

Brazos Independent School District

District Improvement Plan

2024-2025



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.

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

Demographics

Demographics Summary

Student Demographics:

Total Enrollment: 860 students EE-12

Female	387
Male	473
Hispanic-Latino	463
Asian	.2
Black-African American	52
Native Hawaiian-Pacific Islander	1
White	315
Two-or-More	27

Student Programs

Gifted and Talented	31
Section 504	91
Special Education	143
Emergent Bilingual	164
Dyslexia	80
Title I School Wide	340

Student Indicators

Foster Care	3
Intervention Indicator	137
Military Connected	42

Foster Care	3
Economic Disadvantaged	527
Homeless	6

Staff

Teacher Years of Experience for All Campuses for Multiple Years						
Years of Experience by Subject	2021 - 2022		2022 - 2023		2023 - 2024	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	3	5.0%	4.9	7.7%	5	7.9%
All Core Subjects	1	32.5	1	20.4	3.1	63.4
Reading / ELA	0	0	0.4	7.9	1.6	32.4
Mathematics	0	0	0.3	5.9	1.1	21.2
Science	0.5	16.3	0.2	3.3	0.4	8.8
Social Studies	0.5	16.3	0.2	3.3	0.1	1
1 - 5 Years Experience	12	20.1	8	12.6	10	15.8
All Core Subjects	5.6	47	4	50	2.6	26.2
Reading / ELA	2.9	24	1.5	19.2	0	0
Mathematics	1.9	15.7	2.3	28.6	1.4	14.1
Science	0.7	6	0	0	0.4	4.2
Social Studies	0.2	1.3	0.2	2.2	0.8	7.9
6 - 10 Years Experience	10	16.7	13.7	21.5	7	11.1
All Core Subjects	5.9	58.8	7.4	54.2	4.2	59.9
Reading / ELA	1.7	16.9	3.4	25	0.8	11.8
Mathematics	2.9	28.6	1.2	8.9	1.6	22.4
Science	0.1	1.3	0.7	5	0.4	6.2
Social Studies	1.2	12	2.1	15.2	1.4	19.5
11 - 20 Years Experience	22.9	38.3	15.9	25	18.2	28.8

All Core Subjects	15.3	66.8	10	63.2	12.2	67
Reading / ELA	7.6	33.4	4.2	26.4	5.9	32.3
Mathematics	3	13.1	2.1	13.1	2.3	12.7
Science	2.4	10.3	2.4	15	3	16.6
Social Studies	2.3	9.9	1.4	8.6	1	5.3
Over 20 Years Experience	12	20.1	21	33	23	36.4
All Core Subjects	7	57.9	14.1	67.2	13.9	60.4
Reading / ELA	1.4	11.4	3.6	17.3	5.1	22.2
Mathematics	2.1	17.5	4.2	20.1	4.1	17.7
Science	1.7	14.5	3.1	14.8	2.3	9.9
Social Studies	1.7	14.6	3.2	15	2.4	10.6
Total Teacher FTEs	59.8	100	63.6	100	63.2	100

Student Mobility Rate Report for All Campuses for All Students									
	2020 - 2021 (Covid-19 Remote)			2021 - 2022 (Covid-19 Remote)			2022 - 2023		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
District Summary	135	787	17.15%	99	774	12.79%	79	813	9.72%
Brazos H S	27	271	9.96%	37	291	12.71%	24	300	8.00%
Brazos Middle	27	215	12.56%	29	223	13.00%	22	226	9.73%
Brazos EL	47	267	17.60%	33	260	12.69%	33	287	11.50%
Prairie Harbor Alternative School	34	34	100.00%	0	0	ND	0	0	ND

Demographics Strengths

- . Brazos ISD's population is slowly increasing and the mobility rate has decreased since 2020-2021.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The beginning teacher percentage for the districts is increasing. **Root Cause:** The district is not able to retain teachers due to salary and competition in surrounding larger districts.

