Brazos Independent School District

District Improvement Plan

2025-2026

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

Student Demographics:

Total Enrollment: 915 students EE-12

Female	440
Male	475
Hispanic-Latino	489
Asian	1
Black-African American	59
Native Hawaiian-Pacific Islander	0
White	338
Two-or-More	26

Student Programs

Gifted and Talented	36
Section 504	94
Special Education	177
Emergent Bilingual	174
Dyslexia	89
Title I School Wide	378

Student Indicators

Foster Care	9
Intervention Indicator	168
Military Connected	32

Foster Care	9
Economic Disadvantaged	552
Homeless	4

Staff

Years of Experience by Subject	2022 - 2023		2023 - 2024		2024 - 2025	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	4.9	7.7%	5	7.9%	4.9	7.2%
All Core Subjects	1	20.4	3.1	63.4	2.8	55.7
Reading / ELA	0.4	7.9	1.6	32.4	1.4	28.4
Mathematics	0.3	5.9	1.1	21.2	0.8	16.1
Science	0.2	3.3	0.4	8.8	0.2	4.1
Social Studies	0.2	3.3	0.1	1	0.3	7.1
1 - 5 Years Experience	8	12.6	10	15.8	14	20.7
All Core Subjects	4	50	2.6	26.2	5.4	38.4
Reading / ELA	1.5	19.2	0	0	2	14.6
Mathematics	2.3	28.6	1.4	14.1	2.8	19.7
Science	0	0	0.4	4.2	0.3	2.3
Social Studies	0.2	2.2	0.8	7.9	0.3	1.8
6 - 10 Years Experience	13.7	21.5	7	11.1	9.2	13.6
All Core Subjects	7.4	54.2	4.2	59.9	5.1	54.8
Reading / ELA	3.4	25	0.8	11.8	1.4	15
Mathematics	1.2	8.9	1.6	22.4	2	21.8
Science	0.7	5	0.4	6.2	0.4	4.7
Social Studies	2.1	15.2	1.4	19.5	1.2	13.3
11 - 20 Years Experience	15.9	25	18.2	28.8	17.9	26.5
All Core Subjects	10	63.2	12.2	67	12	66.7
Reading / ELA	4.2	26.4	5.9	32.3	5.4	30.1
Mathematics	2.1	13.1	2.3	12.7	3	16.7
Science	2.4	15	3	16.6	2.6	14.5
Social Studies	1.4	8.6	1	5.3	1	5.4
Over 20 Years Experience	21	33	23	36.4	21.5	31.8

Years of Experience by Subject	2022 - 2023		2023 - 2024		2024 - 2025	
All Core Subjects	14.1	67.2	13.9	60.4	11.4	52.7
Reading / ELA	3.6	17.3	5.1	22.2	3.9	18.2
Mathematics	4.2	20.1	4.1	17.7	2.9	13.3
Science	3.1	14.8	2.3	9.9	2	9.3
Social Studies	3.2	15	2.4	10.6	2.6	11.9
Total Teacher FTEs	63.6	100	63.2	100	67.6	100

Demographics Strengths

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

Student Learning

Student Learning Summary

STAAR EOC Academic Performance for All Campuses										
	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		19.05%	13.04%	6.82%	12.64%	16.22%
Academic Readiness - Approaches	51	60	82	76	62		80.95%	86.96%	93.18%	87.36%	83.78%
Academic Readiness - Meets	30	46	41	31	45		47.62%	66.67%	46.59%	35.63%	60.81%
Academic Readiness - Masters	18	33	20	17	25		28.57%	47.83%	22.73%	19.54%	33.78%
Total Tested (Non-Duplicate Count)	63	69	88	87	74		-	-	-	-	-
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%

STAAR EOC Academic Performance for All Campuses										
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%

STAAR EOC Academic Performance for All Campuses

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	-	-	-	-	-

STAAR 3-8 Academic Performance All Administration for (008903041) - Brazos Middle

