

**Brazos Independent School District  
District Improvement Plan**

2017-2018

008903

# Brazos ISD Vision and Goals

**Vision:** Brazos ISD inspires each student to become a productive citizen who demonstrates leadership, passion, and self-reliability. We foster a culture of respect, community, perseverance, and achievement.

## Long Range Goals

Goal 1: Increase achievement of all students by focusing on reducing achievement gaps for at-risk students, including limited English proficient, special education, and economically disadvantaged students.

Goal 2: Recruit, develop, and retain a highly qualified staff, reflective of, and responsive to, the needs of the district's diverse student body.

Goal 3: Maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Goal 4: Ensure students understand the importance of attending school and completing high school.

Goal 5: Enhance communication between district, schools, parents, and the community by encouraging parents and community members to actively support the schools.

Goal 6: Use technology to enhance learning, communication, and organization.

## State Compensatory Education Statement

State compensatory education funds were authorized by the legislature to provide financial support for programs and/or services designed by school districts to increase the achievement of students at risk of dropping out of school. State law, SECTION 29.081, Texas Education Code, requires districts to use student performance data from the state legislatively-mandated assessment instrument known as the State of Texas Assessment of Knowledge and Skills (STAAR/EOC) tests and any other achievement tests administered under Subchapter B, Chapter 39, of the Texas Education Code, including norm-referenced tests approved by the State Board of Education to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school. These funds are used only to meet the costs of providing a supplemental compensatory, intensive, or accelerated instruction program. Criteria for identification of students at risk of dropping out of school are defined under Section 29.081 of the Texas Education code.

## Comprehensive Needs Assessment

Brazos ISD conducted a district needs Assessment on March 2, 2016, November 14, 2016 and March 6, 2017. Data from the following eight (8) areas were examined and needs were identified:

1. Demographics
2. Student Achievement
3. School Culture and Climate
4. Staff Quality, Recruitment, and Retention
5. Curriculum, Instruction, and Assessment
6. Parent and Family Engagement
7. School Organization
8. Technology

### 16-17/17-18 District Improvement Plan Committee Members

Teresa Ressler- Special Programs Coordinator  
Lauren Almanza- BES Principal  
Clay Hudgins: BMS Principal  
Mary McCarthy: BHS Principal  
Kimberly Vykukual; Teacher  
Janice Hayek: teacher  
Holly O'Rourke: teacher  
Delilah Kemmerling: Teacher  
Patricia Banse: Teacher

Pamela Hengst: teacher  
Ray Hanzelka: teacher  
Jill Hutchins: teacher  
Ashley Klotz: parent  
Rachelle Demny: Parent  
Carolyn Raska: community member  
Jessica Alvarado: Business Member  
Chad Divin: Teacher

Phyliss Hlavinka: BHS teacher  
Monica Gross: Special Education

## Comprehensive Needs Assessment Findings:

### District Demographics (based on 2015-2016 TAPR)

<b>Brazos High School</b>	<b>#</b>	<b>%</b>
All Students	233	100%
Male	132	57%
Female	101	43%
Hispanic	112	48%
Asian	2	1%
African American	26	11%
White	88	38%
2 Or More Races	5	2%
Economically Disadvantaged	114	49%
ELL	6	3%
Special Ed	10	4%
Gifted & Talented	6	3%
At Risk	80	34%
Career & Technical Education	225	97%

<b>Brazos Middle School</b>	<b>#</b>	<b>%</b>
All Students	168	100%
Male	77	46%
Female	92	54%
Hispanic	71	43%
Asian	1	.5%
African American	11	6.5%
White	83	49%
2 Or More Races	2	1%
Economically Disadvantaged	86	51.2%
ELL	20	11.9%
Special Ed	13	7.7%
Gifted & Talented	10	6%
At Risk	64	38.1%
Section 504	9	5.3%

<b>Brazos Elementary School</b>	<b>#</b>	<b>%</b>
All Students	371	100%
Male	188	50.6%
Female	183	50.4%
Hispanic	195	52.6%
Asian	2	.5%
African American	26	7%
White	137	36.9%
2 Or More Races	11	2.9%
Economically Disadvantaged	342	63.1%
ELL	73	19.7%
Special Ed	25	6.7%
Gifted & Talented	23	6.2%
At Risk	161	43.4%
Section 504	14	4%

<b>Prairie Harbor Alternative School</b>	<b>#</b>	<b>%</b>
All Students	23	100%
Male	0	0%
Female	24	100%
Hispanic	8	34.8%
Asian	0	0%
African American	8	34.8%
White	4	17.4%
2 Or More Races	3	13%
Economically Disadvantaged	23	100%
ELL	0	0%
Special Ed	14	60.9%
Gifted & Talented	0	0%
At Risk	23	100%
Section 504	0	0%

# District Needs Assessment Findings:

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## Summary of Current Strengths

