

Brazosport Independent School District

District Improvement Plan

2024-2025 Goals/Performance Objectives/Strategies



Mission Statement

The mission of Brazosport ISD is to graduate each student to be future ready.

Vision

Brazosport ISD...Setting the standard for educational excellence.

Value Statement

- 1. Every child deserves the highest quality education.
- 2. Everyone is accountable for student success.
- 3. Students find purpose through connections with their schools.
- 4. Collaborative partnerships are vital to strengthening the learning experience.
- 5. We value and support the contributions of our staff.

Table of Contents

Goals	3
Goal 1: Brazosport ISD will provide a rigorous a relevant learning experience to ensure that every student will B*FutureReady.	3
Goal 2: Brazosport ISD learning environments will be safe, secure, and conducive to learning.	14
Goal 3: BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.	24
Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.	29
Goal 5: Brazosport ISD will recruit, develop, and retain highly effective staff.	37







Goals








Goal 1: Brazosport ISD will provide a rigorous a relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 1: The percent of 3rd grade students that score Meets Grade Level or above on STAAR Reading will increase from 47% in 2021 to 60% by June 2026. (Outcome Goal 1)

HB3 Goal

Evaluation Data Sources: Third grade STAAR Reading Exam results at the Meets Grade Level standard by all applicable Domain III: Closing the gaps groups PK-3 reading screener progress reports comparing the beginning of the year with the end of the year

Strategy 1 Details	Reviews			
Strategy 1: Literacy Specialist will monitor the implementation of the Early Childhood Reading and Writing Curriculum, and provide training and resources to early childhood teachers. Strategy's Expected Result/Impact: Improved reading performance from the beginning of the year to the end of the year for 90% or more of students in grades PK through 4 Staff Responsible for Monitoring: Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood Deputy Superintendent of Curriculum, Instruction, & Assessment Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: District level literacy supervisors will ensure that Balanced Literacy and science of teaching reading is implemented with fidelity in every elementary classroom. Strategy's Expected Result/Impact: 65% or more of students in grades 1-3 will demonstrate a minimum of one year of growth using the Star Renaissance screener. 58% of grade 3 students will perform at Meets Grade Level on the STAAR reading. Staff Responsible for Monitoring: Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood Deputy Superintendent of Curriculum, Instruction, & Assessment Results Driven Accountability Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Use Imagine Learning to accelerate language and literacy skills for all students including Emergent Bilinguals in grades PK-4. (Title III) Strategy's Expected Result/Impact: Improved reading performance from the beginning of the year to the end of the year for 90% or more of students in grades PK-4. Staff Responsible for Monitoring: Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: Imagine Learning Language and Literacy Licenses - 263 - Title III, Part A - \$34,500	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 1: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning especially for the most vulnerable learners in all content areas. Root Cause: There is a need for additional professional development focused on the practicing and monitoring of strategies as well as the development of additional resources to support implementation.








Goal 1: Brazosport ISD will provide a rigorous a relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 2: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 47% in 2021 to 63% by June 2026. (Outcome Goal 2)

HB3 Goal

Evaluation Data Sources: Third grade STAAR Mathematics Exam results at the Meets Grade Level standard by all applicable Domain III: Closing the gaps groups PK-3 math screener progress reports comparing the beginning of the year with the end of the year

Strategy 1 Details	Reviews			
Strategy 1: Improve implementation of Spatial Temporal (ST) Math with Pre-K students through support from the Numeracy Specialist and Early Childhood Specialist. Strategy's Expected Result/Impact: ST Math reports will indicate that 90% of students are on track in mathematics. Staff Responsible for Monitoring: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Results Driven Accountability Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The district will facilitate the implementation and monitoring of the mathematics curriculum and TIER 1 priorities in K-3 by screeners/CBAs/classroom visits while providing targeted training (implementation of number talks, problem-solving models, fact fluency, etc.) and resources (ST Math, STAAR preparation resources, etc.). Strategy's Expected Result/Impact: Improved mathematics performance from the beginning of the year to the end of the year for 90% or more of students in grades K through 3. Staff Responsible for Monitoring: Coordinator of Mathematics (Curriculum Specialist) Deputy Superintendent of Curriculum, Instruction, & Assessment Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: Math Curriculum Specialist - 255- Title II, Part A Personnel - 255.13.6119.00.889.24 - \$78,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Principals will work with math and ELAR teachers to set math and reading annual performance goals for their students. Strategy's Expected Result/Impact: 75% or more of students in grades 1-3 will demonstrate a minimum of one year of growth using the Star Renaissance screener. Staff Responsible for Monitoring: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Results Driven Accountability Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning especially for the most vulnerable learners in all content areas. Root Cause: There is a need for additional professional development focused on the practicing and monitoring of strategies as well as the development of additional resources to support implementation.

Goal 1: Brazosport ISD will provide a rigorous a relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 3: The percentage of graduates that meet the criteria for CCMR will increase from 58% in 2019 (COVID) to 70% by August 2026.
(Outcome Goal 3)

HB3 Goal

Evaluation Data Sources: CCMR accountability verifier

CCMR accountability tracker

AP exam results







SAT and ACT reports














TSIA reports

Industry Based Certification attainment reports

Military enlistment reports

College Prep classes passing reports

Strategy 1 Details	Reviews			
Strategy 1: Opportunities for meaningful industry-based certifications will be identified and provided to students. Strategy's Expected Result/Impact: Number of industry based certifications awarded. Staff Responsible for Monitoring: Deputy Superintendent of Curriculum, Instruction, & Assessment Director of CTE Problem Statements: District Processes & Programs 8 Funding Sources: CTE Specialist - 244 - Carl Perkins	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Brazosport ISD will ensure students have free access to earn college credit with Brazosport College and through AP exams, to college readiness assessments/preparation, and to industry-based certifications. Strategy's Expected Result/Impact: Increased percent of students achieving CCMR from June 2024 to June 2025. Staff Responsible for Monitoring: Deputy Superintendent of Curriculum, Instruction, & Assessment Director of CTE Problem Statements: Student Learning 3 Funding Sources: PSAT/ACT/Academic Assessment/PSAT - 289 - Title IV, Part A - \$6,200, PSAT Prep Program Tutorials - 289- Title IV, Part A Personnel - \$7,800	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide Career and Technical Education students with hands-on experiential learning opportunities through real world settings such as internships, clinicals, and practicum learning experiences that coincide with curriculum and instructional strategies to better equip and prepare students upon graduation. Strategy's Expected Result/Impact: Number of hands-on experiential learning opportunities Number of students participating Staff Responsible for Monitoring: Deputy Superintendent of Curriculum, Instruction, & Assessment Director of CTE Problem Statements: District Processes & Programs 8 Funding Sources: Supplementals and Materials for CTE - 244 - Carl Perkins - \$126,096	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Partner with Brazosport College to assist families in filling out the FAFSA and to ensure there are clear transitional supports. Strategy's Expected Result/Impact: By the end of the school year, two opportunities in each of the two semesters will be offered to families at Brazosport College where they can get assistance in completing the FAFSA. Staff Responsible for Monitoring: Director of Guidance & Counseling Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide families of Emergent Bilingual students who will enter or who are already enrolled in the high schools with tours to expose them to CTE opportunities, and with guidance in selecting Programs of Study suited for the EB students. Strategy's Expected Result/Impact: Improved student performance on the reading STAAR EOC and improved graduation rate and decreased drop out rate. Staff Responsible for Monitoring: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood. Language Acquisition Coordinator. Parent & Family Liaison Results Driven Accountability Problem Statements: District Processes & Programs 8	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 3 Problem Statements:










