

# **Brazos Independent School District**

## **Brazos High School**

### **2025-2026 Campus Improvement Plan**



**Board Approval Date:** July 23, 2025  
**Public Presentation Date:** July 23, 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

Campus Attendance for Years: 2024, 2025 for Brazos H S												
	Total Days Absent	Total Eligible Days Present	Total Ineligible Days Present	Membership (Abs + Pres)	Average Daily Attendance	Percent in Attendance	Total Days Absent	Total Eligible Days Present	Total Ineligible Days Present	Membership (Abs + Pres)	Average Daily Attendance	Percent in Attendance
Campus	2023 - 2024	2023 - 2024	2023 - 2024	2023 - 2024	2023 - 2024	2023 - 2024	2024 - 2025	2024 - 2025	2024 - 2025	2024 - 2025	2024 - 2025	2024 - 2025
(008903001) - Brazos H S	2,380.0	49,585.0	0.0	51,965.0	291.392	95.4%	1,805.0	50,660.0	0.0	52,465.0	303.374	96.6%
Campus Total	2,380.0	49,585.0	0.0	51,965.0	291.392	95.4%	1,805.0	50,660.0	0.0	52,465.0	303.374	96.6%

## Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

Principal	Hudgins, Rizzo
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School Population	Count	Percent
<b>Student Total</b>	<b>326</b>	<b>100.00%</b>
9th Grade	77	23.62%
10th Grade	92	28.22%
11th Grade	79	24.23%
12th Grade	78	23.93%

Student Demographics	Count	Percent
<b>Gender</b>		
Female	159	48.77%
Male	167	51.23%
<b>Ethnicity</b>		
Hispanic-Latino	175	53.68%
<b>Race</b>		
American Indian - Alaskan Native	2	0.61%
Asian	1	0.31%
Black - African American	20	6.13%
Native Hawaiian - Pacific Islander	0	0.00%
White	119	36.50%
Two-or-More	9	2.76%

Student Programs	Count	Percent
CTE Attendance	318	97.55%
Dropout Recovery Program	0	0.00%
Gifted and Talented	15	4.60%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	39	11.96%
Special Education (SPED)	55	16.87%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	45	13.80%
Standard or Alternative Bilingual/ESL	42	12.88%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%
<b>Dyslexia</b>		

Student Programs	Count	Percent
Dyslexia Indicator Code	40	12.27%
Dyslexia Risk Code	0	0.00%
Dyslexia Services Code	40	12.27%
<b>Title 1 Part A</b>		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Special Education Services	Count	Percent
<b>Instructional Settings</b>		
Speech Therapy	10	3.07%
Homebound	0	0.00%
Hospital Class	0	0.00%
Resource Room	7	2.15%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	4	1.23%
Self Contained	3	0.92%
Full-Time Early Childhood	0	0.00%
Mainstream	41	12.58%

Student Indicators	Count	Percent
Foster Care	5	1.53%
IGC Reviewed	4	1.23%
Intervention Indicator	16	4.91%
Migrant	0	0.00%
Military Connected	11	3.37%
Student Accelerated Education Plan	3	0.92%
Unschool'd Asylee/Refugee	0	0.00%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	173	53.07%

Student Indicators	Count	Percent
Free Meals	151	46.32%
Reduced-Price Meals	22	6.75%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	2	0.61%
Shelter	0	0.00%
Doubled Up	2	0.61%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Shelter	0	0.00%
Not Unaccompanied Youth	2	0.61%
Unaccompanied Youth	0	0.00%

# Student Learning

## Student Learning Summary

Student academic achievement data is disaggregated after each state assessment and is accessible to campus and district administration. The district improvement committee reviewed the 2024 state testing data for trends and areas of need. In addition to state testing data the committee and administration also review TELPAS, TSI, SAT and student academic programming progress to get a comprehensive understanding of what our student's needs are and how to best use our resources to meet those needs.