**Current community communication: social media, newsletters, websites and cougar connection**

**Staff Development trainings have increased teacher awareness of the needs of our at-risk students.**

**Stemscopes is providing an effective and in-depth approach to science**

**Vertical alignment planning**

**Teacher appreciation has increased**

**Development of the RTI program, district is identifying students earlier and meeting their needs**

**Continue to maintain a district accountability record of 100%**

**Brazos Event**

**Social Studies student Achievement was above 80% in all minimum size criteria (MSC) groups, with 88% passing of all students**

**STAAR performance for all students was at or above 75% for Reading, Math, Writing, Science and Social Studies.**

**15-16 TAPR reveals that overall satisfactory passing rates are above state averages.**

## Summary of Current Needs

**Continue develop a sound writing program to help our students to prepare for STAAR, College and their careers, through the use of portfolios, common writing techniques district wide and integration of writing in other subjects.**

**Continue with the current writing plan to increase the percentage of students achieving Phase-in Level II: Satisfactory Academic Performance and Level III: Advanced Academic Performance for STAAR Writing. 2016-17 added a rubric component for cross curriculum writing.**

**Work to improve the effectiveness of the new teacher training as well as a mentor program, with the use of assigned mentors, book study and professional development that meets the needs of Brazos ISD's new teachers.**

**Increase the accessibility to technology throughout the district for both staff and students.**

**Staff development in technology.**

**Continue to increase our district's Parent and Family Engagement activities.**

**Continue to target math scores using last year's STAAT data, no STAAR scores available until July 5.**

**Increase the performance of ELL and Special Education students in targeted areas. Score results are lower**

<b>Increase the number of ESL certified teachers to meet the needs of our ELL students.</b>
<b>Based on updated TAPR report we are still not meeting the needs of our ELL students. They are making some progress, but they are still not at the passing rate. Provide better TELPAS training to teachers; focus on developing a strong foundation for our ELL students in the elementary grades. The data reveals that they are making progress once they reach middle school.</b>
<b>Increase the distinction designations for the district and campuses.</b>
<b>Updated needs after TAPR release: Special Education is a concern. As our number of identified students rose, our passing rate declined. Need to address this by providing more intensive training for our special education teachers and our regular education teachers as well. Provide teachers with in-depth inclusion training.</b>
<b>Career and Technology: take a look at other possible courses our district could offer. Encourage students to take nontraditional courses.</b>
<b>Address the needs of our satisfactory students by getting them advanced scores through more rigorous teaching</b>

## **Title I and Parent and Family Engagement at Brazos School District Outlined**

As parents, we want our children to follow their dreams and accomplish their goals; as educators, we know that the future of our students depends on the education that they receive today.

Parents are an important part of the education of their students. Research indicates that when parents are involved in their child's education, regardless of background or income level, children do better in school.

They have increased attendance, lower dropout rate, better test scores, fewer discipline problems, and higher college attendance rates.

To promote parent involvement, Brazos ISD has a local Parent and Family Engagement Policy to encourage parents to be involved in the education process. Each year, in late spring, parents, teachers and other staff members are invited to attend planning meetings to provide input for the upcoming school year.

The Parent and Family Engagement Policy for the district and each of the campuses are discussed at these meetings and there is an opportunity to suggest changes and to evaluate the parent program/policy. To ensure that everyone is aware of the Parent and Family Engagement Policy, it is published below.

### **Brazos ISD Parent and Family Engagement Policy**

Brazos ISD believes that the involvement of parents is critical to the success of students and views the participation of parents as regular, two-way, and meaningful communication concerning academic achievement and school activities that promote student success.

To promote communication and involvement, BISSD provides opportunities for parents to be involved in planning and implementing the Title I, Part A program, as well as jointly developing, distributing, and evaluating the Parental Involvement Policy. The District Improvement Plan shall incorporate activities from the Parent and Family Engagement Policy.

The District will:

- Involve parents in the joint development of the Parent Policy and the plan for parent activities as specified by law.
- Provide the coordination, technical assistance, and other support necessary to assist campuses in planning and implementing effective Parent and Family Engagement activities to improve student academic achievement and school performance.
- Build the capacity of both the campuses and the parents to ensure strong parental involvement as specified by law.
- Coordinate the Parent and Family Engagement activities provided by federally funded programs.
- Conduct, with the involvement of parents, an annual evaluation of the parental involvement policy.
- Involve parents in the activities of the campuses served under Title I.

As a part of the continuing improvement process, BISSD is interested in receiving input that will improve the parent program and Parental Involvement Policy.



