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A meeting of the Board of Trustees of the Bryan Independent School District will be held on Monday, September 8, 2025, beginning at 6:00 PM in the Boardroom of the Administration Building, 801 South Ennis Street, Bryan, Texas 77803, where a quorum of the Board of Trustees will be present.

The subjects to be discussed, considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting agenda. A closed meeting may be held at any time during the open meeting as authorized by various sections of the Texas Government Code. When this occurs, a formal statement will be made by the president or presiding officer of the Board of Trustees.

**1. Call to Order**

**2. Welcome**

**3. Spotlight**

3.A. Essential Eight Community Partnership Award to H&O Trucking Company for the \$17,000 donation of district-wide t-shirts

3.B. Essential Eight Community Partnership Award for the Bryan ISD Education Foundation

3.C. Viking Graphics and Animation Club Kids of Characters

**4. Public Comment on Agenda Items**

**5. Information Items**

5.A. Board members will have an opportunity to discuss information learned from the 2025 Summer Leadership Institute

5.B. Bond 2025 website overview

5.C. Group Benefits Risk Pool Overview for 2026

**6. Consent Agenda**

6.A. Consider approval of the meeting minutes for July 21, 2025



**BRYAN ISD BOARD OF TRUSTEES MEETING**  
Monday, August 18, 2025

The Bryan ISD Board of Trustees met for a Regular Meeting on Monday, August 18, 2025 at 6:00 PM in the Boardroom, 801 South Ennis Street, Bryan, TX 77803.

Board members present:

- Felicia Benford: Present
- Joel Bryan: Present
- Leo Gonzalez: Present
- Julie Harlin: Present
- David Stasny: Present
- David Stennis: Present
- Ruthie Waller: Present

**1. Call to Order**

The meeting was called to order at 6:00 PM.

**2. Welcome**

**3. Pledges of Allegiance to the United States and Texas Flags**

Principal Michael Gibson introduced his Jane Long Intermediate School students, who led the Pledge of Allegiance to the United States Flag.

Principal Rebecca Ryberg introduced her Sam Rayburn Intermediate School students, who led the Pledge of Allegiance to the Texas Flag.

**4. Spotlight**

**4.A. Auxiliary Employee of the Month**

Mr. Rick Scott, Custodial Supervisor, recognized Ms. Maria Zamora, Head Custodian at the Bryan ISD Administration Building

**5. Public Comment on Agenda Item**

1 Speaker - Wiley Tarver

**6. Public Comment on Non-Agenda Item**

No comments

**7. Board Member Reports**

**7.A. Superintendent's Report on Student and Staff Celebrations**

Ms. Carrabine highlighted several Back-to-School events, beginning with the Convocation theme, "You Make the Difference." Attendees showed their unity in matching t-shirts generously donated by Hector and Olivia Badillo. She also recognized Board Member Felicia Benford for her inspiring message at Convocation. Special thanks were extended to the Bryan City Council for joining the Community Pep Rally and to TNT Security for sponsoring the fireworks display.

**7.B. Finance Board Committee Report on Property Values, the Employee Benefits Timeline, and Upcoming Purchase Requests**

Board Member David Stennis shared information related to the Board Finance Committee Meeting on August 14th.

**8. Information Items**

**BRYAN ISD BOARD OF TRUSTEES MEETING**  
**Monday, August 18, 2025**

8.A. State Accountability Update

Associate Superintendent of Teaching and Learning, Dr. Barbara Ybarra provided an update on the State Accountability System.

8.B. Overview of the Process and Timelines Related to Informational Sessions for Health Insurance Benefits

Chief Financial Officer, Norma Friddle, provided an update on Health Insurance Benefits

**9. Consent Agenda**

I move approval of all the items listed on the consent agenda. This motion, made by Julie Harlin and seconded by Felicia Benford, Passed.

Felicia Benford: Yea

Joel Bryan: Yea

Leo Gonzalez: Yea

Julie Harlin: Yea

David Stasny: Yea

David Stennis: Yea

Ruthie Waller: Yea

Yea: 7, Nay: 0

9.A. Consider approval of the meeting minutes for July 21, 2025

9.B. Consider Approval of Financial Statements and Purchasing Report for July 2025

9.C. Consider Approval of an Interlocal Agreement with Brazos County for Joint Election and Election Administration for the November 4, 2025, Election

9.D. Consider approval of the adoption of Order and Notice of the Board of Trustees Election for November 4, 2025

9.E. Consider a Purchase Request over \$50,000 for the Texas Instructional Leadership training with Education Service Center Region 6 through the Learning Acceleration and Support Grant (LASO) Funds.

9.F. Consider Approval of Texas Teacher Evaluation and Support System (T-TESS) Appraisers for the 2025-2026 School Year

9.G. Consider Approval of Updates to Local Board Policies

9.H. Consider Approval of the Quarterly Investment Report for the Quarter ending June 30, 2025

9.I. Discuss and Consider Approval of Amendments to the District of Innovation Local Innovation Plan

9.J. Consideration and/or Action to Approve an Agreement for the Purchase of Attendance Credit (Option 3 Agreement) and to Delegate Contractual Authority to the Superintendent

For the 2025-2026 school year, we delegated contractual authority to obligate the school district under Texas Education Code (TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit, the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding) or the Agreement for Purchase of Attendance Credit and Netting Chapter 48 Funding.

**10. Action Items**

10.A. Consider Approval for the Close Out of Phase 2 Construction for Sadberry Intermediate School

I move approval of the final payment in the amount of \$77,241 to Drymalla

**BRYAN ISD BOARD OF TRUSTEES MEETING**  
**Monday, August 18, 2025**

Construction and a deductive change order in the amount of \$1,439,147, as presented. This motion, made by Leo Gonzalez and seconded by Felicia Benford, Passed.

Felicia Benford: Yea  
Joel Bryan: Yea  
Leo Gonzalez: Yea  
Julie Harlin: Yea  
David Stasny: Yea  
David Stennis: Yea  
Ruthie Waller: Yea

Yea: 7, Nay: 0

Drymalla Construction reached substantial completion for Sadberry Intermediate School in June 2023 for Phase 1 and February 2025 for Phase 2. The Punch List has been completed and all closeouts have been received by Bryan ISD and PBK Architects. There is a deductive change order, resulting in a savings in the amount of \$1,439,147.00 and a final pay amount of \$77,241.00. This project was funded using 2020 bond funds.

10.B. Consider Approval for the Close Out of the Ruby Haliburton Auxiliary Complex I move approval of the final payment in the amount of \$470,339.39 to Drymalla Construction and a deductive change order in the amount of \$2,006,217, as presented. This motion, made by Joel Bryan and seconded by David Stennis, Passed.

Felicia Benford: Yea  
Joel Bryan: Yea  
Leo Gonzalez: Yea  
Julie Harlin: Yea  
David Stasny: Yea  
David Stennis: Yea  
Ruthie Waller: Yea

Yea: 7, Nay: 0

Drymalla Construction reached substantial completion for the Ruby Haliburton Auxiliary Complex in April 2025. The Punch List has been completed and all closeouts have been received by Bryan ISD and PBK Architects. There is a deductive change order, resulting in a savings in the amount of \$2,006,217.00 and a final pay amount of \$470,339.39. This project was funded using 2020 bond funds.

10.C. Discuss and Consider Approval over \$50,000 for the Purchase of Buses I move approval of the purchase of three (3) 77-passenger buses from Longhorn Bus Sales in the amount of \$459,051.00, to be funded by the Internal Transportation Service Fund, as presented. This motion, made by Leo Gonzalez and seconded by Felicia Benford, Passed.

Felicia Benford: Yea  
Joel Bryan: Yea  
Leo Gonzalez: Yea  
Julie Harlin: Yea  
David Stasny: Yea  
David Stennis: Yea

**BRYAN ISD BOARD OF TRUSTEES MEETING**  
**Monday, August 18, 2025**

Ruthie Waller: Yea

Yea: 7, Nay: 0

Administration recommended the purchase of three (3) 77-passenger buses from Longhorn Bus Sales in the amount of \$459,051.00. These buses will be utilized for daily student transportation routes and will also support extracurricular activities, including field trips. The district has qualified drivers in place to operate these buses, ensuring they can be put into immediate service to maintain fleet reliability, meet transportation demands, and ensure student safety. This purchase will be funded by the Internal Transportation Service Fund.

10.D. Discussion and Consideration of an Order Calling a November 4, 2025 Bond Election to be Held in the Bryan Independent School District, Making Provision for the Conduct of Said Election and Resolving Other Matters Incident and Related Thereto  
I move to adopt an order calling a bond election to be held by the Bryan Independent School District on November 4, 2025, making provision for the conduct of the election and resolving other matters incident and related thereto. This motion, made by Ruthie Waller and seconded by Felicia Benford, Passed.

Felicia Benford: Yea

Joel Bryan: Yea

Leo Gonzalez: Yea

Julie Harlin: Yea

David Stasny: Yea

David Stennis: Yea

Ruthie Waller: Yea

Yea: 7, Nay: 0

**11. Closed Session**

Board President Stasny called for a closed session at 7:33 p.m. as authorized by Texas Government Code Chapter 551.074, and 551.0821 for the subjects allowed.

11.A. Discuss Issues Pertaining to Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee - Texas Government Code Chapter 551.074

11.B. Discussion Related to a Public School Student Wherein Personally Identifiable Information will Necessarily be Revealed - Texas Government Code Sections 551.0821

11.C. Discuss Legal Requirements and Financial Terms of JETI Tax Incentive Program - Texas Government Code Section 551.087

11.D. Discussion Related to Critical Infrastructure and Emergency Management Measures - Texas Government Code Section 418.181

**12. Reconvene in Open Session**

The Board reconvened in open session at 9:03 p.m. No action was taken in closed session.

13. Discuss and Consider Approval over \$50,000 for the Purchase of Mandated Safety Equipment

I move approval of the purchase for the mandated safety equipment in the amount of \$191,976 with shipping from CoolVu, as presented. This motion, made by Leo Gonzalez and seconded by Felicia Benford, Passed.

Felicia Benford: Yea

Joel Bryan: Yea

Leo Gonzalez: Yea

**BRYAN ISD BOARD OF TRUSTEES MEETING**  
**Monday, August 18, 2025**

Julie Harlin: Yea

David Stasny: Yea

David Stennis: Yea

Ruthie Waller: Yea

Yea: 7, Nay: 0

**14. Adjourn**

There being no further business, the meeting adjourned at 9:05 pm.

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President

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Secretary

6.B. Consider Approval of Purchase over \$50,000 for Schoology Learning Management renewal for grades 5-12



Sales Quote - This Is Not An Invoice

**PowerSchool Group LLC**  
 150 Parkshore Dr.  
 Folsom CA 95630

**Quote #:** Q-90061-1

Prepared By:	Carl Bunch	Customer Contact:	Julea Johnson
Customer Name:	Bryan Independent School District	Title:	Executive Director of Technology Services
Address:	801 S. Ennis	City:	Bryan
Contract Term:	12 Months	State/Province:	Texas
Start Date:	October 1, 2025	Zip Code:	77803
End Date:	September 30, 2026	Phone #	(979)209-1171
Payment Terms:	Net 30	Pricing Vehicle Contract #:	
Pricing Vehicle:			

**Contract Term : October 1, 2025 to September 30, 2026**

**Quote Summary**

License and Subscription Period(s)	Software	Total
Subscription Period 1: October 1, 2025 to September 30, 2026	USD 55,846.88	USD 55,846.88
Total Contract : October 1, 2025 to September 30, 2026	USD 55,846.88	USD 55,846.88

**License and Subscription Fees**

Subscription Period 1 License and Subscription Fees

Product Description	Quantity	Unit	Price
Schoology LMS Subscription	9,250.00	Students	USD 55,846.88
<b>Subscription Period 1 License and Subscription Fees TOTAL:</b>			USD 55,846.88
Total License and Subscription Fees :			<b>USD 55,846.88</b>

Subscription Start and End Dates shall be as set forth above. On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then-current rates and enrollment per existing terms of the executed agreement between Customer and PowerSchool. Any applicable sales or other tax has not been added to this quote. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All purchase orders must include the exact quote number of this quote. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions of this quote or any agreement executed between the parties. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will expire after 12 months.

This quote incorporates any statement of work attached hereto. This quote is subject to and incorporate the terms and conditions found at [www.powerschool.com/MSA\\_2024/](http://www.powerschool.com/MSA_2024/).

By either (i) executing this quote or (ii) accessing the services described on this quote, Customer agrees that after the contract term end date, the subscription for such services will continue for successive twelve (12) month subscription periods on the same terms and conditions as set forth herein, subject to a standard annual price uplift and excluding any promotional pricing, unless Customer provides PowerSchool with a written notice of its intent not to renew at least sixty (60) days prior to the end of the applicable current contract term.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

Bryan Independent School District

Signature:

Signature:



Printed Name: Jon Scrimshaw

Printed Name:

Title: Chief Accounting Officer

Title:

Date: 2-APR-2025

Date:

PO Number: \_\_\_\_\_

6.C. Consider Approval of Purchase over \$50,000 for the annual renewal of Classlink, the district's single-sign-on platform



# Quote

Contact Name     Jana Wenzel  
 Account Name     Bryan ISD (TX, 77803)  
 Bill To            801 S Ennis  
                       Bryan, TX 77803  
                       United States

Quote Number     00023141  
 Prepared By       Carley Glasser  
 Email             carley.glasser@classlink.com  
 Phone             (862) 895-6048  
 Expiration Date   10/1/2025  
 Subscription Term 10/1/2025 - 9/30/2026  
 Grand Total       \$55,054.54

DIR-CPO-4493

Please note that the ClassLink user count is the combined total of students and full-time teachers.

Product Code	Product	Sales Price	Quantity	Total Price
CL-USER-LP-4	ClassLink Annual License - per user (15,001-25,000 users)	\$3.30	17,158.00	\$56,621.40
CL-USER-LP-4-DISCOUNT-5%-DIR	ClassLink Annual License - per user (15,001-25,000 users) -5% DIR Contract_Discount-DIR-CPO-4493	-\$0.17	17,158.00	-\$2,916.86
CL-HOST-OR3	ClassLink Roster Server Annual Hosting (10,001-100,000 users)	\$1,350.00	1.00	\$1,350.00

Total Price       \$55,054.54

Proposal supersedes all other proposals. Email purchase order to [billing@classlink.com](mailto:billing@classlink.com)  
 Remittance Address: ClassLink Inc. P.O.Box 51100 Newark, NJ, 07101

Providing excellent products and services at great cost value to our customers continues to be a key goal at ClassLink. Due to increased costs and our intent to continue to provide quality services, pricing changes have become necessary. The quote above includes the price changes, which are effective 01/01/2025.

**BRYAN INDEPENDENT SCHOOL DISTRICT  
PURCHASE AUTHORIZATION REQUEST**

In accordance with Policy CH (LOCAL) the following purchase request is being submitted for consideration:

**VENDOR:** ClassLink, Inc

**FUNDING AMOUNT:** \$55,054.54

**ADDRESS:** 45 E Madison Ave Ste 7

**FUNDING SOURCE:** IMTA

**CITY, STATE ZIP:** Clifton, NJ 07011

**DATE REQUIRED:** August 26, 2025

Purchasing Cooperative

**PURCHASING/BID METHOD:**

ClassLink Subscription Renewal 2025-2026

**DESCRIPTION:**

This online resource manages single sign on for staff and students.

**JUSTIFICATION:**

The ClassLink platform has provided a single sign-on web portal for all digital instructional materials and district online resources simplifying user login and improving access to these resources for employees, students, and parents. Continued enhancements within this platform allow for management of application access by content area and increased security.

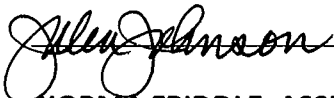
**EFFECT ON FUTURE BUDGET YEAR:**

Jana Wenzel

8/26/25

**REQUESTED BY:**

**DATE:**



**NORMA FRIDDLE, ASSIST SUPT OF BUS SERV**

**APPROVED:**

**DENIED:**

**GINGER CARRABINE, SUPERINTENDENT**

**APPROVED:**

**DENIED:**

**DATE OF BOARD MEETING:**

**APPROVED:**

**DENIED:**

**BUSINESS OFFICE USE ONLY:**

FORM 1295 REC'D:

YES:

NO:

PURCHASE ORDER NO: \_\_\_\_\_

BUDGET TRANSFER REQUIRED:

DATE ISSUED: \_\_\_\_\_

YES:

NO:

6.D. Consider approval of a purchase over \$50,000 for Summit K12



# SUMMIT K12

## Summit K12 Quotation Form

Quotes are valid 90 days from Creation Date

(If purchase request is dated on or before the above date, then quote price is valid and honored)

Created Date	9/2/2025	Quote Number	00015249
Subscription End Date (Quote)	6/30/2026	Account Name	Bryan Independent School District
		Contact Name	Georgeanna Adams-Molina Ed.D.
		Email	georgeanna.molina@bryanisd.org

Summit K12  
 PO Box 26841, Austin, TX 78755  
 P: 844-331-4737 | Fax: 866-490-8158 | orders@summitk12.com

Prepared By Kari Clay  
 Email kari.clay@summitk12.com  
 Phone (844) 331-4737

### Notes:

2,283 Total Student Licenses  
 76 Total Teacher Licenses  
 12 (1 hr.) Online Sessions

Product Code	Product	Line Item Description	Sales Price	Quantity	Total Price
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Kemp-Carver	\$29.95	95	\$2,845.25
9781433406157	TX Connect to Literacy ELD - Teacher	Kemp-Carver	\$30.00	5	\$150.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Neal EL	\$29.95	63	\$1,886.85
9781433406157	TX Connect to Literacy ELD - Teacher	Neal EL	\$30.00	3	\$90.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Henderson EL	\$29.95	140	\$4,193.00
9781433406157	TX Connect to Literacy ELD - Teacher	Henderson EL	\$30.00	4	\$120.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Fannin EL	\$29.95	115	\$3,444.25
9781433406157	TX Connect to Literacy ELD - Teacher	Fannin EL	\$30.00	5	\$150.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Jones EL	\$29.95	239	\$7,158.05
9781433406157	TX Connect to Literacy ELD - Teacher	Jones EL	\$30.00	3	\$90.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Bonham EL	\$29.95	125	\$3,743.75
9781433406157	TX Connect to Literacy ELD - Teacher	Bonham EL	\$30.00	3	\$90.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Branch EL	\$29.95	46	\$1,377.70
9781433406157	TX Connect to Literacy ELD - Teacher	Branch EL	\$30.00	4	\$120.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Jane Long INT	\$29.95	360	\$10,782.00
9781433406157	TX Connect to Literacy ELD - Teacher	Jane Long INT	\$30.00	8	\$240.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Bryan HS	\$29.95	100	\$2,995.00
9781433406157	TX Connect to Literacy ELD - Teacher	Bryan HS	\$30.00	2	\$60.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Alton Bowen EL	\$29.95	13	\$389.35
9781433406157	TX Connect to Literacy ELD - Teacher	Alton Bowen EL	\$30.00	3	\$90.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Ross EL	\$29.95	15	\$449.25
9781433406157	TX Connect to Literacy ELD - Teacher	Ross EL	\$30.00	1	\$30.00

9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Mitchell EL	\$29.95	20	\$599.00
9781433406157	TX Connect to Literacy ELD - Teacher	Mitchell EL	\$30.00	1	\$30.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Crockett EL	\$29.95	115	\$3,444.25
9781433406157	TX Connect to Literacy ELD - Teacher	Crockett EL	\$30.00	3	\$90.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	MC Harris HS	\$29.95	46	\$1,377.70
9781433406157	TX Connect to Literacy ELD - Teacher	MC Harris HS	\$30.00	4	\$120.00
PD1335	PD - C2L TELPAS School-based Follow-up - Online		\$450.00	12	\$5,400.00
9781433406157	TX Connect to Literacy ELD - Teacher	Johnson EL	\$30.00	5	\$150.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Johnson EL	\$29.95	51	\$1,527.45
9781433406157	TX Connect to Literacy ELD - Teacher	Navarro EL	\$30.00	3	\$90.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Navarro EL	\$29.95	97	\$2,905.15
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Sadberry INT	\$29.95	220	\$6,589.00
9781433406157	TX Connect to Literacy ELD - Teacher	Sadberry INT	\$30.00	5	\$150.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	Davila MS	\$29.95	215	\$6,439.25
9781433406157	TX Connect to Literacy ELD - Teacher	Davila MS	\$30.00	7	\$210.00
9781433402715	TX Connect to Literacy ELD - 1,000-4,999	SFA MS	\$29.95	190	\$5,690.50
9781433406157	TX Connect to Literacy ELD - Teacher	SFA MS	\$30.00	7	\$210.00

Total Price \$75,516.75

## Professional Development

Up to 30 participants for online and 50 participants for on-site PD sessions.

Online PD - a minimum of 5 days in advance of PD date is required if you wish to reschedule, otherwise the full PD fee will be charged.

On-site PD - a minimum of 14 days in advance of PD date is required if you wish to reschedule, otherwise the full PD fee will be charged.

PD dates must be scheduled & delivered prior to the Subscription End Date. There will be no refunds for unused PD sessions.

### TERMS and CONDITIONS

#### How to Order

- Via email at [orders@summitk12.com](mailto:orders@summitk12.com)

#### [Privacy Policy](https://www.summitk12.com/privacy-policy)

<https://www.summitk12.com/privacy-policy>

Summit K12 Holdings, Inc: Federal Tax ID # 47-2584101.

#### [Guarantee Information](https://www.summitk12.com/guarantee-information)

<https://www.summitk12.com/guarantee-information>

#### Prices

- Prices applicable only within the US, its possessions, & its outlying areas.
- All prices are in US funds.
- Payment must be in US funds only.

#### Terms

- Net 30 days, subject to credit approval

## **7. Action Items**

7.A. Discussion and consideration of an order authorizing the defeasance and redemption of certain currently outstanding Bryan Independent School District Unlimited Tax School Building Bonds, Series 2023 and resolving other matters incident and related to the defeasance of such obligations.

SPECIAL ESCROW AGREEMENT

THIS SPECIAL ESCROW AGREEMENT (the "Agreement"), made and entered into as of \_\_\_\_\_, 2026, by and between Bryan Independent School District (the "District"), and U.S. Bank Trust Company, National Association, a banking association organized and existing under the laws of the United States of America, or its successors or assigns hereunder, as escrow agent (the "Escrow Agent").