Student Learning

Student Learning Summary

TAPR STAAR EOC Summary																				
Approaches or Above																				
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	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	Migrant	Non Migrant
Subject Area - English I																				
2024	81%	57%	77%	88%	N/A	100%	N/A	100%	76%	87%	58%	33%	N/A	81%	75%	87%	63%	98%	N/A	81%
2023	92%	75%	91%	96%	N/A	N/A	N/A	100%	89%	95%	67%	50%	N/A	92%	85%	97%	71%	98%	N/A	92%
2022	75%	N/A	77%	75%	N/A	N/A	100%	75%	61%	91%	33%	N/A	N/A	75%	71%	81%	33%	84%	N/A	77%
2021	81%	100%	71%	86%	N/A	N/A	N/A	100%	82%	80%	25%	N/A	N/A	81%	76%	86%	70%	83%	N/A	81%
Subject Area - English II																				
2024	89%	33%	88%	96%	N/A	N/A	N/A	100%	86%	92%	58%	50%	N/A	89%	85%	94%	70%	100%	N/A	86%
2023	88%	N/A	88%	89%	N/A	N/A	100%	100%	79%	100%	64%	100%	N/A	88%	85%	92%	63%	95%	N/A	88%
2022	84%	80%	81%	87%	N/A	N/A	N/A	80%	77%	96%	44%	N/A	N/A	84%	82%	86%	75%	87%	N/A	85%
2021	80%	60%	75%	95%	N/A	N/A	100%	100%	68%	91%	N/A	N/A	N/A	80%	74%	86%	53%	89%	N/A	80%
Subject Area - Algebra I																				
2024	100%	N/A	100%	N/A	N/A	N/A	N/A	N/A	N/A	100%	100%	N/A	N/A	100%	100%	N/A	N/A	100%	N/A	100%
2023	93%	100%	94%	91%	N/A	100%	N/A	100%	88%	100%	71%	100%	N/A	93%	92%	90%	71%	99%	N/A	93%
2022	86%	50%	90%	84%	N/A	N/A	N/A	75%	79%	94%	67%	N/A	N/A	86%	83%	90%	80%	89%	N/A	88%
2021	82%	67%	72%	93%	N/A	N/A	100%	67%	79%	85%	33%	N/A	N/A	82%	71%	93%	67%	86%	N/A	82%
Subject Area - Biology																				
2024	100%	N/A	100%	N/A	N/A	N/A	N/A	N/A	N/A	100%	100%	N/A	N/A	100%	100%	N/A	N/A	100%	N/A	100%
2023	95%	100%	94%	96%	N/A	N/A	N/A	100%	91%	100%	77%	100%	N/A	95%	94%	97%	82%	100%	N/A	95%
2022	91%	50%	91%	91%	N/A	N/A	100%	100%	84%	97%	64%	N/A	N/A	91%	85%	97%	67%	96%	N/A	91%
2021	85%	75%	71%	97%	N/A	N/A	N/A	100%	85%	85%	20%	N/A	N/A	85%	83%	87%	50%	93%	N/A	85%

TAPR STAAR EOC Summary																				
Subject Area - U.S. History																				
2023	100%	100%	100%	100%	N/A	N/A	100%	100%	100%	100%	100%	N/A	N/A	100%	100%	100%	100%	100%	N/A	100%
2022	96%	100%	94%	100%	N/A	N/A	100%	100%	97%	95%	33%	N/A	N/A	96%	95%	97%	81%	100%	N/A	96%
2021	95%	100%	90%	97%	N/A	N/A	N/A	N/A	96%	94%	75%	N/A	N/A	95%	92%	97%	93%	95%	N/A	95%
Meets or Above																				
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	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	Migrant	Non Migrant
Subject Area - English I																				
2024	65%	43%	54%	75%	N/A	100%	N/A	100%	59%	73%	39%	33%	N/A	66%	51%	78%	38%	91%	N/A	66%
2023	64%	50%	58%	76%	N/A	N/A	N/A	100%	55%	78%	30%	50%	N/A	65%	56%	76%	15%	82%	N/A	65%
2022	60%	N/A	63%	63%	N/A	N/A	100%	25%	48%	72%	33%	N/A	N/A	60%	50%	71%	11%	69%	N/A	61%
2021	67%	100%	57%	68%	N/A	N/A	N/A	100%	68%	64%	13%	N/A	N/A	67%	62%	72%	60%	68%	N/A	67%
Subject Area - English II																				
2024	70%	33%	67%	79%	N/A	N/A	N/A	100%	65%	76%	25%	50%	N/A	70%	64%	79%	40%	88%	N/A	65%
2023	69%	N/A	67%	75%	N/A	N/A	100%	60%	61%	82%	11%	100%	N/A	71%	67%	75%	37%	81%	N/A	71%
2022	69%	60%	56%	81%	N/A	N/A	N/A	80%	64%	79%	33%	N/A	N/A	69%	70%	69%	42%	76%	N/A	70%
2021	64%	60%	55%	82%	N/A	N/A	100%	100%	57%	70%	N/A	N/A	N/A	64%	60%	68%	32%	74%	N/A	64%
Subject Area - Algebra I																				
2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023	45%	60%	33%	59%	N/A	100%	N/A	100%	41%	54%	25%	67%	N/A	47%	28%	64%	20%	54%	N/A	47%
2022	67%	N/A	76%	58%	N/A	N/A	N/A	50%	55%	79%	33%	N/A	N/A	67%	63%	71%	50%	71%	N/A	68%
2021	49%	33%	36%	62%	N/A	N/A	100%	33%	47%	52%	11%	N/A	N/A	49%	32%	67%	25%	55%	N/A	49%
Subject Area - Biology																				
2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023	66%	33%	61%	81%	N/A	N/A	N/A	50%	63%	73%	27%	50%	N/A	67%	57%	81%	24%	82%	N/A	67%
2022	63%	N/A	66%	65%	N/A	N/A	100%	33%	63%	63%	18%	N/A	N/A	63%	53%	73%	33%	69%	N/A	63%
2021	58%	25%	54%	63%	N/A	N/A	N/A	75%	58%	58%	20%	N/A	N/A	58%	50%	67%	42%	61%	N/A	58%
Subject Area - U.S. History																				
2023	74%	100%	69%	79%	N/A	N/A	100%	50%	74%	74%	67%	N/A	N/A	74%	69%	81%	62%	78%	N/A	74%

