

Brazos Independent School District
Brazos Elementary
2024-2025 Campus Improvement Plan



Vision

Brazos ISD inspires each student to become a productive citizen who demonstrates leadership, passion, and selfreliability. We foster a culture of respect, community, perseverance, and achievement.

Si tiene preguntas o necesita asistencia en traducir este documento, por favor llame a la escuela al (979) 478-6610.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Summary of Current Needs

- Students are not on grade level in Reading and Math. STAAR tested grades have a low percent at the meets and masters levels.
- Identify the baseline for each student, and target how to close the gap, determine which resources are to be used, how often, and track progress.
- Overall assessment of current programs, their purpose, alignment, and effectiveness.
- Teach to the meets and masters level of standards and scaffold instruction for students below..
- RTI procedures for identifying students, documenting, selecting lessons, monitoring progress, parent communication, follow up, and next steps.
- Review, decide, and implement a school wide vertical plan for reading, writing, math, and science.
- Address Math Curriculum needs.
- Special Education referral/tracking process: Procedures, forms, data collection, staffings, recommendations, and decision making.
- Data Disaggregation: timeline, calendar out team meetings, grade level, and individual teacher data disaggregation to identify strengths and areas of improvement.
- Parent Involvement and Communication: more effective ways to include parents in school activities, programs, and make them feel comfortable at the campus.

Demographics

Demographics Summary

Student Demographics:

Total Enrollment: 340 students EE-05

Female	166
Male	179
Hispanic-Latino	196
Asian	0
Black-African American	20
Native Hawaiian-Pacific Islander	0
White	120
Two-or-More	9

Student Programs

Gifted and Talented	7
Section 504	19
Special Education	62
Emergent Bilingual	79
Dyslexia	23
Title I School Wide	347

Student Indicators

Foster Care	0
Intervention Indicator	105
Military Connected	8
Economic Disadvantaged	236
Homeless	2

Student Learning

Student Learning Summary

STAAR 3-8 Performance Report for (008903102) - Brazos EL																	
Approaches or Above all																	
	All Students	African American	Hispanic	White	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Non Migrant	EL Current & Monitered
Subject Area - STAAR 3-8 Reading																	
2024	78%	64%	69%	94%	100%	73%	83%	53%	100%	N/A	78%	76%	82%	73%	81%	78%	71%
2023	69%	67%	65%	72%	100%	63%	75%	31%	100%	N/A	69%	62%	83%	62%	72%	69%	67%
2022	78%	100%	73%	82%	100%	80%	75%	43%	100%	N/A	78%	71%	89%	66%	87%	78%	79%
2021	70%	67%	69%	75%	N/A	59%	85%	43%	N/A	N/A	70%	71%	69%	63%	80%	70%	75%
Subject Area - STAAR 3-8 Mathematics																	
2024	67%	45%	57%	88%	75%	61%	74%	42%	100%	N/A	67%	63%	76%	63%	70%	67%	65%
2023	66%	22%	61%	78%	83%	68%	63%	38%	67%	N/A	66%	56%	85%	54%	70%	66%	69%
2022	77%	75%	74%	80%	100%	79%	75%	52%	100%	N/A	77%	72%	85%	62%	88%	77%	82%
2021	67%	33%	67%	75%	N/A	63%	71%	43%	N/A	N/A	67%	63%	77%	63%	71%	67%	67%
Subject Area - STAAR 3-8 Science																	
2024	56%	N/A	44%	78%	100%	56%	55%	33%	100%	N/A	56%	42%	83%	41%	62%	56%	47%
2023	77%	67%	72%	86%	100%	73%	80%	63%	N/A	N/A	77%	68%	94%	71%	79%	77%	67%
2022	86%	100%	83%	88%	100%	88%	82%	20%	N/A	N/A	86%	86%	86%	73%	90%	86%	67%
Approaches or Above 03																	
	All Students	African American	Hispanic	White	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Non Migrant	EL Current & Monitered
Subject Area - STAAR 3-8 Reading																	