W I T N E S S E T H :

WHEREAS, the District has heretofore issued, sold, and delivered, and there is currently outstanding obligations of the following issue or series, to wit: "Bryan Independent School District Unlimited Tax School Building Bonds, Series 2023" dated August 15, 2023, being a portion of such bonds scheduled to mature on February 15, 20\_\_\_\_, and aggregating in the principal amount of \$ \_\_\_\_\_ (the "Defeased Bonds"); and

WHEREAS, in accordance with the provisions of Texas Government Code, Chapter 1207, as amended (the "Act"), the District is authorized to deposit funds with the place of payment for the Defeased Bonds, or other authorized depository, and enter into an escrow or similar agreement with such place of payment for the safekeeping, investment, reinvestment, administration and disposition of such deposit, upon such terms and conditions as the parties may agree, provided such deposits may be invested only in (i) direct noncallable obligations of the United States of America, including obligations the principal of and interest on which are unconditionally guaranteed by the United States of America, and (ii) noncallable obligations of an agency or instrumentality of the United States, including obligations unconditionally guaranteed or insured by the agency or instrumentality and that, on the date of their acquisition or purchase by the District, are rated as to investment quality by a nationally recognized investment rating firm not less than AAA or its equivalent (hereinafter called "Governmental Securities") that mature and/or bear interest payable at such times and in such amounts as will be sufficient to provide for the scheduled payment of the Defeased Bonds; and

WHEREAS, the Defeased Bonds are scheduled to mature, or be redeemed, and interest thereon is payable on the dates and in the manner set forth in **Exhibit A** attached hereto and incorporated herein by reference as a part of this Agreement for all purposes; and

WHEREAS, pursuant to an order adopted by the Board of Trustees of the District (the "Board") on September 8, 2025 (the "Order"), the District authorized the Superintendent or the Assistant Superintendent of Business Services of the District to transfer and deposit at the time specified therein of certain lawfully available funds identified in such Order in an amount sufficient to pay, redeem, discharge, and make final payment of the principal of and premium, if any, on the Defeased Bonds at their redemption date and interest thereon to such date; and

WHEREAS, the District will cause funds to be deposited to the credit of the Escrow Fund (as defined below) in an amount sufficient to purchase the Governmental Securities listed and identified in the verification report prepared by Frost CPA LLC, attached hereto as **Exhibit B** (the "Verification Report") (together with substituted securities therefor in accordance with the provisions of Section 11 hereof hereinafter referred to as the "Escrowed Securities"); and

WHEREAS, the Escrowed Securities shall be held and deposited to the credit of the "Escrow Fund" to be established and maintained by the Escrow Agent in accordance with this Agreement; and

WHEREAS, the Escrowed Securities, together with the beginning cash balance in the Escrow Fund, shall mature and the interest thereon shall be payable at such times to insure the existence of monies sufficient to pay the principal amount of the Defeased Bonds and the accrued interest thereon, as the same shall become due in accordance with the terms of the order authorizing the issuance of the Defeased Bonds (the "2023 Bond Order") and as set forth in **Exhibit A** attached hereto; and

WHEREAS, the District has completed all arrangements for the purchase of the Escrowed Securities listed in the Verification Report and the deposit and credit of the same to the Escrow Fund as provided herein; and

WHEREAS, the Escrow Agent is a banking association with trust powers duly organized and existing under the laws of the United States of America and authorized to do business in the State of Texas; and

WHEREAS, in Section 4 of the Order, the Board authorized the execution of this Agreement; and

WHEREAS, the District and the Escrow Agent, as the case may be, shall take all action necessary to call, pay, redeem and retire the Defeased Bonds in accordance with the provisions thereof, including, without limitation, all actions required by the 2023 Bond Order, the Act, the Order and this Agreement;

NOW, THEREFORE, in consideration of the mutual agreements herein contained, and to secure the payment of the principal of and the interest on the Defeased Bonds as the same shall become due, the District and the Escrow Agent hereby mutually undertake, promise and agree as follows:

SECTION 1: Receipt of Order and 2023 Bond Order. Receipt of true and correct copies of the 2023 Bond Order and the Order are hereby acknowledged by the Escrow Agent. Reference herein to or citation herein of any provision of such documents shall be deemed an incorporation of such provision as a part hereof in the same manner and with the same effect as if it were fully set forth herein.

FURTHERMORE, the Escrow Agent acknowledges receipt of a copy of the Order which, together with this Agreement, provides for the redemption of the Defeased Bonds on February 15, 2033 at the redemption price of par plus accrued interest to the date of redemption, all in accordance with the provisions of the notice requirements applicable to the Defeased Bonds and the notice requirements contained in the 2023 Bond Order.

The Escrow Agent, as paying agent/registrar for the Defeased Bonds, agrees to cause a notice of redemption pertaining to the Defeased Bonds to be sent in accordance with the 2023 Bond Order. Additionally, the Escrow Agent agrees to cause a notice of defeasance pertaining to the Defeased Bonds to be sent to the Municipal Securities Rulemaking Board within ten (10) business days of \_\_\_\_\_, 2026, in accordance with the 2023 Bond Order.

SECTION 2: Escrow Fund Creation/Funding. There is hereby created by the District with the Escrow Agent a special segregated and irrevocable trust fund designated "2026 BRYAN INDEPENDENT SCHOOL DISTRICT SERIES 2023 DEFEASANCE ESCROW FUND" (the "Escrow Fund") for the benefit of the holders of the Defeased Bonds.

The District agrees and covenants to cause to be deposited with the Escrow Agent to the credit of the Escrow Fund the following:

\$ \_\_\_\_\_ for the purchase of the Escrowed Securities listed in the Verification Report to be held for the account of the Escrow Fund;

\$ \_\_\_\_\_ for deposit in the Escrow Fund as a beginning cash balance.

The Escrow Agent hereby accepts the Escrow Fund and further agrees to receive such moneys, apply the same as set forth herein, and to hold the cash and Escrowed Securities deposited and credited to the Escrow Fund for application and disbursement for the purposes and in the manner provided in this Agreement.

SECTION 3: Escrow Fund Sufficiency/Warranty Redemption Dates. The District, in reliance on the Verification Report, hereby represents that the cash and Escrowed Securities, together with the interest to be earned thereon, deposited to the credit of the Escrow Fund will be sufficient to pay the principal of and premium and interest on the Defeased Bonds as the same shall become due and payable, and such Defeased Bonds, and the interest thereon, are to mature or be redeemed and shall be paid at the times and in the amounts set forth and identified in the Verification Report.

SECTION 4: Pledge of Escrow. The Escrow Agent agrees that all cash and Escrowed Securities, together with any income or interest earned thereon, held in the Escrow Fund shall be and is hereby irrevocably pledged to the payment of the principal of and interest on the Defeased Bonds which will mature and become due on and after the date of this Agreement, and such funds initially deposited and to be received from maturing principal and interest on the Escrowed Securities in the Escrow Fund shall be applied solely in accordance with the provisions of this Agreement.

SECTION 5: Escrow Insufficiency. If, for any reason, at any time, the funds on hand in the Escrow Fund shall be insufficient to make the payments set forth in Exhibit A attached hereto, as the same becomes due and payable, notice of any such insufficiency shall be immediately given by the Escrow Agent to the District by the fastest means possible, but neither the Escrow Agent nor the District shall in no manner be responsible for any insufficiency of funds in the Escrow Fund.

SECTION 6: Escrow Fund Securities/Segregation. The Escrow Agent shall hold such Escrowed Securities and moneys in the Escrow Fund at all times as special and separate trust funds for the benefit of the holders of the Defeased Bonds, wholly segregated from other moneys and securities on deposit with the Escrow Agent; shall never commingle such Escrowed Securities and moneys with other moneys or securities of the Escrow Agent; and shall hold and dispose of the assets therein only as set forth herein. Nothing herein contained shall be construed as requiring the Escrow Agent to keep the identical moneys, or any part thereof, in such Escrow Fund, if it is impractical, but moneys of an equal amount, except to the extent such are represented by the Escrowed Securities, shall always be maintained on deposit in the Escrow Fund by the Escrow Agent and a special account evidencing such facts shall at all times be maintained on the books of the Escrow Agent.

SECTION 7: Escrow Fund Collections/Payments. The Escrow Agent shall from time to time collect and receive the principal of and interest on the Escrowed Securities as they

respectively mature and become due and credit the same to the Escrow Fund. On or before each principal and/or interest payment date or redemption date, as the case may be, for the Defeased Bonds shown in Exhibit A attached hereto, the Escrow Agent, without further direction from anyone, including the District, shall cause to be withdrawn from the Escrow Fund the amount required to pay the accrued interest on the Defeased Bonds due and payable on such payment date and the principal of the Defeased Bonds due and payable on such payment date and the amount withdrawn from such Escrow Fund shall be immediately transmitted and deposited with the paying agent for the Defeased Bonds to be paid with such amount. The paying agent for the Defeased Bonds is the Escrow Agent. The Escrow Agent does not act as a depository for the District.

If any Defeased Bond or interest coupon thereon shall not be presented for payment when the principal thereof or interest thereon shall have become due, and if cash shall at such times be held by the Escrow Agent in trust for that purpose sufficient and available to pay the principal of such Defeased Bond and interest thereon it shall be the duty of the Escrow Agent to hold such cash without liability to the holder of such Defeased Bond for interest thereon after such maturity or redemption date, in trust for the benefit of the holder of such Defeased Bond, who shall thereafter be restricted exclusively to such cash for any claim of whatever nature on or with respect to such Defeased Bond, including for any claim for the payment thereof and interest thereon. All cash required by the provisions hereof to be set aside or held in trust for the payment of the Defeased Bonds, including interest thereon, shall be applied to and used solely for the payment of the Defeased Bonds and interest thereon with respect to which such cash has been so set aside in trust.

Subject to the provisions of the last sentence of Section 25 hereof, cash held by the Escrow Agent in trust for the payment and discharge of any of the Defeased Bonds and interest thereon which remains unclaimed for a period of three (3) years after the stated maturity date or redemption date of such Defeased Bonds shall be returned to the District. Notwithstanding the above and foregoing, any remittance of funds from the Escrow Agent to the District shall be subject to any applicable unclaimed property laws of the State of Texas.

SECTION 8: Disposal of Defeased Bonds. All Defeased Bonds cancelled on account of payment by the Escrow Agent shall be cremated or otherwise destroyed by the Escrow Agent, and an appropriate certificate of destruction furnished the District.

SECTION 9: Escrow Fund Encumbrance. The escrow created hereby shall be irrevocable and the holders of the Defeased Bonds shall have an express lien on all moneys and Escrowed Securities in the Escrow Fund until paid out, used and applied in accordance with this Agreement.

Unless disbursed in payment of the Defeased Bonds, all funds and the Escrowed Securities received by the Escrow Agent for the account of the District hereunder shall be and remain the property of the Escrow Fund and the District and the owners of the Defeased Bonds shall be entitled to a preferred claim and shall have a first lien upon such funds and Escrowed Securities enjoyed by a trust beneficiary. The funds and Escrowed Securities received by the Escrow Agent under this Agreement shall not be considered as a banking deposit by the District and the Escrow Agent and the District shall have no right or title with respect thereto, except as otherwise provided herein. Such funds and Escrowed Securities shall not be subject to checks or drafts drawn by the District.

SECTION 10: Absence of Claim/Lien on Escrow Fund. The Escrow Agent shall have no lien whatsoever upon any of the moneys or Escrowed Securities in the Escrow Fund for payment of services rendered hereunder, services rendered as paying agent/registrar for the Defeased Bonds, or for any costs or expenses incurred hereunder and reimbursable from the District.

SECTION 11: Substitution/Reinvestments. The Escrow Agent shall be authorized to accept initially and temporarily cash and/or substituted Governmental Securities pending the delivery of the Escrowed Securities identified in the Verification Report, or shall be authorized to redeem or sell the Escrowed Securities and reinvest the proceeds thereof, together with other moneys held in the Escrow Fund in Governmental Securities, provided such early redemption or sale and reinvestment of proceeds does not change the repayment schedule of the Defeased Bonds appearing in Exhibit A and the Escrow Agent receives the following:

(1) an opinion by an independent certified public accountant to the effect that (i) the initial and/or temporary substitution of cash and/or securities for one or more of the Escrowed Securities identified in the Verification Report pending the receipt and delivery thereof to the Escrow Agent or (ii) the redemption or sale of one or more of the Escrowed Securities and the reinvestment of such funds in one or more substituted Governmental Securities, together with the interest thereon and other available moneys then held in the Escrow Fund, will, in either case, be sufficient without reinvestment to pay, as the same become due in accordance with Exhibit A, the principal of, and interest on, the Defeased Bonds which have not previously been paid, and

(2) with respect to an early redemption or sale of Escrowed Securities and the reinvestment of the proceeds thereof, an unqualified opinion of nationally recognized municipal bond counsel to the effect that (a) such investment will not cause interest on the Defeased Bonds to be included in the gross income for federal income tax purposes, under the Code and related regulations as in effect on the date of such investment, or otherwise make the interest on the Defeased Bonds subject to Federal income taxation and (b) such reinvestment complies with the Constitution and laws of the State of Texas and with all relevant documents relating to the issuance of the Defeased Bonds.

(b) If on the date and in the amount shown in Exhibit C attached hereto there exists cash in the Escrow Fund, the Escrow Agent and the District agree at least fifteen (15) days prior to such date, to subscribe for the purchase of United States Treasury Securities - State and Local Government Series (SLGS) bearing zero interest (0%) and on such date, in the amount and scheduled to mature as provided in Exhibit C and subscription forms prepared therefor as may be then required by the United States Department of the Treasury; provided that the then-existing rules and regulations and policy of United States Department of the Treasury permit and authorize such investments. Should the policy, rules and regulations of the United States Department of Treasury not permit or authorize the purchase of such SLGS at such time or times, such cash balance or balances shall remain uninvested and held in trust for the benefit of the holders of the Defeased Bonds and used for the payment of the Defeased Bonds on the dates and in the amount such moneys would have been expended had such SLGS been acquired and matured.

SECTION 12: Restriction Re: Escrow Fund Investments/Re-investment. Except as provided in Section 11 hereof, moneys in the Escrow Fund will be invested only in the Escrowed Securities listed in the Verification Report and neither the District nor the Escrow Agent shall

reinvest any moneys deposited in the Escrow Fund except as specifically provided by this Agreement.

SECTION 13: Excess Funds. If at any time through redemption or cancellation of the Defeased Bonds there exists or will exist excesses of interest on or maturing principal of the Escrowed Securities in excess of the amounts necessary hereunder for the Defeased Bonds, the Escrow Agent may transfer such excess amounts to or on the order of the District, provided that the District delivers to the Escrow Agent the following:

(1) an opinion by an independent certified public accountant that after the transfer of such excess, the principal amount of securities in the Escrow Fund, together with the interest thereon and other available monies then held in the Escrow Fund, will be sufficient to pay, as the same become due, in accordance with Exhibit A, the principal of, and interest on, the Defeased Bonds which have not previously been paid, and

(2) an unqualified opinion of nationally recognized municipal bond counsel to the effect that (a) such transfer will not cause interest on the Defeased Bonds to be included in gross income for federal income tax purposes, under the Code and related regulations as in effect on the date of such transfer, or otherwise make the interest on the Defeased Bonds subject to Federal income taxation, and (b) such transfer complies with the Constitution and laws of the State of Texas and with all relevant documents relating to the issuance of the Defeased Bonds.

SECTION 14: Collateralization. The Escrow Agent represents that the deposit covered by this Agreement shall constitute firm banking arrangements to insure payment of the Defeased Bonds and, to the extent not invested in Escrowed Securities, such deposit is collateralized to insure against any loss or diminution by virtue of any action of the Escrow Agent or as a result of its lack of financial integrity and such deposit, if not invested in the Escrowed Securities, will be continuously collateralized by securities or obligations which qualify and are eligible under both the laws of the State of Texas and the laws of the United States of America to secure and be pledged as collateral for paying agent accounts to the extent such money is not insured by the Federal Deposit Insurance Corporation.

SECTION 15: Absence of Escrow Agent's Liability Re: Investments. The Escrow Agent shall not be liable or responsible for any loss resulting from any investment made in the Escrowed Securities or substitute securities as provided in Section 11 hereof.

SECTION 16: Escrow Agent's Compensation - Escrow Administration - Settlement of Paying Agents' Charges. The District agrees to pay the Escrow Agent for the performance of services hereunder and as reimbursement for anticipated expenses to be incurred hereunder the amount of \$\_\_\_\_\_ and, except for reimbursement of costs and expenses incurred by the Escrow Agent pursuant to Sections 3, 11, and 19 hereof, the Escrow Agent hereby agrees such amount is full and complete payment for the administration of this Agreement.

In the event that the Escrow Agent is requested by the District to perform any extraordinary services beyond those required by this Agreement, the District hereby agrees to pay reasonable fees to the Escrow Agent for such extraordinary services and to reimburse the Escrow Agent for all reasonable expenses incurred by the Escrow Agent in performing such extraordinary services. The Escrow Agent shall not be required to risk or expend its own funds before taking any action under this Agreement.

The District agrees to deposit with the Escrow Agent on the effective date of this Agreement, the sum of \$\_\_\_\_\_, which represents the total charge due the Escrow Agent as paying agent for the Defeased Bonds and the Escrow Agent acknowledges and agrees that such amount is and represents the total amount of compensation due the Escrow Agent for services rendered as paying agent for the Defeased Bonds. The Escrow Agent hereby agrees to pay, assume and be fully responsible for any additional charges that it may incur in the performance of its duties and responsibilities as paying agent for the Defeased Bonds.

SECTION 17: Escrow Agent's Duties/Responsibilities/Liability. The Escrow Agent shall not be responsible for any recital herein, except with respect to its organization and its powers and authority. As to the existence or nonexistence of any fact relating to the District or as to the sufficiency or validity of any instrument, paper or proceedings relating to the District, the Escrow Agent shall be entitled to rely upon a certificate signed on behalf of the District by its President, Vice President or Secretary of the Board of Trustees or the Superintendent or Assistant Superintendent of Business Services of the District as sufficient evidence of the facts therein contained. The Escrow Agent may accept a certificate of the Secretary of the Board of Trustees of the District under the District's seal, to the effect that a resolution, order or other instrument in the form therein set forth has been adopted by the Board of Trustees of the District, as conclusive evidence that such resolution, order or other instrument has been duly adopted and is in full force and effect.

The duties and obligations of the Escrow Agent shall be determined solely by the express provisions of this Agreement and the Escrow Agent shall not be liable except for the performance of such duties and obligations as are specifically set forth in this Agreement, and no implied covenants or obligations shall be read into this Agreement against the Escrow Agent.

In the absence of bad faith on the part of the Escrow Agent, the Escrow Agent may conclusively rely, as to the truth of the statements and the correctness of the opinions expressed therein, upon any certificate or opinion furnished to the Escrow Agent, conforming to the requirements of this Agreement; but notwithstanding any provision of this Agreement to the contrary, in the case of any such certificate or opinion or any evidence which by any provision hereof is specifically required to be furnished to the Escrow Agent, the Escrow Agent shall be under a duty to examine the same to determine whether it conforms to the requirements of this Agreement.

The Escrow Agent shall not be liable for any error of judgment made in good faith by a Responsible Officer or Officers of the Escrow Agent unless it shall be proven that the Escrow Agent was negligent in ascertaining or acting upon the pertinent facts.

The Escrow Agent shall not be liable with respect to any action taken or omitted to be taken by it in good faith in accordance with the direction of the holders of not less than a majority in aggregate principal amount of all such Defeased Bonds at the time outstanding relating to the time, method and place of conducting any proceeding for any remedy available to the Escrow Agent not in conflict with the intent and purpose of this Agreement. For the purposes of determining whether the holders of the required principal amount of such Defeased Bonds have concurred in any such direction, Defeased Bonds owned by any obligor upon the Defeased Bonds, or by any person directly or indirectly controlling or controlled by or under direct or indirect common control with such obligor, shall be disregarded, except that for the purposes of determining whether the Escrow Agent shall be protected in relying on any such direction only Defeased Bonds which the Escrow Agent knows are so owned shall be so disregarded.

The term "Responsible Officers" of the Escrow Agent, as used in this Agreement, shall mean and include the Chairman of the Board of Directors, the President, any Vice President and any Second Vice President, the Secretary and any Assistant Secretary, the Treasurer and any Assistant Treasurer, and every other officer and assistant officer of the Escrow Agent customarily performing functions similar to those performed by the persons who at the time shall be officers, respectively, or to whom any corporate trust matter is referred, because of his or her knowledge of and familiarity with a particular subject; and the term "Responsible Officer" of the Escrow Agent, as used in this Agreement, shall mean and include any of such officers or persons.

SECTION 18: Limitation Re: Escrow Agent's Duties/Responsibilities/Liabilities to Third Parties. The Escrow Agent shall not be responsible or liable to any person in any manner whatever for the sufficiency, correctness, genuineness, effectiveness, or validity of this Agreement with respect to the District, or for the identity or authority of any person making or executing this Agreement for and on behalf of the District. The Escrow Agent is authorized by the District to rely upon the representations of the District with respect to this Agreement and the deposits made pursuant hereto and as to the District's right and power to execute and deliver this Agreement, and the Escrow Agent shall not be liable in any manner as a result of such reliance. The duty of the Escrow Agent hereunder shall only be to the District and the holders of the Defeased Bonds. Neither the District nor the Escrow Agent shall assign or attempt to assign or transfer any interest hereunder or any portion of any such interest. Any such assignment or attempted assignment shall be in direct conflict with this Agreement and be without effect.

SECTION 19: Interpleader. In the event conflicting demands or notices are made upon the Escrow Agent growing out of or relating to this Agreement or the Escrow Agent in good faith is in doubt as to what action should be taken hereunder, the Escrow Agent shall have the right at its election to:

(a) Withhold and stop all further proceedings in, and performance of, this Agreement with respect to the issue in question and of all instructions received hereunder in regard to such issue; and

(b) File a suit in interpleader and obtain an order from a court of appropriate jurisdiction in the State of Texas requiring all persons involved to interplead and litigate in such court their several claims and rights among themselves.

In the event the Escrow Agent becomes involved in litigation in connection with this Section, the District, to the extent permitted by law, agrees to indemnify and save the Escrow Agent harmless from all loss, cost, damages, expenses and attorney fees suffered or incurred by the Escrow Agent as a result thereof. The obligations of the Escrow Agent under this Agreement shall be performable at the principal corporate office of the Escrow Agent in St. Paul, Minnesota. To the extent permitted by law, and subject to any applicable statutes of limitation, the foregoing indemnification shall survive the resignation or removal of the Escrow Agent or the termination of this Agreement.

The Escrow Agent may advise with legal counsel in the event of any dispute or question regarding the construction of any of the provisions hereof or its duties hereunder, and in the absence of negligence or bad faith on the part of the Escrow Agent, no liability shall be incurred by the Escrow Agent for any action taken pursuant to this Section and the Escrow Agent shall be fully protected in acting in accordance with the opinion and instructions of legal counsel that is knowledgeable and has expertise in the field of law addressed in any such legal opinion or with respect to the instructions given.

SECTION 20: Accounting - Annual Report. Promptly after August 31 of each year, commencing with the year 2026, so long as the Escrow Fund is maintained under this Agreement, the Escrow Agent shall forward by email, United States mail or electronic online communication to the District, to the attention of the Assistant Superintendent of Business Services or other designated official of the District, a statement in detail of the Governmental Securities, if any, and monies held, and the current income and maturities thereof, and the withdrawals of money from the Escrow Fund for the preceding 12 month period ending August 31<sup>st</sup> of each year.