STAAR EOC Academic Performance for BRAZOS H S											
	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025		2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
Algebra 1											
Academic Readiness - Did Not Meet	12	9	6	11	12		24.00%	16.36%	8.82%	15.28%	20.34%
Academic Readiness - Approaches	38	46	62	61	47		76.00%	83.64%	91.18%	84.72%	79.66%
Academic Readiness - Meets	17	32	21	16	30		34.00%	58.18%	30.88%	22.22%	50.85%
Academic Readiness - Masters	5	19	4	3	10		10.00%	34.55%	5.88%	4.17%	16.95%
Total Tested (Non-Duplicate Count)	50	55	68	72	59		-	-	-	-	-
Algebra 2											
Academic Readiness - Did Not Meet	0	0	0	0	0		0.00%	0.00%	0.00%	0.00%	0.00%
Academic Readiness - Approaches	0	0	0	0	0		0.00%	0.00%	0.00%	0.00%	0.00%
Academic Readiness - Meets	0	0	0	0	0		0.00%	0.00%	0.00%	0.00%	0.00%
Academic Readiness - Masters	0	0	0	0	0		0.00%	0.00%	0.00%	0.00%	0.00%
Total Tested (Non-Duplicate Count)	0	0	0	0	0		-	-	-	-	-
English 1											
Academic Readiness - Did Not Meet	14	17	7	14	17		20.90%	24.29%	8.54%	14.58%	21.79%
Academic Readiness - Approaches	53	53	75	82	61		79.10%	75.71%	91.46%	85.42%	78.21%
Academic Readiness - Meets	43	42	53	59	54		64.18%	60.00%	64.63%	61.46%	69.23%
Academic Readiness - Masters	9	6	7	17	12		13.43%	8.57%	8.54%	17.71%	15.38%
Total Tested (Non-Duplicate Count)	67	70	82	96	78		-	-	-	-	-
English 2											
Academic Readiness - Did Not Meet	17	11	9	10	17		20.48%	15.49%	11.69%	11.90%	18.68%

Academic Readiness - Approaches	66	60	68	74	74		79.52%	84.51%	88.31%	88.10%	81.32%
Academic Readiness - Meets	51	50	55	57	60		61.45%	70.42%	71.43%	67.86%	65.93%
Academic Readiness - Masters	11	7	5	6	13		13.25%	9.86%	6.49%	7.14%	14.29%
Total Tested (Non-Duplicate Count)	83	71	77	84	91		-	-	-	-	-
English 3											
Academic Readiness - Did Not Meet	0	0	0	0	0		0.00%	0.00%	0.00%	0.00%	0.00%
Academic Readiness - Approaches	0	0	0	0	0		0.00%	0.00%	0.00%	0.00%	0.00%
Academic Readiness - Meets	0	0	0	0	0		0.00%	0.00%	0.00%	0.00%	0.00%
Academic Readiness - Masters	0	0	0	0	0		0.00%	0.00%	0.00%	0.00%	0.00%
Total Tested (Non-Duplicate Count)	0	0	0	0	0		-	-	-	-	-
Biology											
Academic Readiness - Did Not Meet	11	6	4	6	5		15.94%	9.09%	4.82%	6.38%	6.58%
Academic Readiness - Approaches	58	60	79	88	71		84.06%	90.91%	95.18%	93.62%	93.42%
Academic Readiness - Meets	39	42	56	56	57		56.52%	63.64%	67.47%	59.57%	75.00%
Academic Readiness - Masters	10	10	16	10	17		14.49%	15.15%	19.28%	10.64%	22.37%
Total Tested (Non-Duplicate Count)	69	66	83	94	76		-	-	-	-	-
US History											
Academic Readiness - Did Not Meet	4	3	0	1	4		6.45%	4.00%	0.00%	1.41%	6.45%
Academic Readiness - Approaches	58	72	60	70	58		93.55%	96.00%	100.00%	98.59%	93.55%
Academic Readiness - Meets	49	58	44	53	34		79.03%	77.33%	73.33%	74.65%	54.84%
Academic Readiness - Masters	22	26	13	18	8		35.48%	34.67%	21.67%	25.35%	12.90%
Total Tested (Non-Duplicate Count)	62	75	60	71	62		-	-	-	-	-

### Student Learning Strengths

- Allowing the students to choose the subjects of future projects has worked. Students take more ownership of the project.
- Measuring student learning through multiple means. Having students complete projects that measure student learning through multiple means allows different types of learners to show what they know.
- Reviewing and re-teaching is always a good thing for the students. It helps strengthen their academic skills, but also helps them understand what they may have not understood before.
- Students that have more efficacy in their education perform at a high level and are able to use what they have learned previously.
- Using data to monitor student weaknesses has worked because it allowed for intervention in needed areas
- Students are feeling the ability to take more dual credit class in English. They are feeling more prepared for the opportunity that have been given to them. Consistence within the department has been important to them feeling this way.