STAAR 3-8 Performance Report for (008903102) - Brazos EL																	
2024	75%	25%	69%	94%	N/A	68%	81%	64%	N/A	N/A	75%	80%	62%	83%	63%	75%	86%
2023	62%	50%	48%	78%	100%	57%	67%	18%	100%	N/A	62%	54%	76%	55%	63%	62%	60%
2022	65%	100%	57%	71%	100%	76%	56%	56%	100%	N/A	65%	55%	87%	52%	88%	65%	70%
Subject Area - STAAR 3-8 Mathematics																	
2024	63%	25%	50%	89%	N/A	59%	65%	55%	N/A	N/A	63%	63%	62%	69%	53%	63%	86%
2023	52%	25%	33%	83%	67%	57%	46%	9%	N/A	N/A	52%	40%	76%	27%	59%	52%	40%
2022	54%	N/A	50%	59%	100%	57%	52%	33%	100%	N/A	54%	52%	60%	39%	82%	54%	60%
Approaches or Above 04																	
	All Students	African American	Hispanic	White	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Non Migrant	EL Current & Monitered
Subject Area - STAAR 3-8 Reading																	
2024	87%	100%	81%	93%	100%	87%	88%	58%	100%	N/A	87%	86%	89%	70%	92%	87%	78%
2023	63%	50%	63%	61%	100%	60%	67%	20%	100%	N/A	63%	57%	79%	43%	71%	63%	55%
2022	84%	100%	81%	88%	100%	75%	92%	43%	100%	N/A	84%	81%	88%	81%	86%	84%	86%
Subject Area - STAAR 3-8 Mathematics																	
2024	72%	80%	62%	93%	50%	70%	75%	42%	100%	N/A	72%	64%	84%	60%	76%	72%	56%
2023	65%	N/A	67%	67%	100%	64%	67%	40%	100%	N/A	65%	57%	86%	57%	69%	65%	73%
2022	80%	100%	77%	81%	100%	75%	84%	43%	100%	N/A	80%	67%	92%	81%	79%	80%	86%
Approaches or Above 05																	
	All Students	African American	Hispanic	White	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Non Migrant	EL Current & Monitered
Subject Area - STAAR 3-8 Reading																	
2024	72%	50%	59%	94%	100%	66%	82%	40%	100%	N/A	72%	64%	89%	59%	78%	72%	60%
2023	83%	100%	83%	79%	100%	73%	92%	63%	N/A	N/A	83%	77%	94%	86%	82%	83%	80%
2022	86%	100%	83%	88%	100%	88%	82%	20%	N/A	N/A	86%	82%	93%	82%	87%	86%	78%
2021	70%	67%	69%	75%	N/A	59%	85%	43%	N/A	N/A	70%	71%	69%	63%	80%	70%	75%