Student Learning
Problem Statement 3: Brazosport ISD graduates are below the state level of performance for college readiness as evidenced by assessment results such as SAT, TSI, and AP. Root Cause: There is a lack of professional development regarding the expectations of rigor for college-ready measures and increasing awareness of opportunities within the district to support success.
District Processes & Programs
Problem Statement 8: We lack opportunity to provide just in time training for specialized job roles. Root Cause: Lack of internal capacity to provide on the job training and support for various positions.














Goal 1: Brazosport ISD will provide a rigorous a relevant learning experience to ensure that every student will B*FutureReady.

Performance Objective 4: In 2024-2025, BISD campuses will provide accelerated instruction to all student groups that are not achieving their full potential in order to close achievement and growth performance gaps. (Required element TEC 11.252(a)(3)(A)); (HB 4545)

Evaluation Data Sources: 2024 underperforming BISD student groups will close the gap between the performance of the group and both the state and the traditionally higher performing groups on STAAR assessments.

Strategy 1 Details	Reviews			
Strategy 1: Provide campuses with grade level specific math support programs. Strategy's Expected Result/Impact: Improved student performance on the math STAAR, and improved growth of TIER III students from the beginning of the year to the end of the year as measured by grade level math screeners. Staff Responsible for Monitoring: Deputy Superintendent of Curriculum, Instruction, & Assessment Math Coordinator Results Driven Accountability Problem Statements: Student Learning 1, 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide campuses with grade level specific reading support programs. Strategy's Expected Result/Impact: Improved student performance on the reading STAAR, and improved growth of TIER III students from the beginning of the year to the end of the year as measured by grade level reading screeners. Staff Responsible for Monitoring: Deputy Superintendent of Curriculum, Instruction, & Assessment ELA Coordinator Results Driven Accountability Problem Statements: Student Learning 2, 3	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide accelerated instruction through the Brazos Success Academy to students who are not on track to graduate with their cohort. Strategy's Expected Result/Impact: Greater-than or equal to 75% for the six-year graduation rate. Staff Responsible for Monitoring: Deputy Superintendent of Administrative Services Problem Statements: Student Learning 2, 3 - District Processes & Programs 8, 9 Funding Sources: Personnel-Brazos Success Academy - Local 26 - State Comp Personnel (BSA) - \$932,885, Supplies and Materials - Brazos Success Academy - Local 26 State Comp Ed (BSA) - \$89,318, Supplies, Materials and Personnel - Local 99 - (BSA) - \$7,300	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide instruction and accelerated instruction, summer school, and/or tutorials to students who are identified as at-risk, those who did not pass STAAR, including students who are identified as Emergent Bilingual and/or are served through special education. Strategy's Expected Result/Impact: Improved individualized progress and academic performance in alignment with the performance objective measures. Staff Responsible for Monitoring: Deputy Superintendent of Curriculum, Instruction, & Assessment Deputy Superintendent of Elementary Academics and Language Acquisition and Early Childhood Assistant Superintendent of Secondary Academics Problem Statements: Student Learning 2, 3 Funding Sources: Summer School and Summer School Now - SCE 199- Summer School/Summer School NOW (HB 4545) - \$500,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: The district will provide support with planning, along with monitoring and analysis of student performance to campuses identified through the state accountability system as needing support. Strategy's Expected Result/Impact: Student groups with consecutive years of missing Domain III targets will meet their targets. Staff Responsible for Monitoring: Assistant Superintendent of Compliance and Data Quality Results Driven Accountability Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: The Language Acquisition Department will monitor the implementation of the reading and math curricula and provide training and resources to teachers who serve EB students. Strategy's Expected Result/Impact: Improved student performance on the reading STAAR and improved growth of Tier III students from the beginning of year to the end of year as measured by progress monitoring. Staff Responsible for Monitoring: Language Acquisition Department Coordinator, Emergent Bilingual Specialist and Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood Results Driven Accountability Problem Statements: Student Learning 1, 2, 3 Funding Sources: Contracted Services - 263 - Title III, Part A - \$9,240, Teacher Professional Development - 263 - Title III, Part A - \$15,812, Seidlitz Dictado - 263 - Title III, Part A - \$5,595	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide reading tutorials to Bilingual and ESL students at middle/intermediate and HS school campuses to help improve language acquisition and literacy. (Title III) Strategy's Expected Result/Impact: Improved student performance on the reading STAAR and improved growth of Tier III students from the beginning of year to the end of year as measured by progress monitoring. Staff Responsible for Monitoring: Campus administration, teachers that are teaching tutorials, and the Language Acquisition Department. Results Driven Accountability Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide a Read 180 Reading Intervention Program for 7th-12th grade ESL students. Strategy's Expected Result/Impact: Improved student performance on the reading STAAR and improved growth of Tier III students from the beginning of year to the end of year as measured by progress monitoring. Staff Responsible for Monitoring: Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood Results Driven Accountability Problem Statements: Student Learning 2, 3 Funding Sources: Read 180 Licenses - 263 - Title III, Part A - \$16,106	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning especially for the most vulnerable learners in all content areas. **Root Cause:** There is a need for additional professional development focused on the practicing and monitoring of strategies as well as the development of additional resources to support implementation.

Problem Statement 2: Students struggle with demonstrating learning through writing both extended and short-constructed responses. **Root Cause:** Additional time, professional development, campus / district-based monitoring and support are needed to see systematic implementation of frequent writing practices in all content areas.

Problem Statement 3: Brazosport ISD graduates are below the state level of performance for college readiness as evidenced by assessment results such as SAT, TSI, and AP. **Root Cause:** There is a lack of professional development regarding the expectations of rigor for college-ready measures and increasing awareness of opportunities within the district to support success.

District Processes & Programs







Problem Statement 8: We lack opportunity to provide just in time training for specialized job roles. **Root Cause:** Lack of internal capacity to provide on the job training and support for various positions.








Problem Statement 9: A clearly defined training plan for student management and both behavioral and academic intervention is not firmly implemented. **Root Cause:** Demands on time exceed calendar capacity.










