A meeting of the Board of Trustees of the Bryan Independent School District will be held on Monday, September 22, 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 Regular Meeting**
2. **Welcome**
3. **Pledges of Allegiance to the United States and Texas Flags**
4. **Spotlight**
    - 4.A. Elementary Teachers of the Month
    - 4.B. Auxiliary Employee of the Month
    - 4.C. National Merit Semifinalist Recognition
    - 4.D. Fine Arts Recognitions
5. **Public Comment on Agenda Items**
6. **Public Comment on Non-Agenda Items**
7. **Call to Order Public Hearing**
    - 7.A. Public Hearing for the Adoption of the 2025 Tax Rate

Public Hearing on Proposed Tax Rate

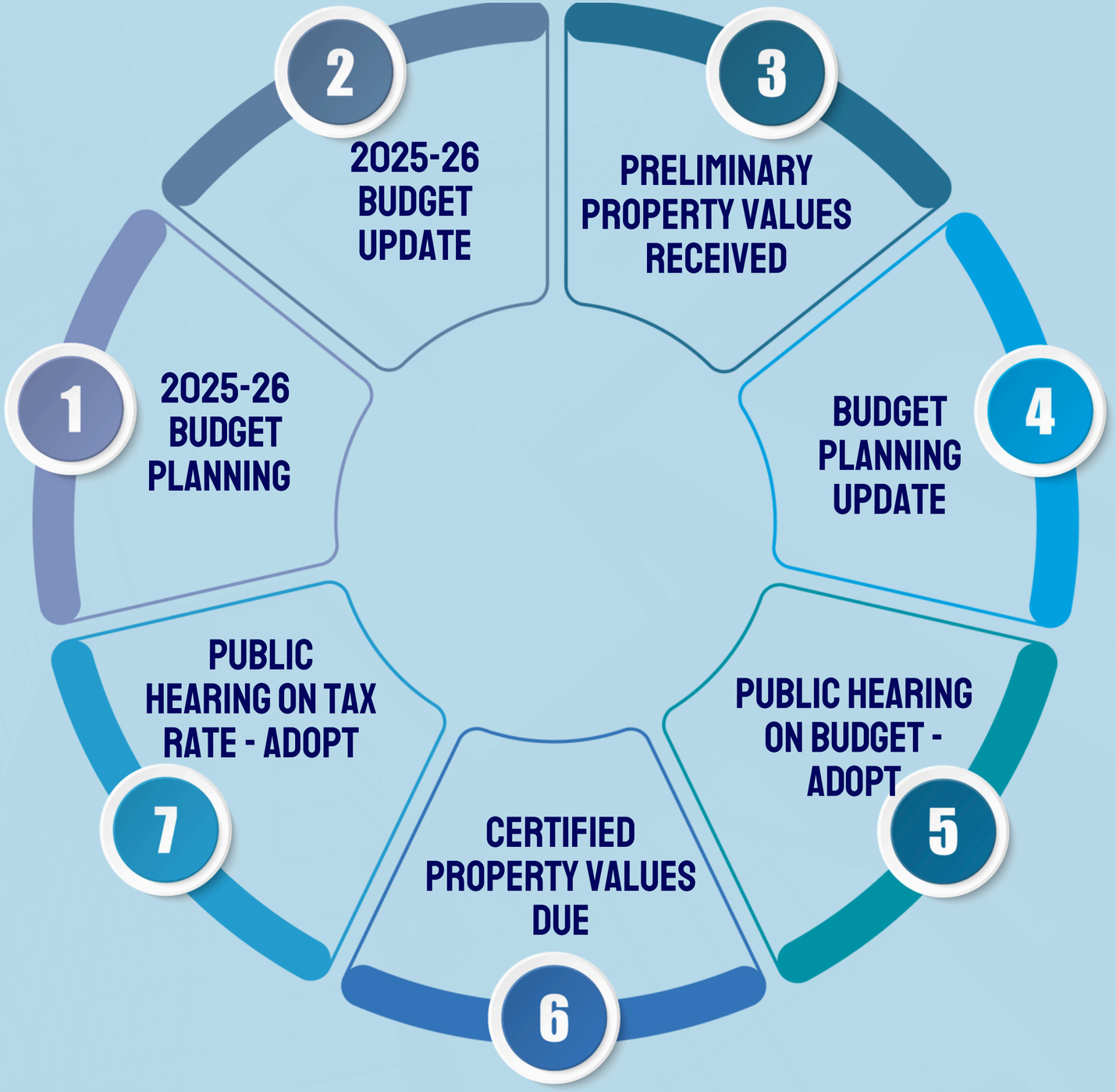
September 22, 2025

BUDGET GOALS

- **Support High-Quality Instruction and Resources**
- **Recruit and Retain High-Quality Workforce to Support Instruction**
  - *By creating more streamlined and efficient academic and operational models, the district would be positioned to leverage future funding sources to be used for compensation and benefits that both retain and attract a high-quality workforce.*
- **Maintain a Healthy Fund-Balance**
- **Safety and Security remain a Top Priority**



BUDGET-TAX RATE TIMELINE



TAX RATE BREAKDOWN

Maintenance & Operations (M&O)