STAAR 3-8 Performance Report for (008903102) - Brazos EL																	
Subject Area - STAAR 3-8 Mathematics																	
2024	67%	N/A	59%	83%	100%	56%	82%	33%	100%	N/A	67%	61%	78%	53%	73%	67%	60%
2023	81%	33%	83%	86%	100%	86%	76%	75%	N/A	N/A	81%	74%	94%	71%	85%	81%	87%
2022	100%	100%	100%	100%	100%	100%	100%	100%	N/A	N/A	100%	100%	100%	100%	100%	100%	100%
2021	67%	33%	67%	75%	N/A	63%	71%	43%	N/A	N/A	67%	63%	77%	63%	71%	67%	67%
Subject Area - STAAR 3-8 Science																	
2024	56%	N/A	44%	78%	100%	56%	55%	33%	100%	N/A	56%	42%	83%	41%	62%	56%	47%
2023	77%	67%	72%	86%	100%	73%	80%	63%	N/A	N/A	77%	68%	94%	71%	79%	77%	67%
2022	86%	100%	83%	88%	100%	88%	82%	20%	N/A	N/A	86%	86%	86%	73%	90%	86%	67%
Meets or Above all																	
	All Students	African American	Hispanic	White	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Non Migrant	EL Current & Monitered
Subject Area - STAAR 3-8 Reading																	
2024	45%	45%	31%	66%	75%	40%	50%	13%	50%	N/A	45%	39%	56%	36%	51%	45%	35%
2023	43%	22%	37%	52%	67%	39%	47%	10%	67%	N/A	43%	33%	64%	36%	45%	43%	39%
2022	53%	75%	47%	57%	100%	53%	54%	29%	50%	N/A	53%	46%	64%	28%	73%	53%	42%
2021	40%	33%	38%	50%	N/A	37%	45%	N/A	N/A	N/A	40%	38%	46%	30%	55%	40%	42%
Subject Area - STAAR 3-8 Mathematics																	
2024	36%	9%	29%	52%	50%	39%	32%	21%	100%	N/A	36%	29%	48%	30%	39%	36%	39%
2023	34%	N/A	34%	38%	50%	35%	33%	10%	67%	N/A	34%	31%	40%	33%	34%	34%	42%
2022	47%	25%	38%	59%	80%	55%	39%	29%	50%	N/A	47%	43%	53%	31%	58%	47%	48%
2021	48%	N/A	48%	58%	N/A	44%	52%	43%	N/A	N/A	48%	49%	46%	48%	48%	48%	67%
Subject Area - STAAR 3-8 Science																	
2024	24%	N/A	13%	44%	50%	25%	23%	13%	100%	N/A	24%	17%	39%	18%	27%	24%	13%
2023	45%	33%	41%	50%	100%	50%	40%	38%	N/A	N/A	45%	42%	50%	50%	42%	45%	47%
2022	52%	N/A	48%	56%	100%	64%	35%	20%	N/A	N/A	52%	46%	64%	27%	61%	52%	22%
Meets or Above 03																	

STAAR 3-8 Performance Report for (008903102) - Brazos EL

	All Students	African American	Hispanic	White	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Non Migrant	EL Current & Monitered
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Subject Area - STAAR 3-8 Reading

2024	48%	25%	38%	67%	N/A	41%	54%	27%	N/A	N/A	48%	46%	54%	45%	53%	48%	57%
2023	38%	25%	26%	61%	33%	32%	46%	9%	100%	N/A	38%	26%	65%	27%	41%	38%	30%
2022	25%	N/A	14%	35%	100%	19%	30%	22%	N/A	N/A	25%	15%	47%	3%	65%	25%	10%

Subject Area - STAAR 3-8 Mathematics

2024	27%	N/A	23%	39%	N/A	27%	27%	27%	N/A	N/A	27%	31%	15%	24%	32%	27%	29%
2023	19%	N/A	15%	33%	N/A	25%	13%	9%	N/A	N/A	19%	17%	24%	18%	20%	19%	20%
2022	25%	N/A	11%	47%	50%	33%	19%	11%	N/A	N/A	25%	18%	40%	13%	47%	25%	40%

Meets or Above 04

	All Students	African American	Hispanic	White	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Non Migrant	EL Current & Monitered
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Subject Area - STAAR 3-8 Reading

2024	55%	80%	35%	86%	50%	52%	58%	17%	100%	N/A	55%	46%	68%	50%	57%	55%	56%
2023	31%	N/A	22%	39%	100%	28%	33%	N/A	50%	N/A	31%	23%	50%	14%	37%	31%	18%
2022	64%	100%	62%	63%	100%	55%	72%	43%	100%	N/A	64%	62%	67%	56%	69%	64%	57%

Subject Area - STAAR 3-8 Mathematics

2024	47%	20%	31%	86%	50%	57%	38%	17%	100%	N/A	47%	32%	68%	40%	49%	47%	44%
2023	41%	N/A	41%	39%	100%	40%	42%	N/A	100%	N/A	41%	31%	64%	36%	43%	41%	55%
2022	42%	N/A	35%	56%	100%	55%	32%	29%	100%	N/A	42%	43%	42%	44%	41%	42%	43%

