



Brazos Independent School District District Improvement Plan

2015-16

008-903

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 Needs Assessment for the 2015-2016 school year. 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. Family and Community Involvement
7. School Organization
8. Technology

District Improvement Plan Committee

Teresa Ressler: Special Programs Coordinator
Lauren Almanza- Assistant Principal
Shonda Hayton: teacher
Janice Hayek: teacher
Holly O'Rourke: teacher
Rolando Cantu: Teacher

Geneva Hatton: teacher
Jill Hutchins: teacher
Ashley Klotz: parent
Carolyn Raska: community member

Comprehensive Needs Assessment Findings:

District Demographics

| Brazos High School | # | % |
|------------------------------|-----|------|
| All Students | 233 | 100% |
| Male | 132 | 57% |
| Female | 101 | 43% |
| Hispanic | 113 | 48% |
| Asian | 2 | 1% |
| Black | 25 | 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% |

| Brazos Middle School | # | % |
|----------------------------|-----|-------|
| All Students | 169 | 100% |
| Male | 77 | 46% |
| Female | 92 | 54% |
| Hispanic | 72 | 43% |
| Asian | 1 | .5% |
| Black | 11 | 6.5% |
| White | 83 | 49% |
| 2 Or More Races | 2 | 1% |
| Economically Disadvantaged | 82 | 48.5% |
| ELL | 18 | 10.6% |
| Special Ed | 13 | 7.6% |
| Gifted & Talented | 10 | 6% |
| At Risk | 28 | 16.6% |
| Section 504 | 9 | 5.3% |

| Brazos Elementary School | # | % |
|---------------------------------|----------|----------|
| All Students | 371 | 100% |
| Male | 188 | 50.6% |
| Female | 183 | 50.4% |
| Hispanic | 196 | 52.8% |
| Asian | 2 | .5% |
| Black | 26 | 7% |
| White | 136 | 36.7% |
| 2 Or More Races | 11 | 2.9 |
| Economically Disadvantaged | 212 | 57.3 |
| ELL | 63 | 16.9% |
| Special Ed | 25 | 6.7 |
| Gifted & Talented | 9 | 2.4% |
| At Risk | 152 | 41% |
| Section 504 | 14 | 4% |

| Prairie Harbor Alternative School | # | % |
|--|----------|----------|
| All Students | 24 | 100% |
| Male | 0 | 0% |
| Female | 24 | 100% |
| Hispanic | 8 | 33% |
| Asian | 0 | 0% |
| Black | 9 | 37% |
| White | 4 | 16% |
| 2 Or More Races | 3 | 12% |
| Economically Disadvantaged | 24 | 100% |
| ELL | 0 | 0% |
| Special Ed | 14 | 58% |
| Gifted & Talented | 0 | 0% |
| At Risk | 24 | 100% |
| Section 504 | 0 | 0% |

Campus Needs Assessment Findings:

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

Continue to maintain a district accountability record of 100%

Summary of Current Needs

We need to develop a sound writing program to help our students to prepare for STAAR, College and their careers.

Increase the percentage of students achieving Phase-in Level II: Satisfactory Academic Performance and Level III: Advanced Academic Performance for STAAR Writing.

Work to improve the effectiveness of the new teacher training.

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

Staff development in technology.

Continue to increase our district's parent involvement activities.

Elementary math scores are low and targeted areas need to be addressed.

Increase the performance of ELL and Special Education students in targeted areas.

Increase the distinction designations for the district and campuses.

Increase system safeguards from 96% to 100%.

Title I and Parental Involvement 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 Involvement 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 Involvement 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 Involvement Policy, it is published below.