## Key to Program Budget Codes and Title I Schoolwide Components

Program Budget Codes		Title I Schoolwide Components	
Abbreviation	Program	Abbreviation	Component
T IA	Title I, Part A	CNA	Campus Needs Assessment
T IIA	Title II, Part A (TPTR)	HQ	Highly Qualified
IMA	Instructional Materials Allotment	PD	Professional Development
SCE	State Compensatory Education	PI	Parental Involvement
AMI / ARI	Accelerated Math/Reading Instruction	TIA	Teacher Input in Assessment
LOCAL	Local Funds	AM	Assistance for Mastery
T III	Title III (Bilingual, ESL)	CIS	Coordination / Integration of Services

# Research-Based Curriculum & Instruction

<b>Goal 1</b>		<b>Increase student achievement of all students focusing on reducing achievement gaps for at-risk students, including limited English proficient, special education, and economically disadvantaged students</b>				
<b>Performance Objective</b> 1.1	MATH ACADEMIC PERFORMANCE - At least 80% mastery of all students and student subgroups (African American, Hispanic, White, Economically Disadvantaged, Special Education, English Language Learners and At Risk) and 30% advanced on the STAAR and EOC in Math in order to meet state accountability requirements and federal accountability guidelines.					
<b>Summative Evaluation</b>	Use data from: (1) Brazos ISD STAAR/EOC; (2) Brazos ISD progress measures (3) SAT Scores by Year; and (4) ACT Scores by Year					
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>
<b>District will continue to target expected mathematical level expectations for the end of grades K-2 for both English and Spanish students.</b>	Administrator Counselor Special Programs Coordinator	Title I State Comp Ed	June 2018	Local assessments Early Literacy DMAC Reports	Progress Reports Report cards	Each six weeks-mid and end
	Administrators Region VI Special Programs Coordinator	Title II	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning Early Literacy STAR Enterprise Math DMAC Reports	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November and February
<b>Provide professional development to ensure vertical and horizontal curriculum alignment in STAAR tested subjects.</b>	Teachers Paraprofessionals Tutors Counselors	IMA Title I State Comp Ed	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning STAR Enterprise Math DMAC Reports	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June
	Teachers Administrators	Title I Title II	June 2018	Attendance at Workshops,	Progress reports Report cards	Formative Reviews November, January, March, and June

<p><b>needs, builds capacity among teacher leaders, and uses data to make instructional decisions in regard to TEKS, STAAR, and EOC.</b></p> <p><b>Implement accommodations, co-teaching inclusion support and intervention to accelerate special education students not demonstrating mastery of grade level mathematics TEKS.</b></p> <p><b>Integrate the English Language Proficiency Standards to build academic language proficiency in mathematics.</b></p> <p><b>Provide opportunities for at-risk and ELL students in grades 3-12 to enhance math skills through summer school</b></p>	Counselors Region Centers			Feedback at Grade-Level Meetings, curriculum documents	District Assessments State Assessments College Readiness	
	Teachers Administrators Counselors	IDEA Funds	June 2018	Schedules Feedback at Grade-Level meetings ARD Documents	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June
	Teachers Administrators Counselors	Title II	June 2018	Attendance at Workshops, Feedback at Grade-Level Meetings, curriculum documents	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June
	Teachers Administrators	Title I	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Summer school Report cards	Formative Reviews End of summer school

## Research-Based Curriculum & Instruction

<b>Goal 1</b>	<b>Increase student achievement of all students focusing on reducing achievement gaps for at-risk students, including limited English proficient, special education, and economically disadvantaged students</b>					
Performance Objective 1.2	READING/ELA ACACEMIC PERFORMANCE - At least 80% mastery of all students and sub populations of students (African American, Hispanic, White, Economically Disadvantaged, Special Education, English Language Learners and At Risk) and 30% commended on the STAAR and EOC in Reading/English Language Arts in order to meet state accountability requirements and federal accountability guidelines.					
Summative Evaluation	Use data from: (1) Brazos ISD STAAR/EOC; (2) Brazos ISD progress measures (3) SAT Scores by Year; and (4) ACT Scores by Year					
Action Steps	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>
<b>District will continue to target reading level expectations for the end of grades K-2 for all students.</b>	Interventionist Teachers Administrator Counselor	Title I State Comp Ed 1.5 FTE	June 2018	Early Literacy scores DRA scores Local assessments	Progress Reports Report cards	Each six weeks-mid and end