SECTION 21: Notices. Any notice, authorization, request or demand required or permitted to be given hereunder shall be in writing and shall be deemed to have been duly given when mailed by registered or certified mail, postage prepaid addressed as follows:

BRYAN INDEPENDENT SCHOOL DISTRICT  
801 South Ennis Street  
Bryan, Texas 77803  
Attention: Assistant Superintendent of Business Services

U.S. BANK TRUST COMPANY, NATIONAL ASSOCIATION  
8 Greenway Plaza, Suite 1100  
Houston, Texas 77046  
Attention: Corporate Trust Services

The United States Post Office registered or certified mail receipt showing delivery of the aforesaid shall be conclusive evidence of the date and fact of delivery.

Any party hereto may change the address to which notices are to be delivered by giving to the other parties not less than ten (10) days prior notice thereof.

SECTION 22: Performance Date. Whenever under the terms of this Agreement the performance date of any provision hereof, including the date of maturity of interest on or principal of the Defeased Bonds, shall be a Sunday or a legal holiday or a day on which the Escrow Agent is authorized by law to close, then the performance thereof, including the payment of the principal of and interest on the Defeased Bonds, need not be made on such date but may be performed or paid, as the case may be, on the next succeeding business day of the Escrow Agent with the same force and effect as if made on the date of performance or payment and with respect to a payment, no interest shall accrue for the period after such date.

SECTION 23: Warranty of Parties Re: Power to Execute and Deliver Escrow Agreement. The District covenants that it will faithfully perform at all times any and all covenants, undertakings, stipulations and provisions contained in this Agreement, in any and every such Defeased Bond as executed, authenticated and delivered and in all proceedings pertaining thereto as such Defeased Bonds shall have been modified as provided in this Agreement. The District covenants that it is duly authorized under the Constitution and laws of the State of Texas to execute and deliver this Agreement, that all actions on its part for the payment of such Defeased Bonds as provided herein and the execution and delivery of this Agreement have been duly and effectively taken and that such Defeased Bonds and coupons, if any, in the hands of the holders and owners thereof are and will be valid and enforceable obligations of the District according to the import thereof as provided in this Agreement.

SECTION 24: Severability. If any one or more of the covenants or agreements provided in this Agreement on the part of the parties to be performed should be determined by a court of

competent jurisdiction to be contrary to law, such covenant or agreement shall be deemed and construed to be severable from the remaining covenants and agreements herein contained and shall in no way affect the validity of the remaining provisions of this Agreement. In the event any covenant or agreement contained in this Agreement is declared to be severable from the other provisions of this Agreement, written notice of such event shall immediately be given to each national rating service (Moody's Investors Service, Standard & Poor's Corporation or Fitch Investors Service) which has rated the Defeased Bonds on the basis of this Agreement.

SECTION 25: Termination. This Agreement shall terminate when the Defeased Bonds, including interest due thereon, have been paid and discharged in accordance with the provisions of this Agreement. If any Defeased Bonds are not presented for payment when due and payable, the nonpayment thereof shall not prevent the termination of this Agreement. Funds for the payment of any nonpresented Defeased Bonds and accrued interest thereon shall upon termination of this Agreement be held by the Escrow Agent for such purpose in accordance with Section 7 hereof. Any moneys or Escrowed Securities held in the Escrow Fund at termination and not needed for the payment of the principal of or interest on the Defeased Bonds shall be paid or transferred to the District.

SECTION 26: Time of the Essence. Time shall be of the essence in the performance of obligations from time to time imposed upon the Escrow Agent by this Agreement.

SECTION 27: Successors/Assigns. (a) Should the Escrow Agent not be able to legally serve or perform the duties and obligations under this Agreement, or should the Escrow Agent be declared to be insolvent or closed for any reason by federal or state regulatory authorities or a court of competent jurisdiction, the District, upon being notified or discovering the Escrow Agent's inability or disqualification to serve hereunder, shall forthwith appoint a successor to replace the Escrow Agent, and upon being notified of such appointment, the Escrow Agent shall (i) transfer all funds and securities held hereunder, together with all books, records and accounts relating to the Escrow Fund and the Defeased Bonds, to such successor and (ii) assign all rights, duties and obligations under this Agreement to such successor. If the District should fail to appoint such a successor within ninety (90) days from the date the District discovers, or is notified of, the event or circumstance causing the Escrow Agent's inability or disqualification to serve hereunder, the Escrow Agent, or a bondholder of the Defeased Bonds, may apply, at the expense of the District, to a court of competent jurisdiction to appoint a successor or assigns of the Escrow Agent and such court, upon determining the Escrow Agent is unable to continue to serve, shall appoint a successor to serve under this Agreement and the amount of compensation, if any, to be paid to such successor for the remainder of the term of this Agreement for services to be rendered for administering the Escrow Fund.

(b) Furthermore, the Escrow Agent may resign and be discharged from performing its duties and responsibilities under this Agreement upon notifying the District in writing of its intention to resign and requesting the District to appoint a successor. No such resignation shall take effect until a successor has been appointed by the District and such successor has accepted such appointment and agreed to perform all duties and obligations hereunder for a total compensation equal to the unearned proportional amount paid the Escrow Agent under Section 16 hereof for the administration of this Agreement.

Any successor to the Escrow Agent shall be a bank, trust company or other financial institution that is duly qualified under applicable law (the Act, or other appropriate statute) to serve as escrow agent hereunder and authorized and empowered to perform the duties and obligations contemplated by this Agreement and organized and doing business under the laws of the United

States or the State of Texas, having its principal office and place of business in the State of Texas, having a combined capital and surplus of at least \$50,000,000 and be subject to the supervision or examination by Federal or State authority.

Any successor or assigns to the Escrow Agent shall execute, acknowledge and deliver to the District and the Escrow Agent, or its successor or assigns, an instrument accepting such appointment hereunder, and the Escrow Agent shall execute and deliver an instrument transferring to such successor, subject to the terms of this Agreement, all the rights, powers and trusts created and established and to be performed under this Agreement. Upon the request of any such successor Escrow Agent, the District shall execute any and all instruments in writing for more fully and certainly vesting in and confirming to such successor Escrow Agent all such rights, powers and duties. The term "Escrow Agent" as used herein shall be the Escrow Agent and its legal assigns and successor hereunder.

SECTION 28: Escrow Agreement - Amendment/Modification. This Agreement shall be binding upon the District and the Escrow Agent and their respective successors and legal representatives and shall inure solely to the benefit of the holders of the Defeased Bonds, the District, the Escrow Agent and their respective successors and legal representatives. Furthermore, no alteration, amendment or modification of any provision of this Agreement (1) shall alter the firm financial arrangements made for the payment of the Defeased Bonds or (2) shall be effective unless (i) prior written consent of such alteration, amendment or modification shall have been obtained from the holders of all Defeased Bonds outstanding at the time of such alteration, amendment or modification and (ii) such alteration, amendment or modification is in writing and signed by the parties hereto; provided, however, the District and the Escrow Agent may, without the consent of the holders of the Defeased Bonds, amend or modify the terms and provisions of this Agreement to cure in a manner not adverse to the holders of the Defeased Bonds any ambiguity, formal defect or omission in this Agreement. If the parties hereto agree to any amendment or modification to this Agreement, prior written notice of such amendment or proposed modification, together with the legal documents amending or modifying this Agreement, shall be furnished to each national rating service (Standard & Poor's Corporation, Moody's Investors Service or Fitch Investors Service) which has rated the Defeased Bonds on the basis of this Agreement, prior to such amendment or modification being executed.

SECTION 29: Effect of Headings. The Section headings herein are for convenience only and shall not affect the construction hereof.

SECTION 30: Executed Counterparts. This Agreement may be executed in several counterparts, all or any of which shall be regarded for all purposes as one original and shall constitute and be but one and the same instrument.

SECTION 31: Verifications of Statutory Representations and Covenants. The Escrow Agent makes the following representations and covenants pursuant to Chapters 2252, 2271, 2274, and 2276, Texas Government Code, as amended (the "Government Code"), in entering into this Agreement. As used in such verifications, "affiliate" means an entity that controls, is controlled by, or is under common control with the Escrow Agent within the meaning of SEC Rule 405, 17 C.F.R. § 230.405, and exists to make a profit. Liability for breach of any such verification during the term of this Agreement shall survive until barred by the applicable statute of limitations, and shall not be liquidated or otherwise limited by any provision of this Agreement, notwithstanding anything in this Agreement to the contrary.

(a) *Not a Sanctioned Company*. The Escrow Agent represents that neither it nor any of its parent company, wholly- or majority-owned subsidiaries, and other affiliates is a company identified on a list prepared and maintained by the Texas Comptroller of Public Accounts under Section 2252.153 or Section 2270.0201, Government Code. The foregoing representation excludes the Escrow Agent and each of its parent company, wholly- or majority-owned subsidiaries, and other affiliates, if any, that the United States government has affirmatively declared to be excluded from its federal sanctions regime relating to Sudan or Iran or any federal sanctions regime relating to a foreign terrorist organization.

(b) *No Boycott of Israel*. The Escrow Agent hereby verifies that it and its parent company, wholly- or majority-owned subsidiaries, and other affiliates, if any, do not boycott Israel and shall not boycott Israel during the term of this Agreement. As used in the foregoing verification, "boycott Israel" has the meaning provided in Section 2271.001, Government Code.

(c) *No Discrimination Against Firearm Entities*. The Escrow Agent hereby verifies that it and its parent company, wholly- or majority-owned subsidiaries, and other affiliates, if any, do not have a practice, policy, guidance, or directive that discriminates against a firearm entity or firearm trade association and shall not discriminate against a firearm entity or firearm trade association during the term of this Agreement. As used in the foregoing verification, "discriminate against a firearm entity or firearm trade association" has the meaning provided in Section 2274.001(3), Government Code.

(d) *No Boycott of Energy Companies*. The Escrow Agent hereby verifies that it and its parent company, wholly- or majority-owned subsidiaries, and other affiliates, if any, do not boycott energy companies and shall not boycott energy companies during the term of this Agreement. As used in the foregoing verification, "boycott energy companies" has the meaning provided in Section 2276.001(1), Government Code.

SECTION 32: Power to Transfer Funds at Closing. The Escrow Agent is authorized to transfer funds relating to the closing in the manner disclosed in the closing memorandum as prepared by the District's financial advisor, bond counsel, or other agent. The Escrow Agent may act on a facsimile or email transmission of the closing memorandum acknowledged by the financial advisor, bond counsel, or the District as the final closing memorandum. The Escrow Agent shall not be liable for any losses, costs or expenses arising directly or indirectly from the Escrow Agent's reliance upon and compliance with such instructions.

SECTION 33: Governing Law. This Agreement shall be governed by the laws of the State of Texas and shall be effective as of the date first above written.

*[remainder of page left blank intentionally]*

IN WITNESS WHEREOF, the parties hereto have each caused this Agreement to be executed by their duly authorized officers as of the date first above written.

BRYAN INDEPENDENT SCHOOL DISTRICT

---

Norma Friddle, Assistant Superintendent of Business Services

U.S. BANK TRUST COMPANY, NATIONAL  
ASSOCIATION, as Escrow Agent

---

Title: \_\_\_\_\_

**EXHIBIT A**  
**DEBT SERVICE REQUIREMENTS FOR DEFEASED BONDS**

Bryan Independent School District Unlimited Tax School Building Bonds, Series 2023

**EXHIBIT B**  
**VERIFICATION REPORT**

**EXHIBIT C**  
**ZERO REINVESTMENTS**

none

AN ORDER authorizing the defeasance and redemption of certain currently outstanding Bryan Independent School District Unlimited Tax School Building, Series 2023; and resolving other matters incident and related to the defeasance of such obligations.

WHEREAS, pursuant to orders passed and adopted by the Board of Trustees (the "Board") of the Bryan Independent School District (the "District"), the following described bonds were duly authorized to be issued and are currently outstanding, to wit: "Bryan Independent School District Unlimited Tax School Building, Series 2023," dated August 15, 2023 (the "Bonds"); and

WHEREAS, in accordance with the provisions of Texas Government Code, Chapter 1207, as amended (the "Act"), the District is authorized and empowered to deposit funds and/or securities directly with the place of payment for the Bonds or other authorized depository, and enter into an escrow or similar agreement with such place of payment for the safekeeping, investment, reinvestment, administration and disbursement of such deposit; and such deposit, when made in accordance with the Act, shall constitute the making of firm banking and financial arrangements for the discharge and full payment of the Bonds; and

WHEREAS, it is in the best interest of the District and its residents to defease and/or redeem the Bonds as herein provided in order to terminate the payment of interest thereon and to reduce the District's aggregate debt service requirements in the years subsequent to the redemption date; now, therefore,

BE IT ORDERED BY THE BOARD OF TRUSTEES OF THE BRYAN INDEPENDENT SCHOOL DISTRICT:

SECTION 1: All or a portion of the Bonds, in the aggregate principal amount of not less than \$15,110,000 (but to include such additional amounts due to availability of funds, as hereinafter described), shall be defeased to their maturity or prior redemption date, as applicable. The Board hereby authorizes and directs the Superintendent of Schools, Deputy Superintendent or the Assistant Superintendent of Business Services to ultimately determine the principal amount of Bonds to be defeased and/or redeemed on the basis of the availability of funds for such purpose (the "*Redeemed Obligations*") by June 30, 2026 (the "Funding Deadline"); provided, however, that in no case shall the principal amount of the Redeemed Obligations be less than \$15,110,000. As directed by an Authorized Official (as defined below), the District shall transfer on or before the Funding Deadline, its lawfully available funds to U.S. Bank Trust Company, National Association, the paying agent/registrar for the Bonds (the "Paying Agent/Registrar"), or such other entity as determined by the Authorized Official (the "Escrow Agent"), in an amount sufficient (when combined with investment earnings on such initial deposit) to pay all costs of interest due and owing on Redeemed Obligations from the time of such deposit through their maturity or redemption, as applicable, plus the principal amount of the Redeemed Obligations due and owing at such time of maturity or redemption, as applicable (together, the "Funding Amount"); provided, however, if, prior to such deposit, the Board authorizes the issuance of refunding bonds for the defeasance and redemption of the Redeemed Obligations (the "Refunding Bonds"), an Authorized Official shall, in lieu of a deposit as heretofore described, cause the Funding Amount to be transferred as either (1) a District contribution in connection with issuance of the Refunding Bonds or (2) for payment of debt service on the Refunding Bonds coming due prior to the Funding Deadline.

SECTION 2: In the event the Superintendent of Schools, Deputy Superintendent or the Assistant Superintendent of Business Services of the District determines to defease the maturities of the Bonds which are subject to redemption, the principal amount of such Bonds shall be called for redemption and shall be redeemed on the applicable redemption Date, at the price of par plus accrued interest to the date of redemption and the Superintendent of Schools, Deputy Superintendent, Assistant Superintendent of Business Services or other Authorized Official is hereby authorized and directed to file a copy of this Order with the Paying Agent/Registrar U.S. Bank Trust Company, National Association, the paying agent/registrar for the Bonds (the "Paying Agent/Registrar"), in accordance with the redemption provisions applicable to such obligations. Additionally, if necessary, the Paying Agent/Registrar is hereby authorized and directed to make a lot selection of the Bonds to be redeemed and make arrangements to notify bondholders of such lot selection as soon as possible thereafter. The Superintendent of Schools, Deputy Superintendent, Assistant Superintendent of Business Services or other Authorized Official is hereby authorized and directed to transfer lawfully available funds to the Escrow Agent to accomplish the defeasance and/or redemption of the defeased bonds in accordance with the terms of the Escrow Agreement.

In the event the Bonds are called for redemption, the Superintendent of Schools, Deputy Superintendent, Assistant Superintendent of Business Services or other Authorized Official is hereby authorized and directed to make all arrangements necessary to notify the holders of the Bonds of the District's decision to redeem such bonds on the date and in the manner herein provided and in accordance with the order authorizing the Bonds.

SECTION 3: The President, Vice President, or Secretary of the Board, the District's Superintendent of Schools, its Deputy Superintendent and its Assistant Superintendent of Business Services (each of the foregoing, an "Authorized Official") are authorized to evidence adoption of this Order and to do any and all things necessary or convenient to effect the defeasance and, if applicable, redemption described herein and otherwise give effect to the intent and purpose hereof, including the selection of an escrow agent and verification agent and the execution of the Escrow Agreement.

SECTION 4: The Board delegates to each Authorized Official the authority to execute a special escrow agreement (the "Escrow Agreement") substantially in the form attached hereto as **Exhibit A** with an escrow agent (the "Escrow Agent"), and, based upon the advice of the District's financial advisor, deposit money sufficient to pay in full the Bonds at maturity or to the redemption date and/or deposit in trust Government Securities, as defined in the order authorizing the Bonds, which have been certified by the District's financial advisor, the Paying Agent/Registrar, an independent certified public accountant or another qualified third party concerning the sufficiency of such deposit of cash and/or Government Securities to pay, when due, the principal of, redemption premium, if any, and interest due on the Bonds as will insure the availability, without reinvestment, of sufficient money, together with any moneys deposited therewith, to pay when due the Bonds on their maturity date or date of redemption; all of which shall be provided in the Escrow Agreement finalized and executed by the Authorized Official.

SECTION 5: Furthermore, appropriate officials of the District in cooperation with the Escrow Agent are hereby authorized and directed to make the necessary arrangements for the purchase of the escrowed securities referenced in the Escrow Agreement, if any, and the delivery thereof to the Escrow Agent for deposit to the credit of the "SPECIAL SERIES 2026 BRYAN INDEPENDENT SCHOOL DISTRICT DEFEASANCE ESCROW FUND" (referred to herein as the "Escrow Fund") or such other designation as provided for in the Escrow Agreement; all as contemplated and provided in the Act, this Order and the Escrow Agreement.

SECTION 6: The Board further hereby authorizes the Authorized Official to select a firm of independent public accountants (the "Verification Agent") to verify the sufficiency of the deposit to the Escrow Fund to accomplish the defeasance of the Bonds, to the extent such appointment is necessary or desired and in the event of the establishment of a net defeasance escrow fund; provided, however, that in the event of a gross defeasance of the Bonds, the sufficiency of the deposit to the Escrow Fund to accomplish such defeasance shall be certified to the District by the District's financial advisor, an independent accounting or consulting firm or another qualified financial institution.

SECTION 7: The recitals contained in the preamble hereof are hereby found to be true, and such recitals are hereby made a part of this Order for all purposes and are adopted as a part of the judgement and findings of the Board.

SECTION 8: If any provision of this Order or the application thereof to any person or circumstance shall be held to be invalid, the remainder of this Order and the application of such provision to other persons and circumstances shall nevertheless be valid, and the Board hereby declares that this Order would have been enacted without such invalid provision.

SECTION 9: Though such parties may be identified, and the entry into a particular form of contract may be authorized herein, the Board hereby delegates to the Superintendent of Schools, Deputy Superintendent and the Assistant Superintendent of Business Services of the District the authority to independently select the counterparty to any agreement with the Escrow Agent, Verification Agent or any other contract that is determined by the Superintendent of Schools, Deputy Superintendent, Assistant Superintendent of Business Services of the District, the District's financial advisor, or Bond Counsel to the District to be necessary or incidental to carry out the provisions of this Order, as long as each of such contracts has a value of less than the amount referenced in Section 2252.908 of the Texas Government Code (collectively, the "Ancillary Contracts"); and, as necessary, to execute the Ancillary Contracts on behalf and as the act and deed of the District. The Board has not participated in the selection of any of the business entities which are counterparties to the Ancillary Contracts.

SECTION 10: It is officially found, determined, and declared that the meeting at which this Order is adopted was open to the public and public notice of the time, place, and subject matter of the public business to be considered at such meeting, including this Order, was given, all as required by Texas Government Code, Chapter 551, as amended.

SECTION 11: This Order shall be in force and effect from and after its passage on the date shown below.

*[The remainder of this page intentionally left blank]*

PASSED AND ADOPTED, this September 8, 2025.

BRYAN INDEPENDENT SCHOOL  
DISTRICT

\_\_\_\_\_  
President, Board of Trustees

ATTEST:

\_\_\_\_\_  
Secretary, Board of Trustees

(District Seal)

**EXHIBIT A**  
**FORM OF ESCROW AGREEMENT**

*Series 2025 Taxable Refunding Bonds*

# Bryan Independent School District

*September 8, 2025*



Steven Adams, CFA | Managing Director  
Office 214.373.3911 | Cell 214.608.2293  
steven@spfmuni.com

Paul Jasin | Managing Director  
Office 214.373.3911 | Cell 214.288.7898  
paul@spfmuni.com

William J. Smith | Director  
Office 214.373.3911 | Cell 936.524.3618  
will@spfmuni.com



# 2025 Refunding Bonds

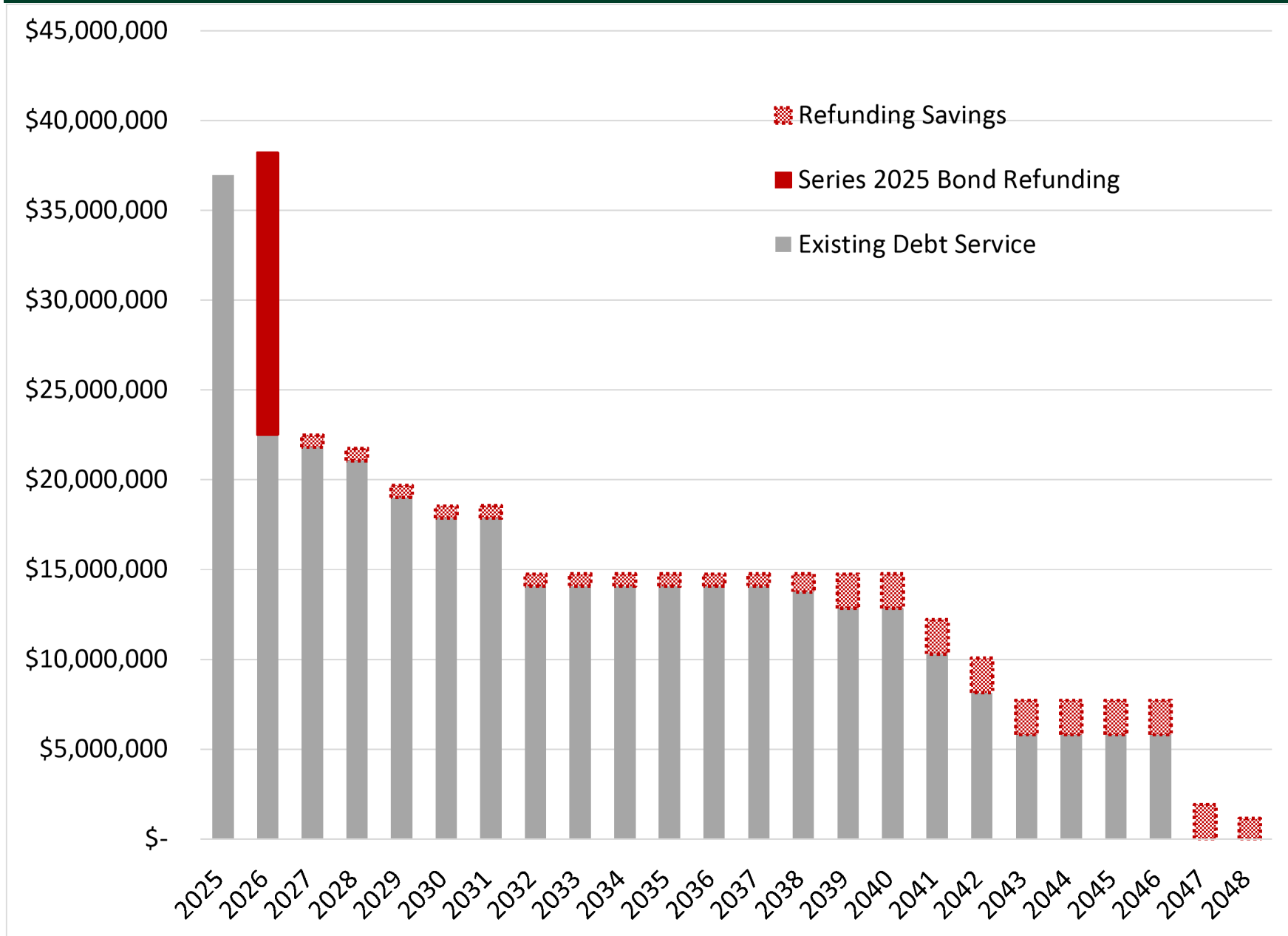
## *An Overview*

- Bryan ISD (the “District”) could consider the issuance Refunding Bonds, as a tax-rate management tool.
- The refinancing and/or restructuring of debt can be valuable debt management tools to provide the District with debt service savings or debt payment relief, or to allow for the issuance of additional debt.
- Recent changes to State Law have increased the Homestead Exemption, but allow for Districts to be held harmless, by way of additional State Aid, for the reduction in I&S Tax Receipts as a result of the potential change in law.
- Included in the potential change in State Law is:
  - If a school district receives more in state assistance (including additional aid) and local tax revenue than it needs to pay its bond debt for a school year, the commissioner must reduce the additional state aid by the excess amount (unless an exception applies).