Brazos ISD Parent Involvement 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, BISD 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 Involvement 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 involvement 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 involvement 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, BISD 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 |
| Rural | Rural Grant | | IMA Committee |

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 Objective 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 as defined in No Child Left Behind. | | | | | | |
| Summative Evaluation | Use data from: (1) Brazos ISD STAAR/EOC 2011-2015; (2) Brazos ISD progress measures (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 | Title I Schoolwide Components |
| District will continue to target expected mathematical level expectations for the end of grades K-2 for both English and Spanish students. | Teachers Administrator Counselor | Title I State Comp Ed | June 2016 | Local assessments Early Literacy DMAC Reports | Progress Reports Report cards | Each six weeks-mid and end | TIA #1 |
| | Provide professional development to ensure vertical and horizontal curriculum alignment in STAAR tested subjects. | Teachers Administrators Region VI Teresa Ressler | Title II | June 2016 | 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 |
| Implement and utilize a comprehensive math program that emphasizes critical thinking and problem-solving to provide individualized support students who need it through PAW time, Advisory, and RTI. | Teachers Paraprofessionals Tutors Counselors | IMA Title I State Comp Ed | June 2016 | 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 | TIA #2 & #8 |
| Provide math content training that meets individual student | Teachers | Title I | June 2016 | Attendance at | Progress reports | Formative Reviews | TIA #4 and #5 |

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| <p>needs, builds capacity among teacher leaders, and uses data to make instructional decisions in regard to TEKS, STAAR, and EOC.</p> <p>Implement accommodations, co-teaching inclusion support and intervention to accelerate special education students not demonstrating mastery of grade level mathematics TEKS.</p> <p>Integrate the English Language Proficiency Standards to build academic language proficiency in mathematics.</p> <p>Provide opportunities for at-risk and ELL students in grades 3-12 to enhance math skills through summer school</p> | Administrators Counselors Region Centers | Title II | | Workshops, Feedback at Grade-Level Meetings, curriculum documents | Report cards District Assessments State Assessments College Readiness | November, January, March, and June | |
| | Teachers Administrators Counselors | AMI Funds | June 2016 | 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 | TIA #7 and #8 |
| | Teachers Administrators Counselors | Title II | June 2016 | 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 | TIA #2 & #8 |
| | Teachers Administrators | Title I | June 2016 | Lesson plans Walk through TEKS Resource System Reports Team planning | Progress reports Summer school Report cards | Formative Reviews End of summer school | TIA #2, #8 & #9 |

Research-Based Curriculum & Instruction

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|---|--|--------------------------|------------------------|-----------------------------------|----------------------------------|----------------------------|--------------------------------------|
| 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 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 as defined in No Child Left Behind. | | | | | | |
| Summative Evaluation | Use data from: (1) Brazos ISD STAAR/EOC 2011-2015; (2) Brazos ISD progress measures (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 | Title I Schoolwide Components |
| District will continue to target reading level expectations for the end of grades K-2 for all | Interventionist Teachers | Title I State Comp Ed | June 2016 | Early Literacy scores | Progress Reports Report cards | Each six weeks-mid and end | TIA #1 |

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| <p>students.</p> <p>Continue a variety of reading strategies and techniques, using fiction and nonfiction texts in all K-12 classrooms.</p> <p>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.</p> <p>Continue dyslexia program at each elementary and secondary campus.</p> <p>Implement accommodations, co-teaching, inclusion support and interventions to accelerate special education students not demonstrating mastery of grade-level TEKS.</p> <p>Implement English Language Proficiency Standards into language arts in the PK-12 curriculum.</p> <p>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,</p> | Administrator Counselor | 1.5 FTE | | DRA scores Local assessments | | | |
| | Teachers Librarians Administrators | Title I Local State Comp Ed 1 FTE | June 2016 | 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 2016 | 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 | TIA #2 & #8 |
| | Teachers Administrators | Local | June 2016 | Professional development certificates Sign in sheets | Program completion | August 1, 2013 | TIA #4 & #5 |
| | Teachers Administrators Counselors | Special Education Local/Federal Local | June 2016 | 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 | TIA #7 and #8 |
| | Teachers Administrators | Title III | June 2016 | 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 2016 | 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 | |