<p><b>Continue a variety of reading strategies and techniques, using fiction and nonfiction texts in all K-12 classrooms.</b></p> <p><b>Implement a comprehensive reading program that emphasizes critical thinking and problem-solving in fiction and nonfiction texts to provide individualized support and additional time for students who need it through PAW time and through accelerated instruction.</b></p> <p><b>Continue dyslexia program at each elementary and secondary campus.</b></p> <p><b>Implement accommodations, co-teaching, inclusion support and interventions to accelerate special education students not demonstrating mastery of grade-level TEKS.</b></p> <p><b>Implement English Language Proficiency Standards into language arts in the PK-12 curriculum.</b></p> <p><b>Continue to focus on the writing process in K-12 and bolster writing to include equal emphasis on the four models of writing to prepare students for college readiness (narrative, expository, persuasive, descriptive).</b></p> <p><b>Analyze the four facets of</b></p>	Teachers Librarians Administrators	Title I Local State Comp Ed 1 FTE	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Report cards District Assessments State Assessments College Readiness	Each six weeks-mid and end
	Teachers Administrators Counselors	Title I State Comp Ed Local	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning STAR Reading	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June
	Teachers Administrators	Local	June 2018	Professional development certificates Sign in sheets	Program completion	Compliance checks end of 1 <sup>st</sup> and 2 <sup>nd</sup> semesters.
	Teachers Administrators Counselors	Special Education Local/Federal Local	June 2018	Schedules Feedback at Grade-Level meetings ARD Documents	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June
	Teachers Administrators	Title III	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Report cards District Assessments State Assessments College Readiness	Each six weeks-mid and end
	Teachers Administrators	Local	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Report cards District Assessments State Assessments College Readiness	Each six weeks-mid and end
	Teachers	Local	June 2018	Lesson plans	Progress reports	Each six weeks-mid and end

<b>College Readiness Standards and incorporate them into the K-12 English Language Arts</b>  <b>Curriculum: 1) key cognitive strategies, 2) key content knowledge, 3) academic behaviors, and 4) contextual skills and awareness. Provide opportunities for at-risk and ELL students to enhance ELA skills through summer school</b>	Administrators			Walk through TEKS Resource System Reports Team planning	Report cards District Assessments State Assessments College Readiness	
	Teachers Administrators	Title III	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Summer school Report cards	Formative Reviews End of summer school Summative reviews

## Research-Based Curriculum & Instruction

<b>Goal 1</b>	<b>Increase student achievement of all students focusing on reducing achievement gaps for at-risk students, including limited English proficient, special education, and economically disadvantaged students</b>					
Performance Objective 1.3	SCIENCE ACADEMIC PERFORMANCE - A. At least 80% of all students and student subgroups (African American, Hispanic, White, Economically Disadvantaged, Special Education, English Language Learners and At Risk) will master the STAAR/EOC and at least 30% will score advanced.					
Summative Evaluation	Use data from: (1) Brazos ISD STAAR/EOC 2013-2016; (2) Brazos ISD progress measures (3) SAT Scores by Year; and (4) ACT Scores by Year					
Action Steps	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>
<b>Provide training for PK-12 science teachers in order to integrate literacy into science content with emphasis on scientific vocabulary, technical reading, and critical thinking.</b>	Teachers Administrators Region VI	Local Title II	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June
	Teachers Administrators Region VI	Local Title I Title II Title III	June 2018	Lesson plans Walk through TEKS Resource System Reports Curriculum Notebooks	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June
<b>Continue staff development that provides strategies and tools to ensure hands-on, inquiry-based, high-level learning for the science program which meets the recommended and/or required</b>						

<p>percentages of classroom/laboratory and field investigations as indicated in the current TEKS</p> <p>Facilitate the use of Interactive Word Walls, interactive note-booking, and metacognitive strategies.</p> <p>Maintain appropriate accommodations, co-teaching, inclusion support, and remediation activities to accelerate special needs students not demonstrating mastery.</p> <p>Continue to implement the Stem Scopes Science Program that emphasizes critical thinking and problem-solving to provide individualized support and additional time for students who need it through PAW time, Advisory and RTI.</p> <p>Analyze the four facets of college readiness and incorporate them into the 6-12 science curriculums: 1) key cognitive strategies, 2) key content knowledge, 3) academic behaviors, and 4) contextual skills and awareness.</p> <p>Continue to integrate the required English Language Proficiency Standards (ELPS) as an integral part of science</p>	Team planning					
	Teachers Librarians Administrators	Local	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Report cards District Assessments State Assessments College Readiness	Each six weeks-mid and end
	Teachers Administrators Counselors	Special Education Local/Federal	June 2018	Schedules Feedback at Grade-Level meetings ARD Documents	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June
	Teachers Administrators Instructional Assistants Tutors Counselors	IMA	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June
	Teachers Administrators	Local	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	Progress reports Report cards District Assessments State Assessments College Readiness	Each six weeks-mid and end
	Teachers Administrators	Title III	June 2018	Lesson plans Walk through TEKS Resource System Reports	Progress reports Report cards District Assessments	Each six weeks-mid and end

<b>curriculum.</b>  <b>Provide training for K-12 science teachers, that addresses Science TEKS.</b>	Teachers	Local	August 2017	Team planning	State Assessments	
	Administrators Region VI	Title II	June 2018	Lesson plans Walk through TEKS Resource System Reports Team planning	College Readiness Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June
<b>Provide tutorial services for Migrant students using Title 1, part C funds</b>	Central Office	Title I, part C	July 2018	Migrant reports, tutorial logs	STAAR data, progress reports, report cards, teacher evaluations	Monthly
	Counselors Tutors					

# Research-Based Curriculum & Instruction

## Goal 1

Increase student achievement of all students focusing on reducing achievement gaps for at-risk students, including limited English proficient, special education, and economically disadvantaged students.