# Refunding Bond Structure

*Preliminary and Subject to Change*

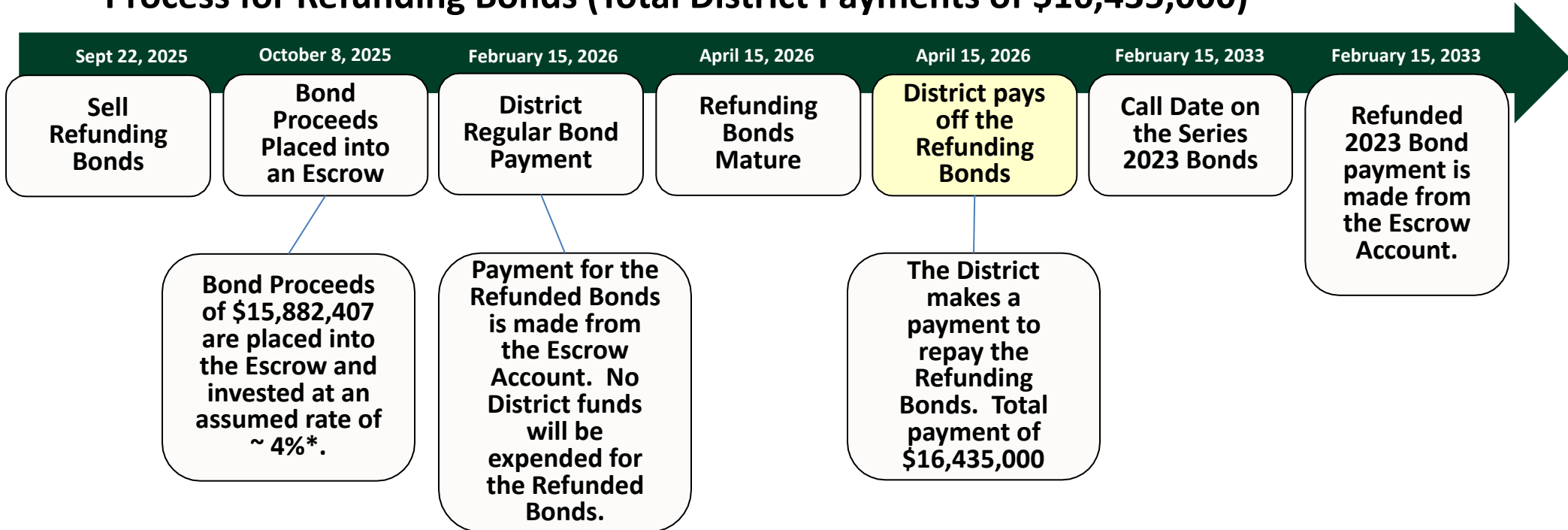
Existing and Proposed Debt Service Structure



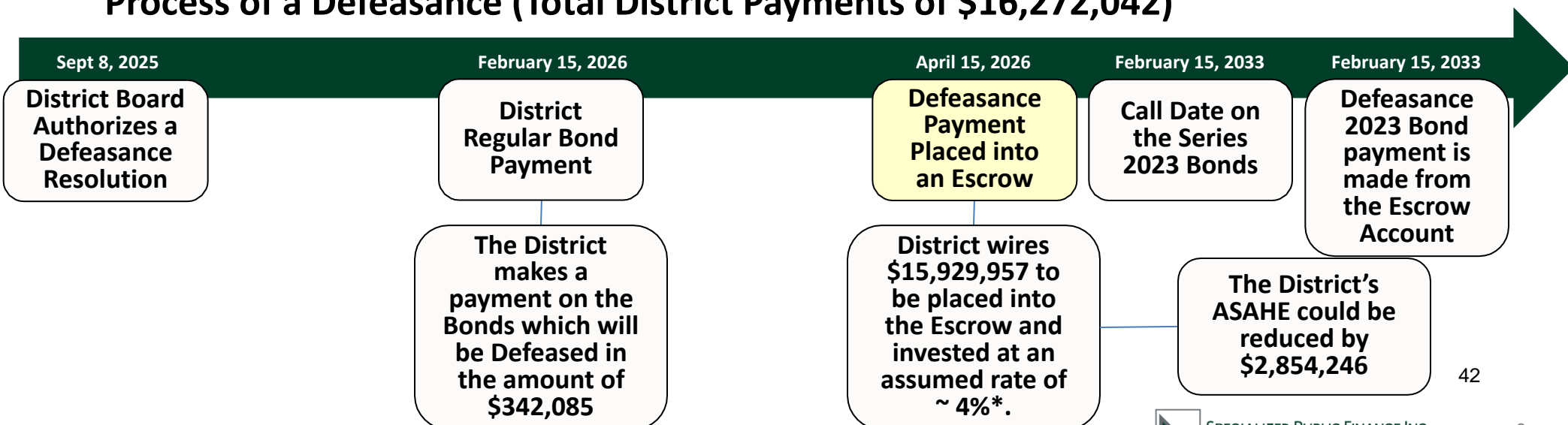
# Process of a Refunding Defeasance versus a Cash Defeasance

## Overview

### Process for Refunding Bonds (Total District Payments of \$16,435,000)



### Process of a Defeasance (Total District Payments of \$16,272,042)



\*Escrow earnings rate subject to change.

# Estimated Savings from the Refunding (Taxable)

*Preliminary and Subject to Change*



- The Refunding Bonds could generate \$11.2 million of cash flow savings over the next 23 years. Present valued at the arbitrage yield on the 2023 Bonds, the refinancing could produce present value savings of \$26,293 (preliminary and subject to change).
- Assumes an escrow earnings yield of 4.03% (preliminary and subject to change).

2025 Refunding Bonds				
Issue	Maturity	Interest Rate	Amount	Callable
Series 2023	2038 - 2048	4.00 - 5.00%	\$15,370,000	February 15, 2033 @ Par
Preliminary Summary of Results				
Par Amount of Refunding Bonds			\$	15,369,848
True Interest Cost (TIC)				5.25%
<b>Total Debt Service Savings</b>			<b>\$</b>	<b>11,264,785</b>
<b>Net Present Value Savings (\$)</b>			<b>\$</b>	<b>26,293</b>
<b>Net Present Value Savings (%)</b>				<b>0.171%</b>

*Present valued at the arbitrage yield on the 2023 Bonds (4.1147705%).*

Estimated Annual Savings			
CYE 12/31	Existing D/S	Refunding D/S	Savings
2026	684,170	16,431,620	(15,747,450)
2027	684,170		684,170
2028	684,170	-	684,170
2029	684,170	-	684,170
2030	684,170	-	684,170
2031	684,170	-	684,170
2032	684,170	-	684,170
2033	684,170	-	684,170
2034	684,170	-	684,170
2035	684,170	-	684,170
2036	684,170	-	684,170
2037	684,170	-	684,170
2038	1,005,920	-	1,005,920
2039	1,925,420	-	1,925,420
2040	1,926,170	-	1,926,170
2041	1,928,855	-	1,928,855
2042	1,926,935	-	1,926,935
2043	1,927,328	-	1,927,328
2044	1,928,213	-	1,928,213
2045	1,929,300	-	1,929,300
2046	1,927,013	-	1,927,013
2047	1,926,238	-	1,926,238
2048	1,134,975	-	1,134,975
	<b>\$27,696,405</b>	<b>\$ 16,431,620</b>	<b>\$ 11,264,785</b>

# Proforma Model - Existing and Proposed Debt Service

## Series 2025 Refunding plus Series 2026, 2029, and 2031 Bonds



CYE 12/31	Freeze Adjusted Assessed Valuation <sup>(1)</sup>	Est. Growth	Existing D/S	Estimated Ref. Bond Savings	2026 Bond Capacity <sup>(3)</sup>	2029 Bond Capacity <sup>(3)</sup>	2031 Bond Capacity <sup>(3)</sup>	Projected and Existing Total D/S	Less: Additional Freeze Adjusted Revenues	Less: Additional Hold Harmless Revenues	Projected and Existing Total Net D/S	Est. I&S Tax Rate <sup>(2)</sup>	Change	
				Net D/S from the Refunding	\$290 Million Est. TIC: 4.88% Total D/S	\$60 Million Est. TIC: 4.90% Total D/S	\$47 Million Est. TIC: 4.91% Total D/S							
2025	\$ 12,262,282,310	-	\$ 36,959,509	\$ -	\$ -	\$ -	\$ -	\$ 36,959,509	\$ (1,471,901)	(3,060,192)	\$ 32,427,416	\$ 0.270		
2026	12,454,953,369	1.57%	22,488,528	15,747,450	-	-	-	38,235,978	(1,823,703)	(3,136,527)	33,275,747	0.270		
2027	12,828,601,970	3.00%	22,490,446	(684,170)	17,474,206	-	-	39,280,483	(1,878,085)	(3,136,782)	34,265,615	0.270		
2028	13,213,460,029	3.00%	21,742,678	(684,170)	19,187,806	-	-	40,246,314	(1,934,471)	(3,017,151)	35,294,692	0.270	0.000	
2029	13,609,863,830	3.00%	19,689,565	(684,170)	22,005,206	-	-	41,010,601	(1,991,040)	(2,703,364)	36,316,198	0.270		
2030	14,018,159,745	3.00%	18,544,928	(684,170)	20,503,891	3,653,125	-	42,017,773	(2,051,762)	(2,535,072)	37,430,939	0.270		
2031	14,018,159,745	0.00%	18,549,228	(684,170)	20,122,519	4,048,481	-	42,036,058	(2,052,431)	(2,535,634)	37,447,993	0.270		
2032	14,018,159,745	0.00%	14,752,653	(684,170)	20,502,306	4,047,588	2,799,231	41,417,608	(2,052,052)	(1,927,222)	37,438,333	0.270		
2033	14,018,159,745	0.00%	14,763,040	(684,170)	20,499,144	4,048,719	2,792,069	41,418,801	(2,052,044)	(1,928,628)	37,438,129	0.270		
2034	14,018,159,745	0.00%	14,759,987	(684,170)	20,498,650	4,050,713	2,794,006	41,419,186	(2,052,075)	(1,928,193)	37,438,918	0.270		
2035	14,018,159,745	0.00%	14,759,234	(684,170)	20,503,913	4,048,388	2,789,931	41,417,295	(2,052,009)	(1,928,046)	37,437,240	0.270		
2036	14,018,159,745	0.00%	14,755,140	(684,170)	20,504,713	4,048,250	2,794,731	41,418,664	(2,052,079)	(1,927,560)	37,439,025	0.270		
2037	14,018,159,745	0.00%	14,763,374	(684,170)	20,506,856	4,050,075	2,788,034	41,424,170	(2,052,245)	(1,928,677)	37,443,248	0.270		
2038	14,018,159,745	0.00%	14,764,643	(1,005,920)	20,825,413	3,994,988	2,784,938	41,364,061	(2,051,510)	(1,888,032)	37,424,518	0.270		
2039	14,018,159,745	0.00%	14,756,065	(1,925,420)	20,499,031	4,379,100	3,547,531	41,256,308	(2,051,893)	(1,770,134)	37,434,281	0.270		
2040	14,018,159,745	0.00%	14,758,774	(1,926,170)	19,566,925	4,380,613	3,563,481	40,343,623	(2,017,208)	(1,770,331)	36,556,084	0.263		
2041	14,018,159,745	0.00%	12,219,747	(1,928,855)	19,566,375	4,377,850	3,667,244	37,902,361	(1,936,973)	(1,396,591)	34,568,797	0.249		
2042	14,018,159,745	0.00%	10,061,939	(1,926,935)	19,564,581	4,379,650	3,664,831	35,744,067	(1,863,492)	(1,079,537)	32,801,038	0.236		
2043	14,018,159,745	0.00%	7,720,080	(1,927,328)	19,565,238	4,380,150	3,663,500	33,401,640	(1,781,499)	(735,217)	30,884,924	0.223		
2044	14,018,159,745	0.00%	7,721,593	(1,928,213)	19,564,750	4,379,525	3,667,894	33,405,549	(1,781,658)	(735,296)	30,888,594	0.223		
2045	14,018,159,745	0.00%	7,720,433	(1,929,300)	19,565,000	4,382,400	3,665,213	33,403,745	(1,781,595)	(735,011)	30,887,139	0.223		
2046	14,018,159,745	0.00%	7,722,908	(1,927,013)	19,564,875	4,378,525	3,665,088	33,404,383	(1,781,597)	(735,616)	30,887,170	0.223		
2047	14,018,159,745	0.00%	1,926,238	(1,926,238)	19,562,625	4,382,525	3,664,588	27,609,738	(1,562,852)	-	26,046,886	0.188		
2048	14,018,159,745	0.00%	1,134,975	(1,134,975)	19,566,250	4,379,025	3,663,463	27,608,738	(1,562,807)	-	26,045,931	0.188		
2049	14,018,159,745	0.00%	-	-	19,563,750	4,377,775	3,666,338	27,607,863	(1,562,767)	-	26,045,095	0.188		
2050	14,018,159,745	0.00%	-	-	19,563,125	4,380,975	3,667,838	27,611,938	(1,562,950)	-	26,048,987	0.188		
2051	14,018,159,745	0.00%	-	-	19,562,125	4,378,013	3,662,838	27,602,975	(1,562,548)	-	26,040,427	0.188		
2052	14,018,159,745	0.00%	-	-	-	4,380,441	3,664,144	8,044,584	(532,805)	-	7,511,779	0.054		
2053	14,018,159,745	0.00%	-	-	-	4,377,747	3,666,034	8,043,781	(532,756)	-	7,511,026	0.054		
2054	14,018,159,745	0.00%	-	-	-	4,379,419	3,664,853	8,044,272	(532,786)	-	7,511,486	0.054		
2055	14,018,159,745	0.00%	-	-	-	-	3,665,216	3,665,216	(252,239)	-	3,412,977	0.025		
2056	14,018,159,745	0.00%	-	-	-	-	3,666,609	3,666,609	(252,332)	-	3,414,278	0.025		
2057	14,018,159,745	0.00%	-	-	-	-	-	-	-	-	-	-	-	
<b>\$ 349,525,701</b>				<b>\$ (11,264,785)</b>	<b>\$ 498,409,272</b>	<b>\$ 106,064,056</b>	<b>\$ 85,299,641</b>	<b>\$ 1,028,033,886</b>	<b>\$ (52,480,163)</b>	<b>\$ (42,538,814)</b>	<b>\$ 933,014,908</b>			

(1) CYE 2024 and 2025 certified assessed values provided by District. CYE 2026 assessed value as provided by the Brazos and Robertson CAD. Includes the \$140,000 homestead exemption.  
(2) Est. tax collections rate: 99.00%  
(3) Estimated interest rates as of August 12, 2025 plus a 35 basis point cushion.  
Note: Preliminary analysis includes current and estimated Additional State Aid for Homestead Exemption (ASAHE) discounted by 0%. ASAHE calculations based on TEA data as of July 31, 2025. Additionally includes estimated I&S frozen revenues.



# Estimated Sources and Uses

## 2025 Taxable Refunding Bonds

### Series 2025 Taxable Refunding Bonds

<i>Total Sources of Funds</i>	
Par Amount of Bonds	\$15,369,848
Net Premium	630,940
<b>Total Sources</b>	<b>\$16,000,787</b>
<i>Total Uses of Funds</i>	
Cost of Issuance	\$115,000
Deposit to Net Cash Escrow Fund	15,882,408
Rounding Amount	3,380
<b>Total Uses</b>	<b>\$16,000,787</b>

# Example Timeline of the Refunding Bonds

## 2025 Taxable Refunding Bonds

September						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Denotes Board Meeting Date  
 Denotes Closing Date

Date	Task
<b>Monday, September 8, 2025</b>	<b><u>Board Meeting</u></b> – Specialized Public Finance Inc. (“SPFI”) will provide the Board with an overview of the plan of finance. The Board will consider the Resolution authorizing the Defeasance or the issuance of Refunding Bonds. (6:00 pm)
<b>Tuesday, September 9, 2025</b>	SPFI to distribute a term sheet and the District’s financial information to local, regional, and national banks for the Bonds.
<b>Friday, September 19, 2025</b>	The Bank Placement Agent will receive bids from banks for the Bonds. (10:30 am)
<b>Monday, September 22, 2025</b>	<b><u>Board Meeting</u></b> – Bid results are provided to the District by Specialized Public Finance Inc. (“SPFI”). The District awards the Bonds to the winning bidder. The District to adopt the tax rate. (6:00 pm)
<b>Wednesday, October 15, 2025</b>	<b><u>Delivery Date</u></b> - The Bonds close and proceeds are deposited into the escrow account.

7.B. Consider approval of a Memorandum of Understanding between Workforce Solutions Brazos Valley and Bryan ISD

Memorandum of Understanding between  
Workforce Solutions Brazos Valley Board and Bryan Independent School District  
Education Outreach Program

This agreement is made and entered into between Bryan Independent School District [DISTRICT] and Workforce Solutions Brazos Valley [WORKFORCE].

WORKFORCE offers labor market and employment information about in-demand industry sectors or occupations available in Brazos Valley, such as employability skills, career awareness, career counseling, and career exploration services. Career awareness activities include providing information on a variety of careers and occupations available, their skill and education requirements, working conditions and training prerequisites, and job opportunities across a wide range of industry sectors.

Whereas the parties intend by this agreement to set forth the terms and conditions of a Career Coach in the DISTRICT in order to provide career guidance and information to assigned public middle school and high school students, especially regarding High Growth High Demand Occupations. Expose, educate, and engage students in employability skills, career development and career decision-making. Promote opportunities such as dual credit, industry-based certifications, internships, and post-secondary enrollment which enhance a student's career pathway. Therefore, in consideration of the foregoing and the mutual promises set forth herein, WORKFORCE and the DISTRICT agree as follows:

I. RESPONSIBILITIES OF WORKFORCE BOARD STAFF

- a. WORKFORCE, after consultation with appropriate representatives of the DISTRICT, shall provide an outline of work and objectives for the Career Coach.
- b. WORKFORCE shall provide qualified, trained specialists to collaborate with the DISTRICT on designated campuses with students, counselors, teachers, and administrators.
- c. WORKFORCE staff shall be available to assist with in the classroom presentations, teacher professional development or one on one meetings with students that need career guidance.
- d. WORKFORCE staff shall engage in opportunities to establish partnerships and connect with industry and post-secondary training providers, especially those leading into High Growth High Demand Occupation areas for the DISTRICT.
- e. WORKFORCE shall establish strong working relationships with employers and invite them to connect to the classroom through classroom presentations or encourage them to offer industry tours, job shadowing opportunities, internship/apprenticeship opportunities, etc. at their place of business.
- f. WORKFORCE shall serve as a primary resource to the DISTRICT for essential skills assessment and labor market information to include High Growth High Demand Occupations at the county, region, and state levels.
- g. WORKFORCE staff shall support and participate in activities such as job fairs, career days and professional development for campus staff.

- h. WORKFORCE shall provide a schedule of days, times and campuses that are being served to the DISTRICT and campus administrators.
- i. WORKFORCE shall ensure that its staff follows all DISTRICT policies regarding dress codes and campus policies.
- j. WORKFORCE, shall provide assurance that all employees of Workforce Solutions Brazos Valley who have contact with students have passed a criminal history background check per the DISTRICT requirements, within the last year

## II. RESPONSIBILITIES OF DISTRICT

- a. The DISTRICT shall provide office space for one specialist, while the Career Coach is working with the DISTRICT.
- b. The DISTRICT shall provide the appropriate credentials providing access to facilities.
- c. The DISTRICT shall provide access to students and staff to help communicate the benefits of the program and the ability to engage students.
- d. The DISTRICT reserves the right, exercisable in its discretion after consultation with WORKFORCE to exclude any staff from its campuses in the event that such staff's conduct is deemed objectionable or detrimental to the proper administration of the DISTRICT, subject to the non-discrimination clause of this agreement.
- e. The District shall keep WORKFORCE informed of any policy changes which may affect the Workforce Solution Brazos Valley Career Coach.
- f. The DISTRICT agrees to provide reasonable cooperation to help ensure the success of the Workforce Career and Education Outreach Program.
- g. The DISTRICT shall provide a point of contact for all campuses the Career Coach shall be working with.

## III. FERPA

- a. WORKFORCE and its employees will adhere to all Texas and Federal law that regulates the confidentiality and protection of the confidential information and shall ensure proper notification of any breach thereof required under relevant law including, but not limited to, the requirements pertaining to the security, confidentiality, and privacy of the confidential information set forth in the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99).
- b. For purposes of FERPA, DISTRICT hereby designates WORKFORCE as a school official with a legitimate educational interest in any education records (as defined in FERPA) that WORKFORCE is required to create, access, receive, or maintain in order to fulfill its obligations under this Agreement. WORKFORCE shall comply with FERPA as to any such education records and is prohibited from redisclosure of the education records except as provided for in this Agreement or otherwise authorized by FERPA or DISTRICT in writing. WORKFORCE is only permitted to use the education records for the purpose of fulfilling its obligations under this Agreement and shall restrict disclosure of the education records solely to those employees, subcontractors or agents who have a need to access the education records for such purpose. WORKFORCE shall require any such

subcontractors or agents to comply with the same restrictions and obligations imposed on WORKFORCE in this Section, including without limitation, the prohibition on redisclosure. WORKFORCE shall implement and maintain reasonable administrative, technical, and physical safeguards to secure the education records from unauthorized access, disclosure or use.