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| <p>persuasive, descriptive). Analyze the four facets of College Readiness Standards and incorporate them into the K-12 English Language Arts</p> <p>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</p> | Teachers Administrators | Local | June 2016 | 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 2016 | Lesson plans Walk through TEKS Resource System Reports Team planning | Progress reports Summer school Report cards | Formative Reviews End of summer school Summative reviews | TIA #2, #8 & #9 |

Research-Based Curriculum & Instruction

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|---|--|---|------------------------|--|---|---|--------------------------------------|
| 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 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 2011-2015; (2) Brazos ISD progress measures (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 | Title I Schoolwide Components |
| 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. | Teachers Administrators Region VI | Local Title II | June 2016 | 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 | TIA #2 & #8 |
| Continue staff development that provides strategies and tools to ensure hands-on, inquiry-based, high-level learning for the science | Teachers Administrators Region VI | Local Title I Title II Title III | June 2016 | Lesson plans Walk through TEKS Resource System Reports Curriculum | Progress reports Report cards District Assessments State Assessments | Formative Reviews November, January, March, and June | TIA #2 & #8 |

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| <p>program which meets the recommended and/or required percentages of classroom/laboratory and field investigations as indicated in the 2011-2013 science TEKS: 80% in grades K-1, 60% in grades 2-3, 50% in grades 4-5, and 40% in grades 6-12.</p> <p>Facilitate the use of Thinking Maps, 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 curriculum: 1) key cognitive strategies, 2) key content knowledge, 3) academic behaviors, and 4) contextual skills and</p> | | | | Notebooks Team planning | College Readiness | | |
| | Teachers Librarians Administrators | Local | June 2016 | 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 2016 | 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 | TIA #7 and #8 |
| | Teachers Administrators Instructional Assistants Tutors Counselors | IMA | June 2016 | 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 | TIA #2 & #8 |
| | Teachers Administrators | Local | June 2016 | 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 | |

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| awareness. | | | | | | | |
| | Continue to integrate the required English Language Proficiency Standards (ELPS) as an integral part of science curriculum. | | | | | | |
| Provide training for K-12 science teachers that addresses Science TEKS. | Teachers | Title III | June 2016 | Lesson plans | Progress reports | Each six weeks-mid | |
| | Administrators | | | Walk through TEKS Resource System Reports Team planning | Report cards District Assessments State Assessments College Readiness | and end | |
| | Teachers | Local | August 2016 | Lesson plans | Progress reports | Formative Reviews | TIA #2 & #8 |
| | Administrators Region VI | Title II | | Walk through TEKS Resource System Reports Team planning | Report cards District Assessments State Assessments College Readiness | November, January, March, and June | |

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. | | | | | | |
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| 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 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 Thinking Maps, 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, | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timelines | Title I Schoolwide Components |
| | Teachers Administrators | Local Title I Title II | August 2016 | 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 | August 2016 | 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 2016 | 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 | Special Education Local/Federal | June 2016 | Schedules Feedback at Grade- | Progress reports Report cards | Formative Reviews November, | TIA #7 and #8 |

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| and intervention to accelerate special education students and English Language Learners (ELLs) not demonstrating mastery of grade level STAAR/EOC. | Counselors | | | Level meetings ARD Documents | District Assessments State Assessments College Readiness | January, March, and June |
| Incorporate Freedom Week activities into the curriculum. HB 708 | Teachers Instructional assistants Administrators | Local | June 2016 | Schedules Walk through Team planning | Lesson plans Student displays | November |
| Implement Education Go Get It Week for middle and high school students (HB 2237; Sect 2) (TEC 29.911). | Teachers Instructional assistants Administrators | Local | June 2016 | Schedules Walk through Team planning | Lesson plans Student displays | March |