Meets or Above 05

	All Students	African American	Hispanic	White	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Non Migrant	EL Current & Monitered
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STAAR 3-8 Performance Report for (008903102) - Brazos EL																	
Subject Area - STAAR 3-8 Reading																	
2024	33%	N/A	22%	50%	100%	31%	36%	N/A	N/A	N/A	33%	28%	44%	12%	43%	33%	13%
2023	60%	33%	62%	57%	100%	59%	60%	25%	N/A	N/A	60%	52%	75%	64%	58%	60%	60%
2022	74%	100%	70%	75%	100%	80%	65%	20%	N/A	N/A	74%	71%	79%	55%	81%	74%	56%
2021	40%	33%	38%	50%	N/A	37%	45%	N/A	N/A	N/A	40%	38%	46%	30%	55%	40%	42%
Subject Area - STAAR 3-8 Mathematics																	
2024	33%	N/A	31%	39%	50%	34%	32%	20%	100%	N/A	33%	25%	50%	35%	32%	33%	40%
2023	43%	N/A	45%	43%	100%	41%	44%	25%	N/A	N/A	43%	45%	38%	43%	42%	43%	47%
2022	76%	100%	74%	75%	100%	72%	82%	60%	N/A	N/A	76%	71%	86%	64%	81%	76%	67%
2021	48%	N/A	48%	58%	N/A	44%	52%	43%	N/A	N/A	48%	49%	46%	48%	48%	48%	67%
Subject Area - STAAR 3-8 Science																	
2024	24%	N/A	13%	44%	50%	25%	23%	13%	100%	N/A	24%	17%	39%	18%	27%	24%	13%
2023	45%	33%	41%	50%	100%	50%	40%	38%	N/A	N/A	45%	42%	50%	50%	42%	45%	47%
2022	52%	N/A	48%	56%	100%	64%	35%	20%	N/A	N/A	52%	46%	64%	27%	61%	52%	22%
Masters or Above all																	
	All Students	African American	Hispanic	White	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Non Migrant	EL Current & Monitered
Subject Area - STAAR 3-8 Reading																	
2024	15%	N/A	10%	28%	25%	14%	17%	5%	N/A	N/A	15%	10%	26%	11%	18%	15%	6%
2023	12%	N/A	13%	12%	17%	9%	15%	N/A	N/A	N/A	12%	8%	21%	13%	12%	12%	14%
2022	22%	25%	13%	33%	60%	21%	23%	5%	N/A	N/A	22%	13%	36%	9%	32%	22%	9%
2021	23%	N/A	19%	42%	N/A	19%	30%	N/A	N/A	N/A	23%	18%	38%	19%	30%	23%	25%
Subject Area - STAAR 3-8 Mathematics																	
2024	11%	9%	5%	20%	25%	14%	7%	3%	N/A	N/A	11%	7%	18%	9%	12%	11%	6%
2023	9%	N/A	8%	12%	17%	12%	7%	N/A	N/A	N/A	9%	7%	15%	8%	10%	9%	8%
2022	24%	25%	21%	24%	60%	26%	22%	10%	50%	N/A	24%	20%	30%	14%	31%	24%	21%
2021	31%	N/A	33%	33%	N/A	26%	38%	29%	N/A	N/A	31%	31%	31%	26%	38%	31%	42%
Subject Area - STAAR 3-8 Science																	

