way Elementary

2023-2024

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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Goals

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

Performance Objective 1: By May 2024, Settlers Way Elementary will improve the effectiveness of instruction through the implementation of student ownership of learning practices, targeted instruction, and professional learning practices as evidenced by indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative:

By October 2023, 60% of SWE classrooms will reflect and revise student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.

By December 2023, 70% of SWE classrooms will regularly be utilizing revised student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.

By February 2024, 75% of SWE classrooms will regularly utilize revised student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.

By October 2023, all teachers will participate in professional learning communities focusing on student ownership of learning practices and effective progress monitoring tools.

By January 2024, the percentage of students showing growth in literacy on REN360 will increase by 2% from BOY to MOY

By October 2022, all teachers will participate in professional learning on GTLP and developing goals for their GT students, along with monitoring this plan. Second grade teacher will begin implementing Innovation Hour with their students.

By December 2022, all teachers will progress monitor GTLP for GT students and adjust goals as needed. Second grade teacher will continue implementing Innovation Hour with their students.

Summative:

By May 2024, 80% of SWE classrooms will regularly utilize revised student goal setting based on grade level TEKS as evidenced by classroom walk-through and TTESS data.

By July 2024, increase on STAAR Reading: Meeting Grade Level performance 4%

By July 2024, increase on STAAR Math: Meeting Grade Level performance 4%

By July 2024, increase on STAAR Science: Meeting Grade Level performance 4%

By January 2024, the percentage of students showing growth in literacy and math on REN360 will increase by 2% from BOY to MOY -Percentile Rank

By May 2024, the percentage of students showing growth in literacy and math on REN360 will increase by 4% from MOY to EOY -Percentile Rank

By May 2024, GT students will have successfully accomplished this GTLP and self assess for needed adjustments. Second grade students will have completed their Innovation Hour Projects.

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

Performance Objective 1: By May 2024, Settlers Way Elementary will improve culture and climate through the implementation of student ownership of behavior and PBIS strategies as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative:

By September 2023, the campus will establish houses of students to promote a sense of belonging and connectedness.

By December 2023, the campus will hold at least one activity each nine weeks in order for students to develop stronger bonds and foster a sense of belonging and connectedness on campus.

By March 2024, the campus will hold at least one activity each nine weeks in order for students to continue bonding and foster a sense of belonging and connectedness on campus.

By October 2023, there will be an increase in student clubs opportunities by 10%.

By October 2023, Spirit Tag Success Criteria will be developed by the teacher in 65-75% of all classrooms

By December 2023, Spirit Tag Success Criteria will be co-constructed in 65-75% of all classrooms

By February 2024, Spirit Tag Success Criteria will be co-constructed in 70-80% of all classrooms

By December 2023, the campus will implement at least 2 activities each nine weeks to reinforce that FBISD Dispositions to promote character development.

By September 2023, the campus will develop incentives to promote attendance on campus.

By December 2023, the campus will exceed the district goal of 96.5% attendance rate at least twice.

By February 2024, the campus will exceed the district goal of 96.5% attendance rate at least twice.

By December 2023, there will be at least 7% of the staff with perfect attendance.

Summative:

By May 2024, the campus will celebrate the houses of students to promote a sense of bonding, belonging and connectedness on campus.

By May 2024, there will be an increase in student participation in clubs by 15%.

By May 2024, Spirit Tag Success Criteria will be co-constructed in 90-100% of all classrooms

By May 2024, EOY data will indicate that all classrooms are utilizing the respect agreement and utilizing positive behavior support systems.

By May 2024, EOY data will indicate that all classrooms are utilizing the respect agreement and utilizing positive behavior support systems.

By May 2024, the campus will implement have implemented a total of 8 activities to reinforce that FBISD Dispositions to promote character development.

By May 2024, the campus will have exceeded the district goal of 96.5% attendance rate at least 4 times.

By May 2024, there will be at least 5% of the staff with perfect attendance.

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

Performance Objective 1: By May 2024, Settlers Way Elementary will provide ongoing opportunities for students, staff, and families to come together as a community in order to build relationships and celebrate successes as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative:

By September 2023, the campus will establish a calendar of events for the school year and beginning planning ways to build our school spirit and promote community relationships.

By December 2023, the campus will hold at least one event each month in the fall semester in order to build school spirit and promote community relationships.

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By September 2023, the campus will establish a program in which parents assist with arrival, lunch, and recess duties to increase parental involvement on campus and promote safety.

By March 2023, the campus will have parents assist with arrival, lunch, and recess duties to increase parental involvement on campus and promote safety.

By October 2023, the campus will beginning planning ways to celebrate Settler Way Elementary's 40th year in existence.

Summative:

By May 2024, the campus will hold at least one event each month in the spring semester in order to build school spirit and promote community relationships.

By May 2024, the campus will send out a survey to assess the impact and effectiveness of parental involvement and increased safety on campus.

By May 2024, the campus will host a celebration of all the wonderful things about Settler Way Elementary over the years.

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

Performance Objective 2: By May 2024, Settlers Way Elementary will provide ongoing communication with parents and staff to ensure they are aware of our school's mission, vision, and goals as evidenced through the indicators of success.

Indicators of Success: Formative:

By September 2023, the campus will communicate the school's mission, vision, and goals at the Fall Parent Information Night to keep parents informed.

By January 2024, the campus will communicate the school's mission, vision, and goals in the Friday Folder Newsletter each semester to parents in order to keep them informed.

By March 2024, the campus will communicate the school's mission, vision, and goals at the Spring Open House Night to keep parents informed.

Summative:

By May 2024, the campus will review the campus Climate and Culture Survey to assess the impact of the communication in regard to awareness of the school's mission, vision, and goals.

Fort Bend Independent School District

Sienna Crossing Elementary

2023-2024



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Goals

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

Performance Objective 1: By May 2024, SCE will improve the effectiveness of intervention systems through the implementation of strong RI processes, targeted interventions, student ownership of learning practices, and Professional Learning Community practices as evidenced through the indicators of success.

Indicators of Success: * PLC Protocols and Agendas

- * Walk-throughs and T-TESS observations
- * RENS 360 Testing Schedules and Scores
- * Student Support Team Documentation
- * Small group intervention progress monitoring documentation

By January 2024, the percentage of students showing growth in literacy on REN360 will increase 3% from BOY to MOY.

By January 2024, the percentage of students showing growth in math on REN360 will increase by 3% from BOY to MOY.

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By May 2024, the percentage of students showing growth in math on REN360 will increase 5% from BOY to EOY.

By May 2024, the percentage of students showing growth in literacy on REN360 will increase 5% from BOY to EOY.

By end of October 2023, 95% of core content teachers will participate in professional learning on individualized goal setting and progress monitoring across content areas.

By November 2023, walk-through and T-TESS data will indicate that students are developing individualized goals and monitoring their progress in 75% of classrooms.

By December 2023, walk-through and T-TESS data will indicate that students are developing individualized goals and monitoring their progress in 95% of classrooms.

Beginning October 2023, all K-3rd teachers will differentiate the apply portion of their grade level phonics lessons for their individual classrooms.

By November 2023, walk-through and T-TESS data will indicate daily phonics instruction is occurring in all K-3rd classrooms.

By December 2023, K - 3rd core content grade teachers will calibrate with their grade level at least twice to ensure consistent phonics implementation is being implemented during the literacy instructional block.

By March 2023, K - 3rd teachers will calibrate in vertical teams to identify missing gaps in phonics instruction and ensure consistent implementation of phonics in all K-3rd literacy classrooms.

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

Performance Objective 2: By June 2024, all GT Identified students will show growth in their GT Learning plan in place to monitor academic/behavioral growth- parents, teachers, and students will create an academic/social goal that will be monitored throughout the school year. As part of the planning process, teachers will discuss and develop learning strategies to support our Gifted and Talented Students.

Indicators of Success: RtI Monthly meetings will allow time for the teachers of the GT students to report the growth of each student on their goals. Teachers will also meet regularly with students and parent to keep informed of student progress.

Evaluation Data Sources:

RtI Monthly meetings will allow time for the teachers of the GT students to report the growth of each student on their goals. Teachers will also meet regularly with students and parent to keep informed of student progress.

Summative Evaluation:

Some progress made toward meeting Objective

By October 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.

By December 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan. 359

By February 2024, 100% of the GT teachers will have identified and began implementing 10 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric

By June 2024, 100% of GT students and teachers will reflect and review the progress of the individualized SMART goals and make adjustments as needed.

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

Performance Objective 1: By June 2024, SCE will increase student social emotional learning through implementation of behavior framework through PBIS evidenced by frequency of practice.

Indicators of Success: Formative Evidence

Increase in use of co-created respect agreements to support positive and respectful peer and teacher interactions, increase in use of structures and/or tools to facilitate collaboration opportunities for students, etc.)

Summative evidence

Increase in use of PBIS components of school wide expectations, behavior flow chart, classroom expectations, teacher and reinforce expectations, and PBIS team monitoring and data analysis.

Indicators of Success:

Increasing the implementation of school wide expectations for student behavior and common areas, respect agreements, restorative practices, and social emotional character traits measured through frequency of character lessons, informal walkthroughs of common areas, and staff/student survey results.

Formative

* By October 2023, increase the percentage of "In Place" on the SAS Classroom Systems by 5%.

* By June 2024, increase overall BoQ score by 7% from Spring 2023.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Performance Objective 1: By May of 2024, SCE will improve the retention rate of high-quality teachers and staff through mentorship, professional development, and PLC support to positively impact student achievement and the culture and climate as evidenced through the indicator of success.

Indicators of Success: Walkthrough Data, Staff Surveys, Culture/Climate Year at a Glance Calendar, PLC minutes, Staff Feedback Agendas and Minutes

Formative:

New teacher surveys will show at least a 80% satisfaction rating as it pertains to instruction and culture and climate by the MOY.

New teacher surveys will show at least a 98% satisfaction rating as it pertains to instruction and culture and climate by the EOY.

Summative:

By May 2024, the EOY staff retention rate will be maintained at 98%.

360

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

Performance Objective 1: By June 2024, the PTO, SCE Climate Committee, Counselors and Wellness Committee will organize and host at least 3 student, community, and/or staff events to boost morale, promote community involvement, recognize Profile of a Graduate attributes, and encourage health and wellness.

Indicators of Success: Discussions at PLC, team leader, Instructional leadership meetings, climate committee, wellness, PTO, Student recognition ceremonies, and faculty meetings to survey and serve student, family, and teacher/staff mental and physical health needs. Improved communication and exhibition of profile of a graduate attribute and their connection to our overall school culture and climate.

Fort Bend Independent School District
Sugar Mill Elementary
2023-2024

361

Goals

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

Performance Objective 1: By June 2024, Sugar Mill will improve the effectiveness of literacy instruction through job- embedded professional development and professional learning community cycles to strengthen the implementation of aligned curriculum as evidenced through targeted indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative:

- REN 360 Growth Measure (SGP= 35)

By February 2024, we will increase the percentage of students showing growth in literacy on REN 360 from BOY to MOY from 67% to 71%.

362

- BAS

By February 2024, we will increase the percentage of kinder through second grade students demonstrating at least one year's growth on BAS reading levels from 49% to 52%.

-GT

By October 2023, 100% of GT teachers will have received professional learning on creating individualized plans that meet the needs of GT identified students.

-GT

By December 2023, 100% of identified GT students will have an academic, co-constructed SMART goal in their GT Learning Plan.

GT-

By February 2024, 100% of the GT teachers will have identified and began implementing 10 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric.

Summative:

- REN 360 Growth Measure (SGP= 35)

By June 2024, we will increase the percentage of students showing growth in literacy on REN 360 from BOY to EOY from 67% to 76%.

- BAS

By June 2024, the percentage of students reading on or above grade level by the end of the year will increase from 54% to 70%.

By June 2024, we will increase the percentage of kinder through second grade students demonstrating at least one year's growth on BAS reading levels from 49% to 55%.

-GT

By June 2024, 100% of GT students and teachers will reflect and review the progress of the individualized SMART goals and make adjustments as needed.

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

Performance Objective 2: By June 2024, Sugar Mill will increase student growth for Hispanic, Asian, Economically Disadvantaged, and Emergent Bilinguals by improving the effectiveness of math instruction through job-embedded professional development and professional learning community cycles as evidenced through targeted indicators of success.

High Priority

HB3 Goal

Indicators of Success: Formative:

- REN360

By February 2024, BOY to MOY data on REN Math will show 70% of students making growth.

363

- TX-KEA

By February 2024, we will increase the percentage of students rating on track on the EOY TX-KEA math assessment from 66% to 78%.

- GT

By October 2023, 100% of GT teachers will have received professional learning on developing individualized GT Learning Plans.

- GT

By December 2023, 100% of identified GT students will have an academic and affective co-constructed SMART goal in their GT Learning Plan.

- GT

By February 2024, 100% of the GT teachers will have identified and began implementing 10 or more individualized instructional interventions using the Gifted Learning Plan Programming Services/Instructional Intervention Rubric

Summative Evaluations:

- REN 360 Growth Measure (SGP= 35)

By June 2024, we will increase the percentage of students showing growth in math on REN 360 from BOY to EOY from 64% to 75%.

- TX-KEA

By June 2024, we will increase the percentage of students rating on track on the EOY TX-KEA math assessment from 66% to 85%.

- GT

By May 2024, 100% of GT students and teachers will reflect and review the progress of the individualized SMART goals and make adjustments as needed.

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

Performance Objective 1: By June 2024, Sugar Mill will improve the campus community, culture, and climate through ongoing professional learning to strengthen the implementation of positive behavior intervention support systems on campus as evidenced through targeted indicators of success.

Indicators of Success: Formative:

By January 2024, we will decrease the percentage of Skyward referrals occurring in the classrooms to 25%.

Summative:

By June 2024, we will decrease the percentage of Skyward referrals occurring in classrooms from 51% to 45%.

Summative:

By June 2024, we will observe 95% implementation of positive behavior intervention strategies in classrooms measured with the SEL Learning Walk Tool.

364

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

Performance Objective 1: By June 2024, Sugar Mill will increase attendance for students through the implementation of positive recognition on campus as evidenced through targeted indicators of success.

Indicators of Success: Summative:

By June 2024, our student attendance rate will be at or above 96%

Fort Bend Independent School District

Sullivan Elementary

2023-2024



365

Goals

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

Performance Objective 1: By June 2024, Anne Sullivan will improve the effectiveness of literacy and math instruction through the implementation of aligned curriculum and targeted interventions as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative Indicators of Success:

- * By September 2023, walk-through and T-TESS data will indicate daily phonics instruction is occurring in all K-3rd classrooms.
- * Beginning October 2023, all K-3rd teachers will differentiate the apply portion of their grade level phonics lessons for their individual classrooms.
- * By December 2023, K - 3rd core content grade teachers will calibrate with their grade level at least twice to ensure consistent phonics implementation is being implemented during the literacy instructional block.
- * By January of 2024 the percentage of students showing growth in literacy on REN 360 will increase by 3% from BOY to MOY.
- * By January of 2024 the percentage of students showing growth in math on REN 360 will increase by 3% from BOY to MOY.
- * By January of 2024 the percentage of students on or above level on BAS will increase by 5% from BOY to MOY.

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Summative Indicators of Success:

- * By May 2024, increase percentage of student at approaches/or higher on math STAAR will increase 2%.
- * By May 2024, increase percentage of student at approaches/or higher on reading STAAR will increase 2%.
- * By May of 2024 the percentage of students showing growth in literacy on REN 360 will increase by 5% from MOY to EOY.
- * By May of 2024 the percentage of students showing growth in math on REN 360 will increase by 5% from MOY to EOY.
- * By May of 2024 the percentage of students on or above level on BAS will increase by 5% from MOY to EOY.

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

Performance Objective 2: By June 2024, Anne Sullivan will improve the effectiveness of science instruction through the implementation of the 5 E model as evidenced through the indicators of success.

High Priority

Indicators of Success: Formative Indicators of Success:

- * By October 2023, December 2023, and February 2024 at least 90% of instruction will be aligned to the science instructional model as observed during campus learning walks and classroom observations.
- * By October 2023 and March 2024, at least 80% of fifth grade students will meet grade level standards on TEKS-aligned campus checkpoints.
- * By December 2023, we will observe the development of aligned, teacher-created formative assessments and data analysis during PLC meetings in grade 2-5 occurring at least once per term.
- * By April 2024, 90% of science teachers will demonstrate a proficient or above rating in 2.2 Content Knowledge and Expertise as evidenced in T-TESS walkthroughs and observations.

- * 100% of science teachers will participate in on-going professional development facilitated by district personnel as evidenced through agendas and sign-in sheets.

Summative Indicators of Success:

- * By June 2024, we will increase the percent of students demonstrating mastery of science STAAR at the meets grade level standard by 3%.
- * By June 2024, we will maintain a score of 100 on the closing the gap indicator on our school report card.
- * By June 2024, ASE will increase the percentage of students approaching grade level standards on Science STAAR by 5% and meeting grade level standards by 5%.

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

Performance Objective 1: By May 2024, Anne Sullivan will improve campus culture and climate through implementation of PBIS practices and professional learning as evidenced through the indicators of success.

High Priority

Indicators of Success: Indicators of Success

Formative Indicators of Success:

- * By August 2023, ASE will create campus-wide behavior expectations for common areas and post the expectations throughout the school.
- * By September 2023, teachers will engage in professional development on PBIS and understand how to teach behavior expectation to students - 100% of classrooms will have co-created respect agreements in use. 367
- * By January 2024, ASE will have an increase from 52% to 65% in "Consequences for problem behaviors are defined clearly" per FBISD SAS survey.
- * By May 2024, ASE will have an increase from 67% to 75% for "The School team has access to on-going training and support from district personnel" per FBISD SAS survey.
- * By May 2024, all students will have engaged in two guidance lessons related to student ownership of behavior in each semester.

Formative Indicators of Success:

- * By August 2023, ASE will create campus-wide behavior expectations for common areas and post the expectations throughout the school.
- * By September 2023, teachers will engage in professional development on PBIS and understand how to teach behavior expectation to students - 100% of classrooms will have co-created respect agreements in use.
- * By December 2023, 95% of ASE teachers will participate in professional learning on Learner Dispositions as well as how to increase positive student emotional engagement with peer support.
- * By January 2024, 2nd-5th grade students will engage in goal-setting activities and monitor their progress toward goal attainment.
- * By January 2024, all students will have engaged in two guidance lessons related to student ownership of behavior.
- * By May 2024, ASE attendance will be 97%.

Fort Bend Independent School District

Townwest Elementary

2023-2024

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Goals

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

Performance Objective 1: By June of 2024, Townewest Elementary School will improve the effectiveness of TIER I instruction by implementing student ownership of learning and formative assessment protocols, as evident in the student achievement and growth indicators of success.

High Priority

Indicators of Success: Formative Indicators of Success

1. From BOY to MOY, increase student growth on the REN360 assessment (Reading & Math) at/above benchmark performance level by 5%.
2. Increase the percentage of clarity descriptors observed in classroom by 10% each quarter.
3. From BOY to MOY, students will have met their scheduled goals on their GT learning plan.

Summative Indicators of Success

1. Increase overall achievement scores in both reading and math STAAR (redesign) by 5% from 2023 results.
2. By June 2024, increase percentage of students meeting SGP in reading and math on REN360 BOY to EOY by 5%.
3. By June 2024, increase the percentage of students that successfully complete their independent study/projects by 10% from last year to this year.

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

Performance Objective 2: By June of 2024, Townewest Elementary School will improve the effectiveness of W.I.N. Time intervention delivery by providing teachers with professional development around best practices and effective utilization of resources for small group instruction, as evidenced by the indicators of success.

High Priority

Indicators of Success: Formative Indicators of Success

1. From BOY to MOY, increase student growth on REN360 at/above benchmark performance by 10%.
2. By December, increase the percentage of classrooms providing rigorous small group instruction and station activities by 25%.

Summative Indicators of Success

1. From BOY to MOY, increase student growth on REN360 at/above benchmark performance by 10%.
2. By June 2024, increase the percentage of students at "meets" or above by 10%.

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

Performance Objective 1: By June 2024, Townewest Elementary School will increase student attendance rates by ensuring daily communication with parents and student incentives as demonstrated by the indicators of success.

High Priority

Indicators of Success: Formative Indicators of Success

1. Number of classes with perfect attendance will increase by 5% by the end of each week.
2. Increase end-of-year district attendance rates by .3% each quarter.

Summative Indicators of Success

Increase end-of-year district attendance rates by 1% from last year's.

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

Performance Objective 2: By June of 2024, Townewest Elementary School will achieve a safe and optimal learning environment by engaging staff in professional learning related to PBIS implementation and school safety as demonstrated by the indicators of success. 370

High Priority

Indicators of Success: Formative Indicators of Success

1. Learning walks will evidence an increase in classroom PBIS implementation by 15% each quarter.
2. Number of referrals will be decreased by 10% each quarter.
3. Professional development opportunities around PBIS implementation will be available to teachers at least once every quarter.
4. The campus will complete a book study using the book Teach Like a Champion.

Summative Indicators of Success

1. At least 80% of teachers will be implementing PBIS expectations effectively by the May of 2024.
2. Skyward disciplinary referrals and actions will be reduced by 15% from 2023-2024.

Goal 3: FBISD will engage students, parents, staff and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

Performance Objective 1: By June 2024, Townewest Elementary School will increase stakeholder/parent engagement through increased campus events as evidenced by program participation and increased attendance.

High Priority

Indicators of Success: Formative Indicators:

TWE will increase participation numbers of campus events from BOY to MOY by 5%

TWE will increase opportunities for parents to participate in campus events from BOY to MOY by 5%

Summative Indicators:

By June 2024, TWE will increase participation numbers of campus events from BOY to EOY by 10%

By June 2024, TWE will increase opportunities for parents to participate in campus events from BOY to EOY by 10%

Fort Bend Independent School District

Walker Station Elementary

2023-2024



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Goals

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

Performance Objective 1: By June 2024, WSE will improve the effectiveness of literacy, math, and science instruction through the implementation of aligned curriculum and targeted interventions as evidence through the indicators of success.

Indicators of Success: Formative

- * By October 2023, all teacher K-5 will engage in unit and grade mapping for Terms 1 and 2.
- * By December 2023, we will observe the development of aligned, teacher-created formative assessments and data analysis during PLC meetings in grade 2-5 occurring at least once per term.
- * By February 2024, we will increase the percentage of students showing growth in literacy and math on Ren360 to 90%.
- * By April 2024, 90% of literacy, math, and science teachers will demonstrate a proficient or above rating in 2.2 Content Knowledge and Expertise as evidenced in T-TESS walkthroughs and observations.