Goal 2: Brazosport ISD learning environments will be safe, secure, and conducive to learning.










Performance Objective 1: In 2024-2025, BISD will implement ten or more strategies that ensure the health and safety of students and staff in all learning environments.



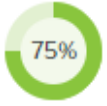




Evaluation Data Sources: District out-of-classroom data
Data on identified valid threats
Tracking of threats from the beginning to the end of school

Strategy 1 Details	Reviews			
Strategy 1: Health and safety specialists will be added to the two high schools and two intermediate schools. Strategy's Expected Result/Impact: The addition of the four Health and Safety Specialists will support a 10% reduction of state coded disciplinary actions by June 1, 2025. Staff Responsible for Monitoring: Chief Finance Officer Deputy Superintendent of Administrative Services Director of Federal Programs Problem Statements: Demographics 1, 2 Funding Sources: Health and Safety Specialists (4) - 289- Title IV, Part A Personnel - \$135,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The district will train key district and campus personnel, including BISD Police and BISD Security/Safety Officers Level II and Level III, in the National Incident Management System (NIMS) and their role in supporting school safety. [TEC 37.081] Strategy's Expected Result/Impact: By the end of the second semester, all personnel who are required to receive the training will be trained. The District has hired a number of new safety specialist in many of our position. This was due to staffing attrition issues. The new safety specialist hired during the first semester of the 2023/2024 school year have completed this training by the end of the School year 2023/2024. The two new Level III Safety Specialists who were hired during the second semester of the 2023/2024 school year have been assigned to complete all NIMS training before the beginning of the 2024/2025 school year. Staff Responsible for Monitoring: Executive Director of Safety, Security, BISD Police Dept, and Emergency Management Problem Statements: District Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The district will adopt and then train staff, students, parents, and district partners on the Standard Response Protocol, Student Reunification Method, and Stop the Bleed, providing drills to ensure preparedness for emergencies.</p> <p>Strategy's Expected Result/Impact: By the end of the school year, every campus will have conducted the Standard Response Protocol Drill, each campus will complete a tabletop/talk through exercise on the Student Reunification Method, protocols and execution process with their crisis management team.</p> <p>This Strategy has been completed.</p> <p>By the end of first semester all new teachers will be trained during TIPS and/or at their respective campuses on Stop the Bleeding Protocols.</p> <p>This Strategy has been completed.</p> <p>By the end of the school year all 7th - 12th grade students will be trained on Stop the Bleeding Protocols.</p> <p>This Strategy has been completed.</p> <p>All Campus Leadership Teams have re-trained their staff and students on the Standard Response Protocols Drills. Each Campus has done a table top/talk exercise with their staff. Due several incidents at many of campuses the REUNIFICATION PROCESS executed with students being reunified with their parents.</p> <p>This Strategy has been completed.</p> <p>Staff Responsible for Monitoring: Executive Director of Safety,Security, BISD Police Department, and Emergency Management</p> <p>Problem Statements: District Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: The district will train staff and students on threat assessment reporting and protocols, as well as support threat assessment teams in evaluation and response to potential behavioral threats to school security and suicide risk.</p> <p>Strategy's Expected Result/Impact: Threat Assessment Team members on each campus will be trained by either the School Safety Center, the Region 4 Service Center, or by district personnel.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Administrative Services and Director of Guidance and Counseling</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 9</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details		Reviews			
Strategy 5: The district will train school personnel in how to identify and assist victims of human trafficking. [TEC 38.0041(a)] [TEC 11.252(c)(9)] Strategy's Expected Result/Impact: By the end of the first semester, all personnel required to receive the training will complete it. Staff Responsible for Monitoring: Director of Guidance & Counseling Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 6 Details		Reviews			
Strategy 6: The district will implement a substance abuse prevention program to include an e-cigarette prevention program in grades 7-12. Strategy's Expected Result/Impact: By the end of the school year, a variety of resources will be used to ensure that all students participating in Teen Leadership at the high school level will receive instruction on e-cigarette and substance abuse prevention. Additionally all other secondary students will receive instruction in the prevention of e-cigarettes according to individual campus' processes and procedures, and all secondary students who receive disciplinary actions due to using e-cigarettes will be assigned online modules or face-to-face lessons to teach them about the dangers of e-cigarettes. Staff Responsible for Monitoring: At-Risk Coordinator and Director of Guidance & Counseling Problem Statements: Demographics 1, 2		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 7 Details		Reviews			
Strategy 7: The district will train staff and students on behavior expectations, including the district's policy on prevention, reporting, and response procedures related to bullying, sexual harassment (Title IX), dating violence and for teachers and staff who work with behaviorally challenged students, TBSI. [TEC 37.0832] [TEC 11.252(3)(E)] [TEC 37.083(a)] [TEC 11.252(a)(9)] [TEC 38.0041] [TEC 37.0831] [TAC 19 103.1201(b)] Strategy's Expected Result/Impact: At the beginning of the school year, all staff will receive the Title IX training. By the end of the first semester, staff will receive training in bullying, while all students in elementary and secondary schools will receive training in anti-bullying, which includes sexual harassment and dating violence, during the month of October. Staff Responsible for Monitoring: Director of Student Services and Fine Arts Problem Statements: Demographics 2 - District Processes & Programs 9 Funding Sources: Prevention Specialist		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 8 Details	Reviews			
Strategy 8: The district will provide an alternative education setting through the Lighthouse Learning Center to students who are experiencing behavioral difficulties on their home campus. (TAC 19.103.1201(b)) Strategy's Expected Result/Impact: During the 2024-2025 school year, students who are placed at the DAEP will receive the supports both behaviorally and academically they need to return to their home campus equipped for success as measured by a reduced recidivism rate. Staff Responsible for Monitoring: Deputy Superintendent of Administrative Services Problem Statements: Demographics 1, 2 - District Processes & Programs 9 Funding Sources: Supplies and Materials Lighthouse Learning Center - Local 28 - Disciplinary AEP State Comp (LLC) - \$7,750, Lighthouse Learning Center (LLC) Personnel - Local 28 - Disciplinary AEP State Comp Pers (LLC) - \$1,301,019, Lighthouse Learning Center LLC-local activities - Local 99 (LLC) - \$17,235, LLC Character Ed Supplies - Local - Local 11- LLC - \$1,400	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: In 2024-25, the district will utilize supplemental funding to provide behavior support to each BISD campus. Strategy's Expected Result/Impact: At the end of the 2025 school year, no racial-ethnic groups or the special education department will be identified as significantly disproportional for OSS and expulsions in the Results Driven Accountability System. Staff Responsible for Monitoring: Director of Student Services and Fine Arts Results Driven Accountability Problem Statements: Demographics 2 - District Processes & Programs 9	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: The district will ensure that each campus has the technology needed to adequately screen visitors to the campus. Strategy's Expected Result/Impact: All campuses will have the Raptor System in Place for use in screening and identifying both district employees and others who visit the campus. Staff Responsible for Monitoring: Executive Director of School Safety and Security Chief Operations and Technology Officer Problem Statements: District Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 11 Details	Reviews			
Strategy 11: The district will continue to provide enhanced staff training on professional standards and ethics. Required practices from employee handbook reminders. Strategy's Expected Result/Impact: The HR department will utilize the Staff Bulletins and email reminder to review required practices from the employee handbook. Staff Responsible for Monitoring: Chief HR Officer Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