High Quality Professional Development

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| Goal 2 | Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body. | | | | | | |
| Performance Objectives 2.1 | 100% of all professional and paraprofessional personnel will meet the definition of "highly qualified" according to No Child Left Behind by the end of 2015-2016 school year. | | | | | | |
| 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 | Title I Schoolwide Components |
| Continue to hold new teacher orientation | Administrators Teresa Ressler | Local | August 2016 | Sign in sheets Training documents | Lesson plans Book reviews Walk throughs | Formative Reviews November, January, March, and June | TIA # 3 |
| Attend job fairs to recruit highly qualified teachers as needed. | Administrators | Local | July-August 2016 | Sign in sheets Interview schedules | Highly Qualified staff in each classroom | Formative Reviews November, January, March, and June | TIA # 3 |
| Conduct annual reviews of | Administrators | Local | August- | Highly Qualified | Highly Qualified | Formative | TIA # 3 |

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| <p>certifications and continue to encourage staff to increase certifications if needed to meet highly qualified. Provide math content training that meets individual student needs, builds capacity among teacher leaders, and uses data to make instructional decisions.</p> <p>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.</p> <p>Provide training for K-12 science teachers that addresses Science TEKS.</p> <p>Provide staff development to develop a rigorous writing program to increase student performance for K-12</p> <p>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 Law), and Crisis Prevention Intervention (CPI).</p> | | | September 2016 | Certification | staff in each classroom | Reviews November, January, March, and June | |
| | Teachers Administrators Region VI Teresa Ressler | Local Title II | Summer 2016 | 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 | TIA #2 & #8 |
| | Teachers Administration | Local | August 2016 | Training records Test registration | Testing results | Formative Reviews June July August | TIA#3 |
| | Region VI Consultants Teachers Administrators | Title II | August 2016 | 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 2016 | Training records Sign In Sheets | Progress reports Report cards District Assessments State Assessments | Formative Reviews November, January, March, and June | TIA #4 |
| | Teachers Administrators Trainers | Local | August 2016 | Training records Sign In Sheets | 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. NCLB Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective
3.1

All internal and external threats to the safety of students, staff, and patrons in the 2011-2013 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 | Title I Schoolwide Components |
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Ensure the district is National Incident Management System (NIMS) compliant and rewrite the Crisis Management Handbook to reflect 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.

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| Teachers Administrators | Local | June 2016 | Sign In Sheets | Crisis Management Plans Drill records | Formative Reviews November, January, March, and June | TIA #10 |
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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.

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| Teachers Administrators | Local | June 2016 | PEIMS records Sign In Sheets | Crisis Management Plans Drill records | Formative Reviews November, January, March, and June | TIA #10 |
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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

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| Teachers Administrators Local law enforcement | Local | June 2016 | Audit Report Sheets | Crisis Management Plans Audit schedule | Formative Reviews November, January, March, and | TIA #10 |
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|--|--|--------------|------------------|--|--|---|-------------------------|
| <p>processes. Use results to target additional training with campus personnel.</p> | June | | | | | | |
| <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 Deborah Haltom</p> | <p>Local</p> | <p>June 2016</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>TIA #10</p> |
| <p>Continue to use School Reach/School Messenger to communication with parents and guardians about school events.</p> | <p>Office staff Teachers Administrators</p> | <p>Local</p> | <p>June 2016</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>TIA #10</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 coordinated school health programming and its impact on student health and learning including HB2176 addressing parenting skills, relationship skills, and family violence prevention.</p> | <p>Teachers Administrators Athletic Director Community</p> | <p>Local</p> | <p>June 2016</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 2016</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>TIA #6 & #10</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 2016</p> | <p>Registration</p> | <p>Sign in sheets from professional development presented to faculty and</p> | <p>Formative Reviews November, January, March, and June</p> | <p>TIA #6 & #10</p> |