Summative

- * By June 2024, we will increase the percentage of students showing growth in literacy and math on Ren360 to 95%.
- * By June 2024, 100% of students will meet expected or accelerated growth on STAAR in reading and math in 4th and 5th grades.
- * By June 2024, we will increase the percent of students demonstrating mastery of science STAAR at the meets grade level standard to 80%.
- * By June 2024, we will maintain a score of 100 on the closing the gap indicator on our school report card.

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

Performance Objective 1: By June 2024, WSE will improve culture and climate of the learning environment through the implementation of student ownership of learning and behavior practices as evidence through the indicators of success.

Indicators of Success: Formative

- * By August 2023, WSE will directly teach and reinforce campus-wide behavior expectations for common areas and post the expectations throughout the school.
- * By September 2023, teachers will engage in professional development on PBIS and understand how to teach behavior expectation to students - 80% of classrooms will have co-created respect agreements in use.
- * By October 2023, all students in grades 2-5 will have an opportunity to enrich their school experience through participation in clubs.
- * By December 2023, the attendance rate will be at 98% or above.
- * By January 2024, GT students will engage in goal-setting activities and monitor their progress toward goal attainment.
- * By January 2024, all students will have engaged in two guidance lessons related to student ownership of behavior.

Summative

- * By June 2024, the chronic absenteeism rate at WSE will decrease from 6.6% (54 students in 2022-2023) to 4% (32 students) or less.
- * By June 2024, all GT students will have completed an independent study.
- * By June 2024, WSE will progress from

- * By June 2024, WSE will maintain low discipline referrals of no more than 5% of the study body (40 students).
- * By June 2024, all students will have engaged in four guidance lessons related to student ownership of behavior.

For: Fort Bend ISD Board of Trustees
Date: October 16, 2023
Action: Consideration and Approval: Targeted Improvement Plan for Willowridge High School
References: AIC (Legal) and AID (Legal)
Department: Department of School Leadership

Recommendation

Consideration and approval of the Targeted Improvement Plan (TIP) required by Texas Education Agency for Willowridge High School.

Background

In 2022, Willowridge High School was identified as a Comprehensive Support and Improvement (CSI) campus and, therefore, was required to participate in interventions, develop a Targeted Improvement Plan (TIP), submit the plan to the Texas Education Agency, and conduct a Board hearing to approve the plan. The board approved the plan in October of 2022. The administration is asking the Board to approve Willowridge High School's Targeted Improvement Plan for the 2023-2024 school year.

Submitted by:

Christie Whitbeck
Superintendent of Schools

Recommended by:

Kwabena Mensah
Chief of Schools

Fort Bend Independent School District
Willowridge High School - TIP
2023-2024 Targeted Improvement Plan



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Superintendent:
DCSI/Grant Coordinator:

Principal:
ESC Case Manager:
ESC Region:

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature:

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature:

Principal

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I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature:

Attestation

2023-2024 District Coordinator of School Improvement Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 23 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2). 378

I, the superintendent of schools, attest that I have read the [DCSI Job Description](#), and that the DCSI selected can perform all the duties included in the job description.

DCSI Name:
DCSI Title/Position:

Superintendent Name:
Date:

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Data Analysis

Student Achievement

What accountability goal has your campus set for this year in Domain 1? What challenges are you anticipating in Achieving your subject area Student Achievement goals?

The goals below for Willowridge High School were determined in order to move our overall accountability rating to a C. The accountability goal for Willowridge High School in Domain I-Student Achievement is to:

- Increase overall STAAR performance by a minimum of 5% for approaches, meets, and masters in all content areas.
- The Class of 2024 CCMR data currently shows 24.2% of the class has met a CCMR indicator. Moving forward we have set at goal of of at least 60% of the class to earn a CCMR point by June 2024
- By June of 2024, we will have an overall graduation rate of at least 90%.

For Domain I Student Achievement our focus is on increasing STAAR performance in all areas. Improving STAAR performance with an emphasis on the number of students who meet and master grade level along with a focus on increasing CCMR credits will allow our Domain I score to move forward toward our overall goal for a C rating.

The challenges we anticipate in meeting our subject are student achievement goals are:

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- Gaps in student skills
- Increasing Tier I instruction at the rigor of the standard
- Student attendance and missing instruction

Student Achievement - CCMR

What goals has your campus set for CCMR?

The CCMR goal for the class of 2024 is to have at least 60% of the class earn a CCMR point by June of 2024. Additionally at least 30% of the class of 2025 will have met CCMR Criteria.

Currently CCMR data shows 24.2% of the class of 2024 has met a CCMR indicator.

The data for the Class of 2024 and Class of 2025 Cohort will be tracked monthly through OnData Suite.

Although 60% is still a low percentage based on current CCMR cut scores to earn a C or better in accountability, it is a reasonable increase based on historical data.

Graduation Cohort	Accountability Year	CCMR %
Class of 2021	2022 Accountability	19.7%
Class of 2022	2023 Accountability	36.8%
Class of 2023	2024 Accountability	45.1%
Class of 2024	2025 Accountability	24.2 (as of 9/14)

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Student Achievement - Graduation Rate

What goals has your campus set for Graduation Rate?

- By June of 2024, at least 90% of the Class of 2024 cohort will graduate from high school to be reflected on 2025 accountability.

School Progress

What accountability goal has your campus set for this year in Domain 2A? What challenges are you anticipating in achieving your school progress domain goals?

The accountability goal for Willowridge High School in Domain 2A: School Progress--Academic Growth is to increase the number of students showing growth and gaining a level of achievement by a minimum of 5% for each level.

In considering students' prior year performance (8th grade math, 8th grade ELA, and English I) level of achievement, we can be intentional about providing structure supports, small group instruction, and intervention for students.

The challenges we anticipate in achieving our school progress domain goals are:

- Building teacher capacity in providing small group instruction and specific support to students.
- Closing student learning gaps
- Building strong progress monitoring system to track students throughout the year.

Closing the Gaps

What accountability goal has your campus set for this year in Domain 3? What 3 - 4 priority targets are you focusing on in Domain 3? Why have you identified these groups/subjects?

The accountability goal for Willowridge High School in Domain 3: Closing the Gaps is to increase the number of students earning meets or masters in ELA and Math by a minimum of 5%

Self Assessment

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Key Practice:

Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).

Success Criteria:

- Comprehensive list of responsibilities, including teachers assigned for supervision
- Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings

Evidence:

Roles and Responsibilities documents for Associate Principal, Assistant Principals, and Dean of Instruction List of teachers assigned for supervision Administrative Team agenda reflects time for calendar review PLC schedule for all content area

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Implementation Level:

Work is Underway

Key Practice:

Performance expectations are clear, written, measurable, and match the job responsibilities.

Success Criteria:

- Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year

Evidence:

Administrators goals are aligned with responsibilities and with the overall campus goals. Roles and responsibilities are clearly defined with expectations and look-fors that align to each task.

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Success Criteria:

- Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings

Evidence:

Administrative team uses a walk through tracker to document classroom walk throughs. Classroom walkthrough form to gather data from instructional walks Observation and feedback tracker to chart feedback cycles for teachers. Common agendas for PLC meetings

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders meet weekly to focus on student progress and formative data.

Success Criteria:

- Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring

Evidence:

Administrative team meeting with standing agenda items and data review. Meeting minutes with follow ups for each administrative team meeting. Instructional team meeting with standing agenda items and data review centered on progress monitoring and teacher/PLC supports. 386

Implementation Level:

Work is Underway

Key Practice:

Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Success Criteria:

- Principals' calendar reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings)
- Principals' calendar includes modeling the use of these tools and techniques
- Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement

Evidence:

Calendar reflects time for walkthroughs, feedback, PLCs

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

Key Practice:

Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.

Success Criteria:

- Creation and refinement of mission, vision, values, and goals include the authentic and collaborative involvement and investment of administrators, teachers, staff, parents, and students
- Campus leaders have a system for gathering student, staff, and family feedback and respond with transparency

Evidence:

Mission, vision, core values are in place. Core values developed with feedback from staff. Building a system for consistent feedback cycles with students, staff, and community

Implementation Level:

Work is Underway

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Key Practice:

Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.

Success Criteria:

- Campus vision, mission, values, and/or goals articulate:
 - High expectations and shared ownership for student success
 - Ambitious student learning through rigorous and engaging lessons
 - Support for teachers to implement high leverage teaching practices
- Goals are set for student outcomes and implementation progress metrics aligned to highest priority curriculum and instruction strategies

Evidence:

Professional learning on lesson planning aligned to rigorous and engaging lessons.

Implementation Level:

Work is Underway

Key Practice:

Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

Success Criteria:

- Practices and policies are captured in writing and consistently implemented with fidelity
- Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed
- Artifacts in the classrooms and hallways reference the mission and/or vision in addition to aligned practices and policies
- Staff can articulate the school's mission, vision, and values and share how classroom and schoolwide routines, procedures, and policies reflect them

Evidence:

PBIS strategies are in place to support mission, vision and core values for students and adults.

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

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Key Practice:

The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

Success Criteria:

- Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships
- Uses referrals from current high-performing teachers in the recruitment and selection of staff
- Develops and strategically deploys marketing materials that present the school as an attractive place to work
- Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate

Evidence:

Partnerships with human resources and ACP to recruit high-quality candidates. Use social media and campus website to advertise current openings and market the campus as an attractive place to work.

Implementation Level:

Work is Underway

Key Practice:

Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals.

Success Criteria:

- Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop
- Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals

Evidence:

Developed the profile of a Willowridge High School teacher with input from department leaders.

Implementation Level:

Not Yet Started

Key Practice:

Campus leaders implement targeted and personalized strategies to retain high-performing staff.

Success Criteria:

- High-performing teachers are identified based on improving student outcomes and willingness to learn and develop
- Personalized strategies are employed to retain high performing staff including leadership opportunities and recognition

Evidence:

Analyze teacher data centered on student success in classroom, STAAR results, discipline referrals and walkthrough data to align high performing teachers with areas of need. Will develop strategies for teachers to engage in leadership opportunities, additional learning, and taking on new courses (On Ramps) as needed. ³⁸⁹

Implementation Level:

Not Yet Started

Key Practice:

Teacher placements are strategic based on student need and teacher strengths.

Success Criteria:

- Content expertise, previous achievement results for both staff and students, and diversity amongst grade-level and content teams are all considered during assignment of staff

Evidence:

Survey teachers at the end of the year to obtain feedback about their goals and plans for the coming year. Work is needed about more strategic placement of teachers based on teacher strength and student need.

Implementation Level:

Not Yet Started

Key Practice:

Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.

Success Criteria:

- Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills
- Targeted training includes adult facilitation and team dynamics
- Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching

Evidence:

Teacher leaders are supported on campus and by district curriculum support to facilitate PLCs for planning, learning, and data analysis. Instructional coaches, district support and/or administration observe, model and support teacher leaders as needed.

Implementation Level:

Work is Underway

Key Practice:

Preferred substitutes are recruited and retained.

Success Criteria:

- Effective substitutes are identified and prioritized in short-term placement/deployment
- Ineffective substitutes are also identified and de-prioritized/prohibited

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Evidence:

Support for preferred and long term substitutes comes from department chairs, team leaders, instructional coaches and administration. Content preferred or long term substitutes plan with PLC and have access to the same materials used by other teachers.

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.**Key Practice:**

Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.

Success Criteria:

- Campus leadership has communicated clear school-wide expectations for student and adult actions to both staff and students

- Campus calendar indicates dedicated time for training and ongoing professional development focused on classroom culture and management
- Teachers and campus leaders use a framework for classroom management that features high leverage practices to maximize instruction and facilitate a productive learning environment (setting clear behavioral expectations, routines and procedures, physical classroom layout, and student engagement strategies)
- Campus leaders develop teachers to build a sense of belonging in their classrooms through setting high academic expectations, soliciting and responding to student feedback, and providing equitable opportunities for classroom participation

Evidence:

Clear school wide expectations in place as part of the PBIS systems of the campus. Teacher training on PBIS and classroom culture, management throughout the year.

Implementation Level:

Work is Underway

Key Practice:

Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.

Success Criteria:

- School wide routines include steps for students that are clear, action-oriented, and easy to remember
- School wide routines include clear steps for adults to take to support students in meeting the expectations of routines
- Staff and students demonstrate safe and effective transitions and describe the routines for safe and effective transitions and gatherings, such as class changes and student meals

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Evidence:

Clear, written expectations for students in hallway transitions. Clear, written expectations for adults in hallways transitions, start of class, and hallway management during class periods. Routines and procedures are in place for cafeteria at beginning of day and at lunch. Dismissal procedures are in place for bus ramp and front car line. Routines and procedures in place for pep rallies and other large student gatherings.

Implementation Level:

Substantially in place and functioning

Key Practice:

Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.

Success Criteria:

- Clear campus-wide guidelines exist for immediate next steps when a student does not fully meet expectations
- There is a system of rewards and consequences within the school-wide behavior system that is consistently implemented
- Staff uses consistent responses to student behaviors
- Schools have a system in place that positively reinforces students who model expectations and demonstrate behaviors that reflect campus values

Evidence:

Campus PBIS discipline matrix in place and accessible to teachers. Discipline management guide used by administrators Rewards and recognition events for student who model and

meet expected behaviors.

Implementation Level:

Work is Underway

Essential Action Reflection:

Some (less than half) of the key practices are substantially in place and functioning

Essential Action 4.1: Daily use of high-quality instructional materials.

Lever 4 Self Assessment:

Campus has High-Quality Materials in place for both RLA and Math as defined by RBIS Indicators. (Based on Key Practice 1 Success Criteria for RBIS)

Success Criteria:

- Students have daily access to HQIM as part of their RLA student assignments.
- Students have daily access to HQIM as part of their Math student assignments.

Evidence:

392

Implementation Level:

Essential Action Reflection:

There is currently no evidence of any key practice

Essential Action 5.1: Professional Development for Effective Classroom Instruction.

Key Practice:

Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.

Success Criteria:

- Teachers and campus leaders use frameworks for content specific pedagogical practices that reflect research based instructional strategies and are aligned to campus instructional materials (for example, in math pushing students to choose appropriate tools or techniques to solve problems)
- Leaders provide teachers with effective initial training and ongoing support to ensure instruction contains content specific pedagogical practices
- Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices

Evidence:

Strategic professional learning plan centered on clarity and rigor of the standard, student engagement, and academic discourse Data Driven Instruction overview and job embedded training to continue building capacity in strong data analysis and progress monitoring. Department PLC time for specific teaching practices.

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.

Success Criteria:

- Teachers and campus leaders use a framework for instruction that contains high leverage practices relevant in any content (independent practice, monitoring student work, strategies that place cognitive lift on students such as wait time, encouraging discourse, and requiring evidence to support claims)
- Teachers and campus leaders use a framework for instruction that contains high leverage practices for affirming students' needs and experiences (e.g., activating prior knowledge, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives)
- Leaders provide teachers with effective up-front training and ongoing coaching to ensure instruction contains best practice in any subject, including affirming students' needs and experiences
- Campus calendar indicates dedicated time for training and ongoing job embedded professional development on universal best teaching practices

Evidence:

Professional development around lesson planning model focuses on high level questioning and engagement through academic discourse. Data driven instruction training to support clarity of TEKS and the rigor of the standard. Continuous learning on academic discourse and student engagement. 393

Implementation Level:

Work is Underway

Key Practice:

Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.

Success Criteria:

- Campus calendar indicates dedicated time for training and ongoing professional development focused on differentiation of tier 1 instructional materials for all learners
- Campus-wide training and professional development focuses on the incorporation of proactive instructional approaches that address flexibility in the way information is presented, how students respond and demonstrate understanding, and how students engage in instruction
- Campus-wide training and ongoing support leads teachers to be responsive to IEP goals, goals for students who are Emergent Bilingual and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution

Evidence:

Year long campus professional learning plan focused on strategies to support Tier I instruction for all learners, student engagement, small group instruction. Academic discourse learning to support students with diverse learning needs.

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.**Key Practice:**

Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.

Success Criteria:

- Campus observation tools feature a list of teaching practices involving both management/engagement and rigor (for example, high quality instructional materials observation tools, T-TESS, Get Better Faster, Teach Like a Champion, etc.)
- Campus leaders have a system to observe and track the level of teacher implementation of teaching practices as well as progress over time

Evidence:

Campus based walkthrough tool to provide immediate feedback to teachers. Administrator walkthrough tracker Observation and Feedback tracker to track and monitor Ge Better Faster feedback cycles.

Implementation Level:

394

Work is Underway

Key Practice:

Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.

Success Criteria:

- Observations take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results
- All teachers experience observation and feedback, not just evaluation, at minimum quarterly throughout the school year

Evidence:

T-TESS evaluation data Campus walkthrough data from first nine weeks of 2023-2024 Campus interim assessment, DLA, and STAAR interim assessment data

Implementation Level:

Not Yet Started

Key Practice:

Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.

Success Criteria:

- Debrief conversations arrive at a clear goal or action step for teacher development that is high leverage and observable
- Teacher goals or action steps are responsive to the teacher’s current proficiency
- Instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement

Evidence:

Get Better Faster Protocols Observation and feedback tracker

Implementation Level:

Work is Underway

Key Practice:

Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.

Success Criteria:

- During observation debrief conversations, instructional leaders check-in with teachers on their progress with prior development goals, giving feedback on their implementation
- Instructional leaders clearly communicate the area of focus, goal, or action step to the teacher
- Instructional leaders show a model of the practice they would like teachers to implement, and discuss with the teacher how and when to implement the practice in their classroom
- Teachers practice, set a time to implement the goal or action step, and receive feedback on their area of focus

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Evidence:

T-TESS BOY conferences; pre and post conferences Feedback debrief conversations with data from walk through.

Implementation Level:

Work is Underway

Essential Action Reflection:

Work is underway to develop at least one of the key practices

Essential Action 5.3: Data-driven instruction.

Key Practice:

Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.

Success Criteria:

- Assessment calendars include windows for data analysis
- Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions
- Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor, determine the impact of instruction, and make decisions alongside teachers to improve instruction

Evidence:

Implementation Level:

Key Practice:

Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.

Success Criteria:

- **Understand the task, any related texts and standards and create or internalize the exemplar:** Unpack the standard into knowledge and skills, create or internalize the teacher exemplar to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery
- **Analyze and sort student work:** categorize student work into high, medium, and low levels of mastery, and analyze to look for trends in student misconceptions
- **Identify the highest leverage gap:** Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding that if corrected would yield the greatest increase in mastery
- **Plan the response:** Identify adjustments to make to upcoming instructional opportunities where students will revisit unmastered concepts and/or concepts foundational to the current or upcoming unit of instruction
- **Practice the response:** Stand and deliver portions of your planned instructional response with real-time feedback, repeating as necessary until practice is strong
- **Follow Through:** Write the corrective instruction action plan, including the identified gap and when the planned response will take place, specific students to be addressed, and the follow-up date for reassessment and further data review

Evidence:

Implementation Level:

Key Practice:

Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.

Success Criteria:

- The master schedule includes at least one block weekly for teacher teams to meet for the purpose of reflecting on student work
- Teacher team meeting agendas are developed utilizing a common protocol
- Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery

Evidence:

Implementation Level:

Key Practice:

Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

Success Criteria:

- All classrooms include at least one visible student progress tracking artifact, which is regularly updated
- Campus hallways include at least one visible student progress tracking artifact, which is regularly updated

Evidence:**Implementation Level:****Essential Action Reflection:**

There is currently no evidence of any key practice

Essential Actions

BOY/MOY/EOY

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

Implementation Level: Planning for Implementation

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Planning for Implementation

Key Practices:

Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.

Implementation Level: Beginning Implementation

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Professional Development for Effective Classroom Instruction.

Implementation Level: Planning for Implementation

Key Practices:

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

Implementation Level: Planning for Implementation

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

Summer Planning

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 4.1: Daily use of high-quality instructional materials.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.1: Professional Development for Effective Classroom Instruction.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.2: Build teacher capacity through observation and feedback cycles.

Implementation Level: Not Yet Started

Key Practices:

Essential Action 5.3: Data-driven instruction.

Implementation Level: Not Yet Started

Key Practices:

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Submissions

Submission 1 - BOY

Submission 2 - MOY

Did you achieve your student performance data goals?:

What data supports your claim?:

Submission 3A - EOY

Did you achieve your student performance data goals?:

What data supports your claim?:

Submission 3B - Summer Planning

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Student Data

Student Achievement and Closing the Gaps															
Core Metrics	Sub Metrics	Grade	Student Group	Student Group Analyzed	Subject Tested	Performance Level	EOY Assessment	2024 Student Count	% of Assessments						
									2022 Results	2023 Results	MOY Goal			2024 Accountability Goal	
											MOY Assessment Type	MOY Goal	MOY Actual Results	EOY Goal	Actual Results
Student Achievement	# of Students at Approaches, Meets, and Masters	All	All	All	Reading	Approaches	STAAR		54	60	TEA Interim	63		65	
		All	All	All	Reading	Meets	STAAR		33	37	TEA Interim	40		43	
		All	All	All	Reading	Masters	STAAR		4	5	TEA Interim	8		10	
		All	All	All	Mathematics	Approaches	STAAR		63	59	TEA Interim	63		70	
		All	All	All	Mathematics	Meets	STAAR		20	18	TEA Interim	22		28	
		All	All	All	Mathematics	Masters	STAAR		8	6	TEA Interim	8		15	
		All	All	All	Science	Approaches	STAAR		68	74	TEA Interim	77		80	
		All	All	All	Science	Meets	STAAR		31	36	TEA Interim	38		40	
		All	All	All	Science	Masters	STAAR		6	8	TEA Interim	10		13	
		All	All	All	Social Studies	Approaches	STAAR		82	93	TEA Interim	95		97	
		All	All	All	Social Studies	Meets	STAAR		49	50	TEA Interim	52		55	
		All	All	All	Social Studies	Masters	STAAR		20	17	TEA Interim	20		22	
	CCMR	N/A	Graduates	Graduates	CCMR	N/A	N/A		31	45	N/A	30		60	
	Graduation Rate	N/A	Graduates	Graduates	Graduation	N/A	N/A		82	83	N/A	82		90	
Closing the Gaps	Priority Target 1	Academic Achievement	All	High Focus	Econ Disadv	Mathematics	N/A	Mathematics	N/A						
	Priority Target 2		All				N/A		N/A						401
	Priority Target 3		All				N/A		N/A						

Academic Growth

Academic Growth Current Year RLA

Student Prior Year Performance	Student Count	MOY Results						Summative EOY Goals					
		Low DNM	High DNM	Low App	High App	Meets	Masters	Low DNM	High DNM	Low App	High App	Meets	Masters
Low DNM		54	20	9	11	4	0	14	19	16	12	15	0
High DNM		4	12	9	15	16	0	0	6	9	19	31	0
Low App		2	2	8	15	99	8	0	1	0	1	48	23
High App		0	1	0	1	48	23						
Meets													
Masters													
Current Year Student Count													
		EOY Goals Student Count						74	60	51	73	213	31
		EOY Goals Percentages						N/A	N/A	N/A	N/A	N/A	N/A
		EOY Results											

Academic Growth Current Year MATH

Student Prior Year Performance	Student Count	MOY Results						Summative EOY Goals					
		Low DNM	High DNM	Low App	High App	Meets	Masters	Low DNM	High DNM	Low App	High App	Meets	Masters
Low DNM		17	22	8	8	1	1	4	17	15	13	3	1
High DNM		2	6	10	9	5	0	0	0	10	11	13	2
Low App		0	0	1	1	12	11	0	0	1	1	12	11
High App		0	0	0	0	2	2						
Meets													
Masters													
Current Year Student Count													
		EOY Goals Student Count						23	45	44	42	36	17
		EOY Goals Percentages						N/A	N/A	N/A	N/A	N/A	N/A
		EOY Results											402

For: Fort Bend ISD Board of Trustees
Date: October 16, 2023
Action: Consideration and Approval: 2023-24 Student Code of Conduct
References: Board Policy FO (Legal)
District Goal 4
Department: Student Affairs

Recommendation

Consideration and approval of the Student Code of Conduct for 2023-24 school year.