#### IV. TERMS AND TERMINATION

- a. This agreement is for a term of one (1) year beginning on August 1, 2025, through July 31, 2026, and may be renewed by mutual consent of the parties for additional terms of one (1) year indefinitely.
- b. This agreement may be terminated for any reason by either party upon thirty (30) days written notice. Further, in the event of any breach, violation of law or regulations, or the occurrence or existence of any condition, practice, procedures, action, inaction or omission of, by or involving WORKFORCE staff which in the reasonable opinion of the DISTRICT constitutes either a threat to the health, safety and welfare of any student or DISTRICT employee, or a violation of any law, regulation, requirement, license, eligibility, or material agreement governing the DISTRICT'S operations, then the DISTRICT shall have the right to summarily and immediately terminate this Agreement upon written notice to WORKFORCE delivered to the address set forth herein.
- c. Notice of termination to WORKFORCE shall be directed to:

Workforce Solutions of Brazos Valley  
3991 East 29th Street  
Bryan, TX 77805  
Phone (979) 595-2801

#### V. LIABILITY

- a. WORKFORCE agrees to indemnify, defend and hold the DISTRICT, its agents, officers, members, employees and volunteers harmless for, from and against any and all claims, damages, losses, causes of action, and demands, or other liability including, without limitation, reasonable attorney's fees and costs, arising from negligence and/or misconduct of WORKFORCE in the performance of this Agreement, except where caused by the sole negligence or willful misconduct of the DISTRICT.
- b. WORKFORCE agrees to be responsible for any and all claims and liability for injury to persons or property arising out of or caused by the negligence of its agents, employees or officers in the performance of the duties and obligations contemplated in this agreement.
- c. The WORKFORCE shall provide its usual Worker's Compensation Insurance or covering employees of WORKFORCE. Said insurance policies shall provide that they are not cancellable and/or modifiable on less than thirty (30) days prior written notice to the DISTRICT.

VI. NON-DISCRIMINATION

Each party shall be separately responsible for compliance with all anti-discrimination laws which may be applicable to their respective activities under this Agreement. Neither party shall discriminate against any student in the program on the basis of race, national origin, color, religious belief, sex, age, marital status, affectional or associational preference or disability.

VII. CONSIDERATION

- a. Under the terms of this agreement, neither party is obligated to make payments of any kind to either party.
- b. Services rendered by WORKFORCE covered under this Agreement are considered to be educational in nature, and therefore, no monetary compensation shall be paid to WORKFORCE staff by the DISTRICT. Nothing in the execution or performance of this Agreement shall be construed to establish an employee-employer, an agency, a partnership or a joint venture relationship among the WORKFORCE and the DISTRICT.

VIII. GOVERNING LAW

This agreement shall be governed and construed under all the laws Federal, State and local governments.

IX. ENTIRE AGREEMENT

This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and supersedes any and all prior understandings and agreements, oral or written, relating thereto. Any amendment hereof must be made in writing and agreed to by all parties.

X. SIGNATORY

IN WITNESS THEREOF, the authorized representatives of the parties hereto have executed this agreement.

Workforce Solutions Brazos Valley

\_\_\_\_\_ Signature

\_\_\_\_\_ Printed name and Title

\_\_\_\_\_ Signature

\_\_\_\_\_ Printed name and Title

BRYAN ISD COUNSELING SERVICES

# WORKFORCE SOLUTIONS BRAZOS VALLEY

MOU WITH BRYAN ISD



MOU Dates: **NOW - JULY 31, 2026**

[WWWBVJOBS.ORG](http://WWWBVJOBS.ORG)



# WORKFORCE IN SCHOOLS

## STUDENT SUPPORTS

### Career Coach

A Career Coach from Workforce will spend time at the Middle and High School Campuses in order to provide career guidance and exposure to a variety of high demand careers/occupations

- Classroom Lessons
- Individual meetings

### Texas Reality Check

Gives targets students access to **Texas Reality Check**

- Monthly alary and expenses
- What does it take to get the outcome your want

### Texas Career Check

Gives targets students access to **Texas Career Check**

- Occupational information, trends, etc

### Additional Resources

- Texas Consumer Resource for Education and Workforce Statistics
- Texas Internship Challenge
- Jobs Y'All



# DISTRICT RESPONSIBILITIES

- Campus Contact for each Campus
- Location to work (Go Center, office)
- Develop Process to work with Teachers
- Refer Individual Students with Parent approval

**QUESTIONS?**



7.C. Consider approval of the District Improvement Plan for 2025-2026

# Bryan Independent School District

## District Improvement Plan

2025-2026



# Mission Statement

Bryan ISD, through innovation and choice in educational offerings, will provide positive experiences that ensure high school graduation and post-secondary success.

## Vision

Children First. Always.

## Value Statement

- We commit to serving the minds and hearts of our children, families, staff, and community by modeling the Essential 8.
  - Kindness
  - Tolerance
  - Gratitude
  - Philanthropy
  - Work Ethic
  - Optimism
  - Courage
  - Leadership
- We provide a safe and inclusive environment so that every member of the school community can thrive.
- We lead by developing relationships built on trust and by instilling pride in our staff and students.
- We measure our success by the way we educate and celebrate the whole child.
- We value the diversity and unique gifts represented throughout our school community.
- We model servant leadership with integrity, service, and commitment.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bryan ISD covers 405.2 square miles and has a population of the area included in Bryan ISD is 104,487. The median age is 32.9

- The racial and ethnic makeup of Bryan is diverse. Here's a general overview:
  - White: 42%
  - Hispanic or Latino: 39%
  - Black or African American: 14%
  - Other: 5%
- Median household income in Bryan in 2023 dollars: \$59,315 (state average \$76,292)
- Per capita income: \$32,770 (state average \$39,446)
- Percent of persons in poverty: 20.7% (state average 13.8%)
- Language: 31.8% of residents speak a language other than English at home.
- High School Graduation: A significant majority (83.9%) of adults in Bryan have attained at least a high school degree or its equivalent (GED). The state average is 85.7%.
- College Attainment: The percentage of residents with a bachelor's degree or higher is 29.4%, generally lower than both the state average for Texas (33.1%).

The district currently serves 16,044 students (as of January 2025) in grades EE through 12. Enrollment is stable compared to the prior year. Of the 16,044 students, 61% are Hispanic, 18% are White, 17% are Black/African American, and 4% are of other races. Over the past 10 years, the percentage of Hispanic students has increased by approximately 14 percentage points while the percentage of White students has decreased by 11 percentage points. Our current Economically Disadvantaged percentage is 78%, up from 73% in 2020. Our Emergent Bilingual (29%) and At-Risk (72%) student groups have both seen an increase of over 7-8 percentage points in the past ten years. Our Special Education student group is up from 7% in 2009-2010 to 19% as of January 2025. Our Gifted and Talented percentage has remained stable at about 7-9% over the past three years.

Of the 1187 teachers in the district (according to the 2023-2024 TAPR), 61% are White, 27% Hispanic, 11% Black/African American, and 1% other races. In the 2023-24 school year, 10% (up from 8% in 2020-2021 and 2021-2022) of the teaching staff were new to the profession, 37% (up from 36%) had 1 to 5 years of experience, 18% (down from 20%) had 6 to 10 years, 22% (unchanged) had 11 to 20 years, and 14% (unchanged) had more than 20 years of experience.

Bryan ISD has 17 Title I, Part A campuses. Campus eligibility for Title I, Part A is determined by certain measures of poverty established by the USDE. The measure of poverty used by Bryan ISD to establish a campus's low-income percentage is the Community Eligibility Provision, a method of qualifying students for the National School Lunch Program. This measure is used to identify eligible school attendance areas, determine the ranking of each area, and determine Title I, Part A allocations to campuses.

### Demographics Strengths

Demographic changes in the community over the past 15 years has increased the cultural diversity of the families served by BISD.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The Bryan ISD teaching workforce is primarily novice, with 47% of teachers having 5 or fewer years of teaching experience (Source: 2024 TAPR Report).

# Student Learning

## Student Learning Summary

### Comparison of 2024 and 2025 STAAR Performance

This report compares STAAR performance results from 2024 to early 2025 across grade levels and subjects. The comparison focuses on Approaches, Meets, and Masters performance levels.

#### Mathematics

- 3rd Math: Slightly lower Approaches (65% vs 67%), but higher Meets (38% vs 35%) and Masters (15% vs 9%).
- 4th Math: Improved across all levels (Approaches +2%, Meets +4%, Masters +4%).
- 5th Math: Decline in Approaches (59% vs 66%), Meets (31% vs 38%), and Masters (11% vs 14%).
- 6th Math: Stable Approaches (59% vs 58%), but lower Meets (23% vs 26%) and Masters (7% vs 8%).
- 7th Math: Gains across all levels (Approaches +7%, Meets +3%, Masters +3%).
- 8th Math: Small improvement (Approaches 46% vs 45%, Meets 20% vs 10%, Masters 3% vs 1%).

Overall: Math improved in 3rd, 4th, 7th, and 8th grades but dropped in 5th and 6th.

#### Reading

- 3rd Reading: Increased Approaches (+3%) and Meets (+4%), but Masters slightly lower (-1%).
- 4th Reading: Growth across all (Approaches +2%, Meets +5%, Masters +4%).
- 5th Reading: Approaches dropped (63% vs 71%), but Meets and Masters held steady.
- 6th Reading: Growth at all levels (+3% to +3%).
- 7th Reading: Significant gains (Approaches +9%, Meets +4%, Masters +3%).
- 8th Reading: Nearly flat, with a 1% dip in Approaches but +1% Meets and +4% Masters.

Overall: Reading mostly improved, especially in 4th, 6th, and 7th grades. Only 5th grade dipped in Approaches.

#### Science

- 5th Science: Approaches up slightly (55% vs 53%), Meets down (23% vs 25%), Masters unchanged.
- 8th Science: Improvement across all (Approaches +8%, Meets +9%, Masters +2%).

Overall: 8th Science improved strongly; 5th Science stayed mostly flat.

#### Social Studies

- 8th Social Studies: Approaches dipped (33% vs 35%), Meets slightly improved (+1%), Masters unchanged.

## High School End-of-Course (EOC) Exams

- Algebra: Decline in Approaches (65% vs 70%), but growth in Meets (+4%) and Masters (+3%).
- Biology: Slight increase at all levels.
- US History: Slight decline in Approaches (90% vs 92%), but Meets and Masters stable.
- English I: Slight improvement in Approaches (57% vs 54%), Meets steady, Masters dipped (-2%).
- English II: Decline in Approaches and Meets, but Masters improved (+1%).

Overall: High school EOCs are mostly steady with small shifts. Biology and Algebra show the strongest gains in Meets/Masters.

## Key Takeaways

1. Math: Strength in lower grades (3rd, 4th) and middle school (7th, 8th), but weakness in 5th and 6th.
2. Reading: Strong upward trend overall, especially in 4th, 6th, and 7th grade.
3. Science: 8th grade is improving faster than 5th.
4. High School EOCs: Stable performance, with incremental improvements in Biology and Algebra.
5. Overall Trend: Growth is more evident in Reading and Science than in Math.

There continues to be a need for a comprehensive data program to assist with managing data from multiple sources so that the district can effectively monitor student performance and provide differentiated instruction. Additional professional development is needed to ensure all staff are able to effectively gather, analyze, and utilize the data.

## Student Learning Strengths

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a need for a comprehensive program to manage student performance data from multiple sources and online testing.

**Problem Statement 2 (Prioritized):** The Bryan ISD teaching workforce is primarily novice, with 47% of teachers having 5 or fewer years of teaching experience (Source: 2024 TAPR Report).

**Problem Statement 3 (Prioritized):** Additional social-emotional and mental health resources and supports are needed to effectively support the needs of our students.

**Problem Statement 4:** Student performance on the 2025 STAAR/EOC was mixed (some areas of growth, but also some marked declines) as compared to 2024.

# District Processes & Programs

## District Processes & Programs Summary

The core curriculum is provided for grades PreK-12. It is revised annually to ensure that it is maintained and highly effective. Starting in 5th grade, the district provides a differentiated curriculum for Advanced, PreAP, AP, and IB courses. Provision for intervention for tested grade levels has been provided for core content areas. Enrichment is provided for students in all grade levels. At the elementary level, GT services are provided through classroom instruction for clustered students and pull-out classes taught by Advanced Academics Instructional Coaches. At the Intermediate level, advanced academic learners are served through Advanced Courses and the Aspire Academy. The needs of advanced academic learners at the high school level are met through an array of programs, including Advanced courses, Pre-AP courses, AP courses, AP Capstone, and International Baccalaureate. Bryan Collegiate is an Early College High School that provides students the opportunity to graduate high school with 60 college credits and/or an associate's degree at no cost to families.

Due to the number of homeless students in the district, some anticipated needs are clothing, hygiene products, food assistance, school supplies, and social-emotional needs. Under the McKinney-Vento Homeless Assistance Act, SCE, and Title I, the district works to ensure the needs of these students are met. In October 2023, the total number of homeless students was 513 district-wide.

Advancement Via Individual Determination (AVID) is a program used by multiple campuses throughout the district to exemplify organization, high academic expectations, and a college-going culture. At the elementary and intermediate levels, AVID is used with all students schoolwide. At middle and high school, AVID is an elective course that serves students in the academic middle as well as supports the schoolwide culture.

The district provides a High-Quality PreK program for eligible and non-eligible students by continuously reflecting on practices, aligning research-based standards, and making improvements based on the needs of children, families, and the community we serve. This high-quality component certifies that the curriculum used in PreK is aligned with the Texas Prekindergarten guidelines.

Bilingual and ESL Programs are offered to qualifying students, ensuring sheltered instruction is delivered by trained teachers. The New Arrival Center (NAC) offers a specialized curriculum and sheltered instruction to ensure students receive the instruction and resources to facilitate their language acquisition while meeting the students' academic needs in all content areas. A Bilingual Summer Enrichment program for PreK and Kindergarten is offered with a focus on literacy and interventions. AVID Excel is implemented at intermediate and middle schools to support 5+ years emergent bilingual students in 6th-8th grade. The Excel curriculum focuses on language acquisition in reading, writing, speaking, and listening.

According to the 2023-2024 TAPR report, the turnover rate for teachers is 19.0% (down from 23.5% in the prior year). Programs to support, retain, and attract teachers, as well as recruiting efforts such as job fairs, are needed to reduce this rate.

The district continuously engages in Child Find activities to ensure that students with special needs are identified and served in a timely manner according to state and federal timelines. The district strives to engage and include parents as partners in their child's education. Special Education services and supports are provided to qualifying students by trained teachers and staff to ensure that the needs of all students are met, utilizing a continuum of services.

Counselors implement guidance lessons, through direct guidance or online, that support the Essential Eight and social-emotional development with a focus on resilience.

Bryan ISD parents and district personnel meet annually in the spring to jointly review and revise our District Improvement Plan. The role of the parents in the process is to provide feedback and recommendations and agree upon the updated District Improvement Plan. In the event the plan is not satisfactory to parents, parent comments will be submitted with the ESSA application to the State. The plan is also shared with parents and the local community on the district website.

## District Processes & Programs Strengths

The Curriculum and Instruction Department has developed an aligned curriculum that is available in Schoology for each core subject area to provide clarity for teachers on how to best implement state standards, facilitate learning with rigor using aligned resources, and maximize their instructional time. Sample schedules with a recommended number of minutes are provided as a tool for delivering instruction.

Intentional attention has been given to documenting efforts to meet the needs of at-risk students. The program Branching Minds has been implemented as a tool to both document and provide solutions for meeting the intervention needs of students. During the implementation year, campuses were trained on the proper use of the program. Data from the current year's efforts will roll forward and be available for use by the student's receiving teacher. Having this program in place provides ongoing documentation of the intervention process provided for students year to year.

The 2023 four-year graduation rate was 92.6%, up from 91.0% in 2021 and 90.3% in 2022. We have partnered with Texas A&M University to once again participate in the GEAR-UP program.

### Advanced Academics

The district is participating in the College Board Pre-AP pilot, employing the College Board's curriculum and resources for 9th-grade Pre-AP classes. The SpringBoard curriculum program has been implemented in Pre-AP Language Arts classes for grades 6-8. Project Lead the Way curriculum has been implemented to meet the needs of students interested in advancing through engineering.

BCHS was recognized in *US News & World Report*.

### Bilingual/ESL/Migrant

Bilingual and ESL teachers receive targeted professional development selected and developed based on student performance data to help meet the specific needs of Emergent Bilingual students. Through the use of Bilingual Instructional Coaches, teachers receive support in analyzing data, planning, and modeling research-based instructional strategies that promote sheltered instruction and research-based language acquisition practices to ensure linguistic and academic success for all students.

### Technology Services

Standardization of instructional technology equipment in every classroom increases access to quality, flexible instructional online resources.

The transition to Online Assessment has been relatively smooth, with students and teachers adjusting to the new format.

## **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Performance gaps between various student groups still exist; including, but not limited to, at-risk and not at-risk learners, economically disadvantaged and non-economically disadvantaged learners, Emergent Bilingual and non-Emergent Bilingual students.

**Problem Statement 2 (Prioritized):** Additional social-emotional and mental health resources and supports are needed to effectively support the needs of our students.

# Perceptions

## Perceptions Summary

### I. Overview of Participation

Strength: High participation rates across all groups (employees, parents, and students) indicate a strong willingness to provide feedback.

Data:

- Employee Survey Total Responses: 918
- Employee Survey Teacher Responses: 522
- Parent Survey Total Responses: 1,071
- 5-12 Student Survey Total Responses: 2,318
- 3-4 Student Survey Total Responses: 1,185

### II. Key Strength Areas

- Safety and Security:
  1. Strong agreement among all groups that safety measures are effective.
  2. Employees: High percentages regarding feeling safe, knowing emergency procedures, and district efforts to improve safety.
  3. Parents: High percentage regarding child's safety at school.
  4. Students: High percentages regarding feeling safe and knowing emergency procedures.
  5. Positive perceptions of School Resource Officers.
- Essential 8:
  1. Generally positive perceptions and implementation of the Essential 8 (kindness, tolerance, gratitude).
  2. Employees: High percentages regarding staff modeling, positive impact, and personal use of Essential 8.
  3. Parents: High percentage regarding positive impact on child.
  4. Students: High percentages regarding teachers teaching and modeling Essential 8.
- Curriculum and Instruction:
  1. Teachers feel equipped to provide academic interventions and understand how to help students meet academic goals.
  2. High teacher use of the district curriculum for classroom management.
  3. Overall positive perception of the quality of education provided.
- Parent Engagement:
  1. High percentage of parents feel welcome, cared for, and see the school as a partner.
  2. Strong communication from teachers.
  3. Good attendance at family engagement activities.
- Teacher Support:
  1. High percentage of teachers report positive support from Instructional Coaches and Mentor Teachers.
  2. Positive impact of professional learning.

## Perceptions Strengths

Community partnerships include:  
Bryan Independent School District  
Generated by Plan4Learning.com

- TAMU Reading Clinic
- TAMU Mentoring UP
- Texas Child Health Access Through Telemedicine (TCHAT)
- LSSP Interns
- Clinical Teachers
- Research partnerships with various universities

The Essential 8 program continues to grow and provide a common focus for the district with regard to character education.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Teacher turnover rate remains above the state average of 21.4%.

# Priority Problem Statements

**Problem Statement 1:** The Bryan ISD teaching workforce is primarily novice, with 47% of teachers having 5 or fewer years of teaching experience (Source: 2024 TAPR Report).

**Root Cause 1:**

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 2:** There is a need for a comprehensive program to manage student performance data from multiple sources and online testing.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Performance gaps between various student groups still exist; including, but not limited to, at-risk and not at-risk learners, economically disadvantaged and non-economically disadvantaged learners, Emergent Bilingual and non-Emergent Bilingual students.

**Root Cause 3:**

**Problem Statement 3 Areas:** District Processes & Programs

**Problem Statement 4:** Additional social-emotional and mental health resources and supports are needed to effectively support the needs of our students.

**Root Cause 4:**

**Problem Statement 4 Areas:** Student Learning - District Processes & Programs

# 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals


**Goal 1:** Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

**Performance Objective 1:** Increase the percentage of students achieving Meets Grade Level on STAAR Reading/Language Arts, Math, Science, and Social Studies by 3 percentage points on Spring 2026 STAAR assessments as compared to Spring 2025.

**Evaluation Data Sources:** STAAR Results; DBA and Benchmark Results

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide language arts, math, science, and social studies collaboratives in STAAR-tested grade levels and a K-12 vertical team meeting focusing on alignment to standards and effective teaching strategies multiple times per year.</p> <p><b>Strategy's Expected Result/Impact:</b> Participating teachers will be prepared to plan and deliver aligned Tier 1 lessons which will lead to reduction in the gap between the state and Bryan ISD reading on STAAR performance.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum &amp; Instruction</p> <p><b>Results Driven Accountability - Equity Plan</b></p> <p><b>Funding Sources:</b> District Vertical Team &amp; Collaboratives - Title II, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Invest in and integrate instructional technology and classroom equipment to enhance teaching and learning across all grade levels. Provide educators with the tools, training, and support necessary to effectively use technology to deliver high-quality instruction aligned to curriculum standards and student learning objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional Technology blended learning and instructional resources allow standards-based and focused small group instruction to occur. Assessment technology provides support for students who need accommodations for testing.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Director of Instructional Technology and Resources</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Instructional Technology - Title I, A, Instructional Technology - State Comp</p>	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Continue to utilize data analysis tools to monitor progress toward reaching mastery of grade-level content, allowing teachers to provide differentiated instruction based on individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Data from state and local assessments will be analyzed and used to guide instructional decisions and responses.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Director of AREA</p> <p><b>Results Driven Accountability - Equity Plan</b></p> <p><b>Funding Sources:</b> Aware Premium - Title I, A - \$50,922</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Continue calibrating district and campus leaders conducting T-TESS-aligned instructional walks, focusing on research-based instructional best practices and providing appropriate feedback and support to classroom teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier 1 instruction; needs-based professional development for teachers</p> <p><b>Staff Responsible for Monitoring:</b> Director of Talent Development</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Professional Development - Title II, A - \$12,939</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Implement a comprehensive, high-quality Reading/Language Arts (RLA), Math, Science, and Social Studies instructional program for grades K-12 by integrating instructional technology and research-based resources to support effective teaching practices, close achievement gaps, and meet the diverse academic needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience quality instruction through the use of best instructional practices as indicated by available data.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Instructional Coaches - Title I, A, Instructional Coaches - State Comp, Instructional Programs - Quill, DBQ Online, Imagine Math, Keyboarding without Tears, NWEA MAP, READ 180, Reading Horizons - Title I, A - \$280,000, Instructional Programs - Read 180, Reading Horizons, Keyboard without Tears, Progress Learning - State Comp - \$100,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> Enhance literacy instruction for at-risk students in grades K-4 by providing targeted, literacy-focused instructional resources, professional development, and instructional coaching aligned to campus and teacher-identified needs to support achievement of campus reading performance goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience quality instruction through the use of best instructional practices for literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction</p> <p><b>Results Driven Accountability - Equity Plan</b></p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews		
<p><b>Strategy 7:</b> Establish a structured bi-weekly schedule for all K-4 classes to participate in literacy-focused activities in the library, including dedicated time for students to select and check out books of their choice.</p> <p><b>Strategy's Expected Result/Impact:</b> A structured library visit schedule will be followed and students will check out library books biweekly.</p> <p><b>Staff Responsible for Monitoring:</b> Library Program Coordinator</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews		
<p><b>Strategy 8:</b> Design and implement an Instructional Strategic Plan through participation in the Texas Strategic Leadership (TSL) program.</p> <p><b>Strategy's Expected Result/Impact:</b> The design and implementation of an Instructional Strategic Plan</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent of Teaching &amp; Learning</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2 - District Processes &amp; Programs 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews		
<p><b>Strategy 9:</b> Implement the Texas Instructional Leadership (TIL) program for campus leaders in grades 5-8, focusing on observation/feedback and data-driven instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will experience quality instruction through the use of best instructional practices as indicated by available data.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Support Specialist</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2 - District Processes &amp; Programs 1</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
			





**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> The Bryan ISD teaching workforce is primarily novice, with 47% of teachers having 5 or fewer years of teaching experience (Source: 2024 TAPR Report).
<b>Student Learning</b>
<b>Problem Statement 2:</b> The Bryan ISD teaching workforce is primarily novice, with 47% of teachers having 5 or fewer years of teaching experience (Source: 2024 TAPR Report).
<b>District Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Performance gaps between various student groups still exist; including, but not limited to, at-risk and not at-risk learners, economically disadvantaged and non-economically disadvantaged learners, Emergent Bilingual and non-Emergent Bilingual students.