TAPR STAAR EOC Summary																				
2022	77%	40%	73%	94%	N/A	N/A	100%	100%	79%	76%	N/A	N/A	N/A	77%	74%	81%	50%	84%	N/A	77%
2021	79%	100%	67%	86%	N/A	N/A	N/A	N/A	88%	71%	N/A	N/A	N/A	79%	67%	88%	57%	86%	N/A	79%
Masters or Above																				
	All Students	African American	Hispanic	White	American Indian	Pacific Islander	Asian	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	Migrant	Non Migrant
Subject Area - English I																				
2024	20%	N/A	14%	25%	N/A	100%	N/A	33%	22%	18%	5%	N/A	N/A	20%	10%	28%	N/A	37%	N/A	20%
2023	11%	25%	6%	20%	N/A	N/A	N/A	N/A	7%	16%	17%	N/A	N/A	11%	6%	16%	5%	13%	N/A	11%
2022	9%	N/A	9%	8%	N/A	N/A	100%	N/A	6%	13%	N/A	N/A	N/A	9%	9%	10%	N/A	11%	N/A	9%
2021	14%	N/A	11%	21%	N/A	N/A	N/A	N/A	13%	16%	N/A	N/A	N/A	14%	9%	21%	N/A	17%	N/A	14%
Subject Area - English II																				
2024	7%	N/A	2%	18%	N/A	N/A	N/A	N/A	7%	8%	N/A	50%	N/A	7%	4%	12%	N/A	12%	N/A	3%
2023	6%	N/A	7%	4%	N/A	N/A	100%	N/A	N/A	14%	9%	N/A	N/A	6%	5%	8%	N/A	8%	N/A	6%
2022	10%	N/A	7%	13%	N/A	N/A	N/A	20%	11%	8%	N/A	N/A	N/A	10%	12%	9%	N/A	13%	N/A	11%
2021	14%	N/A	8%	23%	N/A	N/A	100%	100%	5%	21%	N/A	N/A	N/A	14%	12%	16%	N/A	18%	N/A	14%
Subject Area - Algebra I																				
2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023	24%	40%	12%	34%	N/A	100%	N/A	100%	20%	29%	14%	33%	N/A	24%	13%	36%	10%	28%	N/A	24%
2022	48%	N/A	54%	53%	N/A	N/A	N/A	N/A	39%	58%	11%	N/A	N/A	48%	37%	61%	40%	51%	N/A	49%
2021	30%	N/A	20%	41%	N/A	N/A	100%	N/A	26%	33%	N/A	N/A	N/A	30%	10%	50%	N/A	37%	N/A	30%
Subject Area - Biology																				
2024	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023	19%	N/A	15%	31%	N/A	N/A	N/A	N/A	21%	16%	N/A	50%	N/A	19%	10%	30%	N/A	25%	N/A	19%
2022	16%	N/A	11%	22%	N/A	N/A	100%	N/A	13%	19%	N/A	N/A	N/A	16%	9%	23%	N/A	19%	N/A	16%
2021	15%	N/A	14%	20%	N/A	N/A	N/A	N/A	18%	12%	N/A	N/A	N/A	15%	6%	27%	N/A	19%	N/A	15%
Subject Area - U.S. History																				
2023	21%	N/A	19%	25%	N/A	N/A	100%	N/A	23%	19%	N/A	N/A	N/A	21%	13%	31%	8%	24%	N/A	21%
2022	35%	20%	29%	50%	N/A	N/A	100%	100%	48%	24%	N/A	N/A	N/A	35%	26%	44%	13%	41%	N/A	35%
2021	35%	100%	19%	43%	N/A	N/A	N/A	N/A	46%	26%	N/A	N/A	N/A	35%	29%	39%	14%	42%	N/A	35%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need to expand CCMR opportunities for all students. **Root Cause:** lack of funding of students to participate in Dual Credit Courses.