Summary

Chapter 37 of the Texas Education Code mandates that the Board of Trustees adopt a Student Code of Conduct (SCC).

The SCC provides methods and options for managing behavior and disciplining students in the classroom, on school grounds, and at school-related events. The SCC provides guidance for campus administrators to address behavior and assign consequences in a fair and equitable manner in accordance with Chapter 37 and the Texas Education Data Standards (TEDS) Appendix E. The SCC also provides clarity for students and parents about offenses that require mandatory placement outside of the classroom and those in which campus and District administrators may exercise discretion.

To ensure fluidity throughout, the Administration held multiple focus groups comprised of students, parents, community members, principals, assistant principals, and Campus Behavior Coordinators. The feedback gathered from stakeholders was instrumental in revising, reorganizing, and adding more clarity of processes and verbiage to provide a more comprehensible Student Code of Conduct (listed below). The Administration has also made changes based on the definitions and coding updates outlined in TEDS Appendix E related to state discipline data reporting.

Page	Section	2022-2023 INFO	2023-2024 INFO	Rationale
17	Discipline Offenses by Level K-2	ADDED	Disciplinary action will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude or disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct and the effect of the misconduct on the school environment. Students may be suspended for behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense. In deciding whether to order In-school suspension, the campus behavior coordinator shall take into consideration: Self-defense (See glossary).	Board Recommendation

			<ul style="list-style-type: none"> •Intent or lack of intent at the time the student engaged in the conduct; •The student's disciplinary history; •A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct; •A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or •A student's status as homeless. 	
17	General Conduct Violations	ADDED	See policy FO (LEGAL) and FO (LOCAL)	Board Recommendation
18	Discipline Charts by levels	MOVED	Moved Discipline Charts towards the front of the Student Code of Conduct.	Board Recommendation
23, 28-40	Discipline Charts by levels	REMOVED	"grade reduction for cheating" on level 1 and level 3 and 4 additional action options.	Board Recommendation
23, 28-40; 57;83	Discipline Charts by levels	ADDED	Grade Reduction up to and including a grade of zero for cheating.	Board Recommendation
23, 28-40; 57;83	Discipline Charts by levels	REMOVED	Restorative Circle and Restorative Conference/Chat	Board Recommendation
23, 28-40; 57;83	Discipline Charts by levels	ADDED	Level II Disciplinary Actions: Under DAEP Added: *Discretionary DAEP as Serious or Persistent behavior (R2)	Board Recommendation
30-35	Behavior Management Techniques	REMOVED	Behavior Management Technique Charts	Board Recommendation
31	Fighting/ Mutual Combat	Students who instigate, contribute, or perpetuate fights through direct involvement or indirect involvement such as posting on social media, recording, or sharing recordings may be considered as contributing to the disruption of the learning environment and may receive consequences.	•Students who instigate, contribute, or perpetuate fights through direct involvement or indirect involvement (such as posting on social media, recording, or sharing recordings) may receive consequences.	Board Recommendation
37	Telecommunications	Telecommunication devices used for sexting, contributing to the disruption of the educational environment by filming or posting fight videos, or transmitting pornographic material will be assessed for discipline as appropriate and up to and including a criminal referral;	Telecommunication devices used for sexting, contributing to the disruption of the educational environment by filming, posting or sharing fight videos, or transmitting pornographic material will be assessed for discipline as appropriate and up to and including a criminal referral;	Board Recommendation

Recommended by:

Christie Whitbeck
Superintendent of Schools

Submitted by:

Kwabena Mensah
Chief of Schools

Student Code of Conduct

2023-2024

CORE BELIEFS AND COMMITMENTS

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

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

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

...through effective teachers that inspire learning.

Commitment: Fort Bend ISD will recruit, develop and retain effective teachers.

...in a supportive climate and safe environment.

Commitment: Fort Bend ISD will provide a supportive climate and a safe learning/working environment.

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

Commitment: Fort Bend ISD will provide and promote leadership development at all levels.

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

Commitment: Fort Bend ISD will be a collaborative, efficient and effective learning community.

MISSION AND VISION

MISSION

Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

VISION

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

PROFILE OF A GRADUATE

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



equipped with skills for life.

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



a compassionate citizen.

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



a servant leader.

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



a collaborative team member.

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



an effective communicator.

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



a life-long learner.

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



a critical thinker.

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

DISTRICT GOALS



District Goal 1

Fort Bend ISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.



District Goal 2

Fort Bend ISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.



District Goal 3

Fort Bend ISD will recruit, develop, and retain high quality teachers and staff.



District Goal 4

Fort Bend ISD will engage students, parents, staff, and the community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.



District Goal 5

Fort Bend ISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement.

August

July 31- Aug 1 District Professional Learning Day
2-4 Professional Learning Day/No Students
7 Teacher Planning Day/No Students
8 Teacher Work Day/No Students
9 First Day of Classes 1st Semester

September

4 Holiday/Labor Day
15 Early Release- Elementary
29 Professional Learning Day/No Students

October

9 Holiday
10 Teacher Planning Day/No Students

November

10 Holiday/Veterans Day
20-24 Holiday/Thanksgiving Break

December

14 Early Release-MS/HS
15 Early Release/All Students
18-29 Holiday/Winter Break

January

1 Holiday/New Year's Day
2 Professional Learning Day/No Students
3 Teacher Planning Day/No Students
4 First Day of Classes 2nd Semester
15 Holiday/Martin Luther King Jr Day

February

15 Early Release-Elem.
16 Professional Learning Day/No Students
19 Holiday/Inclement Weather Make-Up Day

March

1 Teacher Planning Day/No Students
11-15 Holiday/Spring Break
29 Holiday/Good Friday

April

1 Holiday/Inclement Weather Make-Up Day

May

23 Early Release-MS/HS
23 Early Release- All Students
24 Teacher Work Day/No Students
27 Holiday/Memorial Day

June

19 Holiday/Juneteenth Day

July

1-5 District Offices and Campuses Closed

KEY

- District Professional Learning Day
- Professional Learning Day - No Students
- Teacher Planning Day - No Students
- Teacher Work Day - No Students
- ◆ First Day of Semester Classes
- [] Beginning/End of Nine Weeks
- { } Exams
- Holiday
- ▲ Early Release - ES
- ▲ Early Release - MS & HS
- Inclement Weather Make-up Day

This Calendar Reflects the Following	ES	MS	HS
Total Days of Instruction	173	173	173
Total Teacher Contract Days	187	187	187
Operational Minutes per Full Day	435	435	435
Operational Minutes per Early Release Days	240	270	245
Total Operational Minutes Pre-Waiver	74,475	74,595	74,495
Waiver Minutes for Professional Learning	2,100	2,100	2,100
Total Operational Min. w/ Approved Waivers	76,575	76,695	76,595
Bank of Operational Minutes	975	1,095	995

HB 2442 requires a minimum of 75,600 operational minutes with any applicable waivers and at least a minimum bank of 840 operational minutes. The bank of operational minutes can be used in the event of bad weather and other issues of health and safety. FBISD reserves the right to revise the calendar, pending Board approval, to meet the minimum required operational minutes each year.

S M T W T F S
August 2023

		31	1	2	3	4	5
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

September 2023

					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	

October 2023

1	2	3	4	5	6	7	
8	9	10	[11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31					

November 2023

			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30			

December 2023

					1	2	
3	4	5	6	7	8	9	
10	11	{12}	{13}	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

January 2024

	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

S M T W T F S
February 2024

					1	2	3
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29			

March 2024

						1	2
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	[18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

April 2024

	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30					

May 2024

			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	{20}	{21}	22	23	24	25	
26	27	28	29	30	31		

June 2024

							1
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

July 2024

	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31				

1st Semester Grading Period

83 Days

1st Nine Weeks	8/9 - 10/6	41
2nd Nine Weeks	10/11 - 12/15	42

2nd Semester Grading Period

90 Days

3rd Nine Weeks	1/4 - 3/8	43
4th Nine Weeks	3/18 - 5/23	47

High Schools

Austin High School
Rachel Cortez - Principal
3434 Pheasant Creek Drive
Sugar Land, 77498
634-2000 Fax: 634-2074

Crawford High School
Keith Fickel - Principal
801 Caldwell Ranch Blvd
Rosharon, 77583
327-6730 Fax: 327-6730

Hightower High School
Andre Roberson - Principal
3333 Hurricane Lane
Missouri City, 77459
634-5240 Fax: 634-5333

Ridge Point High School
Leonard Brogan - Principal
500 Waters Lake Blvd.
Missouri City, 77459
327-5200 Fax: 327-5201

Bush High School
Felicia James - Principal
6707 FM 1464
Richmond, 77407
634-6060 Fax: 634-6066

Dulles High School
Corey Stewart - Principal
550 Dulles Avenue
Sugar Land, 77478
634-5600 Fax: 634-5681

Kempner High School
Danielle Jackson - Principal
14777 Voss Road
Sugar Land, 77498
634-2300 Fax: 634-2378

Travis High School
Sarah Laberge - Principal
11111 Harlem Road
Richmond, 77406
634-7000 Fax: 634-7010

Clements High School
Brian Shillingburg - Principal
4200 Elkins Road
Sugar Land, 77479
634-2150 Fax: 634-2168

Elkins High School
Courtney Muceus - Principal
7007 Knights Court
Missouri City, 77459
634-2600 Fax: 634-2674

Marshall High School
Ogechi Uwaga-Sanders - Principal
1220 Buffalo Run
Missouri City, 77489
634-6630 Fax: 634-6650

Willowridge High School
Jennifer Roberts - Principal
16301 Chimney Rock Road
Houston, 77053
634-2450 Fax: 634-2513

Middle Schools

Baines Middle School
Elizabeth Williams - Principal
9000 Sienna Ranch Road
Missouri City, 77459
634-6870 Fax: 634-6880

First Colony Middle School
Jennifer Petru - Principal
3225 Austin Parkway
Sugar Land, 77479
634-3240 Fax: 634-3267

Lake Olympia Middle School
Terence Hayden - Principal
3100 Lake Olympia Parkway
Missouri City, 77459
634-3520 Fax: 634-3549

Sartartia Middle School
Cholly Oglesby - Principal
8125 Homeward Way
Sugar Land, 77479
634-6310 Fax: 634-6373

Bowie Middle School
Michael Yelvington - Principal
700 Plantation Drive
Richmond, 77406
327-6200 Fax: 327-6201

Fort Settlement Middle School
Jennifer Williams - Principal
5440 Elkins Road
Sugar Land, 77479
634-6440 Fax: 634-6456

McAuliffe Middle School
Trevor Lemon - Principal
16650 South Post Oak
Houston, 77053
634-3360 Fax: 634-3393

Sugar Land Middle School
LaToya Garrett - Principal
321 Seventh Street
Sugar Land, 77498
634-3080 Fax: 634-3108

Crockett Middle School
Kyella Griffin - Principal
19001 Beechnut
Richmond, 77407
634-6380 Fax: 327-6380

Garcia Middle School
Cory Collins - Principal
18550 Old Richmond Road
Sugar Land, 77498
634-3160 Fax: 634-3166

Missouri City Middle School
Tasha Hamilton - Principal
202 Martin Lane
Missouri City, 77489
634-3440 Fax: 634-3473

Thornton Middle School
Kathryn Kargbo - Principal
1909 Waters Lake Blvd.
Missouri City, 77459
327-3870 Fax: 327-3871

Dulles Middle School
Reginald Brown - Principal
500 Dulles Avenue
Sugar Land, 77478
634-5750 Fax: 634-5781

Hodges Bend Middle School
Brandi Brooks - Principal
16510 Bissonnet
Houston, 77083
634-3000 Fax: 634-3028

Quail Valley Middle School
Audra Ude - Principal
3019 FM 1092
Missouri City, 77459
634-3600 Fax: 634-3632

Elementary Schools

Armstrong Elementary
Nancy Sanchez - Principal
3440 Independence Blvd.
Missouri City 77459
634-9410 Fax: 327-9409

Bhuchar Elementary
Nikki Roberts - Principal
5503 Thompson Ferry Rd.
Missouri City, 77459
327-4400 Fax: 327-4402

Colony Bend Elementary
Stacy Brown - Principal
2720 Planters Street
Sugar Land, 77479
634 - 4080 Fax: 634-4092

Drabek Elementary
April Marsters - Principal
11325 Lake Woodbridge Drive
Sugar Land, 77498
634-6570 Fax: 634-6572

Austin Parkway Elementary
Audrey Macklin - Principal
4400 Austin Parkway
Sugar Land, 77479
634-4001 Fax: 634-4014

Blue Ridge-Briargate Elementary
Sonya Evans - Principal
6241 McHard Road (FM 2234)
Houston, 77053
634 - 4520 Fax: 634-4533

Colony Meadows Elementary
Stephanie Viado - Principal
4510 Sweetwater Blvd.
Sugar Land, 77479
634-4120 Fax: 634-4136

Dulles Elementary
Raymond Haas - Principal
630 Dulles Avenue
Sugar Land, 77478
634-5830 Fax: 634-5843

Barrington Place Elementary @ Meadows – Grades K-2nd
Cindel Blackmer - Principal
12037 Pender Lane
Meadows Place, 77477
634-4720 Fax: 634-4734

Brazos Bend Elementary
Felicia Bolden - Principal
621 Cunningham Creek Blvd.
Sugar Land, 77479
634-5180 Fax: 634-5200

Commonwealth Elementary
Latecha Bogle - Principal
4909 Commonwealth Blvd.
Sugar Land, 77479
634-5120 Fax: 634-5140

Fleming Elementary
She'Nee Young - Principal
14850 Bissonnet
Houston, 77083
634 - 4600 Fax: 634-4615

Barrington Place Elementary @ Lakeview – Grades 3rd – 5th
Alena McClanahan - Principal
314 Lakeview Dr.
Sugar Land, 77498
634-4200 Fax: 634-4214

Burton Elementary
Lakisha Anthony - Principal
1625 Hunter Green Lane
Fresno, 77545
634-5080 Fax: 634-5094

Cornerstone Elementary
Alexis Prudhomme - Principal
1800 Chatham Avenue
Sugar Land, 77479
634-6400 Fax: 327-6400

Ferguson Elementary
Carla Patton - Principal
1300 Heritage Park Dr.
Missouri City, 77459
327-8500 Fax: 327-8502

Elementary Schools

Glover Elementary
Clementine Arana - Principal
1510 Columbia Blue Drive
Missouri City, 77489
634-4920 Fax: 634-4934

Goodman Elementary
Jonathan Sutton - Principal
1100 West Sycamore
Fresno, 77545
634-5986 Fax: 634-6000

Heritage Rose Elementary
Gabriella Garza - Principal
636 Glendale Lakes Drive
Rosharon, 77583
327-5400 Fax: 327-5401

Highlands Elementary
Angela Dow - Principal
2022 Colonist Park Drive
Sugar Land, 77478
634-4160 Fax: 634-4176

Holley Elementary
Danielle Moss - Principal
16655 Bissonnet
Houston, 77083
634-3850 Fax: 634-3856

Hunters Glen Elementary
Lavanta Williams - Principal
695 Independence Blvd.
Missouri City, 77489
634-4640 Fax: 634-4656

Jones Elementary
Carlo Levia - Principal
302 Martin Lane
Missouri City, 77489
634-4960 Fax: 634-4974

Jordan Elementary
Kimberly Charles - Principal
17800 West Oaks Village Drive
Richmond, 77407
634-2800 Fax: 634-2801

Lakeview Elementary
Alena McClanahan - Principal
314 Lakeview Drive
Sugar Land, 77498
634-4200 Fax: 634-4214

Lantern Lane Elementary
Justin Kowrach - Principal
3323 Mission Valley Drive
Missouri City, 77459
634-4680 Fax: 634-4694

Leonetti Elementary
Joy Schwinger - Principal
1757 Waters Lake Blvd.
Missouri City, 77459
327-3190 Fax: 327-3191

Lexington Creek Elementary
Christina Hopkins - Principal
2335 Dulles Avenue
Missouri City, 77459
634-5000 Fax: 634-5014

Madden Elementary
Kristi Durham - Principal
17727 Abermore Lane
Richmond, 77407
327-2740 Fax: 327-2742

Malala Elementary
Donald Lam-Interim Principal
11770 W. Aliana Trace Dr.
Richmond, 77407
327-5700 Fax: 327-5701

Meadows Elementary
Cindel Blackmer - Principal
12037 Pender Lane
Meadows, 77477
634-4720 Fax: 634-4734

Mission Bend-Glen Elementary
Veronica Roberson - Principal
16053 Mission Glen Drive
Houston, 77083
634-4280 Fax: 634-4296

Mission West Elementary Jorge
Pena - Principal
7325 Clodine-Reddick Road
Houston, 77083
634-4320 Fax: 634-4334

Neill Elementary
Margaret Murphy - Principal
3830 Harvest Corner Drive
Richmond, 77406
327-3760 Fax: 327-3761

Oakland Elementary
Nancy Hummel - Principal 4455
Waterside Estates Drive
Richmond, 77406
634-3730 Fax: 634-3738

Oyster Creek Elementary
Deanna Olson - Principal 16425
Mellow Oaks Lane
Sugar Land, 77498
634-5910 Fax: 634-5925

Palmer Elementary
Kellie Clay - Principal
4208 Crow Valley Drive
Missouri City, 77459
634-4760 Fax: 634-4773

Parks Elementary
Anitra Wilson - Principal
19101 Chimney Rock Road
Fresno, 77545
634-6390 Fax: 327-6390

Patterson Elementary
Angela Wallace - Principal
18702 Beechnut Street
Richmond, 77407
327-4260 Fax: 327-4261

Pecan Grove Elementary
Kari Bruhn - Principal
3330 Old South Drive
Richmond, 77406
634-4800 Fax: 634-4814

Quail Valley Elementary
Yvette Mendoza - Principal
3500 Quail Village Drive
Missouri City, 77459
634-5040 Fax: 634-5054

Ridgegate Elementary
Marta Rivas - Principal
6015 West Ridgecreek Drive
Houston, 77053
634-4840 Fax: 634 - 4855

Ridgemont Elementary
Kimsheka Bowie -Interim
Principal
4910 Raven Ridge Drive
Houston, 77053
634-4880 Fax: 634 - 4896

Scanlan Oaks Elementary
Lori Craig - Principal
9000 Camp Sienna Trail
Missouri City, 77459
634-3950 Fax: 634-3915

Schiff Elementary Gregory
Foulds - Principal
7400 Discovery Lane Missouri
City, 77459
634-9451 Fax: 327-9449

Seguin Elementary
Fidel Wells - Principal
7817 Grand Mission Blvd.
Richmond, TX 77407
634-9850 Fax: 327-7029

Settlers Way Elementary
Kellie Issac - Principal
3015 SettlersWay Blvd. Sugar
Land, 77479
634-4360 Fax: 634 - 4376

Sienna Crossing Elementary
Rachel Rosier - Principal
10011 Steep Bank Trace
Missouri City, 77459
634-3680 Fax: 634-3799

Sugar Mill Elementary
Jaimie Geis - Principal
13707 Jess Pirtle Blvd.
Sugar Land, 77498
634-4440 Fax: 634 - 4459

Sullivan Elementary Donna
Whisonant - Principal
17828 Winding Waters Lane
Sugar Land, 77479
327-2860 Fax: 327-2861

Townewest Elementary
Erika Edmond - Principal
13927 Old Richmond Road
Sugar Land, 77498
634-4480 Fax: 634 - 4494

Walker Station Elementary
Gregory Granger-Interim
Principal
6200 Homeward Way Blvd.
Sugar Land, 77479
643-4400 Fax: 634 - 4413

Specialized Schools

Progressive High School
Tonya Curtis - Principal
1555 Independence Blvd.
Missouri City, 77489
634-2900 Fax: 634-2913

**James Reese Career and
Technical Center**
Julia Erdie - Principal
12300 University Blvd. Sugar
Land, 77478
327-7300 Fax: 634-5700

MR Wood/FHCL
Cozette Church - Principal
138 Avenue E
Sugar Land, 77498
327-6000 Fax: 327-6001

**Early Literacy Center @
Ridgemont** Benjamin
Bostick- Associate Principal
5353 Ridge Creek Circle
Houston, 77053
634-9810 Fax: 634-4382

**Early Literacy Center @
Hunters Glen** Shawndreka
Clemons - Associate Principal
695 Independence Blvd.
Missouri City, 77489
634-2195 FAX: 327-2217

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Fort Bend Independent School District (FBISD)
Student Code of Conduct

2023-2024 School Year

If you have difficulty accessing the information in this document because of disability, please contact the Department of Student Affairs at 281-327-2829 or email at Student.Affairs@fortbendisd.com for assistance.

Commonly Used Acronyms

The Student Code of Conduct contains various terms and referenced acronyms related to discipline. Commonly used acronyms are listed below to help better understand the content included in the Code.