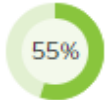




Performance Objective 1 Problem Statements:










Demographics
Problem Statement 1: Analysis of discipline and mental health data both indicate that the frequency and severity of internalizing and externalizing problematic behaviors remain high. Root Cause: Students continue to exhibit increased mental health and behavioral support needs as well as regression in social/emotional skills because they lacked exposure to basic skills in social interactions and behavior.
Problem Statement 2: The number of student receiving discipline referrals in 2024 was 3,645, which continued an upward trend since COVID-19. Root Cause: The systems and processes for implementing PBIS, CKH and CHAMPS need further revision and clarity.
District Processes & Programs
Problem Statement 2: Safety audit findings have identified areas of deficiency that include doors that properly close and lock, shatter resistant film near entries, and periodic emergency response training. Root Cause: Despite excellent evaluations from the state, these items were specifically identified during inspections of campuses and conversations with campus personnel.
Problem Statement 9: A clearly defined training plan for student management and both behavioral and academic intervention is not firmly implemented. Root Cause: Demands on time exceed calendar capacity.










Goal 2: Brazosport ISD learning environments will be safe, secure, and conducive to learning.














Performance Objective 2: In 2024-2025, BISD will implement strategies that support the mental health and developmental needs of students.

Evaluation Data Sources: Communities in Schools monthly reports
 Report on supports to students identified as homeless or in foster care
 Implementation supporting documentation for statutorily required activities and trainings

Strategy 1 Details	Reviews			
Strategy 1: The district will provide support services to students through character education. Strategy's Expected Result/Impact: By the end of the year, all elementary campuses will have implemented QuaverReady and Rhithm, and all secondary schools will have implemented Capturing Kids' Hearts. Staff Responsible for Monitoring: Director of Guidance & Counseling Results Driven Accountability Problem Statements: Demographics 1, 2 - Student Learning 4 Funding Sources: Character Education Coaches (3), Character Education Curriculum-2Words - 289 - Title IV, Part A , Character Education on site Student and Staff Training - 289- Title IV, Part A Personnel	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The district will increase ease of access to in house and outside counseling services through community partnerships to support mental health needs and suicide prevention, including a parental or guardian notification. [TEC 11.252(3)(B)(i)] Strategy's Expected Result/Impact: By the end of the first semester, the process for referrals of students suffering from mental health and isolation issues will be fully implemented. Staff Responsible for Monitoring: Director of Guidance & Counseling Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: BISD campuses will integrate trauma-informed care practices into the district's PBIS framework, including increasing staff and parent awareness of trauma-informed care implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief. [TEC 11.252(a)(3)(E) [TEC 11.252(a)(10) [TEC 38.036] Strategy's Expected Result/Impact: All counselors and behavior specialists will implement trauma-informed care practices. Staff Responsible for Monitoring: Director of Guidance & Counseling and Director of Student Services and Fine Arts Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 4		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: District secondary school campuses will provide Capturing Kids' Hearts and CKH2, as well as district-by-design support, to enhance staff's ability to connect and build positive relationships with and among students. [TEC 11.252(3)(B)(ii)] [TEC 11.252(3)(B)(iii)] Strategy's Expected Result/Impact: By the end of the school year, there will be a decrease in office discipline referrals at the secondary level. Staff Responsible for Monitoring: Director of Guidance and Counseling - Results Driven Accountability Problem Statements: Demographics 2 - Student Learning 4 - District Processes & Programs 9		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 5 Details		Reviews			
Strategy 5: The district will implement mentoring programs through partnerships such as Loving BISD and through Lift Up, a district-facilitated mentoring initiative. Strategy's Expected Result/Impact: By the end of the second nine weeks, students who return to face-to-face learning and who have a district mentor will get connected to the mentor. Staff Responsible for Monitoring: Volunteer Coordinator Problem Statements: Demographics 1 Funding Sources: Mentor Liaison - Local 24 - State Comp Personnel - \$65,000		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 6 Details	Reviews			
Strategy 6: The district will provide case managers to support students and families at select campuses through a partnership with Communities in Schools. Strategy's Expected Result/Impact: By the end of the school year, more than 500 of the district's most at-risk students who are not being successful in school will receive a variety of supports that address social, emotional, physical and academic needs. Staff Responsible for Monitoring: At-Risk Coordinator Results Driven Accountability Problem Statements: Demographics 1 - Perceptions 5 Funding Sources: VOCA Community in Schools - 289 - Title IV, Part A - 289.32.6299.00.889.24 - \$20,000, Criminal Justice Grant 24-25 - CJD Youth Intervention Grant - 278 - \$50,434, Case Manager - 889 - Federal Programs Reservation (Title I) - \$50,434	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: The district will provide after school programs at select campuses to support students through a partnership with Boys & Girls Club of Brazoria County. Strategy's Expected Result/Impact: By the end of the school year, eleven BISD campuses will host after school Boys' and Girls' Club programs. Staff Responsible for Monitoring: At-Risk Coordinator Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: The district will use supplemental funding to coordinate support and transition services to At-Risk students. Strategy's Expected Result/Impact: By the end of the school year, more than 500 of the district's most at-risk students who are not being successful in school will receive a variety of supports that address social, emotional, physical and academic needs. Staff Responsible for Monitoring: At Risk Coordinator Results Driven Accountability Problem Statements: Demographics 1 - District Processes & Programs 8 Funding Sources: At-Risk Coordinator - Local 24 - State Comp Personnel - \$85,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: The district will continue implementation of the ASCEND (Acquiring Strength, Character, Employability and Networking Skills with Determination) Program to offer additional monitoring, supervision, support and enrichment opportunities to students experiencing homelessness. Strategy's Expected Result/Impact: Students experiencing homelessness will have the opportunity to develop better communication, goal setting and employability skills which will increase their resiliency and confidence. Additionally through monitoring and interventions, students will be more successful. Staff Responsible for Monitoring: At Risk Coordinator Results Driven Accountability Problem Statements: Demographics 1 - District Processes & Programs 9 Funding Sources: McKinney Vento Program Specialist/Program Costs - Brazoria County HOME ARP Grant - \$90,500, TECHY (PCN 14745) 23-24 - 206-TECHY (Homeless) Grant 23.24 funds - \$51,600, TECHY (PCN 14745) 24-25 - 206-TECHY (Homeless) Grant 24.25 funds - \$46,063	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: District elementary school campuses will provide CHAMPS, as well as district-by-design support, to enhance staff's ability to connect and build positive relationships with and among students. Strategy's Expected Result/Impact: By the end of the school year, there will be a decrease in office discipline referrals at the elementary level. Staff Responsible for Monitoring: Deputy Superintendent of Elementary Schools Problem Statements: Demographics 1, 2 - Student Learning 4 - District Processes & Programs 9	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: The district will release information on key issues such as bullying, gun safety, vaping and fentanyl awareness, and suicide awareness through various forms of communication, such as school messenger, newsletters and media releases. Strategy's Expected Result/Impact: By the end of the year district parents and students will have an increase awareness surrounding these issues. Staff Responsible for Monitoring: Director of Guidance and Counseling and At Risk Coordinator Problem Statements: Student Learning 4 - Perceptions 5	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Analysis of discipline and mental health data both indicate that the frequency and severity of internalizing and externalizing problematic behaviors remain high. **Root Cause:** Students continue to exhibit increased mental health and behavioral support needs as well as regression in social/emotional skills because they lacked exposure to basic skills in social interactions and behavior.