- Students enjoy hands on and outside the box assignments and will work hard on them
- Getting more students on the recommended plan
- Using competition as motivation to drive student achievement
- Small and large projects done in class seem to get the students interested in learning new information.
- Hands on practice
- Improved focus on UIL brought higher achievement
- Talking and building relationships with students has worked
- The students that are involved in extra curricular activities tend to do well because they have an extra extrinsic motivation.
- Hands on and fun activities. It works because they don't have to sit down and work out of a book or look at a board
- Building good relationships with all of my students
- Due to the variation of instruction style and types of activities in many course, the chances of student growth and success is increased tremendously. The difference of activities allows all students to have a learning style that accommodates their style of learning.
- Student achievement improved across most metrics

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Brazos High School students are struggling with writing

**Root Cause:** Lack of writing foundation and reading skills

**Problem Statement 2:** Students are not passing the EOC exams w Masters rates that are above the state average in Algebra, US History and English 1.

**Root Cause:** We are not challenging all students with academic rigor.

**Problem Statement 3:** BHS students are not meeting the adequate Growth Progress Measure.

**Root Cause:** We are not challenging all students with academic rigor.

# School Processes & Programs

## School Processes & Programs Summary

### Staff Quality, Recruitment, and Retention

- Communication between the principal and the teachers. Being an effective communicator has allowed school to be conducted smoothly.
- We have some really great teachers in this school. As with any work environment, staff members need to feel valued in order to give their best work and want to stay in their position.
- We have excellent teachers and we recruited many excellent new employees this year.
- We hired a much younger staff this year! I think this is positive. We need to be hiring younger instead of retire rehires.
- Again approachable admin
- Teachers certified in the particular area they are teaching.
- Everyone seems to be doing their job and care about the students.
- Dedicated teachers
- Staff that truly care about the students.
- Staff collaboration about students they have in common
- Staff is interested in working together and sharing ideas
- The students with teachers that are on time every day, offering help to students in the morning and school tend to do better. They need to know that the teachers are just as invested in their success as they are.
- Working with every member that knows the job and area that needs to be done and worked out. Making sure that each staff member can do their job
- All of the faculty meeting have been organized and highly effective.
- Hiring qualified teachers in their field and teachers that are excited about what they are teaching is a great strength.

### Curriculum, Instruction and Assessment

- Continued exposure to TEKS and the push to meet each objective I believe has worked.
- Create common curriculum in core subjects so new staff can be trained on academic processes more quickly.
- Using exams coded by the TEKS. It is focused on the TEKS and ensures students are being taught what is required by the state.
- We have access to all resources required and needed to teach successfully. Anytime a need arises, administration can find ways to buy what is needed.
- Supports and encourages staff to try new technology and curriculum offerings in the classroom.
- Flexibility in delivery of instruction
- Making sure we are all aligned properly with our YAG.
- The Gale databases are great for the students to use during projects and research that is assigned in their classes.
- Teaching content you are familiar with
- ASVAB offerings.
- Using TEKS strategies and in service to guide our curriculum.
- Curriculum resources such as iCEV
- The support of administration for the program has been great. Everything i have needed has so far been provided.
- Easy access to resources. Being able to find materials to teach students makes it easier
- The DMAC assessments have been working well, giving the teacher data to show which questions are frequently missed.
- Our lab is supplied with materials and equipment that is necessary for excellence in teaching of the topic.

# Priority Problem Statements

**Problem Statement 1:** Brazos High School students are struggling with writing

**Root Cause 1:** Lack of writing foundation and reading skills

**Problem Statement 1 Areas:** Student Learning

# 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 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- T-TESS data

# Goals

**Goal 1:** Brazos HS will foster a culture of high participation, achievement, and success while providing students with high support.

**Performance Objective 1:** Brazos High school will continue to encourage and facilitate student participation in Dual Credit, Extra Curricular Activities, and Co-Curricular Activities with the goal of increasing the percentage of students who graduate meeting dual credit criteria from 17% in May 2024 to 30% in May 2029.

## HB3 Goal

**Evaluation Data Sources:** CCMR DATA, student dual credit roster, student course selection sheets, student information survey, participation survey.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Brazos ISD will provide tuition for eligible students for 1 dual credit course per semester year. <b>Strategy's Expected Result/Impact:</b> Continue encouraging student participation in dual credit. <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction, Principal, Counselor.  <b>TEA Priorities:</b> Connect high school to career and college <b>Funding Sources:</b> - Title IV - \$8,800	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Brazos High School will create class sections for students enrolled in Dual Credit to recycle assistance and guidance from certified teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Brazos High School will work with WCJC to create more dual credit offerings to support pathways that are in conjunction with Texas Work Force Commission local job reports. <b>Strategy's Expected Result/Impact:</b> Add dual credit offerings. <b>Staff Responsible for Monitoring:</b> Campus principal, counselor and CCMR facilitator.  <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 1:** Brazos HS will foster a culture of high participation, achievement, and success while providing students with high support.

**Performance Objective 2:** CCMR - Students will take TSIA2 which is designed to prepare them for College and Career Readiness with focus of increasing students meeting math and reading meets standards on TSIA2 from 20% in May 2024 to 35% in May 2029.