### Performance Objectives

1.4

SOCIAL STUDIES ACADEMIC PERFORMANCE: (A) At least 80% mastery of all students and student subgroups (African American, Hispanic, White, Economically Disadvantaged, Special Education, English Language Learners and At Risk) and 30% advanced on STAAR/EOC in Social Studies.

### Summative Evaluation

Use data from: (1) Brazos ISD STAAR/EOC 2011-2015; (2) Progress measure 2011 (3) SAT Scores by Year; and (4) ACT Scores by Year

### Action Steps

Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
Teachers Administrators	Local	August 2017	Lesson plans	Progress reports	Each six weeks-mid and end
	Title I Title II		Walk through	Report cards	
			TEKS Resource	District	
			System Reports	Assessments	
Teachers Administrators	Local	August 2017	Team planning	State Assessments	Each six weeks-mid and end
			Social Studies	College Readiness	
			Lesson plans	Progress reports	
			Walk through	Report cards	
Teachers Administrators	Local	June 2018	TEKS Resource	District	Each six weeks-mid and end
			System Reports	Assessments	
			Team planning	State Assessments	
				College Readiness	
Teachers Administrators	Special Education Local/Federal	June 2018	Schedules	Progress reports	Formative Reviews
			Feedback at Grade-	Report cards	November, January, March, and June

Vertically align PK-12 Social Studies course of study based on the strands of history, geography, government, economics, citizenship, culture, science, technology, society, and social studies skills to provide continuity and reduce learning gaps.

Identify and select effective research-based methods and materials of Social Studies instruction and provide professional development (such as, foldables, questioning strategies, flexible grouping, writing and vocabulary for teachers PK-12 methods).

Reinforce and promote the use of technology for research by utilizing primary sources, video-streaming and current issues to assist students in developing TEKS-based projects.

Implement accommodations inclusion support, coaching,



<b>and intervention to accelerate special education students and English Language Learners (ELLs) not demonstrating mastery of grade level STAAR/EOC.</b>	Counselors			Level meetings ARD Documents	District Assessments State Assessments College Readiness	
<b>Incorporate Freedom Week activities into the curriculum. HB 708</b>	Teachers Instructional assistants Administrators	Local	June 2018	Schedules Walk through Team planning	Lesson plans Student displays	November
<b>Implement Education Go Get It Week for middle and high school students (HB 2237; Sect 2) (TEC 29.911).</b>	Teachers Instructional assistants Administrators	Local	June 2018	Schedules Walk through Team planning	Lesson plans Student displays	March

## High Quality Professional Development

<b>Goal 2</b>	<b>Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.</b>					
<b>Performance Objectives</b> 2.1	100% of all professional and paraprofessional personnel will meet the definition of qualified according to Texas certification standards.					
<b>Summative Evaluation</b>	100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.					
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>
<b>Continue to hold new teacher orientation</b>	Administrators Special Programs Coordinator	Local	August 2017	Sign in sheets Training documents	Lesson plans Book reviews Walk-throughs	Formative Reviews November, January, March, and June
<b>Implement a mentor program with stipends to provide assistance and guidance for first year teachers, alternative certified teachers and teachers new to the district with less than 2 years teaching experience.</b>	Administrators, Special Programs Coordinator, Mentors	Title II	June 2018	Sign in sheets, Mentor notes	Increase in teacher retention, Survey results	Every six weeks

<p><b>Attend job fairs to recruit highly qualified teachers as needed.</b></p> <p><b>Conduct annual reviews of certifications and continue to encourage staff to increase certifications if needed to meet highly qualified.</b></p> <p><b>Provide math content training that meets individual student needs, builds capacity among teacher leaders, and uses data to make instructional decisions.</b></p> <p><b>Continue support for Brazos ISD teachers to gain certifications and learn effective teaching strategies for English Language Learners (e.g., ESL and TExES prep-courses) and Special Education.</b></p> <p><b>Provide training for K-12 science teachers that addresses Science TEKS.</b></p> <p><b>Provide staff development to develop a rigorous writing program to increase student performance for K-12</b></p> <p><b>Provide training for teachers in discipline management, suicide prevention, conflict resolution, dating violence (HB 121) (TEC 37.083), violence prevention, sexual abuse of children (Jenna's</b></p>	Administrators	Local	July-August 2017	Sign in sheets Interview schedules	Highly Qualified staff in each classroom	Formative Reviews November, January, March, and June
	Administrators	Local	August- September 2017	Highly Qualified Certification	Highly Qualified staff in each classroom	Formative Reviews November, January, March, and June
	Teachers Administrators Region VI Special Programs Coordinator	Local Title II	Summer 2017 August 2017	Lesson plans Walk through TEKS Resource System Reports DMAC Team planning	Progress reports Report cards District Assessments State Assessments College Readiness	Formative Reviews November, January, March, and June
	Teachers Administration	Local	August 2017	Training records Test registration	Testing results	Formative Reviews June July August
	Region VI Consultants Teachers Administrators	Title II	August 2017	Training records Sign In Sheets	Progress reports Report cards District Assessments State Assessments	Formative Reviews November, January, March, and June
	Region VI Consultants Teachers Administrators	Local	August 2017	Training records Sign In Sheets	Progress reports Report cards District Assessments State Assessments	Formative Reviews November, January, March, and June
	Teachers Administrators Trainers	Local	August 2017	Training records Sign In Sheets Eduhero reports	PEIMS Report Discipline Referrals	Formative Reviews November, January, March, and June