Problem Statement 2: The number of student receiving discipline referrals in 2024 was 3,645, which continued an upward trend since COVID-19. **Root Cause:** The systems and processes for implementing PBIS, CKH and CHAMPS need further revision and clarity.

Student Learning

Problem Statement 4: The Special Education Program is Significantly Disproportionate in the ratio of African American students served through Special Education versus the number of all students served through Special Education for the SPED OSS and Expulsions < or = to 10 days. **Root Cause:** Student behavior plans are not always being followed.

District Processes & Programs

Problem Statement 8: We lack opportunity to provide just in time training for specialized job roles. **Root Cause:** Lack of internal capacity to provide on the job training and support for various positions.

Problem Statement 9: A clearly defined training plan for student management and both behavioral and academic intervention is not firmly implemented. **Root Cause:** Demands on time exceed calendar capacity.







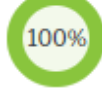
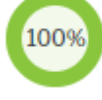





Perceptions

Problem Statement 5: Only 73% of parents and 55% of students surveyed indicated they would recommend their school to someone else. **Root Cause:** The messages about the good things happening in BISD need reinforcement on communication platforms and in conversations.

Goal 3: BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

Performance Objective 1: In 2024-2025 the district will raise awareness in the community and among staff members for Legislative Advocacy to support Brazosport ISD's priorities.

Evaluation Data Sources: Copies of presentations and agendas from advocacy meetings.

Strategy 1 Details	Reviews			
Strategy 1: Develop a dedicated webpage featuring key information, FAQs, and essential links about legislation and the importance of Legislative Advocacy for Brazosport ISD. Strategy's Expected Result/Impact: Greater community support of the BISD legislative advocacy priorities as measured by the EOY survey. Staff Responsible for Monitoring: Tami Sophia Problem Statements: Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Host community events or forums for staff, local businesses, and community members to raise awareness about Legislative Advocacy and its impact on public schools. Strategy's Expected Result/Impact: Greater community support of the BISD legislative advocacy priorities as measured by the EOY survey. Staff Responsible for Monitoring: Tami Sophia Problem Statements: Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Design and distribute visual content that summarize key legislative priorities and their impact on Brazosport ISD to increase visibility and understanding. Strategy's Expected Result/Impact: Greater community support of the BISD legislative advocacy priorities as measured by the EOY survey. Staff Responsible for Monitoring: Tami Sophia Problem Statements: Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





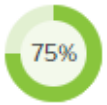


Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Brazosport ISD is facing ongoing challenges related to funding of the district as a direct result of the state withholding funds for public education in 2023. Root Cause: Lawmakers are diverting funds away from public education to support political agendas.

Goal 3: BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

Performance Objective 2: In 2024-2025, the district will communicate the need for a Bond Referendum in May 2025 to staff and community groups, building awareness and support.

Evaluation Data Sources: 2025 BISD Bond website
Copies of presentations
Copies of news releases
Agendas from meetings where the 2025 bond proposal was presented
Schedule of 2025 Bond presentations and meetings

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehensive 2025 Bond Program webpage featuring detailed facts, information, and FAQs regarding the specific projects and items included in the bond referendum. Strategy's Expected Result/Impact: The community will have an easily accessible and clearly understandable webpage to use in making an informed decision about supporting the 2025 bond. Staff Responsible for Monitoring: Rebecca Kelley Problem Statements: District Processes & Programs 7	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create a series of news stories and social media posts directing stakeholders to the Bond Program webpage, ensuring access to accurate and timely information. Strategy's Expected Result/Impact: The community will use information shared through news stories and social media posts to refer to the 2025 bond webpage to use in making an informed decision about supporting the 2025 bond. Staff Responsible for Monitoring: Tami Sophia Problem Statements: District Processes & Programs 7	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 3 Details	Reviews			
Strategy 3: Host informational meetings for staff, parents, and community members to explain the bond's impact on the district and answer any questions. Strategy's Expected Result/Impact: An informed community will pass the 2025 bond proposal. Staff Responsible for Monitoring: Danny Massey Rebecca Kelley Problem Statements: District Processes & Programs 7	Formative			Summative
	Nov	Jan	Mar	June
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:








District Processes & Programs

Problem Statement 7: With the 2019 Bond Program near completion, there will not be funds to cover district capital needs. **Root Cause:** 2019 Bond Program Funds were allocated to cover District Capital needs through the 23-24 school year.

Goal 3: BISD will promote, communicate and market the accomplishments, achievements and successes of students and staff.

Performance Objective 3: In 2024-2025 the district will promote and communicate the many safety and security measures currently in place.

- Evaluation Data Sources:** News Stories
Newsletters
Social Media posts
Agendas from meetings and events
BISD Bulletin

Strategy 1 Details	Reviews			
Strategy 1: Through news stories and social media posts, highlight ongoing security trainings, drills, and events throughout the school year to keep the community informed and demonstrate the district's commitment to safety. Strategy's Expected Result/Impact: The percentage of parents and students who say they would recommend their school to someone else will increase to 80% and 70% respectively. Staff Responsible for Monitoring: Tami Sophia Problem Statements: Perceptions 5	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				














Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 5: Only 73% of parents and 55% of students surveyed indicated they would recommend their school to someone else. Root Cause: The messages about the good things happening in BISD need reinforcement on communication platforms and in conversations.

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: In 2024-2025, BISD Technology will implement activities that will improve the technology infrastructure and support BISD initiatives.