AP – Assistant Principal

ARD – Admission, Review, and Dismissal

BIP – Behavior Improvement Plan

CBC – Campus Behavior Coordinator

CBD- Cannabidiol

CPS – Child Protective Services

CSTAT- Campus Student Threat Assessment Team

CTE – Career and Technical Education

DA – District Attorney

DAEP – Disciplinary Alternative Education Program

DEP-District Expulsion Program

DSA – Department of Student Affairs

DSL – Department of School Leadership

DSTAT – District Student Threat Assessment Team

FBA – Functional Behavior Assessment

IDEA – Individual with Disabilities Education Act

IEP – Individualized Education Program

ISS – In-School Suspension

JJAEP - Juvenile Justice Alternative Education Program

OSS – Out-of-School Suspension

PEIMS- Public Education Information Management System

PBIS - Positive Behavioral Interventions and Supports

PSUU – Possession, Sell, Use, Under the Influence

RISE-Resilience, Intervention, Support, and Empowerment

SCC- Student Code of Conduct

SEL – Social Emotional Learning

SRO – School Resource Officer

SST- Student Support Team

TEC-Texas Education code

TEDS-Texas Education Data Standards

TDP – Truancy Diversion Program

THC - Tetrahydrocannabinol

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact The Department of Student Affairs at 281-327-2829 or email Student.Affairs@fortbendisd.com.

Purpose

The Student Code of Conduct (“Code”), as required by Chapter 37 of the Texas Education Code (TEC), provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences, including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the FBISD board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code shall be available at the campus behavior coordinator’s (CBC) office and posted on the district’s website www.fortbendisd.com. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code and the Student/Parent Handbook, the Code shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

Anti-Discrimination

The district does not discriminate against students on the basis of race, sex, national origin, disability, religion, color, or ethnicity when enforcing the provisions of this Code.

Profile of a Graduate

The Profile of a Graduate, adopted by the Board of Trustees in 2017, supports the District's Mission, Vision, and Core Beliefs and Commitments by defining the qualities a student should possess upon graduation. A FBISD Graduate has a rigorous academic foundation, strong character, and is...

...equipped with skills for life.

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

...a servant leader.

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

...an effective communicator.

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

...a critical thinker.

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

...a compassionate citizen.

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

...a collaborative team member.

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

...a life-long learner.

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

School District Authority and Jurisdiction

Scope

In adopting this Student Code of Conduct (SCC or this Code), the Board of Trustees has established rules, guidelines and procedures to further support a safe learning environment for all students. The SCC includes information regarding the district-wide behavior management plan, descriptions of prohibited conduct, the disciplinary options, methods, and consequences for preventing and addressing student misconduct and the process the district will follow when administering disciplinary consequences.

Students may be subject to campus, classroom including online learning platforms, such as Schoology, Edgenuity, or other forms of distance learning, transportation, extracurricular, and/or organizational rules in addition to those found in this Code. Students may face consequences under these additional rules as well as possible disciplinary action under the SCC. Further, to the extent a student engages in conduct that is not specifically addressed in this Code, the student may still be disciplined if the conduct disrupts or interferes with the educational process, learning environment, or school safety.

The SCC remains in effect during summer school and at all school related events and activities outside the school year until an updated version becomes effective for the next school year. If there is a conflict between the SCC and the Student/Parent Handbook, the terms of this Code will control. If there is a conflict between this Code and another District policy, the more recently adopted policy will control.

The SCC is posted on the district's website and is available at each FBISD school in the office of the campus principal or Campus Behavior Coordinator (CBC). District policies referenced in this Code are arranged in the [Board Policy Manual posted on the FBISD website](#). School rules and Code establish the district's authority to administer discipline and apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school- sponsored activities.

The district has disciplinary authority over a student:

- During the regular school day;
- While the student is traveling on district transportation;
- During lunch periods in which a student is allowed to leave campus;
- At any school-related activity, regardless of time or location;
- For any school-related misconduct, regardless of time or location;
- When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
- When a student engages in cyberbullying, as defined by Education Code 37.0832;
- When criminal mischief is committed on or off school property or at a school-related event;
- For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
- For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;

- When the student commits a felony, as provided by Education Code 37.006 or 37.0081; or
- When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal, the Associate principal at the secondary level or any other campus administrator selected by the principal at the elementary level. The CBC is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student/Parent Handbook, for each campus, the email address and telephone number of the person serving as the CBC.

Contact information may be found on the *Fort Bend ISD Website*, under the [Department of Student Affairs webpage](#).

Department of Student Affairs (DSA)

The Superintendent has established the Department of Student Affairs (DSA) as a resource for students and parents/guardians to understand the expectations and rules governing student conduct, and as a liaison with campus administrators to ensure the fair and equitable application of discipline for misconduct as outlined in this Code. Under the direction of the Executive Director for Student Affairs, the DSA shall provide regular training to campus administrators on this Code, monitor trends and patterns of student misconduct, and respond to student/parent complaints and appeals concerning student discipline.

Title IX Investigations

For reports alleging sexual harassment, sexual assault, stalking, dating violence, the campus administrator receiving the report will notify the parent/guardian of the complainant when a report is received and provide the student and parent a copy of the Parent/Student Rights Form and the Incident Reporting Form. This should occur generally *on the same day as the report* when possible. If any unwanted, physical touch of intimate body parts of a minor is involved, the employee must notify Child Protective Services and law enforcement within the same business day. The employee receiving an allegation/outcry from a student must notify the campus administrator promptly and within the same business day to begin a prompt investigation of the allegations. The campus administrator will ensure that Child Protective Services and Fort Bend ISD Police Department has been notified of any unwanted and inappropriate physical touch of a Fort Bend ISD student at school or at a school-related activity. The Title IX Coordinator will also be notified by the investigating campus administrator.

The parent/guardian of the alleged aggressor will also be notified of the allegations and will receive a copy of Parent/Student Rights form as well. For campus investigations that do not involve physical touch, campus administrators will begin their investigations and take statements from the complainant, respondent, and any available witnesses, as well as review available evidence, such as available video surveillance. If the campus investigation determines that the alleged aggressor may represent a threat to the safety of the alleged victim or others, or necessitates removal from an activity or program, the campus may conduct a campus student threat assessment. For investigations that involve physical touch, campus investigations may be delayed until law enforcement investigations and interviews are completed, at which point, campus investigations may promptly resume.

Upon receipt of allegations and during the investigation, a safety plan and supportive measures will be offered immediately to both parties. This may include but are not limited to: a schedule change, increased adult monitoring, offer for counseling, and a stay away agreement.

Title IX Investigations Sexual Harassment

Within 3-5 business days (for uncomplicated sexual harassment investigations), campus administrators will communicate findings to the parent/guardians in a letter to notify of findings with continued supportive measures, safety plan, and stay away agreement. If a determination of a code of conduct violation has occurred in accordance with this Code, the respondent's parent/guardian will be notified, and this action will be documented in the Skyward discipline record.

For complicated investigations that involve law enforcement and Child Advocacy Center interviews that delay campus investigations, campus administrators should complete their investigations within 3-5 business days after receipt of results from CAC interview and clearance to interview the complainant.

The complainant may request a campus transfer or may request that the respondent be transferred to another campus in situations where sexual harassment is substantiated. Transportation will not be provided in these instances.

Both the complainant and the respondent retain the right to file a formal Title IX complaint during this process. Please contact the District Title IX Coordinator, Dr. Holly Robles (281) 281-7232 holly.robles@fortbendisd.com, with any concerns or questions.

Sexual Harassment Policy DIA and FFH(LOCAL)

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or hostile educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Examples of sexual harassment of a student may include, but are not limited to, sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication. Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or hostile educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

- Otherwise adversely affects the student's educational opportunities. Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but are not limited to, derogatory jokes, name-calling, slurs, or rumors; cyber harassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence Policy FFH (LOCAL)

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, or hostile educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults; name-calling; putdowns; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include, but are not limited to, destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Threat Assessment and Safe and Supportive School Team

The Texas Education Code 37.115(a)(1) requires campus behavioral threat assessment teams, tracking of actions taken relative to students who make threats, and notification of parents if threats are made. The Texas Education Code mandates a Safe and Supportive Schools Program Team.

All Fort Bend ISD campuses have trained threat assessment teams called CSTAT; Campus Student Threat Assessment Team [see Education Code 37.220] . Members include a campus administrator, school counselor, and student resource officer. The team may also include a campus staff member who is familiar with and has a rapport with student(s) involved. Threat assessments are investigative not punitive. Threat assessment is an investigative process. Parents of the victim and alleged aggressor are contacted during the investigation. Once the team determines if the threat is transient (not serious) or substantive (serious, very serious) the team must consider interventions and resources needed to ensure support for all students involved.

A threat assessment investigation may also include a safety assessment conducted by the District Student Threat Assessment Team also known as DSTAT. In accordance with [TEC 37.115](#), [policy FFB\(LEGAL\)](#), and [FFB\(LOCAL\)](#) the District has created a District Threat Assessment Team (DSTAT) to provide guidance and assessment to campuses when dealing with substantive (serious and very serious) student threats. DSTAT will also track all threats to ensure appropriate support is provided to students and campuses and shall take appropriate action in accordance with this Code to ensure a safe and coordinated response to all student threats. The goal is to prevent campus violence, establish a safe campus experience, and provide needed additional support for the success of all students.

These actions may include:

- Development of a safety plan;
- Safety check-ins;
- Additional monitoring during transition periods; and/or
- Referral to DAEP.

Each campus shall have a Campus Student Threat assessment Team (CSTAT), coordinated by the CBC or principal that investigates threats, creates safety plans, and develops behavior interventions to reduce the risk of violence. Each Campus Student Threat Assessment Team should be comprised of, at a minimum, the CBC or principal, counselor, and School Resource Officer (SRO). Other members may include special education staff, the Campus Compliance Coordinator, investigating assistant principal, nurse, or others with knowledge of the student and behaviors. CSTAT teams are supported by the DSTAT for training, assessing student plans, and monitoring.

Threat is defined as: a concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. The threat may be communicated behaviorally, orally, visually, in writing, electronically, or through any other means, and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat.

All threats will be taken seriously and will be investigated by campus administrators or law enforcement personnel, as appropriate. There are various types of threats which include, but are not limited to, the use of threatening language or gestures, assault by threat, and terroristic threat. Disciplinary consequences and/or police action will be assessed based on the outcome of each investigation.

A student commits an offense of terroristic threat if he/she threatens to commit any offense involving violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building; classroom; or place of assembly; or
- Cause impairment or interruption of school communications, power supply, or school-related transportation.

Threat Assessment Investigations

A campus may determine a need to conduct a threat inquiry or assessment as a tool for responding to threatening situations in which there is a concern about a particular student who has come to the attention of school administrators by engaging in communications or behaviors of concern. If, in the process of the inquiry, these concerns meet the criteria of “harmful, threatening, or violent behaviors,” established by [TEC 37.115](#), then a threat assessment will be conducted. In instances where this threat assessment becomes a formal Campus Student Threat Assessment Process, the principal or CBC will follow the following procedures:

If the campus administrator determines that an immediate threat is present, Fort Bend ISD Police Department and District leadership will be notified immediately. The District Student Threat Assessment Team will also be notified. Parents of any alleged victims and aggressors will be notified as soon as the alleged threat is secured in situations where immediate threat of school violence is determined. In other situations, the Campus Student Threat Assessment Team will review the threat and investigate further.

The campus administrator will convene the Campus Student Threat Assessment Team (CSTAT) initially to review the initial report and assign roles and responsibilities to obtain details regarding the allegation and student’s history. The person reporting will be provided the Incident Reporting Form.

The campus administrator will meet with the student alleged to have made a threat to take the student’s verbal and written statement and to determine if there is merit to the allegations and determine if there is a need to proceed, based on presenting information. Statements will be taken from the alleged victim and witnesses regarding the allegations. If the investigation indicates that no threat is present, the CSTAT may reconvene to determine that additional inquiry is unnecessary. If the alleged victim is in fear, a safety plan and stay away agreement will be developed to protect the alleged victim.

However, if the CSTAT continues to investigate and finds evidence that there may be a threat to school safety, the counselor may interview the student. The campus administrator will provide copies of Student/Parent Rights to both the aggressor and victim and their parent/guardian and notify them of the threat investigation. The CSTAT will convene to determine threat level and provide a copy of their determination to the District Student Threat Assessment Team for review within ***one business day if a substantive threat and two business days if a transient threat.***

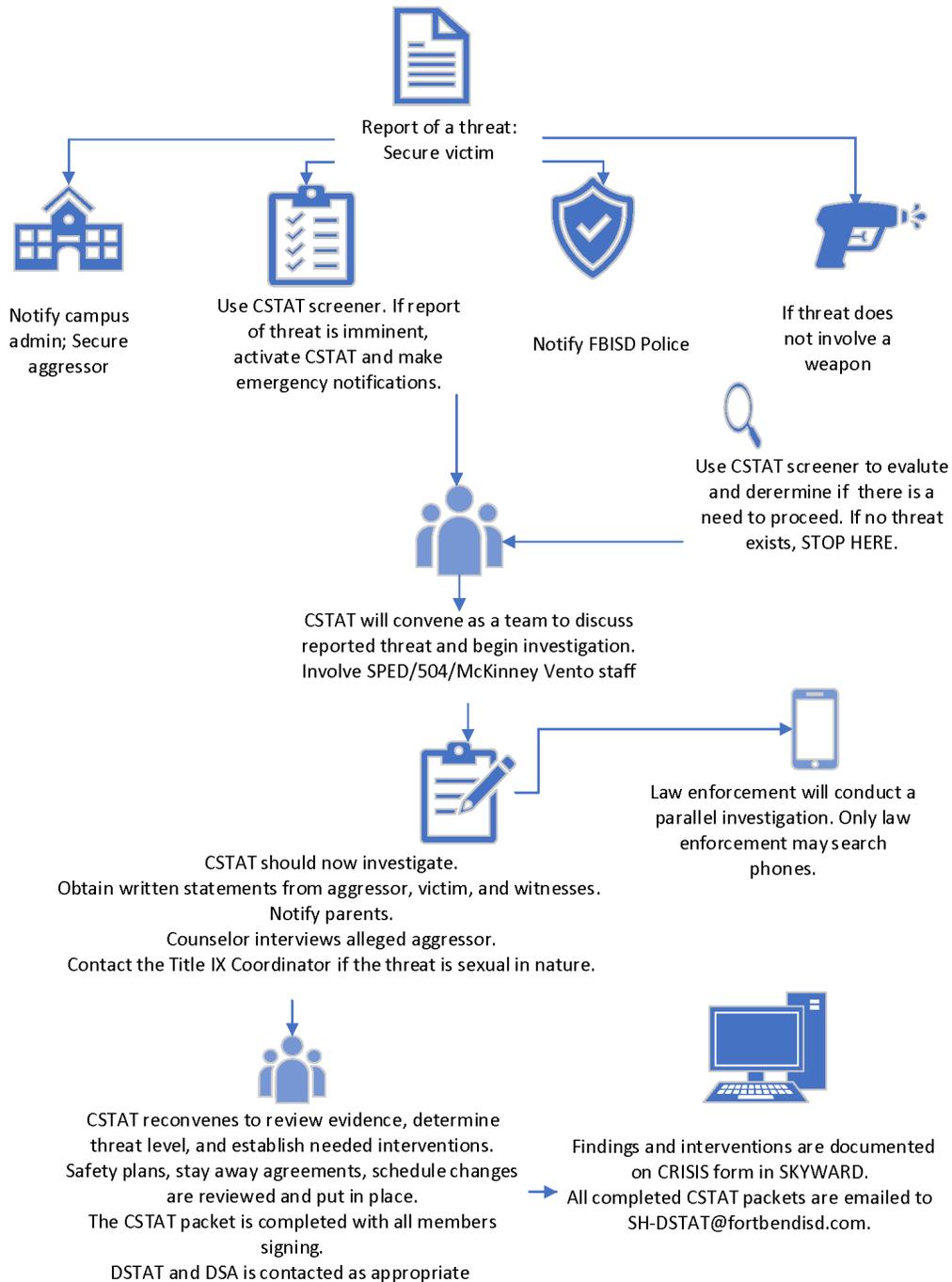
Transient threats are those that can be identified as temporary expressions of anger or frustration (or perhaps inappropriate attempts at humor) that dissipate quickly when the student reflects on the meaning of what he or she has said. Substantive threats are those that include an intent to harm someone beyond the immediate incident or creates a significant amount of fear or disruption in the school setting.

If the CSTAT determines that a transient threat was made, the students and parents/guardians of the alleged victim and aggressor will be advised of the outcome of the threat assessment. The alleged aggressor and parents/guardians will be notified if disciplinary action will be taken, and due process in accordance with this Code will be followed.

If the CSTAT determines that a substantive threat was made, the students and parents/guardians of the alleged victim and aggressor will be advised of the outcome of the threat assessment. The alleged aggressor will have an additional safety assessment promptly by a member of the District Threat Assessment Team (DSTAT) to determine what safety measures and interventions are needed to protect school safety and the alleged victim. This is not a mental health assessment, but is conducted to determine appropriate interventions, including a safety plan to protect the alleged victim, referrals to resources, development of behavioral strategies, and the development of a district-wide support plan to assist the student in deterring violence as an option to redress.

wrongs. A member of the District Threat Assessment Team may provide support for the student during an alternative school placement or long term, depending on the student's needs.

Alleged victims may request a campus transfer for substantive threats for themselves or the person threatening them through their principal or Campus Behavior Coordinator.



Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies [FNF](#) (LEGAL) and [FNF](#) (LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district or in violation of the Code of Conduct

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

Certain acts of misconduct may constitute criminal offenses in addition to violations of this Code. The CBC, school administrators, or District employees shall report crimes as required by law and shall contact local law enforcement regarding suspected criminal activity. The CBC or school administrators will cooperate with law enforcement regarding any potential criminal activity occurring on campus, within 300 feet of campus, or at a school related or school-sponsored event. Because school discipline is independent of criminal proceedings, disciplinary consequences may not be postponed pending the outcome of any criminal proceeding or affected by the outcome of any criminal proceeding. Further, criminal charges may be referred to the Fort Bend County District Attorney (DA) by law enforcement. Referral to the DA is a function of law enforcement and not a function of school-based discipline. The campus should consult with the Department of Student Affairs when considering DAEP/expulsions for offenses committed off-campus.

Criminal Charges or Classifications

If a student is charged with a crime or engages in conduct punishable as or that contains the elements of a crime for which disciplinary actions are mandated by law, the student may be disciplined based on the law enforcement officer's classification and/or the criminal charge(s) accepted by the county district attorney (DA). Certain offenses require mandatory removal to a disciplinary alternative education program (DAEP) and while others require mandatory expulsion to a juvenile justice alternative education program (JJAEP). In some circumstances, a student may be arrested for an offense which initially requires mandatory removal to a DAEP; however, after completion of the criminal investigation, if charges are upgraded to an offense classified as an expellable offense, the school will be required to recommend expulsion based upon the officer's classification or charges being filed. Since school discipline does not have to meet the same standards of evidence as law enforcement, the disciplinary assignment is not reduced or dropped based on the outcome of the criminal case which might include a motion to dismiss, deferred adjudication, deferred prosecution, etc.

In addition, there are certain criminal charges (see pages 61-68), which occur off-campus at non-school-sponsored or non-school-related events for which the district is required to remove the student from the regular classroom setting. Upon notification from a law enforcement agency that such a crime has been committed, the school will recommend appropriate disciplinary actions. If the charges for one of these off-campus offenses are later reduced or dropped and documentation of the reduction can be provided, the district will reconsider the disciplinary action. If the charges remain and the student receives deferred adjudication or deferred prosecution, the student will be required to complete the disciplinary assignment.

Security Personnel

To ensure the security and protection of students, staff, and property, the board utilizes district police officers. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to these persons. The law enforcement duties of district peace officers are listed in policy

CKE (LOCAL).

District police officers are educators first as they have the opportunity to positively interact with students and contribute to a positive culture and climate. Police officers employed by the district shall have all the powers, privileges, and immunities. A district police officer shall perform law enforcement duties for the school district that must include protecting the safety and welfare of any person in the jurisdiction of the police officer and the property of the school district.

In determining the law enforcement duties, the board shall coordinate with district campus behavior coordinators and other district employees to ensure that district police officers are tasked only with duties related to law enforcement intervention and not tasked with behavioral or administrative duties better addressed by other district employees. All behavioral and administrative duties shall remain the responsibility of the CBC and the campus administration.

Questioning of Students by Outside Authorities

When law enforcement officers or other lawful authorities such as CPS wish to question or interview a student at school, the principal or designee will cooperate fully regarding the conditions of the interview if the questioning or interview is part of a child abuse investigation. See policy GRA (Local).

In other circumstances:

- The principal shall verify and record the identity of the officer or other authority and request an explanation of the need to question or interview the student at school;
- The principal ordinarily shall make reasonable efforts to notify the student's parents or other person having lawful control of the student. If the interviewer raises what the principal considers to be a valid objection to the notification, parents will not be notified. Failure or inability to notify the parents or other persons having lawful control of the student will not ordinarily prevent or delay questioning by law enforcement officials. The principal or designee will notify parents of the questioning, absent any reasonable objections from the interviewer;
- The principal or a designee ordinarily shall be present during the questioning or interview. If the interviewer raises what the principal considers to be a valid objection to a third party's presence, the interview shall be conducted without that person's presence; such as in a case including a criminal investigation;
- It is the police officer's responsibility to inform the student of his/her rights (Miranda Warning) when required by law. Once a police officer begins questioning a student, all responsibility for such questioning rests with the police officer.

It should be noted that, when Fort Bend ISD police officers are working with school officials or on their behalf to investigate school-related behaviors or concerns, students are not generally entitled to be read their rights ("Miranda Warnings") unless the students are under arrest during such questioning.

Fort Bend ISD will not impede the questioning of a student by a law enforcement officer who has a subpoena, court order, warrant, or directive to apprehend, or who is willing to take the child into custody and remove the child from campus for investigation regarding a non-school-related matter under Texas Family Code 52.01.

In case of removal from the campus, the law enforcement officer will be requested to follow campus procedures for checking the student out of school. However, absent one of these provisions, school personnel will request that, prior to allowing an interview for non-school-related matters, parental permission must be obtained.

Fort Bend ISD will also not impede a CPS investigation and will allow CPS case workers or law enforcement officers to question students related to a reported claim of child abuse.

Use of Trained Dogs

Students and guardians are advised that the district has adopted a policy on the use of trained dogs, as outlined below, which specifically provides that: Lockers, classrooms and common areas may be sniffed by trained dogs at any time when students are not present. Vehicles parked on school property may be sniffed by trained dogs at any time. A student in possession of contraband shall be subject to appropriate disciplinary action in accordance with this Code.

The district shall use specifically trained non-aggressive dogs to sniff out and alert officials to the current presence of concealed prohibited items, illicit substances and alcohol. See policy [FNF](#) (Legal). This program is implemented to prevent drug and alcohol use in District schools, with the objective of maintaining a safe learning environment conducive to education. Use of trained dogs shall be unannounced and shall not be used to search students. The dogs shall be used to sniff classrooms, common areas, areas around student lockers, and where student vehicles are parked on school property. If a dog alerts to a locker, a vehicle, or an item in a classroom, it may be searched by school officials.