	19-20	20-21	21-22	22-23	23-24	24-25	19-20	20-21	21-22	22-23	23-24	24-25
Math												
Academic Readiness - Did Not Meet	0	3	35	30	41	36	0.00%	6.00%	17.68%	15.79%	21.58%	19.67%
Academic Readiness - Approaches	0	47	163	160	149	147	0.00%	94.00%	82.32%	84.21%	78.42%	80.33%
Academic Readiness - Meets	0	44	96	110	97	96	0.00%	88.00%	48.48%	57.89%	51.05%	52.46%
Academic Readiness - Masters	0	16	33	26	31	47	0.00%	32.00%	16.67%	13.68%	16.32%	25.68%
Total Tested (Non-Duplicate Count)	0	50	198	190	190	183	-	-	-	-	-	-
Reading												
Academic Readiness - Did Not Meet	0	6	40	26	28	33	0.00%	9.68%	18.87%	12.38%	13.73%	16.67%
Academic Readiness - Approaches	0	56	172	184	176	165	0.00%	90.32%	81.13%	87.62%	86.27%	83.33%
Academic Readiness - Meets	0	38	111	132	133	122	0.00%	61.29%	52.36%	62.86%	65.20%	61.62%
Academic Readiness - Masters	0	21	61	51	72	67	0.00%	33.87%	28.77%	24.29%	35.29%	33.84%
Total Tested (Non-Duplicate Count)	0	62	212	210	204	198	-	-	-	-	-	-
Social Studies												
Academic Readiness - Did Not Meet	0	0	19	21	17	13	0.00%	0.00%	24.36%	27.63%	23.61%	20.00%

STAAR 3-8 Academic Performance All Administration for (008903041) - Brazos Middle												
Academic Readiness - Approaches	0	0	59	55	55	52	0.00%	0.00%	75.64%	72.37%	76.39%	80.00%
Academic Readiness - Meets	0	0	29	30	33	39	0.00%	0.00%	37.18%	39.47%	45.83%	60.00%
Academic Readiness - Masters	0	0	19	15	16	32	0.00%	0.00%	24.36%	19.74%	22.22%	49.23%
Total Tested (Non-Duplicate Count)	0	0	78	76	72	65	-	-	-	-	-	-
Science												
Academic Readiness - Did Not Meet	0	0	14	15	21	5	0.00%	0.00%	17.95%	19.74%	29.17%	7.69%
Academic Readiness - Approaches	0	0	64	61	51	60	0.00%	0.00%	82.05%	80.26%	70.83%	92.31%
Academic Readiness - Meets	0	0	35	28	24	44	0.00%	0.00%	44.87%	36.84%	33.33%	67.69%
Academic Readiness - Masters	0	0	14	10	11	18	0.00%	0.00%	17.95%	13.16%	15.28%	27.69%
Total Tested (Non-Duplicate Count)	0	0	78	76	72	65	-	-	-	-	-	-

STAAR 3-8 Academic Performance All Administration for (008903102) - Brazos EL												
	19-20	20-21	21-22	22-23	23-24	24-25	19-20	20-21	21-22	22-23	23-24	24-25
Math												
Academic Readiness - Did Not Meet	0	16	33	52	51	53	0.00%	32.65%	23.08%	33.77%	33.33%	30.64%
Academic Readiness - Approaches	0	33	110	102	102	120	0.00%	67.35%	76.92%	66.23%	66.67%	69.36%
Academic Readiness - Meets	0	23	67	53	55	66	0.00%	46.94%	46.85%	34.42%	35.95%	38.15%
Academic Readiness - Masters	0	15	34	15	18	23	0.00%	30.61%	23.78%	9.74%	11.76%	13.29%
Total Tested (Non-Duplicate Count)	0	49	143	154	153	173	-	-	-	-	-	-
Reading												

Academic Readiness - Did Not Meet	0	15	30	47	34	35	0.00%	30.61%	20.98%	30.52%	22.22%	20.23%
Academic Readiness - Approaches	0	34	113	107	119	138	0.00%	69.39%	79.02%	69.48%	77.78%	79.77%
Academic Readiness - Meets	0	19	74	67	69	92	0.00%	38.78%	51.75%	43.51%	45.10%	53.18%
Academic Readiness - Masters	0	11	32	20	24	30	0.00%	22.45%	22.38%	12.99%	15.69%	17.34%
Total Tested (Non-Duplicate Count)	0	49	143	154	153	173	-	-	-	-	-	-
Science												
Academic Readiness - Did Not Meet	0	0	7	11	24	20	0.00%	0.00%	15.91%	23.40%	44.44%	34.48%
Academic Readiness - Approaches	0	0	37	36	30	38	0.00%	0.00%	84.09%	76.60%	55.56%	65.52%
Academic Readiness - Meets	0	0	22	21	13	14	0.00%	0.00%	50.00%	44.68%	24.07%	24.14%
Academic Readiness - Masters	0	0	10	12	5	5	0.00%	0.00%	22.73%	25.53%	9.26%	8.62%
Total Tested (Non-Duplicate Count)	0	0	44	47	54	58	-	-	-	-	-	-