# Safe and Drug-Free Schools

## Goal 3

**Maintain a safe and disciplined environment conducive to student learning and employee effectiveness.**

**Performance Objective**

3.1

All internal and external threats to the safety of students, staff, and patrons in the 2017-2018 school year will be mitigated appropriately and according to training so that no one is seriously harmed.

**Summative Evaluation**

100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

**Action Steps**

Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
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**Ensure the district is National Incident Management System (NIMS) compliant and the Crisis Management Handbook reflects the Multi-hazard Emergency Operations Plan recommended in Section 37.108 of the Texas Education Code. Ensure the plan is compliant with the 2003 International Fire Code Section 404.3. Ensure 100 percent compliance throughout the district. Reporting will be done to the Texas School Safety Center as required by SB11.**

Teachers Administrators	Local	June 2018	Sign In Sheets	Crisis Management Plans Drill records	Formative Reviews November, January, March, and June
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**Annually track incidences that threaten campus security using the Student Disciplinary Action Summary PEIMS report, the Gun-Free Schools Report, Wallis Police Department/Fort Bend Sheriff and district security reports, relative to criminal activity in and around campus sites.**

Teachers Administrators	Local	June 2018	PEIMS records Sign In Sheets	Crisis Management Plans Drill records	Formative Reviews November, January, March, and June
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**Conduct "see what we see" safety and security audits at all campus sites by sending trained individuals into the schools to determine the effectiveness of physical security measures and safety and security processes. Use results to**

Teachers Administrators Local law enforcement	Local	June 2018	Audit Report Sheets	Crisis Management Plans Audit schedule	Formative Reviews November, January, March, and June
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<p>target additional training with campus personnel.</p>						
<p>Ensure each school has campus personnel trained in compliance with SB 1196, the Texas State Behavior Initiative; the law requires schools to have personnel trained in behavioral interventions and CPI restraint training relative to all students.</p>	<p>Teachers Administrators Anthony Hlavinka</p>	<p>Local</p>	<p>June 2018</p>	<p>Sign In Sheets Team meeting notes</p>	<p>Discipline reports PEIMS reports</p>	<p>Formative Reviews November, January, March, and June</p>
<p>Continue to use School Messenger to communication with parents and guardians about school events.</p>	<p>Office staff Administrators</p>	<p>Local</p>	<p>June 2018</p>	<p>Team meeting notes with office staff, teachers and administrators</p>	<p>Crisis Management Plans</p>	<p>Formative Reviews November, January, March, and June</p>
<p>Continuous implementation of SHAC-group of individuals representing segments of the community, appointed by the school district to serve at the district level, to provide advice to the district on <a href="#">coordinated school health</a> programming and its impact on student health and learning including HB2176 addressing parenting skills, relationship skills, and family violence prevention.</p>	<p>Administrators Athletic Director Community SHAC Committee</p>	<p>Local</p>	<p>June 2018</p>	<p>Sign In Sheets Meeting notes</p>	<p>SHAC District and Campus Plans</p>	<p>Formative Reviews November, January, March, and June</p>
<p>Provide educational materials for parents and students; information provided will assist parents and students in learning about health-related issues pertaining to alcohol and drug abuse, suicide, and other mental health issues of concern.</p>	<p>Counselors Administrators Region VI</p>	<p>Local</p>	<p>June 2018</p>	<p>Team meeting notes with faculty and staff Parent meetings Program materials</p>	<p>Discipline reports Sign in sheets</p>	<p>Formative Reviews November, January, March, and June</p>
<p>Provide crisis management team training for all counselors; this training is to be specifically designed for counselors relative to prevention, intervention, and postvention methodologies.</p>	<p>Counselors Administrators Region VI</p>	<p>Local</p>	<p>June 2018</p>	<p>Registration</p>	<p>Sign in sheets from professional development presented to faculty and staff</p>	<p>Formative Reviews November, January, March, and June</p>
<p>Increase parent, student, staff, and community awareness and information</p>	<p>Counselors Administrators</p>	<p>Local</p>	<p>June 2018</p>	<p>Registration Eduhero</p>	<p>Sign in sheets from</p>	<p>Formative Reviews November, January, March,</p>