Metal Detectors

In order to maintain a safe and secure learning environment in the District's DAEP (Disciplinary Alternative Education Program), students shall be notified when assigned to DAEP that they shall be subject to metal detector searches when entering each day.

"Parent" Defined

Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

Participation in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the districts Code of conduct. If it is determined by the administration that any senior, during the final grading period, participates in an activity on school property or in connection with any school sponsored activity that violated this Code including, but not limited to, "senior pranks", in addition to being subject to disciplinary consequences may, at the discretion of the Superintendent or the Assistant Superintendent of Secondary Schools, be prohibited from participating in year-end graduation ceremonies. This includes, but is not limited to, commencement, prom, and Pro-Grad as well as other senior privileges. Upon approval from the Superintendent or Assistant Superintendent of Secondary Schools, the campus principal shall notify parents/guardians if it is determined the student will not participate in any or all graduation activities.

Disqualification from Graduation Activities

If a senior is charged with a felony violation of the Penal Code, and the Superintendent or Assistant Superintendent of Secondary Schools has a reasonable belief that a criminal violation has occurred, the student, in addition to being subject to disciplinary consequences specified in this Code, shall be automatically disqualified from participating in graduation ceremonies, including commencement, prom and Pro-Grad. It is important to note the difference between a charge and a referral. A referral is a notice to the District Attorney or other prosecutor recommending a criminal investigation. A charge is a formal accusation made by a governmental authority (usually a grand jury) finding that based upon the evidence presented to it, there is probable cause to believe that a crime has been committed by a criminal suspect. For a student who is referred for a felony or misdemeanor and charges are expected, and there is reasonable belief that a criminal offense has occurred, approval for non-participation in graduation activities must be given

by the Superintendent or designee. The campus principal shall notify parents/guardians if determined that the student will not participate in any or all graduation activities.

Student Speakers at Graduation

Students eligible to have a speaking role at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered eligible, a student shall not have engaged in any misconduct associated with academic dishonesty or have resulted in an in-school or out-of-school suspension, removal to a DAEP, or expulsion during the school year immediately preceding graduation. See policy [FMH](#) (LOCAL).

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies [FNG](#) (LOCAL) or [GF](#) (LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 calendar days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 57 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not;
- Behave in a responsible manner;
- Exercise self-discipline;
- Attend all classes regularly and on time;
- Bring appropriate materials and assignments to class;
- Meet district and campus standards of grooming and dress;
- Obey all campus and classroom rules;
- Respect the rights and privileges of students, teachers, and other district staff and volunteers;
- Respect the property of others, including district property and facilities;
- Cooperate with and assist the school staff in maintaining safety, order, and discipline; and
- Adhere to the requirements of the Student Code of Conduct.

Student Dress Code

The district believes the Student Dress Code shall promote the attributes of the Profile of a Graduate. Therefore, students are expected to dress in a way that promotes respect for self and

others, a safe learning environment, and honors the diversity of the learning community.

Students and parent/guardians may determine the student's personal dress and grooming standards, provided they comply with the general guidelines set forth in this Code and Board policy [FNCA](#) (Local). Generally, students shall be dressed and groomed in a manner that is clean and neat, does not cause distraction from learning, and that does not disrupt the learning environment. The district prohibits pictures, emblems, or writings on clothing that advertise or depict tobacco products, alcoholic beverages, drugs, or any other prohibited substance.

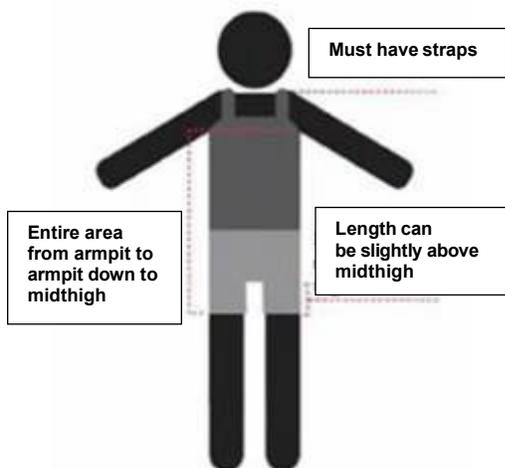
Students must comply with the following dress and grooming standards, including in online learning platforms.

Shirts, Blouses, Sweatshirts, Sweaters, Vests

- Shirts, blouses, sweatshirts, sweaters, vests that expose undergarments and/or midriff are prohibited;
- Shirts, blouses, sweatshirts, sweaters, vests must not depict or reference alcohol, drugs, tobacco, weapons, nudity, gang affiliation, death, violence, vulgar or obscene language or images, and/or insults to race, religion, gender, or ethnicity, or other emblems or writing that may be expected to cause a material or substantial disruption of, or interference with, normal school operations.

Dresses, Jumpers, Skirts, Shorts, Skorts, Pants, and Jeans

- Dresses, jumpers, skirts, and skorts may be worn at a length that is slightly above mid-thigh;
- Shorts, jeans, and all pants shall be worn at the hip or higher and must cover undergarments;
- Shorts may be worn at a length that is approximately above mid-thigh; and
- Athletic wear, which may include yoga pants, stretch leggings, biker shorts, and fitness tights, are permissible as long as they do not reveal undergarments, do not have sections of see-through material, or are worn with a shirt that covers the posterior, and are not disruptive to the school environment.



ALL STUDENTS

Clothing must cover areas from one armpit to the other armpit, down to the mid-thigh.

Tops must have shoulder straps and be long enough to adequately cover the waistline and not expose the midriff.

Shoes

- Shoes shall be worn, and if designed to be tied shall be properly tied;
- Elementary students shall not wear flip-flops, or shoes with no back/heel strap;
- Unsafe footwear is not permitted (i.e., house shoes, slippers); and
- Appropriate shoes must be worn during PE/athletics classes, as well as during lab activities in science, CTE, etc. Foam clogs, flip flops, or shoes with no back/heel strap should not be worn during these activities.

Hair

- All hair, including facial hair, shall be neat, clean, and well groomed, and worn in a style that is not distracting;
- Mustaches, beards, or goatees shall be neat, clean, and well groomed, and worn in a style that does not display derogatory remarks, symbols, or statements that disrupts the learning environment. Hair markings must not depict or reference alcohol, drugs, tobacco, weapons, nudity, gang affiliation, violence, vulgar or obscene language, or images that substantially disrupt or interfere with normal school operations. Drawings, icons, and/or other markings cut into the hair, including eyebrows, and not associated with required religious markings or hairstyles are not permitted.

Miscellaneous

- Proper undergarments shall be worn at all times;
- Revealing clothing of any type may not be worn;
- No clothing that has been ripped, torn, or cut in a way as to reveal undergarments, midriff, chest, or posterior;
- Clothing including face coverings with profanity, obscene patches, references to alcohol, drugs, weapons or tobacco, or anything that may be construed as violent, vulgar or obscene language or images, and/or insults to race, religion, gender, or ethnicity, or other emblems or writing that may be expected to cause a material or substantial disruption of, or interference with, normal school operations.
- Any attire, tattoo, icons, or markings on body, e.g. bandanas, shoelaces, chains, t-shirts, etc., that is distracting, causes a disturbance, or identifies a student as part of an unauthorized group, gang, or society are not permitted that includes but is not limited to virtual background choices.
- No pajama wear of any type except on campus designated days;
- Body piercings that are distracting or that pose a safety concern are not permitted;
- No hats, caps, doo-rags, wave caps, bonnets, bandanas or hoods worn indoors, except on campus designated days or during designated times permitted by the campus; and
- No sunglasses may be worn inside the building unless there is a medical note on file.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 50, **DAEP Placement** on page 52, **Placement and/or Expulsion for Certain Offenses** on page 59, and **Expulsion** on page 61, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 49.

Disciplinary action will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude or disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct and the effect of the misconduct on the school environment. Students may be suspended for behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

In deciding whether to order In-school suspension, the campus behavior coordinator shall take into consideration:

- Self-defense (See [glossary](#));
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
- A student's status as homeless.

See policy [FO \(LEGAL\)](#) and [FO \(LOCAL\)](#)

Students identified as homeless or who are enrolled in a grade level below third grade may not be placed in out-of-school suspension unless while on school property or while attending school sponsored or school-related activity on or off school property the student engages in: 1. Conduct that contains the elements of an offense related to weapons; 2. Conduct that contains the elements of a violent offense; 3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana or a controlled substance, a dangerous drug or an alcoholic beverage. **Any level III or IV offenses require consultation with Assistant Superintendent

Level 1 Offenses

These are usually first time or rare occurrences of the offense, however, repeated instances of these offenses could result in a more harsh consequence such as ISS/OSS. It is recommended that campuses consult with a PBIS team member to determine appropriate interventions that could deter persistent student misconduct.

Most Common Offense Codes with Available Actions		Potential Disciplinary Actions				
	<i>(DAEP and Expulsion are not an option)</i>					
These offenses are more appropriately handled with School Based Strategies such as:	Additional action options:	ISS	OSS	DAEP	DEP	JJAEP
<ul style="list-style-type: none"> • Behavior contract • Change Seat • Cooling-off Time • Counseling/ mediation • Referral to office/court • Verbal Correction 	Assigned School Duties, Confiscation, Contact w/ Parent, Restorative Conference/Chat, Counseling by Staff , Detention, Saturday Detention, Parent Conference, Restorative Circle, Restricted Bus Privileges, Withdrawal of Privileges, Student Conference					
Bus Misconduct	✓					
Disrupting Educational Environment	✓					
Dress Code	✓					
Exhibit Inappropriate Familiarity (e.g. kissing/touching)	✓					
Horseplay	✓					
Leaving School	✓					
Minor Acceptable User Policy (AUP) Violation (e.g. playing games)	✓					
Obscene Gesture	✓					
Referral Dismissed	✓					
Safety Rule Violation	✓					
Skipping a Class	✓					
Tardies	✓					
Truancy Diversion Program	✓					
Truancy Warning Letter Student Affairs Only	✓					
Misuse of Telecommunication Device	✓					

Level 2 Offenses

Most Common Offense Codes With Available Actions	Potential Disciplinary Actions					
	Outline denotes presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.					
	<i>ISS Recommended DAEP is discretionary. Expulsions are not an option. Multiple actions may be assigned.</i>					
	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used in addition to other actions; not alone)
Bullying (<i>documented</i>)	✓					✓
Cheating	✓					✓
Coercion/Extortion	✓					✓
Computer/Technology Misuse	✓					✓
Continued/Rpt Non-PEIMS reportable violations	✓					✓
Cyberbullying (<i>documented</i>)	✓					✓
Dating Violence	✓					✓
Derogatory Statement	✓					✓
Disruptive Behavior	✓					✓
Failure to Comply with Assigned Discipline	✓					✓
False Document	✓					✓
Gambling	✓					✓
Harassment (<i>documented</i>)	✓					✓
Inappropriate Physical Contact	✓					✓
Insubordination	✓					✓
Look Alike Weapon	✓					✓
Non DAEP Threat	✓					✓
Permanent Teacher Removal – TEC 37.002	✓					✓
Porn Materials	✓					✓
Possess/Sell Look Alike Drug	✓					✓
Possess/Use Matches or Lighter	✓					✓
Profanity	✓					✓
PUID Over Counter Medicine	✓					✓
Fighting or Mutual Combat	✓					✓
Theft/Stealing (<i>non-felony</i>)	✓					✓
Repeated or severe insubordination	✓					✓
Repeatedly leaving school grounds without permission	✓					✓
Robbery (<i>non-felony</i>)	✓					✓
Unauthorized us/intentional misuse of computer soft/hardware	✓					✓

Level 2 Offenses (Continued)

	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used in addition to other actions; not alone)
Sexual Harassment (documented)	✓					✓
Sexual Misconduct (documented)	✓					✓
Vandalism	✓					✓
Weapons Age <6yrs	✓					✓
Serious Offenses: (see glossary) Common Serious offenses include:	✓					✓
• Aggressive, disruptive behavior (<i>assault Class C misdemeanor</i>)	✓					✓
• Assault (<i>no bodily harm</i>) with threat of imminent bodily injury	✓					✓
• Assault by offensive or provocative physical contact	✓					✓
• Continued/repeated PEIMS reportable violations	✓					✓
• Extortion/Coercion/Blackmail	✓					✓
• Falsification of records/school related documents	✓					✓
• Inappropriate physical contact with criminal referral	✓					✓
• Knife blade <5.5 inches	✓					✓
• Making/ Assisting with making a false alarm or report non-emergency response deployed	✓					✓
• Possesses/conspiring to possess explosives/explosive devices	✓					✓
• Possession or use of a stun gun/device, pepper spray, BB/air gun, etc.	✓					✓
• Possession/Distribution of pornographic materials	✓					✓

*Supplemental action options include: Assigned School Duties, Confiscation, Contact w/ Parent, Restorative Conference/Chat, Counseling by Staff, Detention, Grade Reduction up to and including a grade of zero for Cheating, Parent Conference, Restorative Circle, Restricted of Bus Privileges, Withdrawal of Privileges, Student Conference, Saturday Detention.

*School Based Strategies include: Behavior contract, Change Seat, Cooling-off Time, Counseling/ mediation, Referral to office/court, Verbal Correction.

Level 1 Offenses

These are usually first time or rare occurrences of the offense, however, repeated instances of these offenses could result in a more harsh consequence such as ISS/OSS. It is recommended that campuses consult with a PBIS team member to determine appropriate interventions that could deter persistent student misconduct.

Most Common Offense Codes With Available Actions		Potential Disciplinary Actions				
	DAEP and Expulsion are not an option. Multiple actions may be assigned for an offense.					
These offenses are more appropriately handled with School Based Strategies such as:	Additional action options:	ISS	OSS	DAEP	DEP	JJAEP
<ul style="list-style-type: none"> • Behavior contract • Change Seat • Cooling-off Time • Counseling/ mediation • Referral to office/court • Verbal Correction 	Assigned School Duties, Confiscation, Contact w/ Parent, , Counseling by Staff , Detention, Saturday Detention Parent Conference, , Restricted Bus Privileges, Withdrawal of Privileges, Student Conference, Student Safety Plan					
Bus Misconduct	✓					
Disrupting Educational Environment	✓					
Dress Code	✓					
Exhibit Inappropriate Familiarity (e.g. kissing/touching)	✓					
Horseplay	✓					
Leaving School	✓					
Minor Acceptable User Policy (AUP) Violation (e.g. playing games)	✓					
Obscene Gesture	✓					
Referral Dismissed	✓					
Safety Rule Violation	✓					
Skipping a Class	✓					
Tardies	✓					
Truancy Diversion Program	✓					
Truancy Warning Letter Student Affairs Only	✓					
Misuse of Telecommunication Device	✓					

Level 2 Offenses

Most Common Offense Codes With Available Actions						
	Outline denotes presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.					
	OSS Recommended for severe or repeated offenses					
	Multiple actions may be assigned.					
	ISS	OSS	**DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used in addition to other actions; not alone)
Bullying (<i>documented</i>)	✓	✓	Discretionary			✓
Cheating	✓	✓				✓
Coercion/Extortion	✓	✓	Discretionary			✓
Computer/Technology Misuse	✓	✓	Discretionary			✓
Continued/Rpt Non-PEIMS reportable violations	✓	✓				✓
Cyberbullying (<i>documented</i>)	✓	✓	Discretionary			✓
Dating Violence	✓	✓	Discretionary			✓
Derogatory Statement	✓	✓				✓
Disruptive Behavior	✓	✓	Discretionary			✓
Failure to Comply with Assigned Discipline	✓	✓	Discretionary			✓
False Document	✓	✓				✓
Gambling	✓	✓				✓
Harassment (<i>documented</i>)	✓	✓				✓
Inappropriate Physical Contact	✓	✓				✓
Insubordination	✓	✓				✓
Look Alike Weapon	✓	✓				✓
Non DAEP Threat	✓	✓				✓
Permanent Teacher Removal – TEC 37.002	✓	✓				✓
Porn Materials	✓	✓				✓
Possess/Sell Look Alike Drug	✓	✓				✓
Possess/Use Matches or Lighter	✓	✓				✓
Profanity	✓	✓				✓
PUID Over Counter Medicine	✓	✓				✓
Fighting or Mutual Combat	✓	✓	Discretionary			✓
Theft/Stealing (<i>non-felony</i>)	✓	✓	Discretionary			✓
Repeated or severe insubordination	✓	✓	Discretionary			✓
Repeatedly leaving school grounds without permission	✓	✓	Discretionary			✓
Robbery (<i>non-felony</i>)	✓	✓	Discretionary			✓

Level 2 Offenses (Continued)

	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used in addition to other actions; not alone)
Unauthorized use/intentional misuse of computer soft/hardware	✓	✓	Discretionary			✓
Sexual Harassment (documented)	✓	✓	Discretionary			✓
Sexual Misconduct (documented)	✓	✓	Discretionary			✓
Vandalism	✓	✓	Discretionary			✓
Serious Offenses: (see glossary) Common Serious offenses include:	✓	✓	Discretionary			✓
• Aggressive, disruptive behavior (assault Class C misdemeanor)	✓	✓	Discretionary			✓
• Assault (no bodily harm) with threat of imminent bodily injury	✓	✓	Discretionary			✓
• Assault by offensive or provocative physical contact	✓	✓	Discretionary			✓
• Continued/repeated PEIMS reportable violations	✓	✓	Discretionary			✓
• Extortion/Coercion/Blackmail	✓	✓	Discretionary			✓
• Falsification of records/school related documents	✓	✓	Discretionary			✓
• Inappropriate physical contact with criminal referral	✓	✓	Discretionary			✓
• Knife blade <5.5 inches	✓	✓	Discretionary			✓
• Making/ Assisting with making a false alarm or report; non-emergency response deployed	✓	✓	Discretionary			✓
• Possesses/conspiring to possess explosives/explosive devices not rising to a Level 3 and 4 prohibited weapon offense, i.e., firecrackers, poppers	✓	✓	Discretionary			✓
• Possession or use of a stun gun/device, pepper spray, BB/air gun, etc.	✓	✓	Discretionary			✓
• Possession/Distribution of pornographic materials	✓	✓	Discretionary			✓

****Repeated Level II Offenses that substantially disrupt the educational environment and/or safety of the campus, may result in a discretionary DAEP placement – even if blacked out above.**

*Supplemental action options include: Assigned School Duties, Confiscation, Contact w/ Parent, Counseling by Staff, Detention, Grade Reduction up to and including a grade of zero for Cheating, Parent Conference, , Restricted Bus Privileges, Withdrawal of Privileges, Student Conference, Saturday Detention.

*School Based Strategies include: Behavior contract, Change Seat, Cooling-off Time, Counseling/ mediation, Referral to office/court, Verbal Correction.

Level 3 and 4 Offenses

Most Common Offense Codes With Available Actions	Potential Disciplinary Actions					
Outline denotes presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.						
Mandatory ISS, OSS, and up to DAEP or Expulsion as indicated						
	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used in addition to other actions; not alone)
Abuse of Volatile Chemical	✓	✓	Mandatory	Discretionary	Discretionary	✓
Aggravated Assault against Non-School District Employee	✓	✓			Mandatory	✓
Aggravated Assault against School District Employee	✓	✓			Mandatory	✓
Aggravated Kidnapping	✓	✓			Mandatory	✓
Aggravated Robbery	✓	✓			Mandatory	✓
Arson	✓	✓		Discretionary	Mandatory	✓
Assault against School District Employee	✓	✓	Mandatory	Discretionary	Discretionary	✓
Assault against Someone other than School District Employee	✓	✓	Mandatory	Discretionary	Discretionary	✓
Breach of Security	✓	✓		Discretionary	Discretionary	✓
Brought Firearm to School	✓	✓			Mandatory	✓
Conduct Containing Elements of An Offense Relating to Prohibited Weapons	✓	✓			Mandatory	✓
Conduct punishable as a Felony	✓	✓	Mandatory			✓
Conduct/Off Campus/No School Related Sponsored for Felony Title 5	✓	✓	Mandatory	Discretionary	Discretionary	✓
Continuous Sexual Abuse of Young Child or Children	✓	✓			Mandatory	✓
Criminal Mischief – Felony Violation	✓	✓		Discretionary	Discretionary	✓
Criminally Negligent Homicide	✓	✓			Mandatory	✓
Emergency Placement/Expulsion	✓	✓	Discretionary	Discretionary	Discretionary	✓
Engages in Deadly Conduct	✓	✓	Discretionary	Discretionary	Discretionary	✓
False Alarm/False Report	✓	✓	Mandatory	Discretionary	Discretionary	✓
Felony Alcohol Violation	✓	✓			Mandatory	✓
Felony Controlled Substance Violation	✓	✓			Mandatory	✓
Harassment against an employee of the school district under Penal Code 42.07,	✓	✓	Mandatory			✓
Indecency with a Child	✓	✓			Mandatory	✓
Manslaughter	✓	✓			Mandatory	✓
Murder, Capital Murder, Criminal Attempt to Commit Murder or Capital Murder	✓	✓			Mandatory	✓
PSUU Cigarette or Tobacco product as defined in the Health and Safety Code	✓	✓				✓
PSUU Alcohol	✓	✓	Mandatory	Discretionary	Discretionary	✓
PSUU Marijuana or Controlled Substance or Dangerous Drug	✓	✓	Mandatory	Discretionary	Discretionary	✓
Vaping with THC*	✓	✓	Mandatory	Discretionary	Discretionary	✓
Vaping with no THC*	✓	✓	Mandatory			✓
Public Lewdness or Indecent Exposure	✓	✓	Mandatory	Discretionary	Discretionary	✓
Retaliation Against School Employee	✓	✓	Mandatory	Discretionary	Discretionary	✓

Level 3 and 4 Offenses (Continued)

	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used <i>in addition</i> to other actions; not alone)
School Related Gang Violence	✓	✓	Discretionary	Discretionary	Discretionary	✓
Serious Bullying- TEC 37.0052	✓	✓	Discretionary	Discretionary	Discretionary	✓
Serious Misbehavior while expelled to/placed in a DAEP	✓	✓	Mandatory	Discretionary	Discretionary	✓
Sexual Assault or Aggravated Assault against School District Employee	✓	✓			Mandatory	✓
Sexual Assault or Aggravated Sexual Assault against Someone other than School District	✓	✓			Mandatory	✓
Student Required to Register as a Sex Offender – Not Under Court Supervision	✓	✓	Discretionary			
Student Required to Register as a Sex Offender – Under Court Supervision	✓	✓	Mandatory	Discretionary	Discretionary	✓
Terroristic Threat	✓	✓	Mandatory	Discretionary	Discretionary	✓
Unlawful Carry of a Club	✓	✓		Mandatory		✓
Unlawful Carry of A Location Restricted Knife	✓	✓		Mandatory		✓

* Students may be eligible for the First Offense R.I.S.E program. Campus Administrators will notify students of eligibility.