**Goal 1:** Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

**Performance Objective 2:** Implement and maintain a high-quality PreK program to support student success.

**Evaluation Data Sources:** Increase at least 3 indicators on the Early Childhood Self-Assessment tool.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Strengthen early literacy instruction by providing targeted reading and writing resources, job-embedded professional development, and instructional coaching tailored to campus and teacher-identified needs, with the goal of meeting campus performance objectives in reading and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the development and acquisition of pre-literacy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Director of Early Childhood Education</p> <p><b>Equity Plan</b></p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Equip educators with the skills to strengthen instructional practices and foster responsive, supportive classrooms through targeted professional development and Social Emotional Learning (SEL), aimed at preventing and effectively addressing challenging student behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of academic learning while achieving behavior changes in inclusive learning environments where all children thrive through professional development services.</p> <p><b>Staff Responsible for Monitoring:</b> Assist. Director of Early Childhood Education</p> <p><b>Equity Plan</b></p> <p><b>Funding Sources:</b> Professional Development - Title II, A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Improve student academic outcomes by delivering high-quality instruction supported by supplemental, research-based instructional and assessment tools.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student outcomes and minimize the educational gaps by implementing supplemental research-based instructional and evaluation tools that measure and improve effective teaching.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Director of Early Childhood Education</p> <p><b>Funding Sources:</b> - Title I, D, - Title II, A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Goal 1:** Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

**Performance Objective 3:** Increase the percentage of Emergent Bilingual students, including immigrant students, achieving Meet Grade Level on STAAR Reading/Language Arts by 3 percentage points on Spring 2026 STAAR assessments as compared to Spring 2025.

**Evaluation Data Sources:** STAAR, DBAs, Benchmarks

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Support English learners by training teachers, coaches, and administrators in sheltered instruction and the use of English Language Proficiency Standards (ELPS). Increase the number of certified ESL and Bilingual educators by offering preparation opportunities and partnering with programs like TAMU's Project EBEST.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance of Emergent Bilinguals, including immigrant students, as measured by STAAR, EOC, benchmarks, and DBAs. Reduced waivers and exceptions by 25% of bilingual and ESL teachers submitted to TEA in November.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> IC, 6 FTE - Title III, A - LEP, ESL Recruitment - State Comp</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Collaborate with campus Language Proficiency Assessment Committee (LPAC) to ensure effective monitoring in order to meet the needs of all Emergent Bilinguals, including immigrants.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance of Emergent Bilinguals and immigrants as measured by STAAR, EOC, benchmarks, and DBAs.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title III, A - LEP</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Implement an effective means of outreach to community members and parents of Emergent Bilinguals and immigrant students to inform them of how they can be involved in their children's education and English language attainment to increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance of Emergent Bilinguals, including immigrant students, as measured by STAAR, EOC, benchmarks, and DBAs.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title III, A - LEP</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Provide enhanced instructional opportunities, resources, and support for Emergent Bilinguals/Immigrants including New Arrival Centers (NAC) to improve instruction for these students, which may include those with a disability.</p> <p><b>Strategy's Expected Result/Impact:</b> Achieve one year's growth or more in second language acquisition as measured by TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title III, A - LEP</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Support English learner services by maintaining accurate records, assisting with federal reporting, coordinating communications, and supporting program implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> This role ensures compliance with Title III requirements and enhances administrative efficiency to improve outcomes for multilingual students in alignment with district and federal goals.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL</p> <p><b>Funding Sources:</b> Title III Clerk - Title III, A - LEP</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>





Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> Strengthen bilingual instruction and promote teacher pipeline development by supporting year-long residents that will be employed to support classroom instruction, engage multilingual families, and enhance culturally responsive practices, while gaining hands-on experience and mentorship to build a sustainable, high-quality bilingual educator workforce.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementing year-long residents in the bilingual program will increase instructional support for multilingual learners, improve student language and academic outcomes, and strengthen home-school connections. Additionally, it will create a sustainable pipeline of well-prepared bilingual educators, reducing teacher shortages and enhancing program continuity and cultural responsiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL</p> <p><b>Funding Sources:</b> - Title III, A - LEP</p>	Formative		Summative
	Nov	Mar	June
Strategy 7 Details	Reviews		
<p><b>Strategy 7:</b> Provide tutorials to accelerate academic achievement and language development for emergent bilingual students. Targeted tutorials will be implemented to provide differentiated support in core content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> These tutorials will address language barriers, reinforce classroom instruction, and enhance students' confidence and engagement, ensuring equitable access to academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL</p> <p><b>Funding Sources:</b> - Title III, A - LEP</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 1:** Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

**Performance Objective 4:** Increase the percentage of students receiving Special Education services achieving Meets Grade Level on STAAR Reading/ Language Arts and Math by 3 percentage points on Spring 2026 STAAR assessments as compared to Spring 2025.

**Evaluation Data Sources:** STAAR; MAP; CIRCLE; benchmarks; folder audits; meetings; classroom walk-throughs/special programs guidelines (fidelity dashboards); campus interventions

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Special Education administrators and specialists will deliver initial and ongoing professional development to campus administrators and teachers, ensuring effective implementation of all special education policies and procedures. Training will emphasize supporting eligible students in the least restrictive environment, in alignment with federal and state requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge, fidelity, and compliance with all SPED policies and procedures.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education</p> <p><b>Equity Plan</b></p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Conduct regular check-in meetings with campus principals to review progress monitoring data, evaluate the effectiveness of interventions, and discuss the academic and behavioral performance of students receiving special education services and supports.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased communication between special education administrators, special education specialists, and campus administration on academic and behavioral progress, and intervention needs of students in special education.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>





Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Monitor special education classrooms to evaluate the fidelity and effectiveness of academic and behavioral instruction, and provide targeted support through professional development, instructional coaching, technology, supplies, materials, and professional learning communities based on identified campus and teacher needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved time on task, engagement, and learning experiences for students and improved instruction in special education classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Education</p> <p><b>Results Driven Accountability - Equity Plan</b></p> <p><b>Funding Sources:</b> - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

**Performance Objective 5:** Increase the percentage of migrant learners, including Priority First Services (PFS) students, achieving Meets Grade Level on STAAR Languages Arts, Math, Science, and Social Studies by 3 percentage points on Spring 2026 STAAR assessments as compared to Spring 2025.

**Evaluation Data Sources:** Migrant students, including Priority First Service (PFS) students, will increase their academic performance on District Assessments/ MAP/ Benchmarks/STAAR/EOC by increasing scores in academic areas (i.e. Reading, Writing, Math, Science & Social Studies) as identified for PFS.

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Offer early childhood education opportunities for migrant children aged 3 and older who are not enrolled in district membership, to support the development of essential school readiness skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students identified that can receive "A Bright Beginning" curriculum services. Increase the number of identified children participating to 100%. Increase development and acquisition of pre-literacy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL</p> <p><b>Funding Sources:</b> - Title I, C - Migrant, - Title III, A - LEP</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Monitor credit accrual for migrant students and ensure schools have systems for timely credit recovery that support progress toward graduation requirements, including targeted support such as extended day and Saturday tutorials, along with access to electronic devices for homework and research.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain 100% of students who graduate with their cohort. Successful completion of credit recovery courses/Edgenuity credit recovery courses. Increase the number of students passing courses, earning credits, passing district and state assessments, graduation rates, and high school equivalency diplomas for out-of-school youth.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Offer enriching experiences that expand opportunities beyond Bryan/College Station, including college visits, specialized and academic camps, as well as educational trips both within and outside the state.</p> <p><b>Strategy's Expected Result/Impact:</b> Students continue to participate in academic camps/field trips such as Up Close trips to Washington D.C./Austin and college visits to learn about federal/state government procedures and application processes.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Implement the Migrant PFS Action Plan (see Addendum) as per ESSA requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> See Migrant PFS Action Plan Addendum</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual/ESL</p> <p><b>Funding Sources:</b> - Title I, C - Migrant, - Title III, A - LEP</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 1:** Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

**Performance Objective 6:** Increase the percentage of students who have previously failed or are at risk of failing STAAR, achieving Meets Grade Level on STAAR Languages Arts, Math, Science, and Social Studies by 3 percentage points on Spring 2026 STAAR assessments as compared to Spring 2025.

**Evaluation Data Sources:** STAAR Results; DBA and Benchmark Results

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Implement a cohesive instructional program in core content areas by providing teachers with a comprehensive curriculum designed to deliver high-quality instruction, close achievement gaps, strengthen academic programs, and create an optimal learning environment that addresses the diverse academic needs of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance as measured by STAAR, EOC, benchmarks, and DBAs.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title I, A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Identify students who may be at academic risk and provide additional educational and other assistance to individual students the district or school determines need help in meeting the challenging state academic standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance as measured by STAAR, EOC, benchmarks, and DBAs.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Title I, A, - State Comp</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> The District Homeless Liaison will provide comprehensive academic and social-emotional support to homeless children and youth by removing barriers to enrollment and attendance, and by coordinating services to promote their success in alignment with the McKinney-Vento Homeless Assistance Act.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance and decrease learning gap between all students and those that are homeless.. Improved student performance as measured by STAAR, EOC, benchmarks, and DBAs. Increase in the graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Project Hope Homeless Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Title I Homeless Reserve - Title I, A, Support and materials for students experiencing homelessness - Grant, Homeless Coordinator and Assistant - Grant, Homeless Coordinator and Assistant Travel - State Comp</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Support the implementation of accelerated instruction and extended learning opportunities (including summer school) to enhance the academic performance of students needing additional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students that meet grade-level expectations as indicated by lexile, MAP Growth performance, and STAAR performance.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Talent Development</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Extended Learning Program Staff - Title I, D, Summer School Staff and materials - Title I, A, Summer School Staff and materials - State Comp, Summer School Staff and materials - Local Funds - District, Summer School Staff Development - Title II, A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Collaborate to ensure that students in specialized programs--such as MTSS, Dyslexia, Section 504, ESL, Bilingual (including immigrant and migrant), Special Education, Title I, At-Risk, Homeless, PreK, and Gifted and Talented--receive appropriate literacy and mathematics instruction and support by providing initial training and ongoing professional development to sustain these instructional programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaboration between departments for continuous review, adjustment, and improvement in instruction and support for students in special programs.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Talent Development</p> <p><b>Funding Sources:</b> - Local Funds - District, Reserve for students experiencing homelessness - Title I, A, McKinney-Vento - Grant, Professional Development - State Comp, - Title III, A - LEP, - Title I, C - Migrant</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> Provide training and ongoing support to strengthen the district's MTSS/RtI framework, using the designated platform to document interventions, track student progress, and adapt supports to meet diverse student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will document and monitor student progress.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Talent Development</p> <p><b>Funding Sources:</b> Branching Minds - Title I, A - \$108,725, Branching Minds - State Comp - \$51,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 2:** Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

**Performance Objective 1:** Increase the district's student attendance rate from 94.17% to 95.0% by May 2026.

**High Priority**





**Evaluation Data Sources:** Audit of student attendance folders, attendance reports

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Assistant Principals will receive ongoing professional development to effectively monitor weekly attendance and chronic absenteeism, utilize attendance committees, identify and address attendance barriers, and implement truancy prevention strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Truancy Prevention Measures will be implemented and documented based on student need.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of School Leadership</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Juvenile Case Managers will support campuses in monitoring chronic absenteeism, identifying and addressing attendance barriers, and implementing truancy prevention strategies as part of a comprehensive approach to reducing dropout rates.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance rates, decreased chronic absenteeism rates, and increased student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of School Leadership</p> <p><b>Funding Sources:</b> - Grant</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Homeless Attendance Case Manager will monitor attendance for all identified homeless students and implement interventions and incentives to support the needs of our homeless students and reduce barriers.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the attendance rate for homeless students as compared to the entire district population.</p> <p><b>Staff Responsible for Monitoring:</b> Project Hope Homeless Coordinator</p> <p><b>Funding Sources:</b> TECHY - Grant</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

**Performance Objective 2:** Ensure 80% of Counselor time is spent on the components of the Comprehensive Guidance Program: Guidance Curriculum, Individual Planning, Responsive Services, and System Support to ensure social-emotional learning and mental health support for students.





**Evaluation Data Sources:** Partnerships, counselor time study, small group meeting schedule, lesson and activity documentation document

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Counselor collaboration to create, modify, and implement age-appropriate guidance lessons, Anti-bullying, Suicide Prevention/Healthy Emotions, Dating Violence/Healthy Relationships, Drug and Alcohol Prevention, including Fentanyl, and Anti-Victimization, Sex Trafficking, and other maltreatment of children, while integrating the Essential Eight.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased bullying claims, decreased DAEP placements for controlled substances</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> All Counselors will facilitate guidance lessons that support the Essential Eight and focus on Social Emotional Learning and the 5 components of CASEL, while utilizing the Changemakers and School Connect Curricula.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased student behavioral referrals. Increased avenues for mental and emotional support and opportunities for mental health referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Foster partnerships with district and outside organizations to support mental health services (District Social Workers, District Student Support Counselor, LSSP interns, TCHAT, MHMR, BVCASA, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> More support for the mental health needs of students.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

**Performance Objective 3:** Annual survey results will indicate that students and staff feel at least as safe on campus in 2025-2026 as they did in 2024-2025.





**Evaluation Data Sources:** Annual survey  
Safety audit results

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Work to provide a greater awareness of B-Safe App to students, staff, parents, and the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents, staff and students are encouraged to follow a "see something, say something" mindset in anonymously reporting suspicious behavior to a 24/7 report team, who will notify law enforcement if necessary. The app is tied to Crime Stoppers and will allow the person who reports suspicious behavior to communicate directly with the B-Safe support team to clarify or gather more information.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Director, Safety and Security</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> 100% of BISD Campuses will continue to implement campus safety committees to monitor safety of all students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased safety on all campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Director, Safety and Security</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> School Resource Officers and armed security officers will provide services consistent with the terms of the comprehensive safety programs and the Board policy. The board of trustees of the school district shall determine the law enforcement duties of peace officers, school resource officers, and security personnel, which do not include duties related to behavioral or administrative duties better addressed by other district employees. Duties are listed in the District Improvement Plan (see appendix), Student Code of Conduct, and any Memorandums of Understanding with law enforcement agencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased safety</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Director, Safety and Security</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

**Performance Objective 4:** Protect the integrity, confidentiality, and availability of student and staff data.

**Evaluation Data Sources:** Annual Employee Cybersecurity Training, Annual Digital Citizenship Training for Students, Cybersecurity Meeting Documents, Texas Cybersecurity Framework, Data Privacy Agreements





Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Provide professional development to designated staff on best practices in cybersecurity. <b>Strategy's Expected Result/Impact:</b> Increased knowledge and reduction in security breaches <b>Staff Responsible for Monitoring:</b> Executive Director of Technology Services	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Provide lessons for students regarding cyber safety and digital citizenship. <b>Strategy's Expected Result/Impact:</b> Increased online safety <b>Staff Responsible for Monitoring:</b> Executive Director of Technology Services	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Quarterly meetings of the cybersecurity committee to evaluate current best practices and improve district performance on the Texas Cybersecurity Framework. <b>Strategy's Expected Result/Impact:</b> Meeting Agendas, Improved score on Texas Cyber Security Framework <b>Staff Responsible for Monitoring:</b> Executive Director of Technology Services	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Goal 2:** Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment which encourages engagement in both academic and extracurricular activities.

**Performance Objective 5:** Establish a positive school culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment.

**Evaluation Data Sources:** Discipline data  
Student involvement

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> All schools will continue with the implementation of Safe and Civil Schools frameworks throughout the 2025-2026 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline and an increase in positive interactions between staff and students</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of School Leadership</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Each campus will sustain a school-based team that will attend regularly scheduled district-level trainings and on-site school-based team meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Sustaining an effective team is critical; if accomplished successfully, it should lead to long-term school-based management of instructional discipline and support</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of School Leadership</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> All campuses will implement the Foundations program through Safe and Civil Schools.</p> <p><b>Strategy's Expected Result/Impact:</b> Reductions in disciplinary referrals, suspensions, and expulsions Increases in staff coordination, consistency, and collegiality Improvements in school climate</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of School Leadership</p> <p><b>Results Driven Accountability</b></p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>





Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Continue the work of the Ambassadors, a group of middle and high school students, to lead change and improvement efforts in the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student involvement and input Improved campus culture and climate</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Essential 8 lessons will be shared monthly and will include activities for teachers to continue teaching and reinforcing the E8 trait beyond the weekly lesson.</p> <p><b>Strategy's Expected Result/Impact:</b> E8 traits will be evident at each grade level on all campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>			

**Goal 3:** Recruit and maintain a high-quality workforce through competitive benefits and differentiated professional learning.

**Performance Objective 1:** The teacher turnover rate will decrease from 18.9%, as reflected in the 2021-2022 TAPR report, to 17% on the 2025-2026 TAPR.

**Evaluation Data Sources:** Retention rate data on the TAPR; employee survey

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Participate in State and local job fairs in the Fall, Spring and Summer to support the recruitment and hiring of highly effective teachers and personnel, including highly effective teachers in hard-to-fill positions and teachers who became certified through State and local alternative routes to certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher recruiting and hiring; increase in student achievement (in first year teacher classrooms).</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p> <p><b>Equity Plan</b></p> <p><b>Funding Sources:</b> Registration and Travel - Title II, A</p>	Formative		Summative
	Nov	Mar	June
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Recruit and retain teachers through a strong Teacher Incentive Allotment initiative through targeted professional development, coaching, mentoring, and support in obtaining National Board Certification that enhances their ability to meet and exceed student growth measures.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher attraction due to the district's application to the Teacher Incentive Allotment, Cohort D.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p> <p><b>Equity Plan</b></p> <p><b>Funding Sources:</b> Professional development - Title II, A, Reading academies - State Comp, Teacher Incentive Allotment - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> All new Bryan ISD teachers with zero years of experience will be supported by the BISD Mentoring &amp; New Teacher Academy.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of School Leadership</p> <p><b>Equity Plan</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p> <p><b>Funding Sources:</b> - State Comp - \$24,714, - Title I, A - \$69,886, - Title II, A - \$11,400</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> The Bryan ISD teaching workforce is primarily novice, with 47% of teachers having 5 or fewer years of teaching experience (Source: 2024 TAPR Report).</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> The Bryan ISD teaching workforce is primarily novice, with 47% of teachers having 5 or fewer years of teaching experience (Source: 2024 TAPR Report).</p>

**Goal 3:** Recruit and maintain a high-quality workforce through competitive benefits and differentiated professional learning.

**Performance Objective 2:** Maintain employee satisfaction with professional learning opportunities at 90% as reflected on the Bryan ISD Professional Development Survey.

**Evaluation Data Sources:** Bryan ISD Professional Development Survey

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Develop and implement a highly effective district-wide professional development program that specifies essential learnings for teachers based on the teaching assignment. (See the Professional Development Policy DMA Local Addendum)</p> <p><b>Strategy's Expected Result/Impact:</b> PD survey results indicate that professional development meets the needs of teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Talent Development</p> <p><b>Equity Plan</b></p> <p><b>Funding Sources:</b> PD and Evaluation Core - Title II, A, PD and Evaluation Core - Title I, A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide Essential 8 professional development for all new Bryan ISD employees.</p> <p><b>Strategy's Expected Result/Impact:</b> Sustainment of the tenets of the Essential 8</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Annually, the district will conduct an analysis to identify disparities resulting in certain student populations being taught at disproportionately higher rates by inexperienced teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Will allow the district to address any disparities among student groups</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Director of AREA</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 1:** The Bryan ISD teaching workforce is primarily novice, with 47% of teachers having 5 or fewer years of teaching experience (Source: 2024 TAPR Report).

**Student Learning**

**Problem Statement 2:** The Bryan ISD teaching workforce is primarily novice, with 47% of teachers having 5 or fewer years of teaching experience (Source: 2024 TAPR Report).

**Goal 4:** Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.

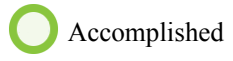
**Performance Objective 1:** Proactively enhance community relations and perception of Bryan ISD by engaging the students, community, higher education, and district employees.

**Evaluation Data Sources:** Meeting agendas and minutes; media and social media metrics

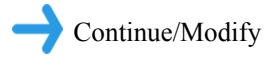
Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Hold three meetings with Superintendent's Advisory Council, and follow up on feedback. <b>Strategy's Expected Result/Impact:</b> Three meetings are held and notes from meetings reflect a response to feedback. <b>Staff Responsible for Monitoring:</b> Executive Director of Community Affairs	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Hold three meetings with Superintendent's Parent Advisory Council, and follow up on feedback. <b>Strategy's Expected Result/Impact:</b> Three meetings are held and notes from meetings reflect a response to feedback. <b>Staff Responsible for Monitoring:</b> Executive Director of Community Affairs	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Connect each campus with a faith-based partner <b>Strategy's Expected Result/Impact:</b> An increased number of campuses are directly impacted by faith-based partnerships. <b>Staff Responsible for Monitoring:</b> Executive Director of Community Affairs	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Improve the perception of Bryan ISD through a positive relationship with local media outlets. <b>Strategy's Expected Result/Impact:</b> Maintain 200 positive stories on Bryan ISD between August 2025 - June 2026. <b>Staff Responsible for Monitoring:</b> Executive Director of Community Affairs	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Improve the perception of Bryan ISD through a progressive social media strategy that utilizes analytics. <b>Strategy's Expected Result/Impact:</b> Maintain a reach of about 25,000 people each week through all district-level social media platforms. <b>Staff Responsible for Monitoring:</b> Executive Director of Community Affairs	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 4:** Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.