Problem Statement 2: Students receiving special education services perform lower than the district on state assessments. **Root Cause:** Students are in resource with teachers that are not certified in the subject area of the tested subject. Students are missing the instructional part of the lesson because they are pulled from the class for intervention.

District Processes & Programs

District Processes & Programs Summary

BQA- Planning and Decision-Making Process

The committee shall be composed of members who shall represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus including, but not limited to, central office staff.

Classroom teacher representatives shall be nominated and elected by classroom teachers assigned to each campus and shall comprise at least two-thirds of the total professional staff representation on the committee.

At least one campus-based nonteaching professional representative shall be nominated and elected by the campus-based nonteaching professional staff.

At least one District-level professional staff member, other than the Superintendent, shall be nominated and elected by the District-level professional staff.

The committee shall include at least two parents of students currently enrolled in the District, selected in accordance with administrative procedures. The Superintendent shall, through various channels, inform all parents of District students about the committee's duties and composition and shall solicit volunteers. [See BQA(LEGAL)]

The committee shall include at least two community members selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that community residents are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Community representatives must reside in the District.

The committee shall include at least two business representatives selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that area businesses are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Business representatives need not reside in nor operate businesses in the District.

Bullying and Violence Prevention

Brazos ISD believes that all students learn best in an environment free from bullying or harassment and have policies prohibiting such behavior. All campus administrators received training on the District's bullying and harassment investigation protocol and STOPIT reporting system. District Staff complete bullying prevention training yearly. Campus counselors meet with students to discuss antibullying practices and informs the students of our anonymous reporting system.

STOPIT allows students to anonymously report safety, bullying, misconduct or actions they deem harmful to themselves or others. Students are also able to connect with trained Crisis Counselors from the Crisis Text Lines to help themselves.

ESSA Federal Programs Needs Assessment, Goals and Evaluation Process

Brazos ISD implements a process of completing a needs assessment, determine goals, monitoring progress and evaluating activities of all ESSA related programs. Program coordination amongst all ESSA areas is ensured. The district ensures that all ESSA program activities are aligned with the challenging state academic

standards and engages in meaningful two-way consultation with all required stakeholder groups to include administrators, teachers, other professional staff, paraprofessionals, community members and organizations, and parents and families. All ESSA programs are annually evaluated to ensure continuous improvement.

Title I

Brazos ISD has one title one campus. The district works with the campus and stakeholders to ensure that activities and resources are provide through Title I are aligned to the needs of the campus to provide a well rounded educations to our students.

Title II

The DIP committee determined that Brazos ISD needs to continue to provide teachers with support through various activities that align with the state academic standards. These activities include providing mentors, partnering with outside organizations and providing training in areas of need for our staff.

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Community Based Accountability System (CBAS)

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data

Student Data: Student Groups

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data





Goals

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

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

HB3 Goal

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Provide supplemental resources and/or intervention opportunities to improve academic performance of students to close the achievement gaps in reading and math, including that of students in special populations. Strategy's Expected Result/Impact: Improved scores on district and state assessments. Staff Responsible for Monitoring: Campus Administrator, Director of Curriculum and Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: ELL Resources and Staff Development Training - Title III, Staff Training - Title II	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide high quality accelerated instruction during summer school, after school tutorials, HB 1416 instruction and intervention to improve and meet the learning gaps of our struggling students. Strategy's Expected Result/Impact: Improved scores on district and state assessments. Staff Responsible for Monitoring: Campus Administrator, Director of Curriculum and Instruction Funding Sources: IXL Learning - Local	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: BISD will meet Closing the Gap standards.