| | | | | | | | |
|---|---|-------|-----------|------------------|--|---|--------------|
| <p>Increase parent, student, staff, and community awareness and information availability of BISD safe schools initiatives focusing on intervention, prevention, and enforcement of the following:</p> <ul style="list-style-type: none"> • Violence prevention/intervention • Dating violence • Bullying/Cyber bullying • Disability Harassment • Suicide • Danger of drug, alcohol, tobacco abuse • Sexual abuse • Prescription drug abuse • Communication/Awareness/Support <p>Conduct on a frequent basis on all secondary campuses unannounced drug dog searches to help prevent drug possession, distribution, and use at school.</p> | Counselors Administrators Region VI | Local | June 2016 | Registration | staff Sign in sheets from professional development presented to faculty and staff | Formative Reviews November, January, March, and June | TIA #6 & #10 |
| | Administrators | Local | June 2016 | Records of visit | PEIMS reports | Formative Reviews November, January, March, and June | |

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 | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timelines | Title I Schoolwide Components |
| 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 2016 | Attendance reports | PEIMS Reports Report cards | Formative Reviews November, January, March, and June | TIA #1 |
| | Summer school to remediate any deficient area determined by attendance records and academic records. | Teachers Administrators | Title I State Comp Ed | July 2016 | Structured lessons Altered schedules | Progress reports Report cards STAAR/EOC | Formative Review after each flex day TIA #2, #8 & #9 |

| Goal 4 | | Ensure that students understand the importance of attending school and completing high school. | | | | | |
|--|---|---|-----------|----------------------|---------------|---|------------------|
| NCLB Goal 5: All students will graduate from 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 2016 | Conference schedules | PEIMS Reports | Formative Reviews November, January, March, and June | TIA #1, #6, & #9 |

| | | | | | | | |
|--|--|-------|-----------------------------|-------------------------|---------------|--|---------------------|
| Inform students and parents of academic and support programs available to students at-risk of dropping out of school. | Counselors Administrators Teachers | Local | June 2016 As needed | Conference schedules | PEIMS Reports | Formative Reviews November, January, March, and June | TIA #1, #6, & #9 |
| Continue exit interview for students contemplating dropping out of school. Provide alternatives to dropping out of school and discussion of alternative programs. | Counselors Administrators | Local | June 2016, and as needed | Conference schedules | PEIMS Reports | Formative Reviews November, January, March, and June | TIA #1 |

Parent and Community Involvement

| Goal 5 | | Enhance communication between district, schools, parents and the community by encouraging parents and community members to actively support the schools. | | | | | |
|---|---|---|------------------------|---|---|---|--------------------------------------|
| Performance Objective 5.1 | Continue to enhance and increase parent involvement as it relates to positive academic achievement. Involvement to be measured by annual evaluation of parent involvement opportunities by parents; by active participation in parent trainings; and parent involvement activities offered throughout the year. | | | | | | |
| Summative Evaluation | School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities. | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timelines | Title I Schoolwide Components |
| <p>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.</p> <p>Disseminate positive district/campus/teacher information via website, local news media, cougar connection, newsletters, and social media and school reach.</p> | BMS Staff BES Staff BHS Staff | Local | August 2016 | Sign in sheets | Increased parent participation in grade level curriculum expectations | Formative Review November | TIA #6 |
| | BES Faculty and Staff | Local | October 2016 | Parent compacts Conference records, parent portal access | Increased parental participation in student's academic progress | Formative Review November | TIA #6 |
| | Webmaster Administrators Teachers | Local | June 2016 | # of newsletters sent home # of hits on website # of surveys returned | Increased participation in district activities | Formative Reviews November, January, March, and June | TIA #6 |

Parent and Community Involvement

| Goal 5 | | Enhance communication between district, schools, parents and the community by encouraging parents and community members to actively support the schools. | | | | | |
|--|--|---|------------------------|--|---|---|--------------------------------------|
| Performance Objective 5.2 | Allow for parental and community input to decision makers by developing and sustaining strong systems that promote parent involvement. | | | | | | |
| Summative Evaluation | Review of sign in sheets and data collection of participation. | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timelines | Title I Schoolwide Components |
| Increase participation of parents and community members in the site-based decision making process. | Webmaster Administrators Teachers | Local | June 2016 | Sign in sheets Meeting notes Agendas, increased participation | Increased involvement in district decision making | Formative Reviews November, January, March, and June | TIA #6 |
| Provide opportunities for volunteerism in our district including mentoring, PTE, Booster clubs, RAP mentoring and athletic functions. | Webmaster Administrators Teachers | Local | June 2016 | Sign in sheets | Increased participation in district activities | Formative Reviews November, January, March, and June | TIA #6 |