<p><b>availability of BISD safe schools initiatives focusing on intervention, prevention, and enforcement on all state mandates</b></p>	<p>Region VI</p>				<p>professional development presented to faculty and staff</p>	<p>and June</p>
<p><b>Conduct on a frequent basis on all secondary campuses unannounced drug dog searches to help prevent drug possession, distribution, and use at school.</b></p>	<p>Administrators</p>	<p>Local</p>	<p>June 2018</p>	<p>Records of visit</p>	<p>PEIMS reports</p>	<p>Formative Reviews November, January, March, and June</p>

# Completion and Attendance

Goal 4						
Ensure that students understand the importance of attending school and completing high school.						
Performance Objective 4.1	ATTENDANCE - Improve student attendance to 97% district-wide.					
Summative Evaluation	Dropout rate of less than 1% and a completion rate of at least 95%.					
Action Steps	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>
Continue to monitor attendance procedures to ensure adequate time is allotted for researching excessive absences that could lead to student dropouts.	Office staff Teachers Administrators PEIMS	Local	June 2018	Attendance reports	PEIMS Reports Report cards	Formative Reviews November, January, March, and June
	Teachers Administrators	Title I State Comp Ed	July 2017	Structured lessons Altered schedules	Progress reports Report cards STAAR/EOC	Formative Review after each flex day
Summer school to remediate any deficient area determined by attendance records and academic records.						

Goal 4						
Ensure that students understand the importance of attending school and completing high school.						
Performance Objective 4.2	DROPOUT PREVENTION/HS COMPLETION - Maintain an annual dropout rate of less than 1% for 7th and 8th grade students. Increase the completion rate to 95% for grades 9-12.					
Summative Evaluation	Dropout rate of less than 1% and a completion rate of at least 95%.					
Implement professional development activities to assist teachers in providing programs that prevent students from dropping out of school.	Counselors Administrators Teachers	Local	June 2018	Conference schedules	PEIMS Reports	Formative Reviews November, January, March, and June
Inform students and parents of academic and support	Counselors Administrators	Local	June 2018	Conference schedules	PEIMS Reports	Formative Reviews November, January, March, and June

<p><b>programs available to students at-risk of dropping out of school.</b></p>	Teachers		As needed	June		
<p><b>Continue exit interview for students contemplating dropping out of school. Provide alternatives to dropping out of school and discussion of alternative programs.</b></p>	Counselors Administrators	Local	June 2018, and as needed	Conference schedules	PEIMS Reports	Formative Reviews November, January, March, and June



# Parent and Community Involvement

<b>Goal 5</b>		<b>Enhance communication between district, schools, parents and the community by encouraging parents and community members to actively support the schools.</b>				
<b>Performance Objective 5.1</b>	Continue to enhance and increase Parent and Family Engagement as it relates to positive academic achievement. Involvement to be measured by annual evaluation of Parent and Family Engagement opportunities by parents; by active participation in parent trainings; and Parent and Family Engagement activities offered throughout the year.					
<b>Summative Evaluation</b>	School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.					
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>
<p><b>Offer Curriculum Nights for each grade level at Brazos Middle School to explain curriculum and grade level expectations. BES will conduct meet the teacher night and BHS will freshman orientation and open house. Schedule and hold report card conferences at the end of the first six weeks for BES parents to review and ask questions about student progress.</b></p> <p><b>Disseminate positive district/campus/teacher information via website, local news media, cougar connection, newsletters, and social media and school reach.</b></p>	BMS Staff BES Staff BHS Staff	Local	August 2017	Sign in sheets	Increased parent participation in grade level curriculum expectations	Formative Review November
	BES Faculty and Staff	Local	October 2017	Parent compacts Conference records, parent portal access	Increased parental participation in student's academic progress	Formative Review November
	Webmaster Administrators Teachers	Local	June 2018	# of newsletters sent home # of hits on website # of surveys returned	Increased participation in district activities	Formative Reviews November, January, March, and June

## Parent and Community Involvement

<b>Goal 5</b>		<b>Enhance communication between district, schools, parents and the community by encouraging parents and community members to actively support the schools.</b>				
<b>Performance Objective</b> 5.2	Allow for parental and community input to decision makers by developing and sustaining strong systems that promote parent involvement.					
<b>Summative Evaluation</b>	Review of sign in sheets and data collection of participation.					
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>
<b>Increase participation of parents and community members in the site-based decision making process.</b>	Webmaster Administrators Teachers	Local	June 2018	Sign in sheets Meeting notes Agendas, increased participation	Increased involvement in district decision making	Formative Reviews November, January, March, and June
<b>Provide opportunities for volunteerism in our district including mentoring, PTE, Booster clubs, RAP mentoring and athletic functions.</b>	Webmaster Administrators Teachers	Local	June 2018	Sign in sheets	Increased participation in district activities	Formative Reviews November, January, March, and June