HB3 Goal

Evaluation Data Sources: STAAR results, CBAs, RDA report

Strategy 1 Details	Reviews			
Strategy 1: Provide supplemental resources, professional development, and/or intervention opportunities to improve academic performance of students to close the achievement gaps in reading and math including that of students in special populations. Strategy's Expected Result/Impact: Meet Closing the Gap standards Staff Responsible for Monitoring: Campus Administrators, Director of Curriculum and Instruction Results Driven Accountability Funding Sources: - Title II	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborate to align curriculum, instruction, and assessment resources, PD, and practices to appropriately address the needs of English Learners Strategy's Expected Result/Impact: Curriculum - embed ELL supports, linguistic accommodations in each unit of instruction for the core content areas. Instruction - embed ELL supports for instruction into content area professional learning. Staff Responsible for Monitoring: Campus Principals Director of Curriculum and Instruction Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: - Title III	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for at-risk and ELL students in grades K12 to enhance reading and math skills. Strategy's Expected Result/Impact: Increase in academic progress and STAAR scores. Staff Responsible for Monitoring: Campus Principals Counselors Director of Curriculum and Instruction Funding Sources: Summer School Teachers - Title I, Summer School Teachers - Local	Formative			Summative
	Nov	Jan	Mar	June
<div><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>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

Performance Objective 3: Brazos ISD will provide support and resources to assist campuses with meeting the district's HB 3 goals.

Evaluation Data Sources: mClass, CLI, STAAR, CCMR indicators

Strategy 1 Details	Reviews			
Strategy 1: Leadership meeting will occur to discuss results when data is collected to monitor progress and discuss action plans. Strategy's Expected Result/Impact: Meet HB3 goals Staff Responsible for Monitoring: Campus Administration	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 1: Brazos ISD will foster a culture of achievement and success.

Performance Objective 4: The percentage of 3rd grade Reading students that score meets grade level or above on STAAR Reading will increase from 49% in June 2024 to 57% by June 2029

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: The district will provide the elementary campus with the resources necessary to support the students and staff. Strategy's Expected Result/Impact: Increase in student growth. Staff Responsible for Monitoring: Administrator, Director of Curriculum and Instruction and teachers	Formative			Summative
	Nov	Jan	Mar	June
<div><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>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

Performance Objective 5: The percentage of 3rd grade math students that score meets grade level or above on STAAR will increase from 29% in June of 2024 to 54% by June of 2029.

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: The district will provide the elementary campus with the resources necessary to support the students and staff. Strategy's Expected Result/Impact: Increase in student growth. Staff Responsible for Monitoring: Administrator, Director of Curriculum and Instruction and teachers	Formative			Summative
	Nov	Jan	Mar	June
<div><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>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

Performance Objective 6: The percentage of graduates who meet the criteria for CCMR will increase from 73 percent in August 2024 to 88% by August 2029.

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: BISD will support the students by providing resources and training for campus personnel, Major Clarity, IXL and Mastery Prep resources.	Formative			Summative
	Nov	Jan	Mar	June
<div><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>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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





Performance Objective 7: The percent of students that score Meets grade level or above on the Algebra I EOC will increase from 38% in June of 2024 to 53% by 2029.

HB3 Goal

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: Throughout the school year, Brazos ISD will provide parents, families and the community with opportunities to participate in school activities.

Evaluation Data Sources: social media posts, school calendar, attendance at events

Strategy 1 Details	Reviews			
Strategy 1: The middle school and high school campuses will collaborate to plan an informational meeting for incoming freshman to inform parents/guardians of the students of course offerings, CTE and Career Pathways, Dual Credit offerings, special program services and criteria. Strategy's Expected Result/Impact: Course Selection Forms, Participation increase in programs, increase student application in post high school educational programs Staff Responsible for Monitoring: Counselors Principals CCMR Para	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to maintain and upgrade the district web page to include all required public notifications and opportunities for parental participation in organizations such as booster clubs, school events and volunteer programs. Ensure all social media accounts are up to date and comply with school policy. Strategy's Expected Result/Impact: Increased participation/involvement in school functions Staff Responsible for Monitoring: Campus Principals Web Master Technology Director	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </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: Collaborate with Region 6 and other organizations to provide professional development opportunities to meet the needs of our staff through onsite and out of district training.