STAAR 3-8 Performance Report for (008903102) - Brazos EL																	
2024	9%	N/A	9%	11%	N/A	9%	9%	7%	N/A	N/A	9%	11%	6%	6%	11%	9%	7%
2023	26%	N/A	21%	36%	100%	36%	16%	25%	N/A	N/A	26%	26%	25%	29%	24%	26%	27%
2022	24%	N/A	26%	19%	50%	28%	18%	20%	N/A	N/A	24%	18%	36%	9%	29%	24%	11%
Masters or Above 03																	
	All Students	African American	Hispanic	White	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Non Migrant	EL Current & Monitered
Subject Area - STAAR 3-8 Reading																	
2024	13%	N/A	8%	22%	N/A	5%	19%	9%	N/A	N/A	13%	11%	15%	10%	16%	13%	N/A
2023	4%	N/A	4%	6%	N/A	4%	4%	N/A	N/A	N/A	4%	3%	6%	9%	2%	4%	10%
2022	6%	N/A	N/A	18%	N/A	N/A	11%	N/A	N/A	N/A	6%	N/A	20%	N/A	18%	6%	N/A
Subject Area - STAAR 3-8 Mathematics																	
2024	8%	N/A	N/A	22%	N/A	9%	8%	N/A	N/A	N/A	8%	6%	15%	7%	11%	8%	N/A
2023	4%	N/A	4%	6%	N/A	7%	N/A	N/A	N/A	N/A	4%	6%	N/A	N/A	5%	4%	N/A
2022	10%	N/A	4%	18%	50%	10%	11%	11%	N/A	N/A	10%	6%	20%	3%	24%	10%	10%
Masters or Above 04																	
	All Students	African American	Hispanic	White	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Non Migrant	EL Current & Monitered
Subject Area - STAAR 3-8 Reading																	
2024	17%	N/A	12%	36%	N/A	22%	13%	8%	N/A	N/A	17%	7%	32%	20%	16%	17%	11%
2023	12%	N/A	7%	22%	N/A	8%	17%	N/A	N/A	N/A	12%	6%	29%	N/A	17%	12%	N/A
2022	29%	N/A	23%	38%	100%	30%	28%	14%	N/A	N/A	29%	19%	38%	25%	31%	29%	21%
Subject Area - STAAR 3-8 Mathematics																	
2024	17%	20%	12%	29%	N/A	30%	4%	8%	N/A	N/A	17%	14%	21%	30%	14%	17%	22%
2023	10%	N/A	4%	17%	50%	12%	8%	N/A	N/A	N/A	10%	3%	29%	N/A	14%	10%	N/A
2022	22%	N/A	19%	25%	100%	25%	20%	14%	100%	N/A	22%	24%	21%	19%	24%	22%	21%

STAAR 3-8 Performance Report for (008903102) - Brazos EL																	
Masters or Above 05																	
	All Students	African American	Hispanic	White	Two or More Races	Male	Female	SPED (Current)	SPED (Former)	Cont. Enr.	Non Cont. Enr.	Econ Disadv	Non Econ Disadv	At Risk	Non At Risk	Non Migrant	EL Current & Monitered
Subject Area - STAAR 3-8 Reading																	
2024	17%	N/A	9%	28%	50%	16%	18%	N/A	N/A	N/A	17%	11%	28%	6%	22%	17%	7%
2023	21%	N/A	28%	7%	100%	18%	24%	N/A	N/A	N/A	21%	16%	31%	29%	18%	21%	27%
2022	33%	100%	17%	44%	100%	32%	35%	N/A	N/A	N/A	33%	25%	50%	9%	42%	33%	N/A
2021	23%	N/A	19%	42%	N/A	19%	30%	N/A	N/A	N/A	23%	18%	38%	19%	30%	23%	25%
Subject Area - STAAR 3-8 Mathematics																	
2024	7%	N/A	3%	11%	50%	6%	9%	N/A	N/A	N/A	7%	3%	17%	N/A	11%	7%	N/A
2023	15%	N/A	17%	14%	N/A	18%	12%	N/A	N/A	N/A	15%	13%	19%	21%	12%	15%	20%
2022	40%	100%	43%	31%	50%	40%	41%	N/A	N/A	N/A	40%	32%	57%	36%	42%	40%	33%
2021	31%	N/A	33%	33%	N/A	26%	38%	29%	N/A	N/A	31%	31%	31%	26%	38%	31%	42%
Subject Area - STAAR 3-8 Science																	
2024	9%	N/A	9%	11%	N/A	9%	9%	7%	N/A	N/A	9%	11%	6%	6%	11%	9%	7%
2023	26%	N/A	21%	36%	100%	36%	16%	25%	N/A	N/A	26%	26%	25%	29%	24%	26%	27%
2022	24%	N/A	26%	19%	50%	28%	18%	20%	N/A	N/A	24%	18%	36%	9%	29%	24%	11%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Low percentage of Meets and Masters in all subjects with Eco Disadvantage and all Ethnic groups. **Root Cause:** Growing number of students in these diverse areas require improvement in Tier 1 instruction. Teachers need more training on tiered instruction, strengthening the level of rigor to reflect, not only the instruction but also, the level of student engagement within the instructional setting and curriculum needs to be vertically aligned.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