**HB3 Goal**





**Evaluation Data Sources:** Test results.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will use advisory period to prepare for the TSI testing by using the practice resources in PLATO as well as use the resources posted on the College Board website <b>Strategy's Expected Result/Impact:</b> increase in score results <b>Staff Responsible for Monitoring:</b> Counselor, Principal, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Brazos High School will create and offer TSI boot camps to better prepare students for the test. <b>Strategy's Expected Result/Impact:</b> Staff and train faculty member(s) to facilitate the bootcamp <b>Staff Responsible for Monitoring:</b> Principal and counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> BHS will implement a College Prep program to increase college readiness.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Brazos HS will foster a culture of high participation, achievement, and success while providing students with high support.

**Performance Objective 3:** Increase Brazos High School stakeholders awareness, understanding and knowledge of incorporating CCMR goals into curriculum and learning outcomes.

**Evaluation Data Sources:** Increase in CCMR numbers, TAPR, Certification Results.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Brazos High School will provide opportunities for students, parents and community members to learn about the CTE program through informational nights, Career Day and website. <b>Strategy's Expected Result/Impact:</b> Increase students that take CTE based offerings <b>Staff Responsible for Monitoring:</b> Principal and counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Brazos High School will have CCMR Wednesdays where we invite outside entities to provide information to students <b>Strategy's Expected Result/Impact:</b> Expose students to careers, trades, universities and military options <b>Staff Responsible for Monitoring:</b> Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







**Goal 1:** Brazos HS will foster a culture of high participation, achievement, and success while providing students with high support.

**Performance Objective 4:** Brazos High School will Increase the percentage of graduates who obtain an IBC for CCMR from 73% in August of 2024 to 89% by August 2029.

**HB3 Goal**





**Evaluation Data Sources:** Student enrollment numbers in CCMR track courses, number of students scheduled to take IBC tests.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Brazos High School will purchase the training materials and software necessary for students to complete Industry Based Certifications. Certiport, ICEV <b>Strategy's Expected Result/Impact:</b> Increase in Industry Based Certifications earned by students. Increase in CCMR accountability. <b>Staff Responsible for Monitoring:</b> CTE Teachers, Counselor, Principal, PEIMS Coordinator, Director of Curriculum and Instruction.	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 1:** Brazos HS will foster a culture of high participation, achievement, and success while providing students with high support.

**Performance Objective 5:** Brazos High School will provide and support students to increase Meets and Masters for all EOC tests.

**Evaluation Data Sources:** Prior EOC scores, district CBAs.

Strategy 1 Details	Reviews			
Strategy 1: Advisory period will be used for intervention and tutorial opportunities for students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teacher will utilize TEKS Resource System to assist in developing curriculum, scope and sequences, and lesson plans. <b>Strategy's Expected Result/Impact:</b> Increase Approaches, Meets, and Masters percentages. <b>Staff Responsible for Monitoring:</b> Teachers, Principal, Curriculum Coordinator  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 1:** Brazos HS will foster a culture of high participation, achievement, and success while providing students with high support.

**Performance Objective 6:** Infuse technology into engaging teaching and learning experiences which foster authentic learning that will be relevant to students in the 21st century.

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide Chromebook and Laptop carts to teacher's classrooms for students for technology access. Strategy's Expected Result/Impact: Increase use of technology.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

**Goal 2:** Brazos HS 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:** Promote parent and community involvement through use of website and social media.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Disseminate positive district/campus/teacher information via website, local news media, newsletters, and social media and school reach <b>Strategy's Expected Result/Impact:</b> Community response Social Media Responses <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Celebrate Texas Public Schools Week including Open House <b>Strategy's Expected Result/Impact:</b> Community response Social Media Responses <b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Brazos High School will host a parent night for the parents of incoming 9th graders and new students to explain course selection, career paths, graduation plans, and endorsements <b>Strategy's Expected Result/Impact:</b> Community response Social Media Responses <b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Student accomplishments including Honor Roll, Letter Jackets, Outside Awards, will be recognized at six weeks awards ceremonies and end of year awards ceremonies. <b>Strategy's Expected Result/Impact:</b> Community response Social Media Responses <b>Staff Responsible for Monitoring:</b> Principal Counselor Teachers	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished







Continue/Modify



Discontinue

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





**Performance Objective 1:** Professional and Paraprofessional personnel will meet the definition of "highly qualified" 2024-2025 school year. Brazos ISD will support teachers in completing certification requirements.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide all staff with required professional training on Bloodborne Pathogens, Sexual Harassment, and safety and other required training implemented by the state <b>Strategy's Expected Result/Impact:</b> Staff awareness <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide ongoing training opportunities to core subject teachers on effective strategies for implementing the TEKS <b>Strategy's Expected Result/Impact:</b> Increase in Knowledge, <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide inclusion training to inclusion teachers and core subject teachers <b>Strategy's Expected Result/Impact:</b> Workshop requests Workshop certificates Lesson Plans Grades EOC Scores <b>Staff Responsible for Monitoring:</b> Principal, Director of Special Education	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide effective and timely training on student management software. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to pinpoint struggling students <b>Staff Responsible for Monitoring:</b> Teacher, Principal, Curriculum Director	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 2:** Through the use of TEKS Resource and other programs, teachers will develop and present curriculum that is aligned with the TEKS.

**Evaluation Data Sources:** Data from summative and formative evaluations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will be trained in the use of TEKS Resource System during teacher in service training in August. <b>Strategy's Expected Result/Impact:</b> Teachers will align curriculum with the State standards. <b>Staff Responsible for Monitoring:</b> Principal, Curriculum Coordinator, Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





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

**Performance Objective 1:** Students, staff, and parents will regard BHS as a safe, supportive, and quality environment in which to learn.

**Evaluation Data Sources:** Student, staff and parent surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Safety drills will be conducted according to the implementation plan. The District Safety & Security Committee and Threat Assessment Committee (consisting of BHS Staff Members) are established and will frequently meet throughout the school year, in order to discuss safety and ways to improve. Safety Week will be conducted throughout the school year. <b>Strategy's Expected Result/Impact:</b> Student and staff members will be trained in standard response protocols. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create an environment where discipline is fair, consistent, and timely. <b>Strategy's Expected Result/Impact:</b> This will create an orderly school climate that supports students and staff.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Brazos High School will ensure consistent enforcement of campus rules and DAEP placements. <b>Strategy's Expected Result/Impact:</b> DAEP referrals are consistent with BHS discipline matrix. DAEP handbook rules are followed. <b>Staff Responsible for Monitoring:</b> DAEP Teacher, Administrator.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide bullying/cyber-bullying awareness, drug/alcohol prevention campaign, suicide awareness, use of STOPIT program. <b>Strategy's Expected Result/Impact:</b> decrease in counselor referrals, increase in parent contact and support. <b>Staff Responsible for Monitoring:</b> Counselor, Teacher,	Formative			Summative
	Nov	Jan	Mar	June







Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Students will receive training on interacting with law enforcement. <b>Strategy's Expected Result/Impact:</b> Students will be comfortable communicating with law enforcement which will decrease chances of negative incidents and will increase student's willingness to report to police things such as but not limited to suspicions behavior, dangerous behaviors, threats by others toward student safety. <b>Staff Responsible for Monitoring:</b> Principal, Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 5:** Brazos HS 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:** Principal will monitor teachers as they create a scope and sequence to follow as they create lesson plans and assessments.





**Evaluation Data Sources:** Completion of documentation, increase in effective lesson plans and Higher Level thinking CBAs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus will participate in training with Implementing TEKS resource system to create a scope and sequence aligned with the district instructional, testing and activities calendars. <b>Strategy's Expected Result/Impact:</b> Teaching all TEKS, increase STAAR scores <b>Staff Responsible for Monitoring:</b> Principals, Teachers, Director of Curriculum and Instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Data discussion meetings will occur every six weeks to review CBA data and additional data sources. <b>Strategy's Expected Result/Impact:</b> Increase in student accountability <b>Staff Responsible for Monitoring:</b> Principals, Teachers, Director of Curriculum and Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide staff development opportunities which focus on research based instructional strategies that meet expectations of the campus. <b>Strategy's Expected Result/Impact:</b> Workshop certificates Lesson Plans Grades EOC Scores <b>Staff Responsible for Monitoring:</b> Principal, Director of Curriculum and Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Brazos HS 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:** Data meetings will occur with the Principal, department head and teachers to assure TEKS are taught and tested.

**High Priority**  
**Evaluation Data Sources:** Verification of the YAG, Lesson Plans and CBA alignment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Verification documents will be presented every six weeks to campus administration to verify that teks were taught and instruction is aligned from the previous six weeks-YAG, Lesson Plans, Gradebook and CBA correlation. There is a plan that we are following for the upcoming grading period. <b>Strategy's Expected Result/Impact:</b> Improved planning, implementation, and results! <b>Staff Responsible for Monitoring:</b> Teacher, Department Head and Principal	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# Campus Funding Summary

Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$8,800.00
Sub-Total					\$8,800.00