Evaluation Data Sources: sign in sheets, TTESS, Staff Development logs, sign in sheets, budget

Strategy 1 Details	Reviews			
Strategy 1: The district will provide professional development at the beginning of the school year through Region 6 to allow staff to develop their YAGs and pacing guides for the year. The district will provide well rounded and high quality staff development to enhance the instruction and education provided for our students on a yearly basis. Strategy's Expected Result/Impact: Completed pacing guides, curriculum alignment, proper pacing and completion of TEKS, Students' academic skills will increase as reflected on local, state, and national assessments Staff Responsible for Monitoring: Principals, Director of 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>				

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: BISD will implement a mentoring program for all new staff to the district.

Evaluation Data Sources: Surveys, mentoring logs, feedback, teacher retention rates

Strategy 1 Details	Reviews			
Strategy 1: Campus principals will assign new staff members a mentor to assist with curriculum, classroom management and other needs. Strategy's Expected Result/Impact: improved staff moral improved retention rates. Staff Responsible for Monitoring: Director of Curriculum and Instruction Principal Funding Sources: - Title II	Formative			Summative
	Nov	Jan	Mar	June
<div><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>Continue/Modify</div><div><div><div></div></div>Discontinue</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 3: Teacher will regularly assess students individual progress on objective mastery.

Evaluation Data Sources: Progress monitoring tools, Report Cards, CBAs, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Leadership meetings will occur to discuss results after data is collected to monitor progress and discuss action plans. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Principals, Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div><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>Continue/Modify</div><div><div><div></div></div>Discontinue</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 4: All campuses and departments will be 100% staffed with highly effective, certified (if applicable) personnel.

Evaluation Data Sources: Director of Curriculum and Instruction, Superintendent, Campus Principals.

Strategy 1 Details	Reviews			
Strategy 1: Monitor for any disparities that result in low-income students and minorities being taught at higher rates than other students by ineffective of inexperienced teachers. Strategy's Expected Result/Impact: Increase in high quality and effective staff employed by BISD. Staff Responsible for Monitoring: Director of Curriculum and Instruction, Superintendent, Principals.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for teachers to acquire ESL Certification. Strategy's Expected Result/Impact: Increased number of certified ESL Teachers. Staff Responsible for Monitoring: Principals and Director of 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>				

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 5: District will provide staff with high quality instructional materials and supplemental materials to improve student performance.





Strategy 1 Details	Reviews			
Strategy 1: Brazos ISD will provide qualifying students with the opportunity to participate in Dual Credit Courses during their Junior and Senior year. Brazos ISD will pay for one course per semester year for students who meet the qualifications. Strategy's Expected Result/Impact: Increased participation in Dual Credit Courses, Increase in CCMR Staff Responsible for Monitoring: Counselor, Director of Curriculum and Instruction, Superintendent Funding Sources: - Title IV	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Brazos ISD will purchase HQIM for the campuses to ensure teachers and staff have the necessary materials to provide students with a well rounded education. Strategy's Expected Result/Impact: increase in student data results in CBA's, STAAR scores, SAT, PSAT, TSIA and CCMR. Staff Responsible for Monitoring: Superintendent, Director of Curriculum and Instruction, Principals Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: 100% of campuses and departments will meet all the required components of the comprehensive district safety plan and state safety requirements.

Evaluation Data Sources: Safety Drill Logs
Safety Surveys
District and Campus Safety Meeting Agendas





Strategy 1 Details	Reviews			
Strategy 1: Provide programs, resources and professional development to improve school conditions for student safety. Strategy's Expected Result/Impact: Compliance with state safety requirement Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Coordinated Health Program: Student fitness assessment data will be evaluated to include the following areas: student academic performance data, student attendance rates percentage of students who are Economically Disadvantaged, the use and success of methods of physical activity. Strategy's Expected Result/Impact: Fitnessgram reports SHAC Meeting agenda/notes Staff Responsible for Monitoring: SHAC Committee Athletic Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement curriculum and programming to address social-emotional learning, character education, mental health education, suicide prevention, bullying prevention, sexual abuse, dating violence, sex trafficking, violence prevention, and other maltreatment of students. Provide professional development for school support staff around mental health and school climate. Strategy's Expected Result/Impact: Support students' social-emotional well-being, mental health, and safety by adding resources, increasing communication, and addressing mental health concerns. Staff Responsible for Monitoring: Counselors Principal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: BISD will become a part of the Safe and Healthy Schools Contracted Fee Service service is to provide customized technical assistance and professional development in all areas of school safety based on individual district needs. Strategy's Expected Result/Impact: Increased knowledge in safe and healthy schools. Staff Responsible for Monitoring: Director Curriculum and Instruction, Principal, Superintendent Funding Sources: - Title IV	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: BISD ISD Staff will complete annual suicide prevention training, mental health awareness and trauma informed care to address the needs of all students. [TEC 11.252(a)(10) [TEC 38.0041] Strategy's Expected Result/Impact: increase in training and awareness for staff to assist students mental health needs. Staff Responsible for Monitoring: Director of Curriculum and Instruction, Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Brazos ISD will continue to implement our suicide intervention plan that includes step by step protocols for staff and information for parent notification. [TEC 11.252(3)(B)(i)] Staff Responsible for Monitoring: Counselors, Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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