Evaluation Data Sources: Evidence of implementation of each activity

Strategy 1 Details	Reviews			
Strategy 1: The Technology Department will install dark fiber district wide to increase throughput across the district's network. Strategy's Expected Result/Impact: The outcome will be increasing throughput across district networks. Staff Responsible for Monitoring: Director of Technology Problem Statements: District Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The Technology Department will complete implementation of the Command Center. Strategy's Expected Result/Impact: The Command Center will be fully operational by the end of the 2023-2024 school year. Staff Responsible for Monitoring: Chief of Operations and Technology / Director of Technology Problem Statements: District Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: The Technology Department will emphasize cybersecurity awareness to all district staff. Strategy's Expected Result/Impact: By the end of the year, each staff member will receive training. Staff Responsible for Monitoring: Director of Technology Coordinator of Safety and Security Problem Statements: District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

District Processes & Programs

Problem Statement 2: Safety audit findings have identified areas of deficiency that include doors that properly close and lock, shatter resistant film near entries, and periodic emergency response training. **Root Cause:** Despite excellent evaluations from the state, these items were specifically identified during inspections of campuses and conversations with campus personnel.







Problem Statement 3: The cybersecurity threat landscape is undergoing a period of significant intensification specifically in the K-12 environment. **Root Cause:** The perception of weak cybersecurity measures in K-12 schools emboldens attackers, raising the risk of data breaches and operational disruptions.







Problem Statement 4: Network downtime disrupts critical school operations, hindering communication, administrative tasks, and access to essential learning resources. **Root Cause:** The reliance on a single point of failure within the network infrastructure creates a high risk of complete connectivity loss, impacting student learning and essential school operations.







Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.










Performance Objective 2: In 2024-2025, BISD will allocate state and federal funds to support the overall instructional program of the district and to address learning loss resulting in all students group meeting or exceeding the math and reading Meets Grade Level targets for the early literacy and numeracy goals, and a 10% or more improvement in Meets Grade Level performance on all STAAR exams for each racial/ethnic and special program population group identify as under performing in 2024. (Federal and State fiscal compliance)











Evaluation Data Sources: STAAR Performance Reports
 State Accountability Reports
 RDA Report
 District reading and math screener results

Strategy 1 Details	Reviews			
Strategy 1: The district will support supplemental special education early intervention by providing IDEA-B Preschool funding for supplemental needs such as personnel, intervention, professional development, supplies, and materials. Strategy's Expected Result/Impact: Improved individualized progress and academic performance in alignment with the performance objective measures. Staff Responsible for Monitoring: Director of Special Services - Results Driven Accountability Problem Statements: Student Learning 5 Funding Sources: - 225 - IDEA B Preschool - \$74,242	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The district will support supplemental special education Elementary, Middle, and High School instruction by providing IDEA-B funding for supplemental needs such as personnel, intervention, professional development, supplies, and materials. Strategy's Expected Result/Impact: Improved individualized progress and academic performance in alignment with the performance objective measures. Staff Responsible for Monitoring: Director of Special Services Results Driven Accountability Problem Statements: Student Learning 5 Funding Sources: Personnel, Supplies and Materials - 224 - IDEA B - \$2,605,839, SPED Personnel (1 paraprofessional) (9.5 Teachers)	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: The district will support content and language acquisition by providing local and Federal funding for supplemental needs such as personnel, ESL certification training and reimbursement, intervention, family and engagement activities, supplies, leadership training, and materials. Strategy's Expected Result/Impact: Improved academic performance in alignment with the performance objective measures. Staff Responsible for Monitoring: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Results Driven Accountability Problem Statements: Student Learning 2 Funding Sources: Parent and Family Engagement - 263 - Title III, Part A - \$2,946, Program Administrator Travel - 263 - Title III, Part A - \$2,904, Parent Staff Development - 263 - Title III, Part A - \$500, Title III, Part A Indirect Cost - 263 - Title III, Part A - \$5,380, Parent and Family Liaison PCN 14278 - 263 - Title III, Part A Personnel - \$32,000, Classroom Supplies - 263 - Title III, Part A - \$5,367, Supplies for Siedlitz - 263 - Title III, Part A - \$1,600, PFE Snacks - 263 - Title III, Part A - \$50, TSI Bootcamp - 263 - Title III, Part A Personnel - \$3,760		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 4 Details		Reviews			
Strategy 4: The district will coordinate with the Region 4 ESC to recruit, identify and serve Migrant students. Strategy's Expected Result/Impact: Informational migrant posters visibly displayed on each campus (provided by Region 4). 90% of Migrant Surveys returned by parents/caregivers. Number of students identified as Migrant through online & paper enrollment. Staff Responsible for Monitoring: Language Acquisition Coordinator Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Problem Statements: Student Learning 2		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 5 Details		Reviews			
Strategy 5: The district will provide McKinney-Vento and Title I related services to students who have been identified as homeless. Strategy's Expected Result/Impact: Students identified as homeless will receive the supports and services needed for an increase in the number of students to be promoted to the next grade, and that will result a reduction in the dropout rate. Staff Responsible for Monitoring: At-Risk Coordinator Deputy Superintendent of Administrative Services - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 1, 2, 5 Funding Sources: McKinney-Vento Resources/Supplies to meet needs of identified students - 889 - Federal Programs Reservation (Title I) - 211.**.6***.00.***.** - \$3,000		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 6 Details		Reviews			
Strategy 6: The district will provide personnel, programs, materials, professional development and services designed to improve and enhance the general education program for ALL (At-Risk, SPED, ECOD, General Ed, etc) students. Including: Materials, Supplies, Services, Personnel and Resources Strategy's Expected Result/Impact: 2022 underperforming BISD student groups will close the gap between the performance of the group and both the state and the traditionally higher performing groups on STAAR assessments. Staff Responsible for Monitoring: Director of State and Federal Programs Results Driven Accountability Problem Statements: Student Learning 1, 2, 5 Funding Sources: Director State and Federal Programs (50%) - 889 - Federal Programs Reservation (Title I) - 211.21.6119.00.889.24 - \$66,187, Title II, Part A Indirect Cost Rate - 255 - Title II, Part A - \$15,901, Supplemental Instructional Programs, resources and professional development allocated to campuses to support closing learning gaps - 211 - Title I, Part A - \$2,248,246, Truancy Officers - Local 24 - State Comp Personnel - \$160,000, SCE funds to Campuses-Schoolwide - Local 30-State Comp Ed - \$211,349, District Funded Campus Content Specialists - Local 24 - State Comp Personnel - \$320,000, Title I, Part A Indirect Cost Total - 889 - Federal Programs Reservation (Title I) - \$98,738, Professional Development and District Travel - 889 - Federal Programs Reservation (Title I) - \$1,000, Title IV, Part A Indirect Cost Amount - 289 - Title IV, Part A - \$7,199, Interventionists-Title 1 Campuses - Local 30-State Comp Ed Personnel - \$1,182,000, High School Credit Recovery Teachers - Local 24 - State Comp Personnel - \$386,800, Training and materials to support the effective use of technology - 289 - Title IV, Part A - \$5,000, SCE Funds to Campus Non-Title - Local 24 - State Comp - \$61,987, Dean of Instruction - 889 - Federal Programs Reservation (Title I) - \$102,000, District Content Specialists-Science & SS - 255- Title II, Part A Personnel - \$160,000, Supplemental Paraprofessionals - Local 24 - State Comp Personnel - \$243,000, Interventionist Non-Title I Campuses - Local 24 - State Comp Personnel - \$385,000, FIS Instructional Coach - Local 30-State Comp Ed Personnel - \$80,000, College (Bridge) Materials - 289 - Title IV, Part A - \$22,500		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 7 Details	Reviews			
Strategy 7: The district will actively support, monitor and provide funds and resources that are aligned to the parent & family engagement needs and goals of the Title I, Part A Schoolwide campuses. The district will make available in both English and Spanish the district and campus improvement plans. Strategy's Expected Result/Impact: By the end of the year, all BISD Title I, Part A School Wide Programs will report increased parent engagement over 2020-2021. Staff Responsible for Monitoring: Director of Federal Programs Problem Statements: Perceptions 5 Funding Sources: Parent and Family Engagement - 211 - Title I, Part A Parent & Family Engagement - \$27,018	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Provide an effective and comprehensive Gifted and Talented program to all district qualifying students. Strategy's Expected Result/Impact: 80% or more of G/T identified students will score at the Masters Grade Level standard or higher on all STAAR exams. 75% or more of high school students who are identified as G/T will enroll in advanced classes or take dual credit courses. 75% or more of high school students who are identified as G/T will meet the Texas Success Initiative (TSI) criterion under CCMR. Staff Responsible for Monitoring: Advanced Academics Coordinator Deputy Superintendent of Curriculum, Instruction, & Assessment Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: The district will utilize the Early Education Allotment to adequately staff and support the education of students in grades PK through 3. Strategy's Expected Result/Impact: Improved academic performance in alignment with the performance objective measures. Staff Responsible for Monitoring: Assistant Superintendent of Elementary Academics: Language Acquisition and Early Childhood Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
Strategy 10: The district will actively support, monitor and provide resources to eligible and participating Private Non-Profit schools. Strategy's Expected Result/Impact: Provide support to eligible students and teachers in eligible and participating private non-profit schools. Staff Responsible for Monitoring: Director of State and Federal Programs Funding Sources: Private Non-profit OLQP - 255 - Title II, Part A - \$7,030, PNP-OLQP - 289 - Title IV, Part A - \$3,040, OLQP PNP Supplies and Materials - 889 - Federal Programs Reservation (Title I) - \$5,175	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: The district will utilize TEHCY and Brazoria County ARP grant funding to continue implementation of the ASCEND Program which will provide additional wrap around support and tutoring to students experiencing homelessness. Strategy's Expected Result/Impact: Students identified as homeless will receive the supports and services needed for an increased number of students to be promoted to the next grade, and that will result a reduction in the dropout rate. Staff Responsible for Monitoring: At Risk Coordinator Deputy Superintendent of Administrative Services Results Driven Accountability - Equity Plan Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Analysis of discipline and mental health data both indicate that the frequency and severity of internalizing and externalizing problematic behaviors remain high. Root Cause: Students continue to exhibit increased mental health and behavioral support needs as well as regression in social/emotional skills because they lacked exposure to basic skills in social interactions and behavior.
Student Learning
Problem Statement 1: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning especially for the most vulnerable learners in all content areas. Root Cause: There is a need for additional professional development focused on the practicing and monitoring of strategies as well as the development of additional resources to support implementation. Problem Statement 2: Students struggle with demonstrating learning through writing both extended and short-constructed responses. Root Cause: Additional time, professional development, campus / district-based monitoring and support are needed to see systematic implementation of frequent writing practices in all content areas.