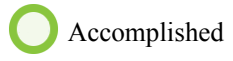
**Performance Objective 2:** Engaging community, parents, and staff as partners in the academic and social-emotional development of students.

**Evaluation Data Sources:** Parent involvement activities at the district and campus level, and social-emotional learning staff development.

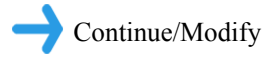
Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide professional development for all staff that includes training as outlined by Local Policy DMA, and SBEC Clearinghouse such as mental health, trauma-informed care, bullying prevention, sexual abuse, human trafficking, and other maltreatment of children.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness how mental health and traumatic events affect student success.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Coordinate and support effective parent and family engagement through staff training and regular meetings, to build the campus capacity and enhance student academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase engagement of parents with their child's school.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services</p> <p><b>Funding Sources:</b> - Local Funds - District, - Title I, A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Initiate and grow community partnerships that support the Essential Eight and lead to shared activities between these community agencies, businesses, and campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in community partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services</p> <p><b>Funding Sources:</b> Essential Eight posters and community yard signs - Title I, A</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Strengthen home-school partnerships and improve student outcomes by providing supplemental web-based resources featuring high-quality, relevant materials for instructional, behavioral, and emotional support content to parents and educators.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase engagement of parents with the district, and school-home connections.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services</p> <p><b>Funding Sources:</b> The Parent Institute - Title I, A - \$2,436</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 5:** Equip all students with the knowledge and skills necessary for postsecondary success.

**Performance Objective 1:** Increase the graduation rate by 1 percentage point from the 2024 graduation rate.

**Evaluation Data Sources:** TEA Cohort list, TEA graduation report, SIS withdrawal codes, Onpoint graduation reports

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Develop and implement a support plan to keep at-risk students engaged in school and on track for graduation through early identification, targeted interventions, and continuous monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased graduation rate; students receive support needed to be successful.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of School Leadership</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - State Comp</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide a program of support for students placed at local correctional facilities to enable them to meet state academic standards, transition from institutionalization to further education or employment and reduce the drop out rate of these students through tutoring, extended learning programs, and transition services.</p> <p><b>Strategy's Expected Result/Impact:</b> Students receive support needed to be successful, Increased graduation rates, reduce dropout rates</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of School Leadership</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> 3 FTE (JJC staff) - State Comp, 2 FTE (JJC IA and transition spec), Tutoring Services, Instructional Materials - Title I, D</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Offer accelerated, self-paced learning opportunities through computer-assisted programs and targeted individual support to help struggling students recover credits, stay on grade level, and graduate on time.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum &amp; Instruction</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> 53 FTE (MC Harris staff) - State Comp, Student computers - JJC - Title I, D, Instructional Technology - Edgenuity - State Comp - \$140,000</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Continue implementation of the graduation monitoring plan for high school counselors and College and Career Center staff to collaborate with students in tracking their four-year plans, credit completion, state assessment performance, and overall progress toward graduation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Director of School Counseling</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			





**Goal 5:** Equip all students with the knowledge and skills necessary for postsecondary success.

**Performance Objective 2:** Increase the percentage of students meeting CCMR standards by 2% percentage point over 2024.

**Evaluation Data Sources:** CCMR rate

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Develop and implement a strategic plan to increase the number of students who are prepared to earn postsecondary credit.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the number of students enrolling in Advanced, Pre-AP, AP, IB, and Dual credit courses</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Increase student knowledge of and preparation for college readiness assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of students meeting TSI criteria for both reading &amp; math by 2 percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Strengthen teacher capacity to design and deliver rigorous, engaging college-level instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the percentage of graduates by 2 percentage points who met the criterion on any AP/IB exam for CCMR.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> The District will collaborate with local agencies to help prepare students for secondary school completion, training, employment, or further education including the Workforce Commission, TAMU, and Blinn.</p> <p><b>Strategy's Expected Result/Impact:</b> Opportunities for participation in workforce and Blinn and Rellis programs, College Night at Rellis, HYPE, 8th Career Fair, and other activities that give them the information needed to plan for the future.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews		
<p><b>Strategy 5:</b> Secondary campuses will support students in making informed curriculum choices and implement activities that promote college and career readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> These efforts will include guidance on the transition from high school to postsecondary education, an explanation of the Top 10% rule, and increased awareness of financial aid opportunities such as the Texas Grant Program and the Teach for Texas Grant Program.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Counseling Services</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews		
<p><b>Strategy 6:</b> Implement AVID Emerge in grades 9-12 within the New Arrival Center to enhance language acquisition and academic skill development for emergent bilingual students by providing targeted professional development to equip teachers with effective strategies to address academic gaps and support student success. Increased percentage of graduates who are college and career ready</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual Programs</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> 14 FTE (NAC staff) - State Comp, - Title III, A - LEP</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews		
<p><b>Strategy 7:</b> Implement AVID Excel in grades 6-8 to support language acquisition and academic skill-building for long-term emergent bilingual students by providing professional development on how to best serve these students to fill academic gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased success and participation in advanced academic classes upon entering high school. Increased academic performance in middle school.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Bilingual Programs</p> <p><b>Funding Sources:</b> - Title III, A - LEP</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>





Strategy 8 Details	Reviews		
<p><b>Strategy 8:</b> Implement AVID classes, tutoring support, and supplemental instructional strategies to directly serve students at risk of academic underachievement, while expanding AVID to support students in advanced academic courses and improve college readiness through professional development for teachers, counselors, and administrators.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student success in advanced academic courses as well as other classes Increased college readiness as seen in STAAR, EOC, PSAT, SAT, ACT</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Conf reg/trav - Title II, A, - Title I, A, - State Comp</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 5:** Equip all students with the knowledge and skills necessary for postsecondary success.

**Performance Objective 3:** At least 75% of CTE completers (CT Indicator 7) within a program of study that offers a State-recognized industry certificate will earn the industry-based certificate in 2025-2026.

**Evaluation Data Sources:** CTE certifications posted in Eduthings and verified through certifying entity by CTE Administrative team





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Provide Professional Development to all CTE teachers to ensure they have a clear understanding of: certification requirements, benefits to students, process for reporting test results.</p> <p><b>Strategy's Expected Result/Impact:</b> increase in numbers testing; increase in accurate results reporting</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Perkins V grant funds - Grant, - Local Funds - District</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Provide CTE curriculum and support designed to equip teachers with the tools and strategies needed to enhance student success in earning industry certifications</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in passing rate on certification tests</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Funding Sources:</b> CTE Coordinators, supplies and materials; vertical teaming, and horizontal teaming - Local Funds - District, - Grant</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Increase the percentage of teachers holding the same certification required of their students from 81% to 100%, as measured by the 2025-2026 CTE Rubric results.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased quality of CTE programs</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Funding Sources:</b> CTE Excellence Rubric, funding for CTSO affiliations, contest, activities - Local Funds - District</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews		
<p><b>Strategy 4:</b> Expand the offering of Level 1 courses at the middle school level.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in level 1 and level 2 courses offered at the middle school will allow students to become completers sooner in high school.</p> <p><b>Staff Responsible for Monitoring:</b> Director of CTE</p> <p><b>Funding Sources:</b> - Local Funds - District</p>	Formative		Summative
	Nov	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 5:** Equip all students with the knowledge and skills necessary for postsecondary success.

**Performance Objective 4:** Enhance student engagement and postsecondary readiness through a strong, K-12 Fine Arts program that builds creativity and critical thinking.

**Evaluation Data Sources:** Increased student engagement

Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Create and utilize vertical alignment time in Master Schedule to bridge the gap for students to remain in program from 6th - 12th grade.</p> <ul style="list-style-type: none"> <li>o Middle School Directors (Band, Choir Orchestra) travel to Intermediate campuses to build relationships and promote Middle School programs.</li> <li>o High School Directors travel to Middle School campuses to do the same.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase in retention and improve instructional alignment across the district.  <b>Staff Responsible for Monitoring:</b> Director of Fine Arts</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Promote the 7-year Performing Arts Plan to recruit and retain students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased recruitment and retention.  <b>Staff Responsible for Monitoring:</b> Director of Fine Arts</p>	<b>Formative</b>		<b>Summative</b>
	<b>Nov</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide language arts, math, science, and social studies collaboratives in STAAR-tested grade levels and a K-12 vertical team meeting focusing on alignment to standards and effective teaching strategies multiple times per year.
1	1	2	Invest in and integrate instructional technology and classroom equipment to enhance teaching and learning across all grade levels. Provide educators with the tools, training, and support necessary to effectively use technology to deliver high-quality instruction aligned to curriculum standards and student learning objectives.
1	1	3	Continue to utilize data analysis tools to monitor progress toward reaching mastery of grade-level content, allowing teachers to provide differentiated instruction based on individual student needs.
1	1	4	Continue calibrating district and campus leaders conducting T-TESS-aligned instructional walks, focusing on research-based instructional best practices and providing appropriate feedback and support to classroom teachers.
1	1	5	Implement a comprehensive, high-quality Reading/Language Arts (RLA), Math, Science, and Social Studies instructional program for grades K-12 by integrating instructional technology and research-based resources to support effective teaching practices, close achievement gaps, and meet the diverse academic needs of all students.
1	1	6	Enhance literacy instruction for at-risk students in grades K-4 by providing targeted, literacy-focused instructional resources, professional development, and instructional coaching aligned to campus and teacher-identified needs to support achievement of campus reading performance goals.
1	1	7	Establish a structured bi-weekly schedule for all K-4 classes to participate in literacy-focused activities in the library, including dedicated time for students to select and check out books of their choice.
1	3	1	Support English learners by training teachers, coaches, and administrators in sheltered instruction and the use of English Language Proficiency Standards (ELPS). Increase the number of certified ESL and Bilingual educators by offering preparation opportunities and partnering with programs like TAMU's Project EBEST.
1	3	2	Collaborate with campus Language Proficiency Assessment Committee (LPAC) to ensure effective monitoring in order to meet the needs of all Emergent Bilinguals, including immigrants.
1	3	3	Implement an effective means of outreach to community members and parents of Emergent Bilinguals and immigrant students to inform them of how they can be involved in their children's education and English language attainment to increase student achievement.
1	3	4	Provide enhanced instructional opportunities, resources, and support for Emergent Bilinguals/Immigrants including New Arrival Centers (NAC) to improve instruction for these students, which may include those with a disability.
1	4	2	Conduct regular check-in meetings with campus principals to review progress monitoring data, evaluate the effectiveness of interventions, and discuss the academic and behavioral performance of students receiving special education services and supports.
1	4	3	Monitor special education classrooms to evaluate the fidelity and effectiveness of academic and behavioral instruction, and provide targeted support through professional development, instructional coaching, technology, supplies, materials, and professional learning communities based on identified campus and teacher needs.

Goal	Objective	Strategy	Description
1	5	2	Monitor credit accrual for migrant students and ensure schools have systems for timely credit recovery that support progress toward graduation requirements, including targeted support such as extended day and Saturday tutorials, along with access to electronic devices for homework and research.
1	6	1	Implement a cohesive instructional program in core content areas by providing teachers with a comprehensive curriculum designed to deliver high-quality instruction, close achievement gaps, strengthen academic programs, and create an optimal learning environment that addresses the diverse academic needs of all students.
1	6	2	Identify students who may be at academic risk and provide additional educational and other assistance to individual students the district or school determines need help in meeting the challenging state academic standards.
1	6	3	The District Homeless Liaison will provide comprehensive academic and social-emotional support to homeless children and youth by removing barriers to enrollment and attendance, and by coordinating services to promote their success in alignment with the McKinney-Vento Homeless Assistance Act.
1	6	4	Support the implementation of accelerated instruction and extended learning opportunities (including summer school) to enhance the academic performance of students needing additional support.
2	5	1	All schools will continue with the implementation of Safe and Civil Schools frameworks throughout the 2025-2026 school year.
2	5	2	Each campus will sustain a school-based team that will attend regularly scheduled district-level trainings and on-site school-based team meetings.
2	5	3	All campuses will implement the Foundations program through Safe and Civil Schools.
5	1	1	Develop and implement a support plan to keep at-risk students engaged in school and on track for graduation through early identification, targeted interventions, and continuous monitoring.
5	1	2	Provide a program of support for students placed at local correctional facilities to enable them to meet state academic standards, transition from institutionalization to further education or employment and reduce the drop out rate of these students through tutoring, extended learning programs, and transition services.
5	1	3	Offer accelerated, self-paced learning opportunities through computer-assisted programs and targeted individual support to help struggling students recover credits, stay on grade level, and graduate on time.
5	2	3	Strengthen teacher capacity to design and deliver rigorous, engaging college-level instruction.
5	2	4	The District will collaborate with local agencies to help prepare students for secondary school completion, training, employment, or further education including the Workforce Commission, TAMU, and Blinn.
5	2	6	Implement AVID Emerge in grades 9-12 within the New Arrival Center to enhance language acquisition and academic skill development for emergent bilingual students by providing targeted professional development to equip teachers with effective strategies to address academic gaps and support student success. Increased percentage of graduates who are college and career ready
5	2	8	Implement AVID classes, tutoring support, and supplemental instructional strategies to directly serve students at risk of academic underachievement, while expanding AVID to support students in advanced academic courses and improve college readiness through professional development for teachers, counselors, and administrators.
5	3	1	Provide Professional Development to all CTE teachers to ensure they have a clear understanding of: certification requirements, benefits to students, process for reporting test results.

# 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

Local Funds - District					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	6	4	Summer School Staff and materials		\$0.00
1	6	5			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
3	1	2	Teacher Incentive Allotment		\$0.00
3	2	2			\$0.00
4	2	2			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
5	2	4			\$0.00
5	2	5			\$0.00
5	3	1			\$0.00
5	3	2	CTE Coordinators, supplies and materials; vertical teaming, and horizontal teaming		\$0.00
5	3	3	CTE Excellence Rubric, funding for CTSO affiliations, contest, activities		\$0.00
5	3	4			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Technology		\$0.00
1	1	5	Instructional Programs - Read 180, Reading Horizons, Keyboard without Tears, Progress Learning		\$100,000.00
1	1	5	Instructional Coaches		\$0.00

State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	ESL Recruitment		\$0.00
1	6	2			\$0.00
1	6	3	Homeless Coordinator and Assistant Travel		\$0.00
1	6	4	Summer School Staff and materials		\$0.00
1	6	5	Professional Development		\$0.00
1	6	6	Branching Minds		\$51,000.00
3	1	2	Reading academies		\$0.00
3	1	3			\$24,714.00
5	1	1			\$0.00
5	1	2	3 FTE (JJC staff)		\$0.00
5	1	3	53 FTE (MC Harris staff)		\$0.00
5	1	3	Instructional Technology - Edgenuity		\$140,000.00
5	2	6	14 FTE (NAC staff)		\$0.00
5	2	8			\$0.00
<b>Sub-Total</b>					\$315,714.00
Title I, D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
1	6	4	Extended Learning Program Staff		\$0.00
5	1	2	2 FTE (JJC IA and transition spec), Tutoring Services, Instructional Materials		\$0.00
5	1	3	Student computers - JJC		\$0.00
<b>Sub-Total</b>					\$0.00
Title II, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	District Vertical Team & Collaboratives		\$0.00
1	1	4	Professional Development		\$12,939.00
1	2	2	Professional Development		\$0.00
1	2	3			\$0.00
1	6	4	Summer School Staff Development		\$0.00
3	1	1	Registration and Travel		\$0.00

Title II, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Professional development		\$0.00
3	1	3			\$11,400.00
3	2	1	PD and Evaluation Core		\$0.00
5	2	8	Conf reg/trav		\$0.00
<b>Sub-Total</b>					\$24,339.00

Title III, A - LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	IC, 6 FTE		\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	3	5	Title III Clerk		\$0.00
1	3	6			\$0.00
1	3	7			\$0.00
1	5	1			\$0.00
1	5	4			\$0.00
1	6	5			\$0.00
5	2	6			\$0.00
5	2	7			\$0.00
<b>Sub-Total</b>					\$0.00

Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Technology		\$0.00
1	1	3	Aware Premium		\$50,922.00
1	1	5	Instructional Programs - Quill, DBQ Online, Imagine Math, Keyboarding without Tears, NWEA MAP, READ 180, Reading Horizons		\$280,000.00
1	1	5	Instructional Coaches		\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3	Title I Homeless Reserve		\$0.00

Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	4	Summer School Staff and materials		\$0.00
1	6	5	Reserve for students experiencing homelessness		\$0.00
1	6	6	Branching Minds		\$108,725.00
3	1	3			\$69,886.00
3	2	1	PD and Evaluation Core		\$0.00
4	2	2			\$0.00
4	2	3	Essential Eight posters and community yard signs		\$0.00
4	2	4	The Parent Institute		\$2,436.00
5	2	8			\$0.00
<b>Sub-Total</b>					\$511,969.00
Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3	Homeless Coordinator and Assistant		\$0.00
1	6	3	Support and materials for students experiencing homelessness		\$0.00
1	6	5	McKinney-Vento		\$0.00
2	1	2			\$0.00
2	1	3	TECHY		\$0.00
5	3	1	Perkins V grant funds		\$0.00
5	3	2			\$0.00
<b>Sub-Total</b>					\$0.00
Title I, C - Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$0.00
1	5	4			\$0.00
1	6	5			\$0.00
<b>Sub-Total</b>					\$0.00



# District Improvement Planning

2025-2026



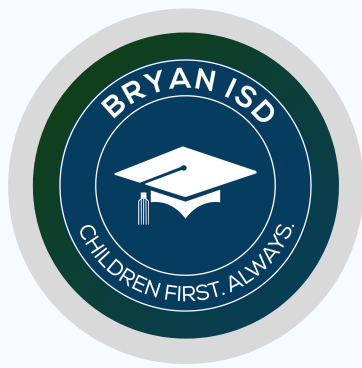
# Vision

**Children First. Always.**

# Mission

**Bryan ISD, through innovation and choice in educational offerings, will provide positive experiences that ensure high school graduation and post-secondary success.**

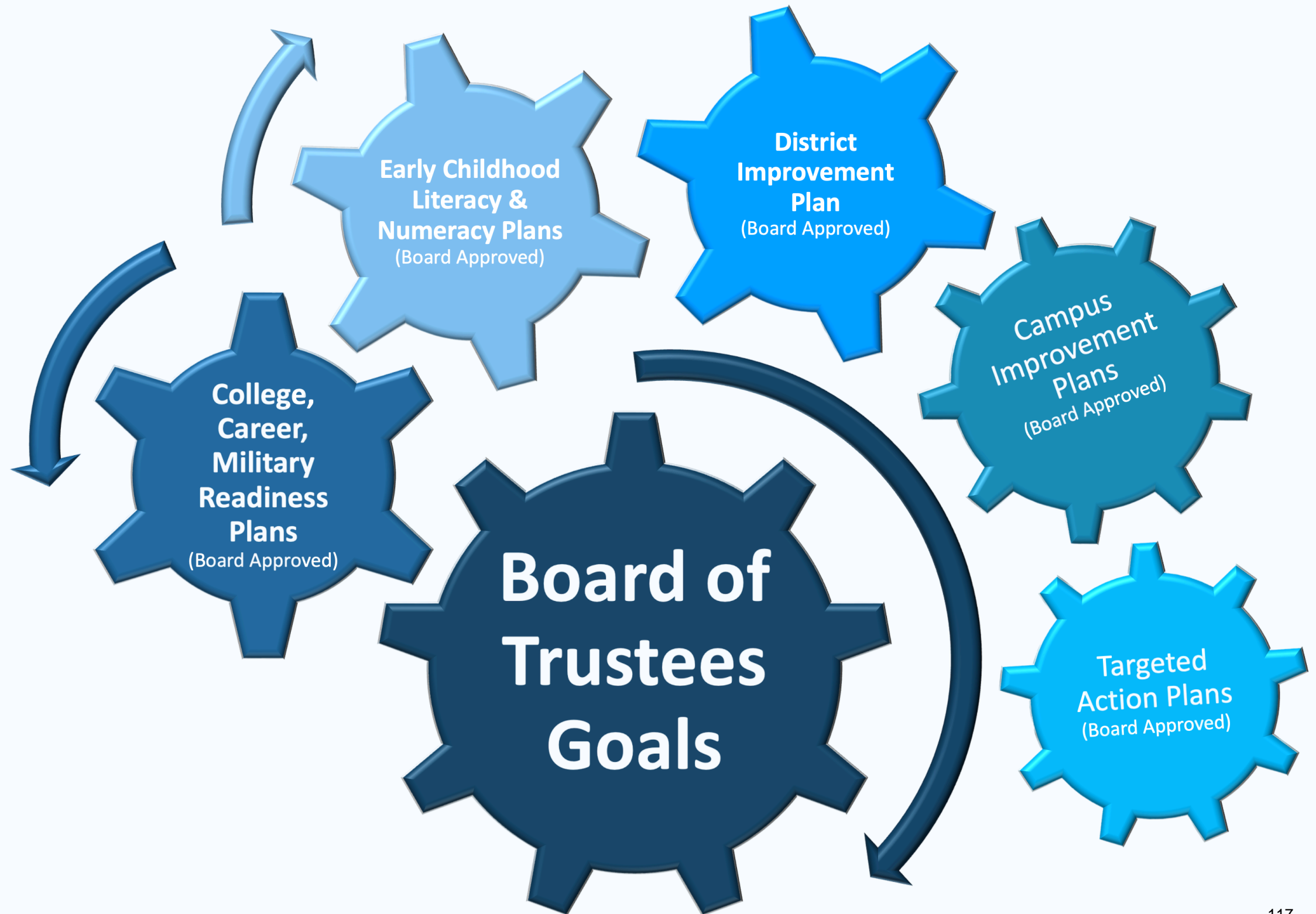




# Alignment of Plans

Alignment begins with the Board of Trustees with the Adoption of Board Goals

<b>Goal 1</b>	Support the academic and post-secondary success of every student.
<b>Goal 2</b>	Foster and sustain a culture and climate that encourages a shared responsibility for a positive learning environment that encourages engagement in academic, extracurricular, and service activities.
<b>Goal 3</b>	Recruit and retain a high-quality workforce through competitive benefits, differentiated professional learning, and providing appropriate resources and support to ensure a positive work environment.
<b>Goal 4</b>	Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.
<b>Goal 5</b>	Ensure a physically and emotionally safe and secure learning environment while welcoming all students, staff, and visitors.