PreK: Frog Street Learning

ELAR: Really Great Reading (phonics), Heggerty (phonemic awareness) Think Up, Scholastic

Math: Ureka, Think Up

Science: StemScopes

Social Studies: Social Studies Weekly

Technology: IXL, Reflex Math, Typing Club, mClass

Professional Development:

Eureka Math

PLC/Data Teams

Vertical Teams

Leadership and Decision-Making processes:

Weekly Core Team Meetings

Quarterly Site Base Meetings with team leaders

Communication:

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In grade levels with a high special needs population, the inclusion classes had a high ratio of students needing extra help with accommodations. **Root Cause:** There a shortage of Special Education teachers and support staff. Also, the master schedule was not utilized to best benefit the students.

Problem Statement 2: Low percentage of Meets and Masters in all subjects with Eco Disadvantage and all Ethnic groups. **Root Cause:** Growing number of students in these diverse areas require improvement in Tier 1 instruction. Teachers need more training on tiered instruction, strengthening the level of rigor to reflect, not only the instruction but also, the level of student engagement within the instructional setting and curriculum needs to be vertically aligned.

Perceptions

Perceptions Summary

We will create a parent survey for this school year.

We will create a teacher survey for this school year.

Parent Conferences are held after the first grading period with all parents.

We have 3 community members on our Site Base Planning Committee.

We have reestablished our PTE, where parents volunteer to assist with the needs of our school. They have already begun to raise funds for Playground Upgrades, showered staff with goodies during teacher appreciation, volunteered in classrooms with decorating, making copies, etc.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In grade levels with a high special needs population, the inclusion classes had a high ratio of students needing extra help with accommodations. **Root Cause:** There a shortage of Special Education teachers and support staff. Also, the master schedule was not utilized to best benefit the students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

Goals

Goal 1: Brazos ISD will foster a culture of achievement and success.

Performance Objective 1: Student achievement for STAAR will be at/or above state average in tested areas.

High Priority

Evaluation Data Sources: Six week CBAs
PLC/Data Team meeting notes
STAAR Math and Reading grades 3-5

Strategy 1 Details	Reviews			
Strategy 1: Embed tutorial and intervention sessions during the school day via Advisory periods. Strategy's Expected Result/Impact: Improved Progress Reports Improved Report Cards Improved Test Scores Staff Responsible for Monitoring: Teachers Reading Specialist Principal/AP TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Use district adopted curriculum of TEKS Resource System in ELAR, with fidelity. Ensure that the scope and sequence is planned and taught. Strategy's Expected Result/Impact: Improved Math Scores Improved Reading Scores Staff Responsible for Monitoring: Principal Assistant Principal Reading Specialist Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: - Title I	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Students will write critically across the curriculum and teachers will embed writing in all subject areas. Strategy's Expected Result/Impact: Improved STAAR Scores. Staff Responsible for Monitoring: Principal Assistant Principal Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Use adopted math curriculum of Eureka, with fidelity. Ensure that the scope and sequence is planned and taught. Ensure that teachers have the proper resources to be successful. Ensure that teachers are internalizing the daily lesson. Strategy's Expected Result/Impact: Improved STAAR Scores in the 3rd -5th Grade Math, increasing the percent of students achieving Meets and Masters. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 1: Brazos ISD will foster a culture of achievement and success.

Performance Objective 2: The percent of 3rd grade students that score grade level or above on STAAR Reading will increase from 49% to 57% by June of 2029.





The percent of 3rd grade students that score grade level or above on the STAAR Math will increase from 29% to 54% by June 2029.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores, IXL Benchmarks, CBAs and EOM assessments.