Student Learning

Problem Statement 3: Brazosport ISD graduates are below the state level of performance for college readiness as evidenced by assessment results such as SAT, TSI, and AP. **Root Cause:** There is a lack of professional development regarding the expectations of rigor for college-ready measures and increasing awareness of opportunities within the district to support success.

Problem Statement 5: STAAR passing rates for Special Education students were: 47.6% in math, 48.8% in Reading/Language Arts, 30.3% in science, and 36.1% in social studies. STAAR EOC passing rates for special education students were 60.8% in Algebra 1, 66.5% in Biology, 66.9% in US History, and 25.7% in English I & II. **Root Cause:** Tiers I, II, and III instruction provided to special education students is not preparing them for the rigor required to meet the minimum passing standards for STAAR and STAAR EOC.





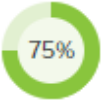
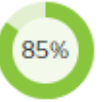


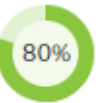
Perceptions










Problem Statement 5: Only 73% of parents and 55% of students surveyed indicated they would recommend their school to someone else. **Root Cause:** The messages about the good things happening in BISD need reinforcement on communication platforms and in conversations.






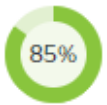




Goal 5: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 1: In 2024-2025, BISD will develop programs to attract and retain highly effective staff.

Evaluation Data Sources: Teacher retention data
Wellness participation data
Teacher development data