Level 1 Offenses

These are usually first time or rare occurrences of the offense, however, repeated instances of these offenses could result in a more harsh consequence such as ISS/OSS. It is recommended that campuses consult with a PBIS team member to determine appropriate interventions that could deter persistent student misconduct.

Most Common Offense Codes With Available Actions		Potential Disciplinary Actions				
	DAEP and Expulsion are not an option. Multiple actions may be assigned for an offense.					
These offenses are more appropriately handled with School Based Strategies such as:	Additional action options:	ISS	OSS	DAEP	DEP	JJAEP
<ul style="list-style-type: none"> • Behavior contract • Change Seat • Cooling-off Time • Counseling/ mediation • Referral to office/court • Verbal Correction 	Assigned School Duties, Confiscation, Contact w/ Parent, , Counseling by Staff , Detention, Saturday Detention Parent Conference, , Restricted Bus Privileges, Withdrawal of Privileges, Student Conference					
Bus Misconduct	✓					
Disrupting Educational Environment	✓					
Dress Code	✓					
Exhibit Inappropriate Familiarity (e.g. kissing/touching)	✓					
Horseplay	✓					
Leaving School	✓					
Minor Acceptable User Policy (AUP) Violation (e.g. playing games)	✓					
Obscene Gesture	✓					
Referral Dismissed	✓					
Safety Rule Violation	✓					
Skipping a Class	✓					
Tardies	✓					
Truancy Diversion Program	✓					
Truancy Warning Letter Student Affairs Only	✓					
Misuse of Telecommunication Device	✓					

Level 2 Offenses

Most Common Offense Codes With Available Actions	Potential Disciplinary Actions					
	Outline denotes presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.					
	ISS/OSS OSS Recommended for severe or repeated offenses DAEP is discretionary. Expulsions are not an option. Multiple actions may be assigned.					
	ISS	OSS	**DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used in addition to other actions; not alone)
Bullying (<i>documented</i>)	✓	✓	Discretionary			✓
Cheating	✓	✓				✓
Coercion/Extortion	✓	✓	Discretionary			✓
Computer/Technology Misuse	✓	✓	Discretionary			✓
Continued/Rpt Non-PEIMS reportable violations	✓	✓				✓
Cyberbullying (<i>documented</i>)	✓	✓	Discretionary			✓
Dating Violence	✓	✓	Discretionary			✓
Derogatory Statement	✓	✓				✓
Disruptive Behavior	✓	✓				✓
Failure to Comply with Assigned Discipline	✓	✓	Discretionary			✓
False Document	✓	✓				✓
Gambling	✓	✓				✓
Harassment (<i>documented</i>)	✓	✓				✓
Inappropriate Physical Contact	✓	✓				✓
Insubordination	✓	✓				✓
Look Alike Weapon	✓	✓				✓
Non DAEP Threat	✓	✓				✓
Permanent Teacher Removal – TEC 37.002	✓	✓				✓
Porn Materials	✓	✓				✓
Possess/Sell Look Alike Drug	✓	✓				✓
Possess/Use Matches or Lighter	✓	✓				✓
Profanity	✓	✓				✓
PUID Over Counter Medicine	✓	✓				✓
Fighting or Mutual Combat	✓	✓	Discretionary			✓
Theft/Stealing (<i>non-felony</i>)	✓	✓	Discretionary			✓
Repeated or severe insubordination	✓	✓	Discretionary			✓
Repeatedly leaving school grounds without permission	✓	✓	Discretionary			✓
Robbery (<i>non-felony</i>)	✓	✓	Discretionary			✓

Level 2 Offenses (Continued)

	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used in addition to other actions; not alone)
Unauthorized use/intentional misuse of computer soft/hardware	✓	✓	Discretionary			✓
Sexual Harassment (documented)	✓	✓	Discretionary			✓
Sexual Misconduct (documented)	✓	✓	Discretionary			✓
Vandalism	✓	✓	Discretionary			✓
Serious Offenses: (see glossary) Common Serious offenses include:	✓	✓	Discretionary			✓
• Aggressive, disruptive behavior (assault Class C misdemeanor)	✓	✓	Discretionary			✓
• Assault (no bodily harm) with threat of imminent bodily injury	✓	✓	Discretionary			✓
• Assault by offensive or provocative physical contact	✓	✓	Discretionary			✓
• Continued/repeated PEIMS reportable violations	✓	✓	Discretionary			✓
• Extortion/Coercion/Blackmail	✓	✓	Discretionary			✓
• Falsification of records/school related documents	✓	✓	Discretionary			✓
• Inappropriate physical contact with criminal referral	✓	✓	Discretionary			✓
• Knife blade <5.5 inches	✓	✓	Discretionary			✓
• Making/ Assisting with making a false alarm or report non- emergency response deployed	✓	✓	Discretionary			✓
• Possesses/conspiring to possess explosives/explosive devices not rising to a Level 3 and 4 prohibited weapon offense, i.e., firecrackers, poppers	✓	✓	Discretionary			✓
• Possession or use of a stun gun/device, pepper spray, BB/air gun, etc.	✓	✓	Discretionary			✓
• Possession/Distribution of pornographic materials	✓	✓	Discretionary			✓

****Repeated Level II Offenses that substantially disrupt the educational environment and/or safety of the campus, may result in a discretionary DAEP placement – even if blacked out above.**

*Supplemental action options include: Assigned School Duties, Confiscation, Contact w/ Parent, , Counseling by Staff, Detention, Grade Reduction up to and including a grade of zero for Cheating, Parent Conference, , Restricted Bus Privileges, Withdrawal of Privileges, Student Conference, Saturday Detention.

*School Based Strategies include: Behavior contract, Change Seat, Cooling-off Time, Counseling/ mediation, Referral to office/court, Verbal Correction.

Level 3 and 4 Offenses

Most Common Offense Codes With Available Actions	Potential Disciplinary Actions					
	Outline denotes minimum presumed disciplinary consequence, prior to consideration of any applicable mitigating factors or extenuating circumstances.					
	Mandatory ISS, OSS, and up to DAEP or Expulsion as indicated					
	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used in addition to other actions; not alone)
Abuse of Volatile Chemical	✓	✓	Mandatory	Discretionary	Discretionary	✓
Aggravated Assault against Non-School District Employee	✓	✓			Mandatory	✓
Aggravated Assault against School District Employee	✓	✓			Mandatory	✓
Aggravated Kidnapping	✓	✓			Mandatory	✓
Aggravated Robbery	✓	✓			Mandatory	✓
Arson	✓	✓		Discretionary	Mandatory	✓
Assault against School District Employee	✓	✓	Mandatory	Discretionary	Discretionary	✓
Assault against Someone other than School District Employee	✓	✓	Mandatory	Discretionary	Discretionary	✓
Breach of Security	✓	✓		Discretionary	Discretionary	✓
Brought Firearm to School	✓	✓			Mandatory	✓
Conduct Containing Elements of An Offense Relating to Prohibited Weapons	✓	✓			Mandatory	✓
Conduct punishable as a Felony	✓	✓	Mandatory	Discretionary	Discretionary	✓
Conduct/Off Campus/No School Related Sponsored for Felony Title 5	✓	✓	Mandatory	Discretionary	Discretionary	✓
Continuous Sexual Abuse of Young Child or Children	✓	✓			Mandatory	✓
Criminal Mischief – Felony Violation	✓	✓		Discretionary	Discretionary	✓
Criminally Negligent Homicide	✓	✓			Mandatory	✓
Emergency Placement/Expulsion	✓	✓	Discretionary	Discretionary	Discretionary	✓
Engages in Deadly Conduct	✓	✓	Discretionary	Discretionary	Discretionary	✓
False Alarm/False Report	✓	✓	Mandatory	Discretionary	Discretionary	✓
Felony Alcohol Violation	✓	✓			Mandatory	✓
Felony Controlled Substance Violation	✓	✓			Mandatory	✓
Harassment against an employee of the school district under Penal Code 42.07,	✓	✓	Mandatory			✓
Indecency with a Child	✓	✓			Mandatory	✓
Manslaughter	✓	✓			Mandatory	✓
Murder, Capital Murder, Criminal Attempt to Commit Murder or Capital Murder	✓	✓			Mandatory	✓
PSUU Cigarette or Tobacco product as defined in the Health and Safety Code	✓	✓				✓
PSUU Alcohol	✓	✓	Mandatory	Discretionary	Discretionary	✓
PSUU Marijuana or Controlled Substance or Dangerous Drug	✓	✓	Mandatory	Discretionary	Discretionary	✓
Vaping with THC*	✓	✓	Mandatory	Discretionary	Discretionary	✓
Vaping with no THC*	✓	✓	Mandatory			✓
Public Lewdness or Indecent Exposure	✓	✓	Mandatory	Discretionary	Discretionary	✓
Retaliation Against School Employee	✓	✓	Mandatory	Discretionary	Discretionary	✓
School Related Gang Violence	✓	✓	Discretionary	Discretionary	Discretionary	✓
Serious Bullying- TEC 37.0052	✓	✓	Discretionary	Discretionary	Discretionary	✓

Level 3 and 4 Offenses (Continued)

	ISS	OSS	DAEP	DEP	JJAEP	*Supplemental options and School Based Strategies (May be used <i>in addition</i> to other actions; not alone)
Serious Misbehavior while expelled to/placed in a DAEP	✓	✓	Mandatory	Discretionary	Discretionary	✓
Sexual Assault or Aggravated Assault against School District Employee	✓	✓			Mandatory	✓
Sexual Assault or Aggravated Sexual Assault against Someone other than School District	✓	✓			Mandatory	✓
Student Required to Register as a Sex Offender – Not Under Court Supervision	✓	✓	Discretionary			
Student Required to Register as a Sex Offender – Under Court Supervision	✓	✓	Mandatory	Discretionary	Discretionary	✓
Terroristic Threat	✓	✓	Mandatory	Discretionary	Discretionary	✓
Unlawful Carry of a Club	✓	✓		Mandatory		✓
Unlawful Carry of A Location Restricted Knife	✓	✓		Mandatory		✓

* Students may be eligible for the First Offense R.I.S.E program. Campus Administrators will notify students of eligibility.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel;
- Leave school grounds or school-sponsored events without permission;
- Disobey rules for conduct in district vehicles; and/or
- Refuse to accept discipline or consequence assigned by a teacher or principal.

Fighting/Mutual Combat

A core belief of Fort Bend ISD is that student success is best achieved in a supportive climate and a safe environment. Fighting and acts of physical aggression will not be tolerated. Students are prohibited from fighting and/or engaging in physical altercations. Students that choose to

participate in these behaviors are a disruption to the learning environment.

- Students engaging in mutual combat shall be assigned a consequence up to and including a DAEP placement.
- Students who instigate, contribute, or perpetuate fights through direct involvement or indirect involvement (such as posting on social media, recording, or sharing recordings) may receive consequences.
- Parents and guardians are encouraged to actively monitor student's social media accounts to ensure appropriate peer to peer engagement.
- Parents and students are encouraged to communicate with campus administrators regarding any potential conflict between students.

FBISD is committed to providing a safe learning/working environment for all students and staff.

Misconduct Involving Others

Misconduct identified in the list of prohibited behaviors below will result in the assignment of one or more discipline techniques if the behavior is committed at school, in online learning platforms such as Schoology, Edgenuity, or distance learning, a school-sponsored or school related activity, during school-related travel, while traveling on District-owned or operated transportation, or when the district has disciplinary authority as described in this Code.

Students shall not:

- Use profanity or vulgar language or make obscene gestures;
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment;
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See [glossary](#) for all four terms.) See policy [FFI](#) (Legal);
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent;
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer;
- Engage in conduct that constitutes dating violence (See [glossary](#));

- Participate in hazing (See [glossary](#));
- Coerce an individual to act through the use or threat of force;
- Commit extortion or blackmail;
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer;
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others;
- Engage in conduct that can cause bodily injury (See [glossary](#));
- Engage in horseplay, roughhousing, and other playful behavior that, though not intended to harm, presents a reasonable risk of harm or threatens the safety of others;
- Force an unwilling person to act or not act or obtaining money or another object of value from an unwilling person through duress, threats, force, extortion, coercion, or blackmail;
- Subject a student or District employee, official, or volunteer to physical harm, confinement or restraint;
- Participate in name-calling, ethnic or racial slurs, or derogatory statements that school employees reasonably believe could substantially disrupt the school environment or incite violence;
- Add any substance, whether harmful or not, without permission to any food or beverages belonging to, in the possession of, or meant to be consumed by another student or District employee, official, or volunteer;
- Engage in harassment (See [glossary](#)) toward another student or a District employee, official, or volunteer, including harassment based on race, color, religion, national origin, disability, sex, gender (including, but not limited to, sexual identity/orientation), or age;
- Engage in sexual harassment (See [glossary](#)), sexual abuse, or conduct that constitutes dating violence. See policy [FFH](#) (Legal);
- Engage in inappropriate verbal (oral or written), physical, or sexual contact toward another student or a District employee, official, or volunteer, regardless of whether it is consensual;
- Engage in inappropriate or indecent exposure of private body parts or touching one's own private body parts in a sexual manner;
- Consensually hug, touch, or conduct other displays of affection that interfere with, detract from, or disrupt the school environment;
- Engage in physical, sexual, verbal, or emotional abuse as a means to harm, threaten, intimidate, or control another person in a current or past dating relationship;
- Engage in oral or written threats to cause harm or bodily injury (See [glossary](#)) to another student, a District employee, official, or volunteer, or school property, including threats made using the internet or other technology resources at school. Students may be disciplined for threats made outside of school, including websites or internet postings, if the threat causes a material or substantial disruption at school;
- Make a hit list (See [glossary](#));
- Wrongfully obtain and use another person's identifying information or personal data without permission in order to mislead, defraud, or deceive;
- Retaliate against a student for reporting either a violation of this Code or bullying, or participating in an investigation of a violation of this Code or bullying;
- Retaliate against any school employee; or
- Intentionally, knowingly, or recklessly causing⁴⁴⁸ bodily injury to another person.

Misconduct Involving Possess, Sell, Use, or Under the Influence

Possess, Sell, Use or Under the Influence of Prohibited Items

Students shall not possess, use, sell, or be under the influence of the following prohibited items:

- Matches or a lighter;
- Tobacco products;
- Electronic cigarettes, cartridges and any vapor pens/devices or look alike devices with nicotine (See Mandatory DAEP offenses);
- Fireworks or any other pyrotechnic device;
- Smoke or stink bombs;
- Laser pointers (unauthorized use);
- Chemical dispensing device (including mace or pepper spray) sold commercially for personal protection;
- A hand instrument designed to cut or stab another by being thrown;
- Poisons, caustic acids, or other materials that may be toxic to the human body;
- BB gun, air gun, stun gun, taser or similar type item;
- Ammunition, shells, bullets, or gunpowder;
- Material that is sexually-oriented, pornographic, obscene, or reveals a person's private body parts;
- Material, including published or electronic items, that promotes or encourages illegal behavior or could threaten school safety;
- Knuckles;
- Articles not generally considered to be weapons when the CBC or administrator determines that a danger exists or when used in a way that threatens or inflicts bodily injury to another;
- A razor, box cutter, a pocket knife, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A "look-alike" weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- A firearm silencer or suppressor; or
- A pocket knife with a blade of any length or any other small knife measuring <5.5 inches from hilt of blade to tip of the blade.

Possess, Sell, Use or Distribute Prohibited Weapons

Students shall not possess, use, sell, or be under the influence of the following prohibited weapons:

- Chemical dispensing device (mace or pepper spray) not purposed for personal protection;
- Explosive weapon;
- Improvised explosive device;
- Machine gun;
- Short-barrel firearm;
- Armor-piercing ammunition;
- Zip gun;

- Tire deflation device;
- A firearm (See [glossary](#)) A location-restricted knife (See [glossary](#));
- Club; or
- For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 51. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possess, Sell, Use, or Under the Influence of Illegal, Prescription, and Over-the-Counter Drugs

- Students shall not possess, use, sell, or be under the influence of the following: illegal, prescription and over-the-counter drugs, or alcohol, or an illegal drug (see DAEP Placement/Expulsion for mandatory and permissive consequences under state law);
- Electronic cigarettes, cartridges, pods and/or any vapor pens/devices with THC, marijuana including those labeled as CBD with any amount of THC;
- Seeds or pieces of marijuana;
- Paraphernalia related to any prohibited substance (See [glossary](#) of “paraphernalia”);
- Look-alike drugs or attempt to pass items off as drugs or contraband;
- Prescription drug on school property or at a school- related event other than as provided by District policy;
- Have or take prescription drugs or over-the-counter drugs at school. Specifically be under the influence of prescription or over-the- counter drugs that causes impairment of the physical or mental faculties. (See [glossary](#), “under the influence”);
- Engage in conduct that contains the elements of an offense relating to an abusable volatile chemical such as glue, aerosol paint, etc.; or
- Possessing, selling, using, or being under the influence of designer drugs, synthetic marijuana, synthetic cannabinoids (e.g. “K2” and “Spice”), stimulants (e.g.“bath salts”), or analogs of any controlled substance, regardless of whether currently scheduled or classified as an illegal drug under state or federal law and regardless of whether the substance is legally sold or marketed for another purpose, and is labeled “not for human consumption.”

Misconduct Involving School Environment

Safety / Disruption

Students shall not:

- Possess, use, threaten to use or exhibit a firearm;
- Discharge a fire extinguisher, pulling a fire alarm, calling 911, tampering with an Automated External Defibrillator or door safety locks, or causing the sprinkler system to activate when there is no smoke, fire, danger, or emergency;
- Make or participate in false statements or hoaxes regarding school safety;
- Engage in misbehavior, actions, or demonstrations that materially and substantially disrupts the educational process or the orderly operation of a classroom or school or that give school officials reasonable belief to believe that such conduct will incite violence;
- Throw objects that can cause bodily injury or property damage;
- Make false accusations or provide false statements concerning wrongful, unlawful, inappropriate, or illegal conduct alleged to have been committed by another student or District employee, official, or volunteer;

- Engage in verbal or written exchanges that threaten the safety or well-being of another student, a school employee, or school property;
- Contribute to the disruptive environment by recording and/or posting fights or other disruptive scenes;
- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety; or
- Engage in verbal (oral or written) exchanges that threatens the safety of another student, a school employee, or school property.

Restroom and School Facilities

Students are expected to maintain orderly conduct in all common areas within the school. Students are expected to deter from engaging in any activity inside of FBISD restroom facilities that cause damage, destruction, or unsafe conditions.

Students shall not:

- Utilize the restroom for any actions other than those for which the restroom is intentionally designed;
- Record, photograph, or video any actions conducted in the restroom;
- Vandalize the restroom by defacing, marring, or breaking equipment within the restroom;
- Utilize restroom facilities during instructional time without permission from the classroom teacher.

Technology/Internet

Students shall not:

- Use a telecommunication device, including a cellular telephone, or other electronic device in violation of District or campus rules;
- Send, possess, or post electronic messages, videos, audio recordings, or images that are abusive, obscene, sexually oriented, harassing, threatening, intimidating, or illegal, including cyberbullying (See [glossary](#)), either on or off school property, if the conduct materially and substantially disrupts the educational process or the orderly operation of a classroom or school or infringes on the rights of another student at school;
- Violate policies, rules, or agreements signed by the student or the student's parent/guardian regarding the use of technology resources;
- Use any device or technology to copy or capture an image or the content of any District materials (such as tests or exams) without permission of a teacher, CBC or administrator;
- Make, participate in the making of, transmit to another via an electronic device (air dropping), post or re-post to the internet a digital, video, or audio recording or image of an actual or simulated act that involves a crime or conduct prohibited by this Code;
- Use any device or technology to record the voice or image of another in any way that disrupts the educational environment, invades the privacy of others, or without the prior consent of the individual being recorded;
- Use any device or technology to record the voice or image of another to take, disseminate, transfer, circulate, exhibit, present, or share audio, images, video, or photos that reveal private parts of the body that are normally covered by clothing (aka sexting);
- Use the name, persona, or image of a student, District employee, or volunteer to create a web page or post one or more messages on a website without the other person's consent for purposes of harassing, intimidating, embarrassing, or threatening another;

- Use email, websites, or electronic devices to engage in or encourage illegal conduct, violations of this Code, or to threaten school safety or infringes on the rights of another student at the school;
- Attempting to or successfully accessing or circumventing passwords or other security-related information of the district, officials, volunteers, employees, or other students by any means;
- Attempt to or successfully alter, destroy interrupt, intercept, or disable District technology equipment, District data, the data of other users of the district's computer system, or other networks connected to the district's system, including uploading or creating computer viruses, worms, or other harmful material;
- Copy, download, reproduce, distribute, retransmit, redisplay, or modify items from the district's website;
- Send disruptive, irrelevant or inappropriate messages or images on the internet to a large number of recipients including, but not limited to online learning platforms, social media sites and personal messaging platforms;
- Use the Internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the right of another student at school; or
- Engage in any of the above forms of technological misconduct outside of school when such conduct causes a material or substantial disruption at school as determined by school officials.

Students will not be disciplined for technological misconduct related to possessing items described above so long as the student (1) did not contribute to creation of the item in any way, (2) possessed it only after receiving the item unsolicited from another, (3) either promptly destroyed the item or reported it to a school employee as soon as possible, and (4) did not provide a copy, forward, or re-post the item to anyone other than law enforcement, a school employee, or the student's parent/guardian.

Telecommunications and Electronic Devices

Students using mobile devices must follow the guidelines stated in this document while using the Fort Bend ISD network on school property or attending any campus-sponsored activity.

FBISD policy [FNCE](#) (LEGAL) and (LOCAL) Telecommunication devices are those that emit an audible signal, vibrate, display a message, or otherwise summon or deliver a communication to the possessor. Under no circumstances should telecommunication devices be used to take photos/videos/audio in any school facility other than for instructional purposes under the direction of a teacher or at an event open to the public. If an administrator suspects that a device may contain photos/ videos/audio taken at school or inappropriate photos/videos/audio, the photos/videos/audio will be reviewed in the presence of the student or parent/guardian prior to the device being returned to the student. Students will be required to delete school-related photos/videos/audio that were taken in violation of these guidelines. Additionally, police will be contacted if an administrator has reason to believe that a photo/videos/audio might be a violation of law. Likewise, if an administrator suspects that a telecommunication device was used in violation of these guidelines and/or for cheating, the administrator may review the call history and/or text messages in the presence of the student or parent/guardian prior to the device being returned to the student.