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%

TAPR STAAR EOC Summary

Year	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
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%
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

Year	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%

TAPR STAAR EOC Summary

Subject Area - Algebra I

Year	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
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

Year	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
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

Year	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
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%
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

Year	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
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

Year	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
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

Year	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
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

TAPR STAAR EOC Summary

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: 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

Revised/Approved: July 23, 2025

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

Performance Objective 1: Student achievement for STAAR/ STAAR EOC will show growth progress for each campus.

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
 	
    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, advisory, 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**

No Progress   Accomplished   Continue/Modify   Discontinue

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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				

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	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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
 	
     Funding Sources: - Title III				

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

No Progress   Accomplished   Continue/Modify   ✕ Discontinue

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**

⬤ No Progress ⬤ Accomplished ➡️ Continue/Modify ❌ Discontinue

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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student growth. **Staff Responsible for Monitoring:** Administrator, Director of Curriculum and Instruction and teachers		**Nov**	**Jan**	**Mar**	**June**
No Progress	Accomplished	Continue/Modify	Discontinue		

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student growth. **Staff Responsible for Monitoring:** Administrator, Director of Curriculum and Instruction and teachers	**Nov**	**Jan**	**Mar**	**June**

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

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% 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**

No Progress   Accomplished   → Continue/Modify   ✗ Discontinue

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.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
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							

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.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased participation/involvement in school functions **Staff Responsible for Monitoring:** Campus Principals Web Master Technology Director							

⬤ 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 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.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
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						

       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: 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.		**Formative**			**Summative**
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		**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 3: Teachers 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**

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 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.	**Formative**			**Summative**
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.	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for teachers to acquire ESL Certification.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of certified ESL Teachers. **Staff Responsible for Monitoring:** Principals and Director of Curriculum and Instruction	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 5: District will provide staff with high quality instructional materials and supplemental materials to improve student perfomance.

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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased participation in Dual Credit Courses, Increase in CCMR		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Director of Curriculum and Instruction, Superintendent					
Funding Sources: - Title IV					

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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in student data results in CBA's, STAAR scores, SAT, PSAT, TSIA and CCMR.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Director of Curriculum and Instruction, Principals					

No Progress   Accomplished   Continue/Modify   Discontinue

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Compliance with state safety requirement **Staff Responsible for Monitoring:** Campus Principals	**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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Fitnessgram reports SHAC Meeting agenda/notes **Staff Responsible for Monitoring:** SHAC Committee Athletic Director				

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				

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.	Formative			Summative
Strategy's Expected Result/Impact: Increased knowledge in safe and healthy schools. **Staff Responsible for Monitoring:** Director Curriculum and Instruction, Principal, Superintendent	Nov	Jan	Mar	June
Funding Sources: - Title IV				

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]	Formative			Summative
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	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)]	Formative			Summative
Staff Responsible for Monitoring: Counselors, Administrators	Nov	Jan	Mar	June

○ No Progress   ⊙ Accomplished   → Continue/Modify   ✕ Discontinue

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.	**Formative**			**Summative**
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	**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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in services provided to our students **Staff Responsible for Monitoring:** Counselors, Director of Programs	**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.	**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**

      ⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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				
No Progress Accomplished → Continue/Modify ✕ 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.

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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in communication and knowledge and understanding of expectations and procedures. **Staff Responsible for Monitoring:** Superintendent		**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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in job performance and meeting goals. **Staff Responsible for Monitoring:** Superintendent, Superintendent Secretary, Principals		**Nov**	**Jan**	**Mar**	**June**

No Progress   Accomplished   Continue/Modify   ✖ 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.