Strategy 1 Details	Reviews			
Strategy 1: Partner with Sponsor and colleges/universities to maintain the Registered Apprenticeship program. Strategy's Expected Result/Impact: An MOU will be developed to define the partnership. 75 or more apprentices will participate in the program. Staff Responsible for Monitoring: Chief Human Resources Officer Equity Plan Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Strategically place apprentices within campuses to ensure that candidates receive the appropriate mentorship and support they need to be successful. Strategy's Expected Result/Impact: Using interview information, campus needs assessments and local teacher interviews, all apprentices will be assigned to placements that promote their success according to their RAP guidelines. Staff Responsible for Monitoring: Chief Human Resources Officer Equity Plan Problem Statements: Demographics 3 Funding Sources: Mentor Program - 255- Title II, Part A Personnel - \$75,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Identify funding opportunities (federal, state, local and private) to sustain the Registered Apprenticeship Program. Strategy's Expected Result/Impact: By the end of the year, the district, along with sponsor, will submit one grant proposal to help sustain the apprentice program. Staff Responsible for Monitoring: Chief Human Resources Officer Equity Plan Problem Statements: District Processes & Programs 5 - Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Establish & maintain partnerships and seek/secure MOUs with University Colleges of Education. Strategy's Expected Result/Impact: In six months, BISD will have signed MOUs with two new universities. Staff Responsible for Monitoring: Chief of Human Resources Equity Plan Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Research avenues to expand Teacher Certifications, including a district or partnership for an Alternative Certification Program. Strategy's Expected Result/Impact: The district will research and attend 1 training to begin the process of developing a district ACP or partnership ACP. Staff Responsible for Monitoring: Chief Human Resources Officer, Curriculum & Assessment Dept. Equity Plan Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Maintain, monitor, and expand the Teacher Incentive Allotment to reward teachers who bridge the learning gap and through evaluation demonstrate student achievement. Strategy's Expected Result/Impact: The Teacher Incentive Allotment program will implement the planned design to evaluate all eligible teachers to determine student achievement in their perspective areas and reward teachers monetarily if meet predetermined criteria. Pilot Social Studies for expansion. Add Science to qualifier. Staff Responsible for Monitoring: Chief of Human Resources, Dep. Supt. Curriculum & Assessment Results Driven Accountability Problem Statements: District Processes & Programs 5 - Perceptions 3 Funding Sources: Coordinator of TIA & Evaluation Systems - \$89,000, Teacher Incentive Allotment - Teacher Incentive Allotment 48.112 - \$1,344,186	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Utilize alternative or local funding to provide a recognition and wellness program to support BISD HR Talent acquisition and retention strategies. Strategy's Expected Result/Impact: The recognition and wellness program will support the Human Resource Department's effort to maintain our continuity of services through staff acquisition and retention by providing an easy-to-use and effective employee engagement solutions that supports HR and staff wellness. Staff Responsible for Monitoring: Chief Human Resources Officer Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: The district will assign Preferred Subs to campuses to help support substitute teacher fill rates. Strategy's Expected Result/Impact: There will be an increase in the percentage of filled assignments by substitute teachers. Staff Responsible for Monitoring: Chief Human Resources Officer Problem Statements: Demographics 3 - District Processes & Programs 5	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 1 Problem Statements:














Demographics
Problem Statement 3: Staffing shortages throughout the state continues to impact our ability to staff each and every classroom with highly-qualified teachers, specifically in special education (self-contained) and secondary core. Root Cause: Declining enrollment in EPPs and reduction in candidates seeking certification in high need areas impacts the number of highly qualified teachers entering the profession.
District Processes & Programs
Problem Statement 5: Less general fund revenues are available to meet the instructional and operational needs of the District due to decrease enrollment and a sub 95% attendance rate. Root Cause: State funding is based on students enrolled in average daily attendance.
Perceptions
Problem Statement 3: Brazosport ISD is facing ongoing challenges related to funding of the district as a direct result of the state withholding funds for public education in 2023. Root Cause: Lawmakers are diverting funds away from public education to support political agendas.

Goal 5: Brazosport ISD will recruit, develop, and retain highly effective staff.

Performance Objective 2: In 2024-2025, BISD will ensure that teachers are receiving high-quality professional development that will support their efforts to improve classroom instruction and student performance.

Evaluation Data Sources: District Professional Development Plan Progress
PD Reports from Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Implement the District Professional Development Plan with an emphasis on improving the level of pedagogy in core subject classrooms and principal leadership development. Strategy's Expected Result/Impact: By the end of the school year, all instructional staff will complete the appropriate year of their professional develop pathway in accordance with T-TESS and P-TESS Dimension 4.3. Staff Responsible for Monitoring: Asst. Superintendent of Secondary Academics - Results Driven Accountability - Equity Plan Problem Statements: Demographics 3 - Student Learning 1 - Perceptions 4 Funding Sources: Professional Development Speakers, Conferences, Professional Development Supplies - 255 - Title II, Part A - \$1,000, Professional Development - 289 - Title IV, Part A - \$13,500, Professional Development - 255 - Title II, Part A - \$129,500, Professional Development-Principal - 263 - Title III, Part A - \$6,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide curriculum documents for K-12 core classes that organize TEKS into units of study and offer guidance for sequencing and pacing. Strategy's Expected Result/Impact: Revision of the curriculum documents in the curriculum management plan timeline will be at 100% complete. Staff Responsible for Monitoring: Deputy Superintendent of Curriculum, Instruction, & Assessment All content area coordinators/specialists Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: New to the district K-3 teachers will attend and implement components of a teacher literacy achievement academy as phase four of the HB 3 Reading Academy requirements. Strategy's Expected Result/Impact: 65% or more of students in grades 1-3 will demonstrate a minimum of one year of growth using the Star Renaissance screener. 58% of grade 3 students will perform at Meets Grade Level on the STAAR reading. Staff Responsible for Monitoring: Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood Results Driven Accountability Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Early childhood support personnel will receive updated training to enable them to better support early childhood classroom teachers. Strategy's Expected Result/Impact: 65% or more of students in grades 1-3 will demonstrate a minimum of one year of growth using the Star Renaissance screener. 58% of grade 3 students will perform at Meets Grade Level on the STAAR reading. Staff Responsible for Monitoring: Deputy Superintendent of Elementary Academics: Language Acquisition and Early Childhood Problem Statements: Student Learning 1 - District Processes & Programs 8	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: The Coordinator of Federal Programs will convene the Programs Advisory Council along with the DEIC to provide meaningful consultation with teachers, principals and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the statutory purpose of Title II, Part A. Strategy's Expected Result/Impact: Title II, Part A funds will be allocated appropriately. Staff Responsible for Monitoring: Director of Federal Programs Equity Plan Problem Statements: Perceptions 5	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Staffing shortages throughout the state continues to impact our ability to staff each and every classroom with highly-qualified teachers, specifically in special education (self-contained) and secondary core. Root Cause: Declining enrollment in EPPs and reduction in candidates seeking certification in high need areas impacts the number of highly qualified teachers entering the profession.</p>
Student Learning
<p>Problem Statement 1: High-leverage instructional strategies of focus (Tier 1 Priorities) are not universally and consistently observed across the district likely resulting in lower levels of learning especially for the most vulnerable learners in all content areas. Root Cause: There is a need for additional professional development focused on the practicing and monitoring of strategies as well as the development of additional resources to support implementation.</p> <p>Problem Statement 2: Students struggle with demonstrating learning through writing both extended and short-constructed responses. Root Cause: Additional time, professional development, campus / district-based monitoring and support are needed to see systematic implementation of frequent writing practices in all content areas.</p>
District Processes & Programs
<p>Problem Statement 8: We lack opportunity to provide just in time training for specialized job roles. Root Cause: Lack of internal capacity to provide on the job training and support for various positions.</p>
Perceptions
<p>Problem Statement 4: Substitute knowledge and classroom management has shown to be a campus concern. Root Cause: Lack of in-person training opportunities provided by the district for substitutes in the areas of concern.</p> <p>Problem Statement 5: Only 73% of parents and 55% of students surveyed indicated they would recommend their school to someone else. Root Cause: The messages about the good things happening in BISD need reinforcement on communication platforms and in conversations.</p>