Parent and Community Involvement

| Goal 5 | | Enhance communication between district, schools, parents and the community by encouraging parents and community members to actively support the schools. | | | | | |
|---|--|---|------------------------|--|--|--|--------------------------------------|
| Performance Objective 5.3 | Continue to promote parent communication and involvement utilizing the district's technology platform to facilitate this effort and measured by use of technology for outreach to parents. | | | | | | |
| Summative Evaluation | Website usage report as well as student, parent, and community input | | | | | | |
| Action Steps | Person(s) Responsible | Resources | Completion Date | Evidence of Implementation | Evidence of Impact | Benchmark Timelines | Title I Schoolwide Components |
| Maintain a user friendly district/campus/teacher website which includes a comprehensive District calendar. | Webmaster Administrators Teachers | Local | June 2016 | Sign in sheets Meeting notes Agendas | Increased participation in district activities | Formative Reviews November, January, March, | TIA #6 |

| | | | | | | | |
|--|----------------------------|-------|-----------------------|--|--|---|--------|
| Utilize parent grade book and provide parents with instructions for access | Webmaster | Local | August-September 2016 | Sign in sheets Meeting notes Agendas | Increased participation in district activities | and June | TIA #6 |
| | Administrators Teachers | | | | | Formative Reviews November, January, March, and June | |

Technology

| Goal 6 Use technology to enhance learning, communication and organization | | | | | | | |
|--|--|---------------------------------|------------------------|--|--|---|--------------------------------------|
| Performance Objective 6.1 | Infuse technology into engaging teaching and learning experiences which foster authentic learning that will be relevant to students in the 21st century. | | | | | | |
| 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 | Title I Schoolwide Components |
| Implement professional development activities to assist teachers in how to use technology effectively to improve classroom instruction | Administrators | Local | Summer 2016 | Sign in sheets Meeting notes Agendas | Increased participation in district activities | Formative Reviews November, January, March, and June | TIA #6 |
| | | Title II RLIS Grant | | | | | |
| Implement professional development activities to assist teachers in improving the academic achievement of educationally disadvantaged students. | 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 | TIA #6 |
| Prepare teachers on campuses as technology leaders who will assist other teachers. | Administrators Teachers | Local | June 2016 | Sign in sheets Meeting notes Agendas | Increased participation in district technology activities | Formative Reviews November, January, March, and June | TIA #6 |
| Integrate advanced technologies, including emerging technologies, into curricula and instruction and use those technologies to create new learning environments. | Administrators Teachers | Local | June 2015 | Sign in sheets Meeting notes Agendas | Increased participation in district technology activities | Formative Reviews November, January, March, and June | TIA #6 |

| | | | | | | |
|---|---|--------------|---------------|--|--|---|
| Purchase online curriculum, TEKS Resource System, Stemscores to enhance lesson planning. | Classroom teacher Campus Administrator Superintendent | Local IMA | June 2016 | Lesson plans Progress reports STAAR/EOC scores Early Literacy scores STAR Enterprise DMAC | Progress reports Report cards District Assessments State Assessments College Readiness | Formative Reviews November, January, March, and June |
| Purchase laptops to increase student academic achievement and technology awareness. | Administrator Superintendent Technology Dept. | Rural Grant | December 2016 | Purchase orders | Walkthroughs Use of online textbook resources | Formative Reviews November, January, March, and June |
| Enhance student learning by offering distance learning opportunities for students. | Campus/District Administrator Superintendent | Local | June 2016 | Lesson plans Progress reports STAAR/EOC scores EARLY LITERACY scores DMAC | Short term and long term technology plan | Formative Reviews November, January, March, and June |
| Develop a plan to replace computers and technology in the district. | Superintendent Technology Committee Administrators | Local | June 2016 | Meeting records Sign In Sheets | Short term and long term technology plan | Formative November, January, March, and June |
| Technology infrastructure will be continually updated to meet the needs of the students. | Superintendent Technology Committee Administrators | Local | June 2016 | Meeting records Sign In Sheets | Short term and long term technology plan | Formative November, January, March, and June |