Elementary students in Pre-K, K, and 1st grade shall not possess a personal telecommunication device during the instructional day, while riding to/from school on District transportation, during tutorials or detention, or while participating in a school-sponsored extracurricular activity on or off

school property.

Elementary students in grades 2-5 may possess telecommunication devices; however, these devices are only to be used for instructional purposes under the direction of a teacher. These devices should be turned off and not visible at all other times during the school day on school property.

Secondary students are allowed to possess telecommunication devices with certain restrictions. In order to allow telecommunication devices on campus during the school day, the following guidelines will be required of secondary students who choose to bring these devices to school:

- Telecommunication devices may be used throughout the instructional day primarily for educational purposes at the direction of the teacher. Specific classroom rules may establish procedures for restricting cell phone use during instructional time. Devices that include phone and texting features should be in the “silent” mode and should not be distracting such as flashing lights to alert a call or message during the instructional day;
- Students should not use the devices to receive or place personal calls or send/read personal messages during engaged instructional time;
- The use of telecommunication devices in locker rooms and restroom areas at any time while at school or at a school-related or school-sponsored event is strictly prohibited.
- Telecommunication devices should not be used during disciplinary placements including detention and ISS;
- Telecommunication devices used for sexting, contributing to the disruption of the educational environment by filming, posting or sharing fight videos, or transmitting pornographic material will be assessed for discipline as appropriate and up to and including a criminal referral;
- If a student brings a telecommunication device to school, it is the student’s responsibility to keep the item secure. The school will not be responsible for telecommunication devices that are damaged, lost or stolen; however, as with other personal property brought to school, administrators will conduct investigations as time permits in an effort to recover lost/stolen items or to determine the person(s) responsible for damages, and will assess discipline as appropriate;
- Ensuring that school officials, law enforcement officers and other emergency agencies will have adequate means of communication during an emergency is of utmost importance to the safety of all students. Therefore, students are asked to turn off telecommunication devices and to not make phone calls or send/receive text messages during an emergency situation that occurs at school until the crisis stage is over unless they are instructed to do so by a staff member or an emergency responder. Students will participate in emergency drills to prepare for these situations. (Parents are asked to refrain from making calls to the school since there are only a few phone lines into the school, and these phone lines are strategic in communicating with emergency responders. In addition, parents are asked to refrain from calling telecommunication devices or sending text messages to keep the airwave frequencies open for emergency responders. As soon as feasible, school personnel will allow students to make phone calls to parents.
- Violation of the telecommunication device guidelines during the administration of any state or major course assessment may result in an invalid assessment and/or will be regarded as cheating. The student’s test will be invalidated with appropriate disciplinary action assessed.

Noncompliance

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The following will occur when a student is not in compliance with the guidelines:

If a student uses a mobile device during a time or place in which authorization to use has been denied, the device will be confiscated by a teacher or administrator. Upon the student's first or second violation, the device is returned at the end of the day. At the third and all subsequent violations, the parent may pick up the confiscated device at the end of day after a payment is made to the campus activity account fund. All payments made to the campus activity account fund will be used for activities that directly benefit FBISD students at the campus where the funds were collected. If device is kept because of an investigation, parent contact is made before the end of the day so that they are aware their child will not have their phone. Confiscation is defined as the device being taken up by an adult and turned into administration per campus procedures. A teacher taking up a device during class and giving it back to the student at the end of the period is not counted as a confiscation. The student who violates the telecommunication device guidelines will be assessed a disciplinary consequence at Level I for first and second offense(s) and at Level II for third and subsequent offense(s). Failure to relinquish a telecommunication device when asked to do so will result in escalated disciplinary consequences for insubordination.

Unclaimed Telecommunication Devices

If a telecommunication device is not reclaimed by the parent/ guardian within 30 days of the date of notification or the end of the school year (whichever is later), notice will be given to the company whose name and address or telephone number appears on the telecommunication device indicating that the device will be disposed of as allowed by State law.

Misconduct Involving General Code of Conduct

Property Offenses

Students shall not:

- Steal from others, including the district;
- Commit or assisting in a robbery, theft, or burglary that is not punishable as a felony;
- Damage, destroy, or vandalize property owned by others or the district. (For felony criminal mischief, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 59);
- Attempt to start or start a fire on or in any property owned, used, or controlled by a student, the district, or district employees, officials, or volunteers that does not rise to the level of arson or criminal mischief;
- Enter, without authorization, District facilities that are not open for operations;
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means; or
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 59.)

Disregard for District and Campus Rules

Students shall not

- Be insubordinate or otherwise fail to comply with lawful directives given by school personnel;
- Attempt to or successfully evade, avoid, or delay questioning by a school official;
- Fail to provide proper identification including the wearing of a District-provided identification badge;
- Attempt to violate or assisting, encouraging, promoting, or attempting to assist another student in violating this Code;
- Fail to immediately report to a school employee knowledge of a device, object, substance,

- or event that could cause harm to self or others;
- Be tardy to class or arriving late to school (unexcused);
- Skip school or class without the district's or parent/guardian's permission;
- Leave class, the campus, or school events without permission;
- Entice or prevent another student from attending school, class, or a school activity the student is required to attend;
- Violate rules for conduct on school owned or operated transportation;
- Violate rules for operating or parking a motor vehicle on school property;
- Engage in academic dishonesty, including cheating, copying the work of another, plagiarism, or unauthorized collaboration with another person in preparing an assignment;
- Fail to comply with guidelines applicable to student speakers who are speaking at school sponsored or school-related events;
- Violate other campus or classroom rules for behavior or District policies;
- Refuse to accept discipline techniques assigned by a teacher, CBC or administrator; or
- Conduct unauthorized communication between students during an examination.

Miscellaneous

Students shall not

- Violate dress code standards;
- Use any method to cheat, provide answers or promote academic dishonesty;
- Use profanity, vulgar language, or obscene gestures;
- Falsify, alter forge or destroy school records, passes, other school related documents or documents presented to school officials;
- Gamble or bet money or other things of value;
- Engage in inappropriate exposure of a student's private body parts which are ordinarily covered by clothing, including through such acts as mooning, streaking, or flashing;
- Run in the hallways or other areas which may impact the learning environment;
- Repeatedly sleep in class;
- Fail to follow directions and safety requirements in designated areas as designated by campus staff; or
- Repeatedly violate other communicated campus or classroom standards of conduct including those in online learning platforms.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Bullying See [Glossary](#)

Reporting Allegations of Bullying and Cyberbullying

Any student who believes that they are a victim of bullying, cyberbullying or retaliation or believes that another student is being bullied should immediately report the alleged acts to a teacher, counselor, campus administrator, or other district employee. Additionally, any parent who believes that their student is being bullied, cyberbullied or retaliated against should report alleged acts to their student's teacher, counselor, or campus administrator.

Anyone who observes, overhears, suspects, or receives notice of bullying, cyberbullying, or retaliation shall immediately notify the principal or designee. Reports of bullying may be done by phone, in person, or by email. Additionally, students and parents can report allegations of bullying using [Let's Talk Bullying](#). *Let's Talk Bullying* gives students and parents the choice to report bullying anonymously.

Chapter 37 provides for DAEP placement or expulsion for a student who engages in bullying that:

- Encourages a student to commit or attempt to commit suicide;
- Incites violence against a student through group bullying; or
- Releases or threatens to release intimate visual material of a minor or of an adult student without the student's consent.

"Cyberbullying" as defined in David's Law means bullying arising from a pattern of acts or one significant act that is done through the use of any electronic communication device, including a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool. Because of David's Law, "cyberbullying" is now more specifically included in the definition of "bullying" in the Education Code. The bullying provisions in the Education Code (including pre-existing law and changes made by David's Law) apply to:

- Bullying that occurs on or is delivered to a school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity;
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Campus Action

Notice to Parents

In accordance with Board policy FFI(LOCAL), the principal or designee shall make reasonable attempts to notify the parent or guardian of the targeted student and the alleged aggressor as soon as possible, but in no event more than three (3) days after the incident is reported. The principal or designee shall notify the parent or guardian of the alleged aggressor within five (5) business days after the date the incident is reported.

Responding to Allegations of Bullying and Cyberbullying

In accordance with Board policy FFI(LOCAL), upon receiving a bullying allegation, the campus will provide the parent of the alleged targeted student *and* the alleged aggressor student with a Notice of Student Parent Rights and decide the immediate actions that should be taken to ensure student safety (e.g., separating the students, disciplining the student(s), contacting CPS, and notifying Special Education, if the student receives Special Education services.

If an allegation of bullying is reported anonymously the campus will contact the alleged targeted student and their parents and inform them that an allegation has been reported. The campus administrator will start a preliminary investigation and if the allegation is believed to have potential merit, the campus will follow the procedures for responding to bullying allegations.

Investigating Allegations of Bullying and Cyberbullying

As part of the campus administrator's investigation into the reported allegations, they will obtain details from each person who was involved or saw the incident. This will include speaking with the students, parents, and any witnesses. The campus will make a final determination of whether bullying has occurred. The investigation results will be shared with both the alleged targeted student and parent and the alleged aggressor student and parent. The campus investigative process will be completed within five days and written notice of the determination will be provided to the alleged targeted student and parent and the alleged aggressor student and parent.

Concluding the Investigation

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

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

Improper Conduct

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

District Action

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

Student Safety Plans and Disciplinary Consequences

During a bullying investigation, the campus administrator can implement a student safety plan.

The student safety plan may remain in place at the conclusion of the bullying investigation if bullying has been determined or at the campus administrator's discretion. A student safety plan describes actions that are non-disciplinary, non-punitive actions designed to protect the safety of all students involved.

A student safety plan can include, but is not limited to:

- Conflict resolution conducted by campus staff;
- Counselor check-in;
- Class or schedule changes; or
- Stay away agreement.

Disciplinary consequences can include, but are not limited to:

- Behavior contract;
- Classroom based responses;
- Detention;
- Conflict resolution;
- Check In with School Counselor;
- FBA/Behavior Planning;
- Mentoring Program;
- Referral to Mental Health Services;
- Referral to SST (Tiered Support Team Interventions);
- Referral to Behavioral Health Team; 457

- Restitution;
- Restorative Practices;
- Saturday detention;
- Withdrawal of privileges;
- In-school suspension;
- Out of school suspension; or
- Depending on the severity, placement at the Disciplinary Alternative Education Program (DAEP).

Counseling

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

School-Wide Corrective Actions

Corrective action may include but is not limited to:

- A training program for the individuals involved in the complaint;
- A comprehensive education program for the school community;
- Follow up inquiries to determine whether any new incidents or any instances of retaliation have occurred;
- Involving parents and student in efforts to identify problems and improve the school climate;
- Increasing staff monitoring of areas where bullying has occurred; and
- Reaffirming the District's policy against bullying.

Consideration for Students Receiving Special Education Services

Campus administrators will consult with Special Education Services personnel and the ARD committee before implementing disciplinary consequences for a student receiving special education services that has engaged in bullying.

Campus administrators must convene the ARD committee before a change in placement or transfer may be approved under Education Code 37.004. Additional options for the student may be discussed with Special Education Services personnel.

Confidentiality

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

Appealing a Bullying Determination

A student or parent who is dissatisfied with the outcome of the bullying investigation may appeal through [FOD](#) (LOCAL).

False Reporting

A student who intentionally makes a false claim, offers a false statement, or refuses to cooperate with a campus or District investigation regarding bullying, cyberbullying, or retaliation shall be subject to appropriate disciplinary action according to the Student Code of Conduct. A student who forwards, repeats or retweets telephone, computer, camera, electronic mail, instant messaging, text messaging, social media application, Internet website or any other Internet-based communication that is false or infringes upon the rights of the targeted student may be disciplined according to the Student Code of Conduct.

Behavior Management Techniques

Behavior Management shall be designed to improve conduct and encourage students to be responsible members of the school community. Corrective actions shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. Students identified under SPED or 504 are not excluded from the expectations of the SCC and are not exempt from appropriate disciplinary actions. In the event of any conflict, the district shall comply with federal law. For more information regarding discipline of students with disabilities, see policy [FOF](#) (LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (See [glossary](#)) until an ARD committee meeting has been held to review the conduct and the offense is not a manifestation of the student's disability.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

School personnel may remove a student with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days, to the extent those alternatives are applied to children without disabilities. 20 U.S.C. 1415(k)(1)(B); 34C.F.R. 300.530(b)(1), see policy [FOF](#) (Legal).

Discipline of Students in Special Programs

Students eligible for services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are subject to discipline in accordance with those laws. Except as provided by law, a student who receives special education services may not be disciplined in a manner that is a change of placement for conduct prohibited by this Code until after an ARD has been held to review the conduct and determined the behavior is not a manifestation of the student's disability. See policy [FOF](#) (LEGAL) in deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the District shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct. For more information, please review the [Special Education Administrative Procedures](#) posted on the district's website or contact the Executive Director of Special Education and Learning Support Services. If the district takes disciplinary action that constitutes a change of placement for a student with a disability, the district has 10 days after the change in placement to:

- Seek consent from the parent to conduct a functional behavior assessment ([FBA](#)) if the student has never had an FBA or the existing FBA is more than one year old,
- Review any previous FBAs and/or behavior intervention improvement plans (BIPS), and
- Develop a BIP or revise the existing one, as necessary
- If an offense includes an alleged aggressor with disabilities, support services and safety measures such as separation of alleged aggressor and alleged targeted student will be put in place pending special education case manager review.

In addition to statutory requirements for an ARD committee to conduct a manifestation determination before a student is removed for more than ten (10) days, the law states that an ARD committee must be convened specifically to review a special education student's conduct prior to assessing a disciplinary consequence for bullying, harassment, or making hit lists.

Behavior Interventions and Corrective Techniques

Interventions and Behavior Management practices may be used to correct the misbehavior. If a student displays maladaptive behaviors, behavioral supports would be added as opposed to practices that invoke exclusionary measures with less additional supports. Students develop self-discipline and coping strategies that deter future misconduct and fosters stronger relationships between the students and staff. Behavior Management practices is a whole-school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

Consequences should be tailored to address individual circumstances. Low-level student misconduct is best addressed within a classroom setting. This model maintains a positive learning environment and affords students opportunities to learn from their mistakes, repair harm, and restore relationships disrupted by their inappropriate behavior. We encourage the implementation of lower-level interventions before proceeding to most intensive interventions that may result in classroom removals.

The following behavior management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Phone call to the parent/guardian;
- Verbal correction, oral or written;
- Cooling-off time or a brief "time-out" period, in accordance with law;
- Seating changes within the classroom or vehicles owned or operated by the district;
- Temporary confiscation of items that disrupt the educational process;
- Rewards or demerits;
- Behavioral contracts;
- Counseling by teachers, school counselors, or administrative personnel;
- Parent-teacher conferences;
- Parent-administrator conferences;
- Behavior coaching;
- Anger management classes;
- Mediation (victim-offender);
- Classroom circles;
- Family group conferencing;
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy;
- Detention, including outside regular school hours;
- Sending the student to the office, another assigned area, or to in-school suspension;
- Assignment of school duties, such as cleaning or picking up litter;
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations;

- Penalties identified in student organizations' extracurricular standards of behavior;
- Restriction or revocation of district transportation privileges;
- Schedule changes In-School suspension, as specified in In-School Suspension on page;
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 50;
- Placement in a DAEP, as specified in **DAEP** on page 52;
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 59;
- Expulsion, as specified in **Expulsion** on page 61. Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district;
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include but are not limited to:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. See policy [FO](#) (LOCAL);
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks;
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face;
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility;
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse;
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint;
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face;
- Restricting the student's circulation;
- Securing the student to a stationary object while the student is standing or sitting;
- Inhibiting, reducing, or hindering the student's ability to communicate;
- Using chemical restraints;
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers;
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person

of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good-faith effort shall be made to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail or verified e-mail account. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents/guardians regarding disciplinary measures should be addressed to the teacher, CBC or campus administration. Depending on the discipline assigned, different complaint procedures may apply. See policy [FNG](#) (Local) and policy [FOD](#) (Local). Timelines for filing appeals stated in policy will be enforced.

The student or parent/guardian appeals regarding the process used for a DAEP placement or an expulsion decision, such as issues related to the disciplinary conference or proper notice being provided, should be addressed in accordance with policy [FNG](#) (Local) and policy [FOC](#) (Legal), restating sections of the TEC, Chapter 37 and the Penal Code. Appeals shall begin at Level One with the Department of Student Affairs. The policy may be obtained from the DSA or the District's website. Disciplinary consequences shall not be delayed or deferred pending the outcome of an appeal. Further, the decision cannot be appealed beyond the Board.

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies [FFH](#) (LEGAL) and (LOCAL).

In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the District will comply with applicable federal law, including the Title IX formal complaint process. See policy [FFH](#) (Legal) and (LOCAL).

Removal from the School Bus

A bus driver may refer a student to the principal’s office or the campus behavior coordinator’s office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student’s bus riding privileges.

Removal from the School Bus			
Examples of Infractions Regarding Buses			
Level I	Level II	Level III	Level IV
<ul style="list-style-type: none"> • Failure to remain seated while the bus or vehicle is moving • Out of assigned seat • Loud voice • Not seated “on pockets” • Gum • Food • Getting on/off at the wrong stop • Entering and exiting transportation in a disorderly manner or at a non-designated stop • Failure to keep aisles clear of books, bags, instruments, feet, or other obstructions • Failure to follow the driver's lawful directions at all times • Extending any body part, clothing, or other article outside of the transportation • Making loud or distracting noises 	<ul style="list-style-type: none"> • Arguing/disrespectful toward the bus driver • Profanity • Inappropriate physical contact • Failure to keep hands, feet, other body parts, or objects to yourself • Verbal altercation with another student • Persistent Level I offenses • Obstructing the driver's view 	<ul style="list-style-type: none"> • Profanity directed at the bus driver • Physical altercation: slapping, kicking, hitting, pushing • Throwing objects on the bus or out of the windows or doors • Throwing items at or near the bus driver • Vandalism to the bus • Any action that necessitates a delay in completing the route • Threats toward a student • Possession of a knife • Bullying • Mark, deface, destruct, or tamper with seats, windows, emergency doors, or other equipment • Failure to fasten seat belts when available on any vehicle • Failure to wait for the driver's signal upon leaving the bus or vehicle and before crossing in front of the bus or vehicle • Persistent Level II offenses 	<ul style="list-style-type: none"> • Possess, Sell, Use, Under the Influence (PSUU) of drugs, alcohol or tobacco • Assault of a student • Assault of the bus driver • Threats toward the bus driver • Possession of an illegal knife • Persistent Level III offenses

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student’s transportation privileges, in accordance with law.

Misconduct on buses, in District vehicles, or at bus stops, will be disciplined in accordance with this Code. Bus riding privileges may be suspended or revoked.

Consequences		
	Elementary Grades (Pre-K to 5)	Secondary Grades (6 to 12)
Level I	Driver documents and conferences with student	Driver documents and conferences with student
First Referral Consequences		
	Elementary Grades (Pre-K to 5)	Secondary Grades (6 to 12)
Level II: First Offense	Discipline referral by Transportation to school administration and parent/guardian contact by the school	Discipline referral by Transportation to school administration and parent/guardian contact by the school
Level II: Additional Offenses	1 Day Bus Suspension	3 Day Bus Suspension
Level III	3 Day Bus Suspension	5 Day Bus Suspension
Level IV	5 Day Bus Suspension	10 Day Bus Suspension
Second and Third Referral Consequences Severe and repeated infractions may result in immediate and permanent bus removal		
	Elementary Grades (Pre-K to 5)	Secondary Grades (6 to 12)
Level II	3 Day Bus Suspension	5 Day Bus Suspension
Level III	5 Day Bus Suspension	10 Day Bus Suspension
Level IV	10 Day Bus Suspension	15 Day Bus Suspension

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher may initiate a formal removal from class under Chapter 37 if:

- A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
- The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Procedure for Removal

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

After the conference, the campus behavior coordinator or other appropriate administrator will notify the student and parent(s)/guardian of the consequences of the SCC violation.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom;
- In-school suspension;
- Out-of-school suspension;
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

A student who has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, or aggravated sexual assault may not be returned to the teacher's class without the teacher's consent.

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

In-School Suspension

Misconduct

Disciplinary action resulting in ISS placement will be correlated to the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude or disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct and the effect of the misconduct on the school environment. Students may be suspended for behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

In deciding whether to order In-school suspension, the campus behavior coordinator shall take into consideration:

- Self-defense (See [glossary](#));
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
- A student's status as homeless.

Process

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision. The campus behavior coordinator or appropriate administrator shall determine the number of days of a student's suspension days and will notify the parent/guardian through written notice and parent phone call. The student's teachers will be notified by the campus administrator so that coursework may be provided to ISS.

Length of Assignment to ISS

The length of assignment to ISS is not to exceed ten days per offense, unless the student commits a violation of the ISS rules or the Student Code of Conduct while assigned to ISS. This could result in the assignment of additional days to a maximum of ten days, suspension from school, or assignment to a disciplinary alternative education program, depending upon the seriousness of the offense.

Out-of-School Suspension

Misconduct

Students may be suspended for behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05; 466

- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student’s suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

- Self-defense (See [glossary](#));
- Intent or lack of intent at the time the student engaged in the conduct;
- The student’s disciplinary history;
- A disability that substantially impairs the student’s capacity to appreciate the wrongfulness of the student’s conduct;
- A student’s status in the conservatorship of the Department of Family and Protective Services (foster care); or
- A student’s status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Length of Suspension

State law allows a student to be suspended for up to three (3) school days per offense, with no limit on the number of times a student may be suspended in a semester or school year. The principal or principal’s designee shall set the length of the suspension from school. When a student is suspended, the student is expected to be under the supervision of the parent, guardian or other responsible adult.

Coursework During In-School or Out-of-School Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn’t require the use of the internet.

A student removed from the regular classroom to out-of-school suspension or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide

the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Sanctions

A student who has been assigned to OSS may not participate in nor attend school-sponsored or school-related activities or extracurricular activities during the period of assignment.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

- Self-defense (See [glossary](#));
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
- A student's status as homeless.

Before a student may be approved for DAEP, the student is afforded appropriate due process discipline conference as required by the U.S. Constitution and which the student's parent/guardian is invited, in writing, to attend. Under TEC §37.009(f), the minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved.

The notice should contain a statement of the specific offense that would justify an expulsion. At the discipline conference, the student is entitled to:

- Additional representation by an adult, other than the student's parent/guardian, who can provide guidance to the student and parent and/or
- An opportunity to testify and to review and present evidence.

Additional proceedings may be conducted and additional discipline may be imposed if the student engages in additional misconduct while the student is in DAEP or is already expelled.