Performance Objective 2: Provide a safe environment for our students, staff, community and first responders.

Evaluation Data Sources: Practice Drills

Strategy 1 Details	Reviews			
Strategy 1: Provide staff and students with tools and materials for mental, emotional, sexual, social and physical health. Strategy's Expected Result/Impact: Increased awareness of mental, emotional, sexual, social and physical health issues affecting our students. Provide our staff with the knowledge and tools to assist our students. Staff Responsible for Monitoring: Counselors, nurses, administrators Funding Sources: books, supplies - Title IV	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop and maintain a partnership with UTMB and TCHATT to provide Teladoc counselling services to students and families in the district. Strategy's Expected Result/Impact: Increase in services provided to our students Staff Responsible for Monitoring: Counselors, Director of Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Brazos ISD will participate in the Safe and Healthy Schools Contracted Fee Service with Region VI. Strategy's Expected Result/Impact: Increase in teacher training on mental health and school safety. Student training on preventing bullying Staff Responsible for Monitoring: Counselors Funding Sources: - Title IV - 255 - \$1,200	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Brazos ISD will support the Social and Emotional Learning of students and staff.

Strategy 1 Details	Reviews			
Strategy 1: Brazos ISD will provide staff with monitoring tools and intervention strategies to address the SEL needs of our students using a research based program. Strategy's Expected Result/Impact: Increased awareness by staff of students needs. Provide more tools and strategies to assist staff with helping students. Staff Responsible for Monitoring: Director of Curriculum and Instructions, Principals and Counselors. Funding Sources: - Local	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><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></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.

Performance Objective 1: Brazos ISD will use the T-Tess/T-PESS systems to evaluate certified personnel.

Evaluation Data Sources: TTESS walkthroughs and observations, grade reports, lesson plans, teacher websites, T-PESS

Strategy 1 Details	Reviews			
Strategy 1: Brazos ISD leadership will meet weekly to discuss expectations, updates, concerns and other needs that arise. Strategy's Expected Result/Impact: Increase in communication and knowledge and understanding of expectations and procedures. Staff Responsible for Monitoring: Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Brazos ISD will provide clear and concise expectations of job duties and performance in job descriptions. Strategy's Expected Result/Impact: increase in job performance and meeting goals. Staff Responsible for Monitoring: Superintendent, Superintendent Secretary, Principals	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.

Performance Objective 2: Brazos Leadership team will meet regularly to discuss pertinent issues regarding personnel, finances, curriculum, School Safety, and any other needs.

Evaluation Data Sources: agenda
minutes

Strategy 1 Details	Reviews			
Strategy 1: Brazos ISD will provide training to the leadership team on understanding the accountability rating system and how to use it improve student success and train scores. Strategy's Expected Result/Impact: Increase in student meets and mastery results. Teacher and instruction staff will have a better understanding of the system. Staff Responsible for Monitoring: Superintendent, Director of CNI, Principals Funding Sources: - Title II - \$750	Formative			Summative
	Nov	Jan	Mar	June
<div><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>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	2	1	Provide supplemental resources, professional development, and/or intervention opportunities to improve academic performance of students to close the achievement gaps in reading and math including that of students in special populations.

Title I

1.1: Comprehensive Needs Assessment

5/10/23 Campus Needs Assessment meeting with stake holders. Discussed expenditures for the 2022-2023 school and what activates to continue for the 2023-2024 year.