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. All professional staff will be required to use Project SHARE.

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 | Title I Schoolwide Components |
|-----------------------|-----------|-----------------|----------------------------|--------------------|---------------------|-------------------------------|
|-----------------------|-----------|-----------------|----------------------------|--------------------|---------------------|-------------------------------|

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 2016 | Training records Sign In Sheets | Progress reports Report cards District Assessments State Assessments | Formative Reviews November, January, March, and June | TIA #4 |
|---|-------------------|-------------|------------------------------------|---|--|--------|

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 2016 | Training records Sign In Sheets | Progress reports Report cards District Assessments State Assessments | Formative Reviews November, January, March, and June | TIA #4 |
|---|-------------------|-------------|------------------------------------|---|--|--------|

Ongoing technology professional development that includes providing technology for staff to be able to teach to develop 21st century learners.

| | | | | | | |
|---|-------------------|-------------|------------------------------------|---|--|--------|
| Superintendent Technology Committee Administrators | Local Title II | Summer 2016 | Training records Sign In Sheets | Progress reports Report cards District Assessments State Assessments | Formative Reviews November, January, March, and June | TIA #4 |
|---|-------------------|-------------|------------------------------------|---|--|--------|

SCE Expenses 2015-2016

| Position/Assignment/Activity | Total FTE's | Total \$ |
|------------------------------|------------------------------------|----------|
| Salaries | BES-FTE | \$-BES |
| | BMS-FTE | \$-BMS |
| | BHS-FTE | \$-BHS |
| DAEP | BHS- FTE Substitute-\$20,000.00 | BHS |
| In School Tutorials | BMS- | \$-BES |
| | BHS- | \$-BMS |
| | | \$-BHS |
| After School Tutorials | | |
| BES-Summer School | | |
| BMS-\$8000.00 Summer School | | |
| BHS-\$8,000.00 Summer School | | |
| Total State Comp Ed | | \$ |

Title I Part A Expenses 2014-2015

| Position/Assignment/Activity | Total FTE's | Total \$ |
|-------------------------------------|---------------------------|-----------------|
| Salaries (6100) | FTE | \$ |
| Tutorials (6100) | Additional Staff Salaries | \$ |
| Summer School (6100) | Stipend | \$ |
| ESC Fee Service (6200) | | \$ |
| Homeless-Set Aside (6300) | | \$ |
| Travel for Professional Development | | \$ |
| TQ set aside-Travel (6400) | | |
| Total Title I | | \$ |

Title II Part A Expenses 2014-2015

| Position/Assignment/Activity | Total FTE's | Total \$ |
|---|---|-----------------|
| Substitutes for Professional Development-6100 | BES-\$ BMS-\$ BHS-\$ | \$ |
| Professional Services-6219 | Math/Science Fee Service-\$ Contracted Services for Consultants-\$ EOC Extra Service-\$ | \$ |
| General Supplies-6399 | Professional Development | \$ |
| Travel for Professional Development-6411 | BES-\$ BMS-\$ BHS-\$ | \$ |
| Indirect Costs | Predetermined Indirect Cost Rate 3.91% | \$ |
| Total Title II | | \$ |

Title III 2014-2015

| Position/Assignment/Activity | Total FTE's | Total \$ |
|---|--------------------|-----------------|
| District Planning Amount Supplies-\$ Travel/Registration-\$ | | \$ |
| Total Title III | | \$ |