## Parent and Community Involvement

<b>Goal 5</b>		<b>Enhance communication between district, schools, parents and the community by encouraging parents and community members to actively support the schools.</b>				
<b>Performance Objective</b> 5.3	Continue to promote parent communication and engagement utilizing the district's technology platform to facilitate this effort and measured by use of technology for outreach to parents.					
<b>Summative Evaluation</b>	Website usage report as well as student, parent, and community input					
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>
<b>Maintain a user friendly district/campus/teacher website which includes a comprehensive District calendar.</b>	Webmaster Administrators Teachers	Local	June 2018	Sign in sheets Meeting notes Agendas	Increased participation in district activities	Formative Reviews November, January, March, and June

<b>Utilize parent grade book and provide parents with instructions for access</b>	Webmaster Administrators Teachers	Local	August- September 2017	Sign in sheets Meeting notes Agendas	Increased participation in district activities	Formative Reviews November, January, March, and June
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## Technology

### Goal 6 Use technology to enhance learning, communication and organization

<b>Performance Objective 6.1</b>	Infuse technology into engaging teaching and learning experiences which foster authentic learning that will be relevant to students in the 21st century.					
<b>Summative Evaluation</b>	District technology plan summative review, campus technology plan summative review, and IMA summative review.					
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>
<b>Implement professional development activities to assist teachers in how to use technology effectively to improve classroom instruction</b>	Administrators	Local Title II RLIS Grant	Summer 2017	Sign in sheets Meeting notes Agendas	Increased participation in district activities	Formative Reviews November, January, March, and June
<b>Implement professional development activities to assist teachers in improving the academic achievement of educationally disadvantaged students.</b>	Administrators Teachers	Local Title II RLIS Grant	August 2015	Sign in sheets Meeting notes Agendas	Increased participation in district activities Increased Scores	Formative Reviews November, January, March, and June
<b>Prepare teachers on campuses as technology leaders who will assist other teachers.</b>	Administrators Teachers	Local	June 2018	Sign in sheets Meeting notes Agendas	Increased participation in district technology activities	Formative Reviews November, January, March, and June
<b>Integrate advanced technologies, including emerging technologies, into curricula and instruction and use those technologies to create new learning environments.</b>	Administrators Teachers	Local	June 2015	Sign in sheets Meeting notes Agendas	Increased participation in district technology activities	Formative Reviews November, January, March, and June
<b>Purchase online curriculum, TEKS Resource System, Stemscores to enhance lesson planning.</b>	Classroom teacher Campus	Local IMA	June 2018	Lesson plans Progress reports STAAR/EOC	Progress reports Report cards District	Formative Reviews November, January, March, and June

<p><b>Enhance student learning by offering distance learning opportunities for students.</b></p>	Administrator Superintendent			<p>scores Early Literacy scores STAR Enterprise DMAC</p>	<p>Assessments State Assessments College Readiness</p>	
	Campus/District Administrator Superintendent	Local	June 2018	<p>Lesson plans Progress reports STAAR/EOC scores EARLY LITERACY scores DMAC</p>	<p>Short term and long term technology plan</p>	<p>Formative Reviews November, January, March, and June</p>
<p><b>Develop a plan to replace computers and technology in the district.</b></p>	Superintendent Technology Committee Administrators	Local	June 2018	<p>Meeting records Sign In Sheets</p>	<p>Short term and long term technology plan</p>	<p>Formative November, January, March, and June</p>
<p><b>Technology infrastructure will be continually updated to meet the needs of the students.</b></p>	Superintendent Technology Committee Administrators	Local	June 2018	<p>Meeting records Sign In Sheets</p>	<p>Short term and long term technology plan</p>	<p>Formative November, January, March, and June</p>

# Technology

## Goal 6

Use technology to enhance learning, communication and organization.

Performance Objective  
6.2

Provide differentiated professional development that enables teachers to implement technology in the classroom and increase higher order thinking in their instruction.

Summative Evaluation

District technology plan summative review, campus technology plan summative review, and IMA summative review.

Action Steps

Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
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Ongoing professional development regarding the use of data to drive instruction and to implement changes in scope and sequence.

Superintendent Technology Committee Administrators	Local Title II	Summer 2017	Training records Sign In Sheets	Progress reports Report cards District Assessments State Assessments	Formative Reviews November, January, March, and June
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Ongoing professional development for staff to develop and continually assess exemplar lessons that incorporate high levels of student expectations.

Superintendent Technology Committee Administrators	Local Title II	Summer 2017	Training records Sign In Sheets	Progress reports Report cards District Assessments State Assessments	Formative Reviews November, January, March, and June
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Ongoing technology professional development that includes providing technology for staff to be able to teach to develop 21<sup>st</sup> century learners.

Superintendent Technology Committee Administrators	Local Title II	Summer 2017	Training records Sign In Sheets	Progress reports Report cards District Assessments State Assessments	Formative Reviews November, January, March, and June
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