Plan Notes

1.17.24 Meeting was held to discuss Calendar and ESSER updates.

District Improvement Committee

Committee Role	Name	Position
Parent	Daniel Martinez	Parent
District-level Professional	Katherine Allison	Director of Specialized Learning
Classroom Teacher	Karrie Miller	BES Teacher
Classroom Teacher	Amanda Hatton	BHS Teacher
Community Representative	Debbie Boran	Community Member
Business Representative	April Black	Parent
Classroom Teacher	Emily Drymala	BES Teacher
Classroom Teacher	Shelly McCormick	BMS Teacher
Classroom Teacher	Cassidy Matula	BMS Teacher
Administrator	Stephanie Snedaker	BES Assistant Principal
Administrator	Kimberely Etheridge	BES Principal
Classroom Teacher	Chad Divin	High School
Administrator	Clay Hudgins	Principal
District-level Professional	Teresa Ressler	Special Programs Coordinator

District Improvement Committee

Committee Role	Name	Position
Parent	Daniel Martinez	Parent
District-level Professional	Katherine Allison	Director of Specialized Learning
Classroom Teacher	Karrie Miller	BES Teacher
Classroom Teacher	Amanda Hatton	BHS Teacher
Community Representative	Debbie Boran	Community Member
Business Representative	April Black	Parent
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Classroom Teacher	Cassidy Matula	BMS Teacher
Administrator	Stephanie Snedaker	BES Assistant Principal
Administrator	Kimberely Etheridge	BES Principal
Classroom Teacher	Chad Divin	High School
Administrator	Clay Hudgins	Principal
District-level Professional	Teresa Ressler	Special Programs Coordinator

District Funding Summary

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff Training		\$0.00
1	2	1			\$0.00
3	2	1			\$0.00
5	2	1			\$750.00
Sub-Total					\$750.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	IXL Learning		\$0.00
1	2	3	Summer School Teachers		\$0.00
4	3	1			\$0.00
Sub-Total					\$0.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1			\$0.00
4	1	4			\$0.00
4	2	1	books, supplies		\$0.00
4	2	3		255	\$1,200.00
Sub-Total					\$1,200.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Summer School Teachers		\$0.00
Sub-Total					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELL Resources and Staff Development Training		\$0.00
1	2	2			\$0.00

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00

Addendums

6th Grade	68	7.53%
7th Grade	78	8.64%
8th Grade	80	8.86%
9th Grade	80	8.86%
10th Grade	72	7.97%
11th Grade	67	7.42%
12th Grade	81	8.97%

Student Demographics (2022 -

2023 Summer PEIMS file loaded 06/13/2023)

Gender

Female	415	45.96%
Male	488	54.04%

Ethnicity

Hispanic-Latino	505	55.92%
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Race

American Indian - Alaskan Native	0	0.00%
Asian	2	0.22%
Black - African American	51	5.65%
Native Hawaiian - Pacific Islander	1	0.11%
White	309	34.22%
Two-or-More	35	3.88%

Student Programs (2022 - 2023

Summer PEIMS file loaded 06/13/2023)

CTE Attendance	293	32.45%
Gifted and Talented	38	4.21%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	99	10.96%
Special Education (SPED)	149	16.50%

Bilingual/ESL

Emergent Bilingual (EB)	155	17.16%
Standard or Alternative Bilingual/ESL	140	15.50%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%

Dyslexia

Dyslexia Indicator Code	89	9.86%
Dyslexia Risk Code	112	12.40%
Dyslexia Services Code	88	9.75%

Title 1 Part A

Schoolwide Program	377	41.75%
Targeted Assistance	0	0.00%

Targeted Assistance Previously Participated	0	0.00%
Title I Homeless Neglected	0	0.00%

Special Education Services		
(2022 - 2023 Summer PEIMS file loaded 06/13/2023)	Count	Percent
Instructional Settings		
Speech Therapy	67	7.42%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	32	3.54%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	10	1.11%
Full-Time Early Childhood	6	0.66%
Mainstream	84	9.30%

Student Indicators (2022 - 2023 Summer PEIMS file loaded 06/13/2023)		
	Count	Percent
Foster Care	0	0.00%
IGC Reviewed	2	0.22%
Intervention Indicator	120	13.29%
Migrant	0	0.00%
Military Connected	27	2.99%
Unschool'd Asylee/Refugee	0	0.00%
Economic Disadvantage		
Economic Disadvantage Total	577	63.90%
Free Meals	526	58.25%
Reduced-Price Meals	51	5.65%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	6	0.66%
Doubled Up	5	0.55%
Unsheltered	0	0.00%
Hotel/Motel	1	0.11%
Shelter	0	0.00%
Not Unaccompanied Youth	5	0.55%
Unaccompanied Youth	1	0.11%

College & Career Readiness School Models (2022 - 2023 Summer		
	Count	Percent

PEIMS file loaded 06/13/2023)		
Associate Degree	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Region 6

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