Strategy 1 Details	Reviews			
Strategy 1: Instructional time will be increased in the subject areas of math and reading. Interventions, reteach, and tutorials will be embedded in the instructional day. Strategy's Expected Result/Impact: Students will have a greater mastery of the TEKS for reading and math. Staff Responsible for Monitoring: Teachers Instructional Specialists Campus Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The percentage of Prekindergarten students that score on grade level or above in Reading on CLI will increase from 76% in May 2024 to 80% by May 2029.</p> <p>The percentage of Prekindergarten students that score on grade level or above in Math on CLI will increase from 95% in May 2024 to 97% by May 2029.</p> <p>The percentage of 1st grade students that score on grade level or above in Reading on mClass will increase from 80% in May of 2024 to 88% by May of 2029.</p> <p>The percentage of 1st grade students that score on grade level or above in Math on IXL will increase from 62% in May of 2024 to 72% by May of 2029.</p> <p>The percentage of 2nd grade students that score on grade level or above in Reading on mClass will increase from 37% in May of 2024 to 58% by May of 2029.</p> <p>The percentage of 1st grade students that score on grade level or above in Math on IXL will increase from 15% in May of 2024 to 64% by May of 2029.</p> <p>Strategy's Expected Result/Impact: Quarterly Benchmarks to track data and student growth using IXL and mClass. Using HQMI Math Curriculum, Eureka, across all grade levels.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Reading Specialist, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will pull all students in guided reading groups weekly. Students reading 4 or more levels below grade level, will be pulled a minimum of 3 times a week by the reading teacher.</p> <p>Strategy's Expected Result/Impact: Reading growth among all students.</p> <p>Staff Responsible for Monitoring: Reading Specialist Campus Administrators Teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: Brazos ISD will establish a process that ensures open, honest, and frequent communication with the public and promotes a climate that fosters parental participation in the education of our children.

Performance Objective 1: Brazos Elementary will host a variety Family Engagement events.

Evaluation Data Sources: Sign in Sheets

Strategy 1 Details	Reviews			
Strategy 1: Family engagement events will be held to include; Grandparent Celebrations, Music Programs, Friday Grade Level Lunches, as well as other events to promote a sense of community. Strategy's Expected Result/Impact: Display and show all the wonderful happenings at Brazos Elementary. Build a sense of community at our school. Staff Responsible for Monitoring: Campus Administrators School Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Family Curriculum nights will be held in the Fall and Spring Semester. Title 1 and Title 3 meetings will be included in the agenda. Strategy's Expected Result/Impact: Information about Title 1 and Title 3 will be shared with parents. Students will enjoy learning with their parents in an engaging, fun environment, fostering a love of learning and for Brazos Elementary. Staff Responsible for Monitoring: Teachers Reading Specialist Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Goal 3: Brazos ISD will provide a challenging and aligned curriculum, properly assess individual student achievement, and support efforts to ensure student success.

Performance Objective 1: Vertical alignment will take place allowing for smooth transition from one grade level to the next in behavior expectations, academic vocabulary and practices, and in content.

Evaluation Data Sources: Meeting Agendas and Minutes
Staff sign in sheet

Strategy 1 Details		Reviews			
Strategy 1: Content departments and/or grade levels will meet a minimum of one time per month to discuss the lessons, the content and where students are lacking in order to stay abreast of what skills the students are low in that should have been more deeply learned by the students. Strategy's Expected Result/Impact: Students will begin to come into the grade levels on level in all areas of the content from the year before Staff Responsible for Monitoring: Assistant Principal Teachers Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers will be provided with access to High Quality Instructional Materials and resources, such as Eureka Math, TEKS Resource System, IXL, Think Up, StemScopes etc. to effectively plan and reinforce required TEKS. Strategy's Expected Result/Impact: increase in the quality of lesson plans, increase in student achievement and growth on the CBA, GRA, STAAR and other assessment tools Staff Responsible for Monitoring: Administrators, Teachers Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: IXL - Title I - 211 - \$3,595		Formative			Summative
		Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Brazos ISD will provide a challenging and aligned curriculum, properly assess individual student achievement, and support efforts to ensure student success.