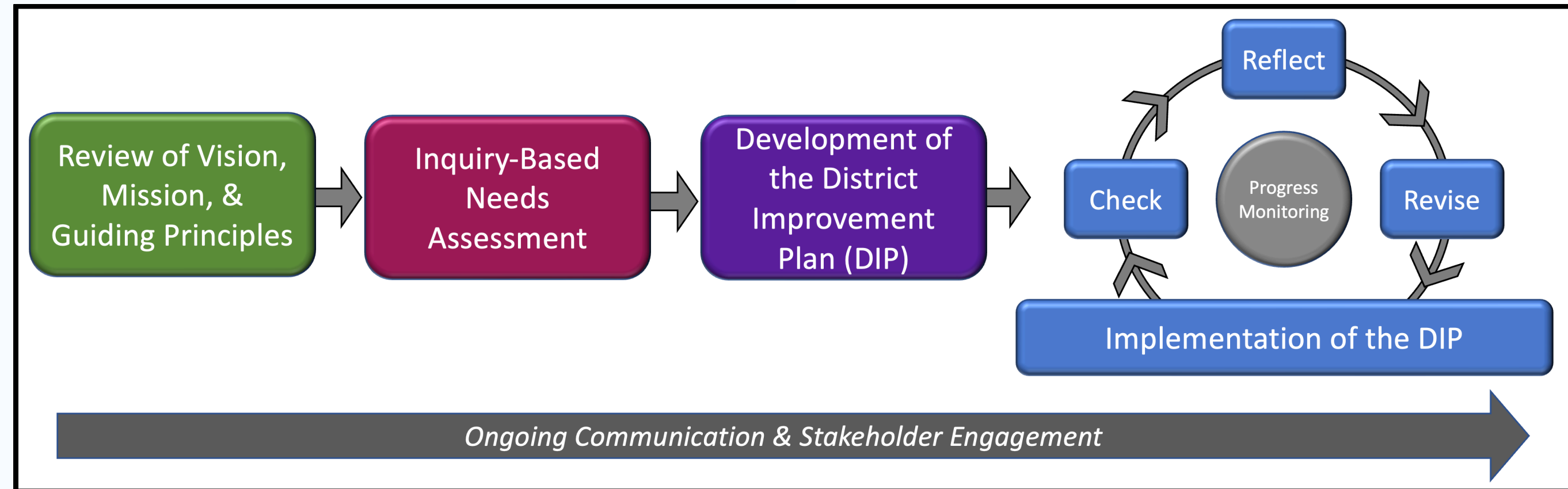
# Development of the District Improvement Plan

## District Continuous Improvement Leadership Team (DCILT)

- Comprehensive Needs Assessment
- Development of District Improvement Plan
- Periodic review of District Improvement Plan, Board Goals, and Associated Action Plans

## District Educational Improvement Committee (DEIC)

- District Improvement Plan Review and Feedback
- Ongoing updates





# Overview of the 2025-2026 DIP



## ACADEMIC

- Academics: ELAR, Math, Science, Social Studies, LOTE
- Supporting All Learners
- Bilingual & Migrant Education Services
- Special Education
- Texas Strategic Leadership
- Texas Instructional Leadership



## CULTURE, CLIMATE, & SAFETY

- Attendance
- Safe & Civil Schools
- Cybersecurity
- Social-Emotional Learning, Essential Eight
- School Safety
- Student Ambassadors



## WORKFORCE

- Professional Learning & Supports
- Mentoring Program for New Teachers
- Teacher Retention



## COMMUNITY ENGAGEMENT

- Partnerships: Higher Education, Faith-Based, Parent Advisory, Superintendent Advisory
- Community Engagement
- Family Engagement



## POSTSECONDARY SUCCESS

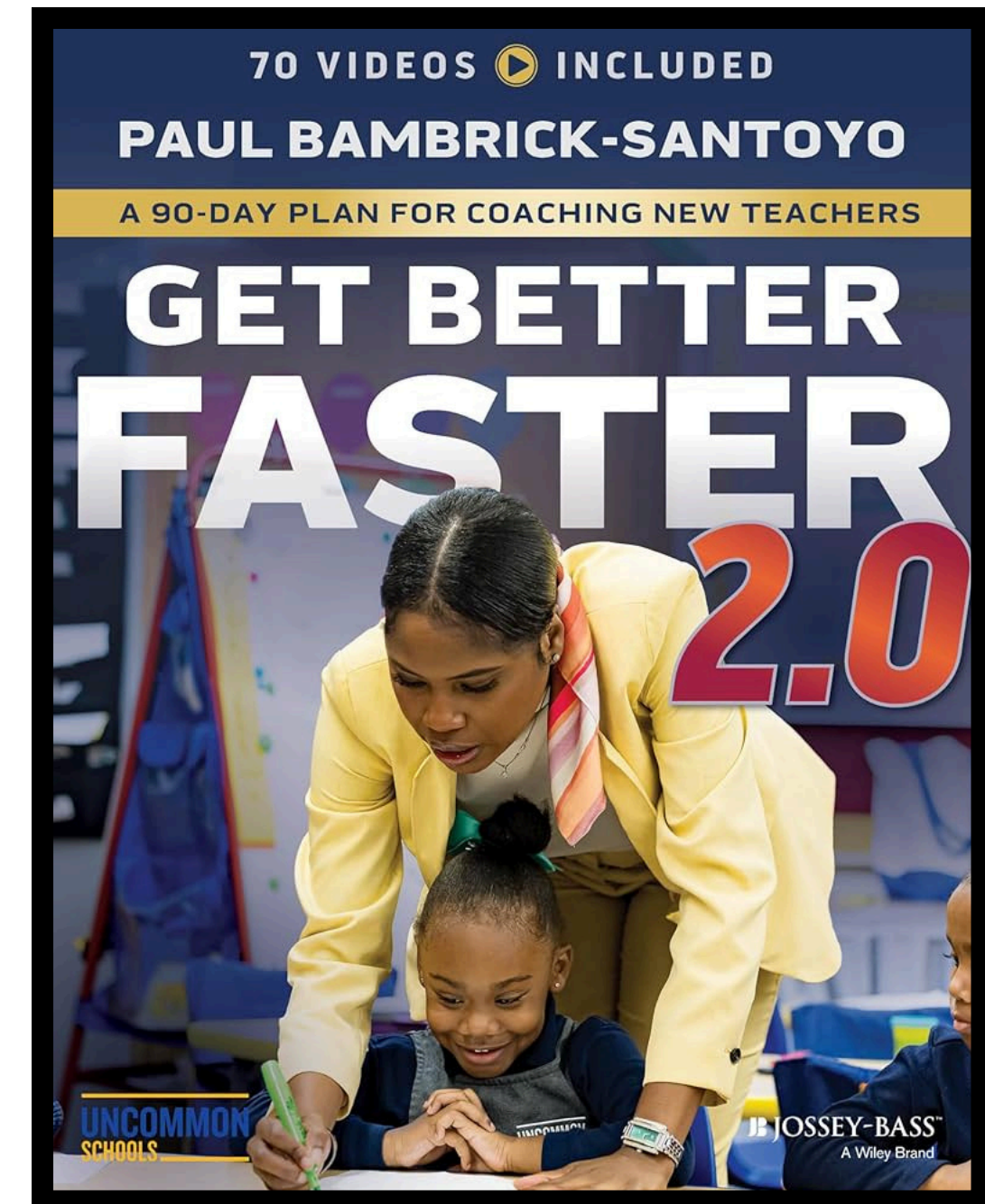
- Career & Technical Education
- Graduation
- College, Career, & Military Readiness
- College Readiness
- AVID, AVID Emerge & AVID Excel
- Fine Arts Education

**NO COST TO THE DISTRICT**

# Funded through the LASO Grant

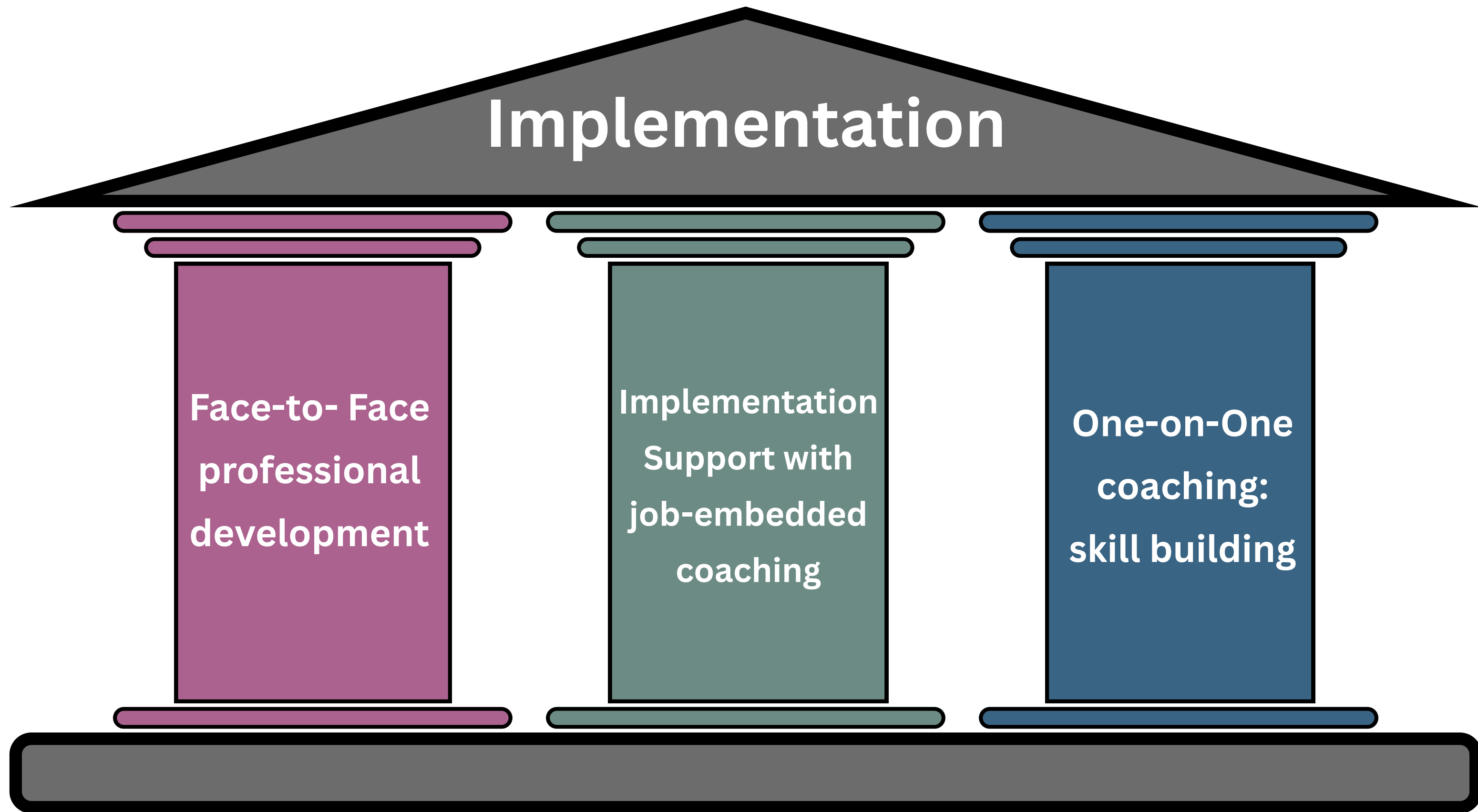
Learning Acceleration Support Opportunities (LASO) Grant

- **Focused: Grade 5-8**
  - Rayburn Intermediate
  - Sadberry Intermediate
  - Long Intermediate
  - SFA Middle School
  - Davila Middle School
- **Partnership with ESC6**
  - Dedicated ESC6 Specialist
  - Year 1: Teacher Observation & Feedback
  - Year 2: Data-Driven Instruction
  - Monthly Campus PD, Coaching, & Classroom Walks
- **Campus Support Specialist**



# Three Pillars of Job-Embedded PD

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# TEXAS STRATEGIC LEADERSHIP (TSL)



**TEXAS  
STRATEGIC  
LEADERSHIP**

Texas Strategic Leadership (TSL) is a statewide program that provides executive coaching and collaborative experiences for superintendents and their leadership teams to **design and implement strategic plans focused on improving student experiences and outcomes.**

Grounded in the Effective District Framework (EDF), TSL helps districts conduct landscape analyses, develop research-based strategic plans, align district systems, and **establish performance management systems** to achieve long-term, transformational change.





# Schools aren't islands...they're archipelagos



**How do we see the full system?**

*Systems within a system....*

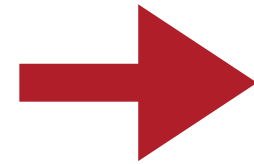
Individual schools have systems to serve kids. But schools are operating in a school system.

**What systems changes do we focus on to serve all kids?**

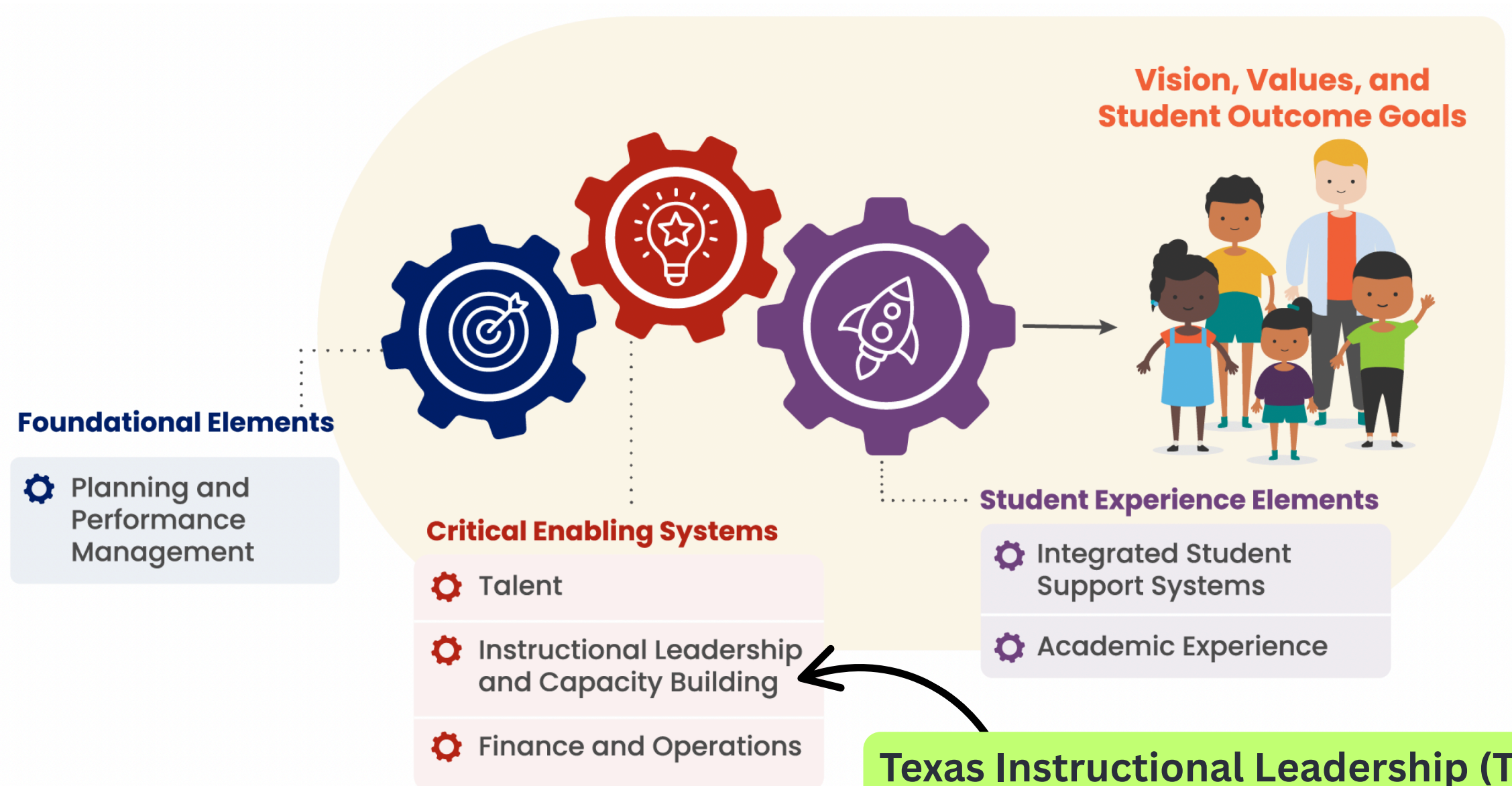
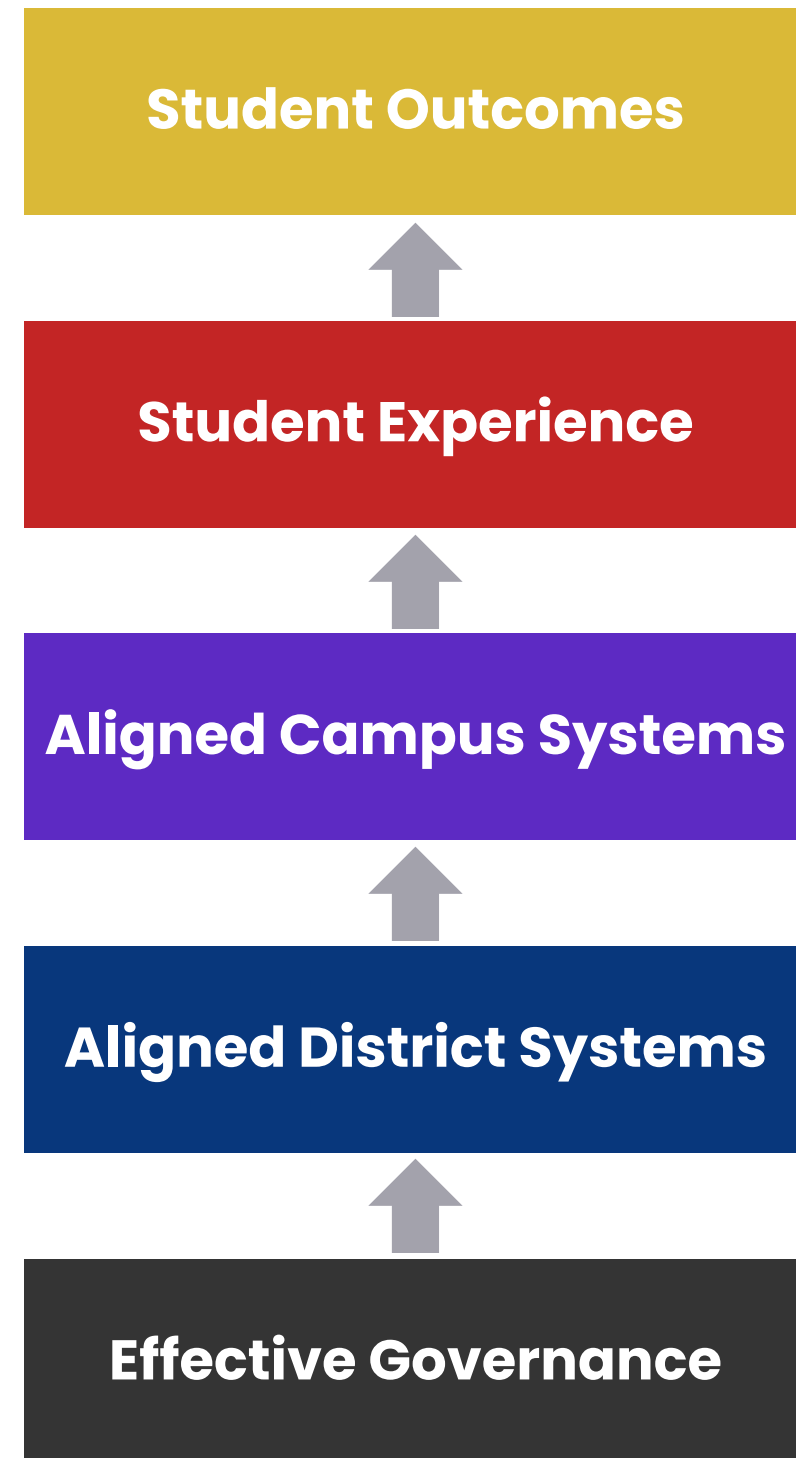


# Effective District Framework Impact Model

If we believe a strong student experience is the core driver of student outcomes...



...then we must “backward design” and align all critical systems to our envisioned student experience



Texas Instructional Leadership (TIL) for Intermediate & Middle School campus administrators. Funded by LASO grant.



# TSL empowers districts to select and deliver on top priorities, enhancing the student experience

**1:1 Executive Coaching** and facilitation for superintendent and leadership team

**Learning Labs / Exemplar Visits** to see what “great” looks like across EDF strategies

**Cohort Model** for peer connection and learning opportunities

**Landscape Analysis** to understand the current state of the district

(Effective District Framework-based)

**Planning & Performance Management Supports** to drive strong implementation, continuous improvement

Access to **lever-specific** expertise

Intentional and strategic **board engagement** throughout the process



# Utilizing multiple sources of evidence to see the current student experience and systems.

Artifact Analysis	Quantitative Data Analysis	Walkthrough Observation	Stakeholder Engagement
<ul style="list-style-type: none"> <li>• Student Assignments</li> <li>• CCMP-aligned offerings</li> <li>• Instructional Vision and Framework</li> <li>• Lesson Planning and/or Internalization and Rehearsal Protocols</li> <li>• Coaching Protocols</li> <li>• Talent Recruitment, Retention and Advancement Plans</li> </ul>	<ul style="list-style-type: none"> <li>• CCMP/R aligned data indicators</li> <li>• CCMR Outcomes Bonus Funding</li> <li>• Talent Recruitment, Retention, and Advancement Data</li> <li>• General STAAR data analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom - academics and rigor, supporting all learners, routines and culture</li> <li>• Campus – lesson planning and/or internalization and rehearsal</li> <li>• Campus – coaching session</li> </ul>	<ul style="list-style-type: none"> <li>• Student</li> <li>• Family</li> <li>• Community</li> <li>• Teacher</li> <li>• Instructional Leadership Staff</li> </ul>

**Math & ELA:  
Lessons, Student  
Assignments, All  
Grades**

**Texas  
Academic  
Performance  
Report (TAPR)**

**Every Campus  
Every Grade**



**Surveys Open  
Sept. 8<sup>th</sup> for  
All  
Stakeholders**



# Texas Strategic Leadership engages districts in key milestones aligned to strategic planning



## See the Current State

- ✓ Launch Steering Committee
  - **Board** Reviews Vision & Goals
  - Begin Landscape Analysis

## Define the Envisioned Student Experience & Goals

- Complete Landscape Analysis
- Engage in Landscape Analysis Reflection with SteerCo
- Draft Envisioned Student Experience
- Attend Learning Lab
- **Board** Report on Landscape Analysis
- Determine Strategic Priorities

## Align Systems for Implementation

- Create “Strategy on a Page”
- Align Initiatives, Resources, and Systems to the Strategic Plan
- Create Measurement Plan
- Create Implementation Plan

## Planning for Execution and Implementation

- **Board** Monitoring Calendar & Template
- Finalize & Socialize the Strategic Plan
- Conduct Implementation Systems Evaluation



**A STRONG STUDENT EXPERIENCE IS THE  
CORE DRIVER OF STUDENT OUTCOMES.**



**TEXAS  
STRATEGIC  
LEADERSHIP**



# District Improvement Planning

2025-2026





**8. Closed Session**

8.A. Discuss issues pertaining to appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee - Texas Government Code 551.074

8.B. Discussion related to a public school student wherein personally identifiable information will necessarily be revealed - Texas Government Code 551.0821

8.C. District cybersecurity update - Texas Government Code 551.0761

8.D. Discuss legal requirements and financial terms of JETI Tax Incentive Program - Texas Government Code Section 551.087

**9. Reconvene in Open Session**

**10. Adjourn**

Posted: Tuesday, September 2, 2025, at 5:30 pm



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For the Board of Trustees