Interim Placement

Until a decision on the recommendation for DAEP has been provided by the Department of Student Affairs, the student may be placed in out-of-school suspension for no more than 3 days

and in-school suspension pending the decision. Students placed in in-school suspension on any DAEP related offense may not participate in nor attend school sponsored or school-related activities or extracurricular activities during the period of assignment.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide;
- Inciting violence against a student through group bullying;
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent;
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang (See [glossary](#));
- Involvement in criminal street gang activity (See [glossary](#));
- Any criminal mischief, including a felony;
- Assault (no bodily injury) with threat of imminent bodily injury;
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (See [glossary](#)) that the student engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (See [glossary](#)) of the Penal Code, that occur off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See [glossary](#));
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony;
 - Commits an assault (See [glossary](#)) under Penal Code 22.01(a) (1);
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or a dangerous drug. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See [glossary](#) for "under the influence" "controlled substance," and "dangerous drug.");

- Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana, vaping with THC, or vaping with no THC, or e-cigarette.
 - Students identified as having a first offense of possession, use, or under the influence of vaping with or without THC may be eligible for participation in the district's First Offense RISE program.
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School- related felony alcohol offenses are addressed in **Expulsion** on page 61.);
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals;
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure (See [glossary](#));
- Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a) (1), (2), (3), or (7);
- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol, or committing a serious act or offense while under the influence of alcohol.
- Engages in expellable conduct and is between six and nine years of age;
- Commits a federal firearms violation and is younger than six years of age;
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 61.);
- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (See [glossary](#)) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 - The student receives deferred prosecution (See [glossary](#));
 - A court or jury finds that the student has engaged in delinquent conduct (See [glossary](#)); or
 - The superintendent or designee has a reasonable belief (See [glossary](#)) that the student engaged in the conduct.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana THC, and e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or
- aggravated sexual assault against another student on the same campus; or
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the campus behavior coordinator or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Until a conference can be held, the campus behavior coordinator or other appropriate administrator may place a student in:

- Another appropriate classroom;
- In-School Suspension; and/or
- Out-of-School Suspension for a maximum of three (3) days.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

- Self-defense (See [glossary](#)),
- Intent or lack of intent at the time the student engaged in the conduct,
- The student's disciplinary history,
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
- A student's status as homeless.

Placement Order

After the conference, if the student is placed in a DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order and information for the parent or

person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

- The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
- The student has engaged in serious or persistent misbehavior (See [glossary](#)) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents/guardians regarding disciplinary measures should be addressed to the teacher, CBC or campus administration. Depending on the discipline assigned, different complaint procedures may apply. See policy [FNG](#) (Local) and policy [FOD](#) (Local). Timelines for filing appeals stated in policy will be enforced.

The student or parent/guardian appeals regarding the process used for a DAEP placement or an expulsion decision, such as issues related to the disciplinary conference or proper notice being provided, should be addressed in accordance with policy [FNG](#) (Local) and policy [FOC](#) (Legal), restating sections of the TEC, Chapter 37 and the Penal Code. A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through [Policy On-Line](#).

Appeals shall begin at Level One with the Department of Student Affairs. The policy may be obtained from the DSA or the District's website. Disciplinary consequences shall not be delayed or deferred pending the outcome of an appeal. Further, the decision cannot be appealed beyond the Board. If during the term of DAEP placement, the student engages in additional misconduct, additional disciplinary conferences may be conducted and additional days to current assignment may be imposed with the approval of the Executive Director of Student Affairs or designee.

In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the District will comply with applicable federal law, including the Title IX formal complaint process. [FFH](#) (Legal) and (LOCAL).

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or co-curricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

The district shall provide transportation to students in a DAEP.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation will be withdrawn from the alternative school and re-enrolled at the home campus. The student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified by the Superintendent or designee.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Resilience, Intervention, Support, and Empowerment Program (R.I.S.E)

DAEP shall provide students with a substance or alcohol related offense the opportunity to participate in and complete the district's substance abuse education program to qualify for a reduction in the term of placement. R.I.S.E is a curriculum-based, social and resilience skill program designed to teach leadership, health self-image, and substance avoidance. This twenty-day program is incorporated into but may not constitute the full total of the student's DAEP assignment.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required, or permitted, additional proceedings may be

conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings with the approval of the Executive Director of Student Affairs or designee.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

- Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication (See [glossary](#)), or deferred prosecution will be initiated; or
- The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall decide on a case-by-case basis whether to continue the placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state. The district may place the student in the district's DAEP or a regular classroom setting.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy [FOCA](#) (LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

- Threatens the safety of other students or teachers;
- Will be detrimental to the educational process; or
- Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an

additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (See [glossary](#)) of the Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

- The date on which the student's conduct occurred;
- The location at which the conduct occurred;
- Whether the conduct occurred while the student was enrolled in the district; or
- Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

- Threatens the safety of other students or teachers;
- Will be detrimental to the educational process; or
- Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

- The student graduates from high school;
- The charges are dismissed or reduced to a misdemeanor offense; or

- The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

- Self-defense (See [glossary](#));
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
- A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 52)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide;
- Inciting violence against a student through group bullying;
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent;
- Conduct that contains the elements of assault under Penal Code 22.01(a) (1) in retaliation against a school employee or volunteer;
- Criminal mischief, if punishable as a felony;
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault;
 - Sexual assault;
 - Aggravated sexual assault;
 - Murder;
 - Capital murder;

- Criminal attempt to commit murder or capital murder;
- Aggravated robbery;
- Breach of computer security (See [glossary](#));
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See [glossary](#) for “under the influence.”);
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony;
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals;
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a) (1) against an employee or a volunteer; or
- Engaging in deadly conduct (See [glossary](#)).

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault;
- Arson (See [glossary](#));
- Murder, capital murder, or criminal attempt to commit murder or capital murder;
- Indecency with a child;
- Aggravated kidnapping;
- Manslaughter;
- Criminally negligent homicide;
- Aggravated robbery;
- Continuous sexual abuse of a young child or disabled individual;
- Felony drug- or alcohol-related offense;
- Unlawfully carrying on or about the student’s person a handgun or a location-restricted knife, as these terms are defined by state law (See [glossary](#));
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law (See [glossary](#)); or
- Possession of a firearm, as defined by federal law (See [glossary](#)).

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

- Deliberate violent behavior that poses a direct threat to the health or safety of others;
- Extortion, meaning the gaining of money or other property by force or threat;
- Conduct that constitutes coercion, as defined by Penal Code 1.07; or
- Conduct that constitutes the offense of:
 - Public lewdness under Penal Code 21.07;
 - Indecent exposure under Penal Code 21.08;
 - Criminal mischief under Penal Code 28.03;
 - Hazing under Education Code 37.152; or
 - Harassment under Penal Code 42.07(a) (1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See [glossary](#))

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See [glossary](#)) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. See policy [FNCG](#) (LEGAL);
 - A location-restricted knife, as defined by state law; (See [glossary](#))
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law; (See [glossary](#))

- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault;
 - Arson; (See [glossary](#))
 - Murder, capital murder, or criminal attempt to commit murder or capital murder;
 - Indecency with a child;
 - Aggravated kidnapping;
 - Aggravated robbery;
 - Manslaughter;
 - Criminally negligent homicide;
 - Continuous sexual abuse of a young child or disabled individual;
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

Before a student may be expelled, the Superintendent or designee shall provide the student a hearing at which the student is afforded appropriate due process as required by the U.S. Constitution and which the student's parent/guardian is invited, in writing, to attend. Under TEC §37.009(f), the minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing. The notice should contain a statement of the specific charges and grounds that, if proven, would justify expulsion. In some cases, the student should be given the names of the witnesses against him or her, and an oral or written report on the facts to which each witness testifies. After trying to inform the student and parent/guardian of the hearing, the district may hold the hearing regardless of whether the student or the student's parent/guardian attends.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom;
- In-school suspension;
- Out-of-school suspension; or
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

- Representation by the student's parent or another adult who can provide guidance to the student;
- An opportunity to respond to the allegation and to present evidence including video footage and witnesses in the student's defense; and

- An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Department of Student Affairs the authority to conduct hearings and expel students.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

- Self-defense (See [glossary](#));
- Intent or lack of intent at the time the student engaged in the conduct;
- The student's disciplinary history;
- A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
- A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
- A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the *Department of Student Affairs* shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code. A copy of the expulsion order will be included with any records sent to a school where the student seeks to enroll. The enrolling school District has discretion to enforce the expulsion order.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements. The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

- The student is a threat to the safety of other students or to district employees; or
- Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

District Expulsion Program (DEP)

The District Expulsion Program is a self-contained, separate disciplinary placement from the DAEP that maintains the expelled student on the FBISD alternative campus rather than placed

off site at the JJAEP. This expulsion option is available for consideration by the expulsion hearing officer when a student has an extenuating circumstance that makes placement at the JJAEP inappropriate.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may request additional disciplinary action.

Expulsion while in DAEP

A student may be recommended for an expulsion for engaging in documented serious misbehavior that violated this Code, despite documented behavioral interventions while placed in a DAEP. A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

- Deliberate violent behavior that poses a direct threat to the health or safety of others;
- Extortion, meaning the gaining of money or other property by force or threat;
- Conduct that constitutes coercion, as defined by §1.07, Tex. Penal Code; or
- Conduct that constitutes the offense of public lewdness, indecent exposure, criminal mischief, personal hazing or harassment.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

- The out-of-state district provides the district with a copy of the expulsion order; and
- The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the

district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

- The student is a threat to the safety of other students or district employees; or
- Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies [FOCA](#) (LEGAL) and [FODA](#) (LEGAL) for more information.

Academic Impact

Students will not receive academic credit for work missed during the period of expulsion unless the student is enrolled in a Juvenile Justice Alternative Education Program (JJAEP), District Expulsion Program (DEP), or other District-approved program or as required by the IDEA or Section 504.

Expulsion Appeal Process

Questions from parents/guardians regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline techniques should be addressed in accordance with policy [FNG](#) (Local). The policy may be obtained from the [Board Policy Manual on the FBISD website](#). The district shall not delay a disciplinary consequence while a student or parent/guardian pursues a grievance.

The expulsion hearing officers decision may be appealed to the Board. In the event of an appeal, at the next scheduled meeting the Board will: (1) review the notice, (2) hear statements from the student, the student's parent/guardian, and the CBC or administrator, and (3) confirm or reverse the decision of the CBC or administrator.

After the due process hearing, the expelled student may request that the Board review the expulsion decision. The student or parent/guardian must submit a written request to the Superintendent within seven days after receipt of the written decision. The Superintendent must provide the student or parent/guardian written notice of the date, time, and location of the meeting at which the board will review the decision.

The Board shall review the record of the expulsion hearing in a closed meeting unless the parent/guardian requests in writing that the matter be held in an open meeting. The Board may also hear a statement from the student or parent/guardian and from the Board's designee.

The Board shall hear statements made by the parties at the review and will base its decision on evidence reflected in the record and any statements made by the parties at the review. The Board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the appeal.

If the Board confirms the decision of the hearing officer, the student and the student's parent/guardian have the right to appeal to the Commissioner of Education. The student may not be returned to the regular classroom while the appeal is pending.

Texas Education Data Standards (TEDS) Appendix E

The Texas Education Data Standards (TEDS) Appendix E provides guidance to local school districts in Texas related to discipline management. TEDS Appendix E produces information to ensure consistency in discipline management in Texas. The TEDS Appendix E is broken into three major components that can be further explored using the following links:

- Providing helpful FAQs to understand common topics: [Click here for FAQ's](#)
- Provides state specific discipline codes and definitions to preserve continuity of actions that are assigned to discipline in PEIMS. [Click here for definitions and codes](#)
- Provides a chart for districts to utilize when determining offenses that are mandatory and discretionary DAEP placements or expulsions to the JJAEP. [Click here for state offense and action charts](#)

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

- Causes serious bodily injury to another;
- Uses or exhibits a deadly weapon; or
- Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - 65 years of age or older, or
 - A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

- Starting a fire or causing an explosion with intent to destroy or damage:
 - Any vegetation, fence, or structure on open-space land; or
 - Any building, habitation, or vehicle:
 - Knowing that it is within the limits of an incorporated city or town;
 - Knowing that it is insured against damage or destruction;
 - Knowing that it is subject to a mortgage or other security interest;
 - Knowing that it is located on property belonging to another;
 - Knowing that it has located within it property belonging to another; or
 - When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
- Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
- Intentionally starting a fire or causing an explosion and in so doing:
 - Recklessly damaging or destroying a building belonging to another; or
 - Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Bodily Injury means physical pain, illness, or any impairment of physical condition. Texas Penal Code § 1.07 (8)

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined by *Texas Education Code 37.0832* as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Cheating is defined as giving or receiving information or help on a test; plagiarizing or representing another person's work as their own, possession of any unauthorized material during a test; copying another student's assignment or knowingly allowing another unauthorized student to copy from his/her assignment; working with others on a project that is meant to be done individually; unauthorized possession of test or quiz questions and/or answer sheets; completing an assignment, test or quiz on behalf of another student; submitting duplicate work; having someone else complete an assignment, test, or quiz on behalf of the student, accessing a teacher edition, or other examples of academic dishonesty. Using electronic devices to send or receive information as described above or utilizing Artificial Intelligence (AI) to represent a student's original work is also classified as cheating.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Continued/Rpt Non-PEIMS reportable violations are repeated documented level 1 offenses.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

Disruptive Behavior is when a student engages in behavior causing an interruption in a class or activity. Disruption includes but is not limited to sustained yelling; screaming; noise created with objects; horseplay or roughhousing; off-task behavior that impedes on other people's ability

to learn, and/or sustained non-compliant out-of-seat behavior that distracts from student learning.

Disruption of the Educational Environment is defined as conduct by students either in or out of class which for any reason — whether because of time, place, or manner of behavior— materially disrupts classwork or involves substantial disorder or invasion of the rights of others is prohibited. For purposes of this rule, “school property” shall include the public school campuses or school grounds or buildings used by the District schools for assemblies or other school-related activities, and “public property” includes any street, highway, alley, public park, or sidewalk. No person shall be permitted, on school property or on public property within 300 feet of school property, to intentionally disrupt, alone or in concert with others, the conduct of classes or other school activities. Conduct which disrupts the educational activities of a school includes:

- Emissions by means of noise of an intensity that prevents or hinders classroom instruction;
- Enticement or attempted enticement of students away from classes or other school activities that students are required to attend;
- Prevention or attempted prevention of students from attending classes or other school activities that students are required to attend; and
- Entrance into a classroom without consent of either the principal or the teacher and either through acts of misconduct and/or use of loud or profane language causing disruption of class activities.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Exhibit Inappropriate Familiarity (e.g. kissing/touching) is unwanted physical touch, unwanted physical advances, improper intimate friendliness, attempts to touch inappropriately

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

Failure to Comply with Assigned Discipline is when a student refuses to complete an assigned disciplinary action.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

- Cause action by an official or volunteer agency organized to deal with emergencies;
- Place a person in fear of imminent serious bodily injury; or
- Prevent or interrupt the occupation of a building, room, or place of assembly.

False Document is when a student presents false documents or misrepresents parent notice

Fighting/Mutual Combat is mutual intentional participation in a physical altercation. Includes but is not limited to pushing, hitting, kicking, shoving, pinching, punching, and other intentional physical confrontations. Threatening interactions or antagonistic behavior prior to the encounter will not be considered as self-defense.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

- Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
- Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Gambling is an agreement to win or lose something of value solely or partially by chance.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

- Conduct that meets the definition established in district [policies DIA](#) (LOCAL) and [FFH](#) (LOCAL);
- Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
- Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;

- Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another; and
- Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law.
- Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
- Making a telephone call and intentionally failing to hang up or disengage the connection;
- Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section.
- Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality;
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined by Education Code 37.001 (3) as a list of people targeted to be harmed, using: (A) a firearm, as defined by Section 46.01(3), Penal Code; (B) a knife, as defined by Section 46.01(7), Penal Code; or (C) any other object to be used with intent to cause bodily harm.

Horseplay is defined as rough or boisterous play.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Inappropriate Physical Contact (i.e. hitting, grabbing) is intentionally or knowingly causes physical contact with another when the person knows or should reasonably believe that the other will regard the contact as offensive or provocative. (Texas Penal Code, Title V, Chapter 22, Section 22.01)

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Insubordination is when a student engages in refusal to follow directions or talks back.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Leaving school is defined as leaving the campus without authorization, permission, or following appropriate campus protocols.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Non DAEP Threat- A transient threat or threat not meeting the level to cause fear as determined by a campus or district threat assessment.

Obscene Gesture is when a movement or position of the body, especially of the hands or arms that is considered exceedingly offensive or vulgar.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Positive Behavioral Interventions and Supports (PBIS) is defined as a decision-making framework that guides the selection, integration, and implementation of evidenced based academic and behavioral practices for improving important academic and behavioral outcomes for all students.

Possess/Sell/Use Over Counter Medicine- Possession, under the influence, or distributing over the counter medicine.

Possess/Sell/Use Look Alike Drug In possession of or distributing a substance that appears or is presented as a controlled substance.

Possess/Sell/Use Matches or Lighter Use/possession of combustibles-Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage(matches, lighters, firecrackers, gasoline, and lighter fluid).

Possession means actual care, custody, control, or management. In regard to drugs and alcohol, a student may also be considered in possession by means of consumption. A student shall be considered to be in possession of any amount of a substance or object prohibited or regulated by this Student Code of Conduct if the substance or object is:

- On the student's person or in the student's personal property, including but not limited to the student's clothing, purse, book bag, backpack, or briefcase;

- In any private vehicle driven by the student to or from school or school-related activities, including but not limited to, an automobile, truck, motorcycle, or bicycle; or
- Telecommunications or electronic devices; or
- In any school property used by the student, including but not limited to, a locker or a desk.

Additionally, a student's self-admission to the possession of a prohibited substance or object at school or at a school-related activity is considered to have been in possession for the purpose of assessing school disciplinary consequences. Students should be cautious about holding on to items, distributing items, or placing items in their lockers for other students.

Profanity- Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.

Prohibited weapon under Penal Code 46.05(a) means:

- The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
 - An explosive weapon;
 - A machine gun;
 - A short-barrel firearm;
- Armor-piercing ammunition;
- A chemical dispensing device;
- A zip gun;
- A tire deflation device; or
- An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Referral Dismissed- Duplicated or erroneous discipline entry.

Restorative Practices is defined as an approach that helps strengthen relationships, build community, and prevent conflict. It is a way of being, thinking, interacting, teaching and learning centered around building relationships.

Robbery/Theft/Stealing (non-felony) is taking money or personal property without permission.

Safety Rule Violation- Level 1 offense that creates potential for harm to student's safety.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself. To claim self-defense, the student must (1) be without fault in provoking the encounter, (2) not act as aggressor, (3) overtly expresses a reluctance to engage in mutual combat and (4) use the minimum force required to remove himself or herself from immediate danger or harm. Actions that escalate or continue the encounter will not be considered self-defense. Threatening interactions or antagonistic behavior prior to the encounter will not be considered as self-defense.

Serious bodily injury means bodily injury that creates a substantial risk of death or that causes death, serious permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

Serious bullying TEC Sec.37.0052 (b) defines bullying behavior as:

- (1) engages in bullying that encourages a student to commit or attempt to commit suicide;
- (2) incites violence against a student through group bullying; or
- (3) releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent

Serious misbehavior means;

- (1) Deliberate violent behavior that poses a direct threat to the health or safety of others;
- (2) Extortion, meaning the gaining of money or other property by force or threat;
- (3) Conduct that constitutes coercion, as defined by Section 1.0, Penal Code; or
- (4) Conduct that constitutes the offense of:
 - a. Public lewdness under Penal Code 21.07;
 - b. Indecent exposure under Penal Code 21.08
 - c. Criminal mischief under Penal Code 28.03
 - d. Hazing under Education Code 37.152; or
 - e. Harassment under Penal Code 42.07(a)(1) of a student of district employee.

Serious offense or persistent misbehavior includes, but is not limited to:

- Behavior identified by the district as grounds for discretionary DAEP placement;
- Actions or demonstrations that substantially disrupt or materially interfere with school activities;
- Repeated or severe Insubordination;
- Repeated Profanity, vulgar language, or obscene gestures;
- Repeatedly leaving school grounds without permission;
- Falsification of records, passes, or other school-related documents;
- Refusal to accept discipline assigned by the teacher or principal;
- Continued/repeated PEIMS reportable violations;
- Extortion/Coercion/Blackmail;
- Possession/Distribution of pornographic materials;
- Possession of a knife blade <5.5 inches;
- Vandalism;
- Inappropriate physical contact with criminal referral;

- Possesses/conspiring to possess explosives/explosive devices;
- Possession or use of a stun gun/device, pepper spray, BB/air gun, etc.;
- Making/ Assisting with making a false alarm or report non-emergency response deployed;
- Aggressive, disruptive behavior (assault Class C misdemeanor);
- Unauthorized use/intentional misuse of computer soft/hardware;
- Assault (no bodily harm) with threat of imminent bodily injury; or
- Assault by offensive or provocative physical contact.

Sexting is defined as the practice of sending sexually suggestive, nude, or partially nude photographs and/or sexually explicit messages electronically.

Sexual harassment is defined as conduct that is so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. Sexual harassment does not include simple acts of teasing and name-calling among school children, even when the comments target differences in gender. (Teasing or name-calling is disciplined based on the seriousness of the offense as specified on the discipline charts.) If a student believes he/she has been sexually harassed, the student or the student's parents should report the incident to any of the following: principal, assistant principal, counselor, or the District's Title IX Coordinator, or the Director of Human Resources.

If a student's conduct is offensive and unwelcome, campus administrators will determine how the conduct should be disciplined in accordance with the District's Discipline Management Plan and Student Code of Conduct. Consequences for misbehavior classified as sexual harassment apply to students of all ages.

Sexual misconduct is misconduct of a sexual nature that is of lesser offense than sexual harassment and other Title IX behaviors. These behaviors may include but are not limited to non-consensual groping, offensive sexually charged statements, unwanted sexual advances that do not meet criteria for Title IX offenses, statements or comments sexual in nature that a reasonable person would deem as offensive.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

SK-Skipping a Class- Student leaves or misses class without permission.

Tardies- Student arrives at class after the bell (or signal that class has started).

Telecommunication device is defined as items such as, but not limited to, cell phones, smart phones, smart watches, electronic readers, and laptops with the capability of sending and receiving messages or information, and any related accessories including but not limited to wires, headphones, and ear clips.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile,

or other form of conveyance; or other public place;

- Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Trauma Informed Practice is defined as a strength-based framework grounded in an understanding of and responsiveness to the impact of trauma.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student

“under the influence” need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily ingesting or introducing into one’s body, a prohibited substance, by any means.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.