Performance Objective 2: Brazos ISD will provide teachers will appropriate curriculum and supplemental materials to effectively teach students in all demographic areas.

Evaluation Data Sources: CBAs, STAAR, Benchmarks, Interims

Strategy 1 Details	Reviews			
Strategy 1: Brazos ISD will provide supplemental technology, software and materials to assist teachers in meeting the needs in all sub populations. Staff Responsible for Monitoring: Principals, Teachers, Administration Funding Sources: - Title I	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: BISD will vigorously enforce policies and procedures that promote a safe, orderly, and healthy environment.

Performance Objective 1: Staff will implement and continue current safety procedures to enhance the quality of the BES learning environment daily.

Evaluation Data Sources: Safety Drill Documentation
Emergency Operations Plan

Strategy 1 Details	Reviews			
Strategy 1: BES will train all personnel in the Standard Response Protocols and the Raptor System an use with fidelity to conduct all safety drill throughout the school year. Strategy's Expected Result/Impact: BES will run and implement drills during the designated Safety Weeks each semester. Students will understand how to handle saturation when/if events were to occur. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 4: BISD will vigorously enforce policies and procedures that promote a safe, orderly, and healthy environment.

Performance Objective 2: Continue to reduce campus discipline incidents during the 2024-2025 school year.

Evaluation Data Sources: PEIMS data, discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Continued communication with parents about the expectations of BES. Strategy's Expected Result/Impact: Reduced amount of referrals, increased parent involvement. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training for teachers in discipline and classroom management strategies. Strategy's Expected Result/Impact: A decrease in student discipline referrals. Staff Responsible for Monitoring: Campus Principal Assistant Principal Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 5: Brazos ISD will develop and implement a system to improve communication and understanding of expectations while providing a higher level of accountability and oversight.

Add a Goal

Performance Objective 1: Information is shared with teachers and staff through developmental training at the beginning of the year, electronic communication and required meetings to discuss pertinent information regarding policies and procedures.

Evaluation Data Sources: Agendas
Sign in Sheets
Weekly Newsletters

Strategy 1 Details	Reviews			
Strategy 1: Provide training to staff on use of District approved curriculums. Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: Principal Assistant Principal Reading Facilitator Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Set criteria and expectations on use of district curriculums via lesson plans and walk throughs. Strategy's Expected Result/Impact: Increase Parent Involvement Staff Responsible for Monitoring: Principal Assistant Principal Reading Specialist ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

Goal 5: Brazos ISD will develop and implement a system to improve communication and understanding of expectations while providing a higher level of accountability and oversight.

Add a Goal

Performance Objective 2: Teachers will be evaluated using the T-TESS system and using the T-TESS Calendar.

Evaluation Data Sources: T-TESS walkthroughs, formal evaluation, conferences

Goal 5: Brazos ISD will develop and implement a system to improve communication and understanding of expectations while providing a higher level of accountability and oversight.

Add a Goal

Performance Objective 3: Brazos Elementary will provide guidance with the development of curriculum based assessments and evaluation of data

Evaluation Data Sources: YAG, Calendar, Teacher survey, Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Principal will provide guidance with the development and planning of CBAs- content, alignment and value of the document. Strategy's Expected Result/Impact: Improved quality of assessment and student proformance	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teacher will complete a self assessment survey following each CBA to review the correlation between TEKS taught and results. Strategy's Expected Result/Impact: Improved scores, improved alignment of teaching the TEKS, increase rigor Staff Responsible for Monitoring: Principal, Director if Curriculum and Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Students will write critically across the curriculum and teachers will embed writing in all subject areas.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Use district adopted curriculum of TEKS Resource System in ELAR, with fidelity. Ensure that the scope and sequence is planned and taught.
1	1	3	Students will write critically across the curriculum and teachers will embed writing in all subject areas.

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
3	1	2	IXL	211	\$3,595.00
3	2	1			\$0.00
Sub-Total					\$3,595.00