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
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					

No Progress   Accomplished   Continue/Modify   Discontinue

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

Plan Notes

1.17.24 Meeting was held to discuss Calendar and ESSER updates.

District Calendar Committee

Committee Role	Name	Position
Church Member	Kayla Martin	Community
Classroom Teacher	Cathy Egger	Staff
Classroom Teacher	Sarah Henderson	Staff
Business Office	Courtney Marek	Staff
Classroom Teacher	Nancy Polak	Staff
BHS Principal	Andrew Rizzo	Staff
IT Director	Jessie Nanes	Staff
Paraprofessional	Kimball Swiger	Staff
Band Director	Allyn Garcia	Staff
Transportation Director	Brian Hicks	Staff
Cafeteria Director	Nikki Roecker	Staff
CTE Teacher	Graham Borden	Staff
Classroom Teacher	Cameron Schramm	Staff
Parent	Missy Marvin	Parent
Parent	Sarah Reber	Parent
Athletic Director	Audie Jackson	Staff
Support Staff	Lisa Kanak	Staff
Parent	Felicia Oliver	Parent
District-level Professional	Katherine Allison	Director of Specialized Learning
Classroom Teacher	Amanda Hatton	BHS 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	Doug Macha	Parent
District-level Professional	Katherine Allison	Director of Specialized Learning
BHS Teacher	Griffin Clary	Teacher
BHS AP/Dual Credit Teacher	Chad Divin	Teacher
SPED Teacher	Emily Drymala	Teacher
BES Principal	Kimberely Etheridge	Administrator
CTE Classroom Teacher	Amanda Hatton	BHS Teacher
BMS Prinicpal	Clay Hudgins	Administrator
Parent	Melissa Marvin	Parent
Church Member	Kayla Martin	Community
BMSTeacher	Cassidy Matula	Teacher
BMS Teacher	Shelly McCormick	Teacher
BES Teacher	Karrie Miller	Teacher
BHS Teacher	Mona Norris	Teacher
Business	Liz Sliva	Community
BES Assist. Principal	Stephanie Snedaker	Administrator
Federal Programs	Teresa Ressler	District Level

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].

5. Collaborate with State or local child welfare agency to—

   ◦ Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;

   ◦ Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)

6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].

7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].

8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].

9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].

10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

<table>
<tr><td colspan="6">Title II</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>Staff Training</td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>3</td><td>2</td><td>1</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>5</td><td>2</td><td>1</td><td></td><td></td><td>$750.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$750.00</td></tr>
<tr><td colspan="6">Local</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>IXL Learning</td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>Summer School Teachers</td><td></td><td>$0.00</td></tr>
<tr><td>4</td><td>3</td><td>1</td><td></td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="6">Title IV</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>3</td><td>5</td><td>1</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>4</td><td>1</td><td>4</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>4</td><td>2</td><td>1</td><td>books, supplies</td><td></td><td>$0.00</td></tr>
<tr><td>4</td><td>2</td><td>3</td><td></td><td>255</td><td>$1,200.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$1,200.00</td></tr>
<tr><td colspan="6">Title I</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>Summer School Teachers</td><td></td><td>$0.00</td></tr>
<tr><td colspan="4"></td><td>Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="6">Title III</td></tr>
<tr><td>Goal</td><td>Objective</td><td>Strategy</td><td>Resources Needed</td><td>Account Code</td><td>Amount</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>ELL Resources and Staff Development Training</td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>2</td><td>2</td><td></td><td></td><td>$0.00</td></tr>
</table>

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

Addendums

008903 - Brazos ISD Teresa

☐ ☐ ☐☐ ☐

OnPoint☐

☐ Help☐ Ticket

District : Brazos ISD

Year

P O Box 819
Wallis, TX 77485-0819
(979) 478-6551 Phone
(979) 478-2300 Fax

Administration

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

Superintendent/Chief Admin Office/Chief Exec Officer/Pres	Scott Rogers

School Population (2022 - 2023 Summer PEIMS file loaded 06/13/2023)

	Count	Percent
Student Total	**903**	**100%**
Early Education Grade	5	0.55%
Pre-Kindergarten Grade	39	4.32%
Kindergarten Grade	46	5.09%
1st Grade	66	7.31%
2nd Grade	56	6.20%
3rd Grade	57	6.31%
4th Grade	56	6.20%
5th Grade	52	5.76%

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)

	Count	Percent
Gender		
Female	415	45.96%
Male	488	54.04%
Ethnicity		
Hispanic-Latino	505	55.92%
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)

	Count	Percent
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	0	0.00%
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%
Unschooled 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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