Tier I - Set by TEA MCR (Maximum Compressed Rate) Based on property value growth — $0.6169

Tier II - Voter Approved Enrichment Pennies BISD = 6 Golden Pennies — $0.0600

$0.6769

Interest & Sinking (I&S)

$0.2700

Set at the level needed to meet its debt obligations

Restricted to paying principal and interest on voter-approved bonds

Total Tax Rate

$0.9469

BRYAN ISD

Estimates/Assumptions Used to Prepare 2025-26 Budget

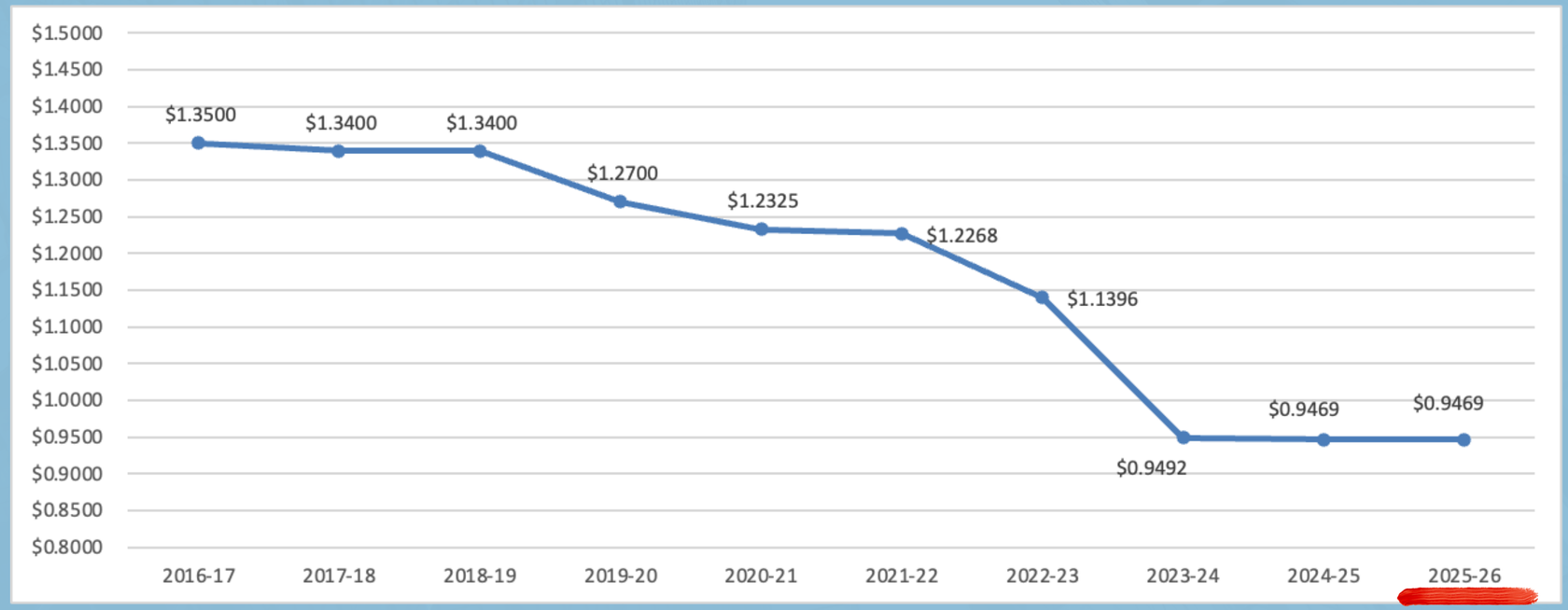
Student Enrollment Growth	→	No Change
Property Value Growth	→	0.10% (includes $40k HE)
M & O Tax Rate	→	$0.6769 per $100 of valuation
Debt Service Tax Rate	→	$0.2700 per $100 of valuation
Property Tax Collection Rate	→	98%

ADOPTED BUDGET SUMMARY

	General Fund	Debt Service	Food Service	Total
Revenue	$177,918,950	$40,091,632	$13,580,000	$231,590,582
Expenditures	$184,661,710	$40,091,632	$14,081,858	$238,835,200
Surplus/(Deficit)	$(6,742,760)	$0	$(501,858)	$(7,244,618)

PROPERTY TAX RATE HISTORY

Prior Year Tax Rate Comparison



Bryan ISD's total property tax rate decreased 40 cents per $100 of value from 2016-2025

ESTIMATED DEBT SERVICE FOR 2025-26

Property tax receipts - $0.270 per $100 valuation		$36,999,168
State revenue - hold harmless due to homestead exemption		$3,092,464
Estimated debt service revenue		$40,091,632
Principal and Interest due on prior issues	$40,084,132	
Estimated call of future debt	$-0-	
Estimated fees	$7,500	
Estimated debt service expenditures		$(40,091,632)
Estimated Over/Under Collections		$-0-

ESTIMATED TAX BILL

		2024-25	2025-26	Difference
Average Home Value		$328,578	$341,651	+$13,073
Homestead Exemption	-	$100,000	$140,000	+$40,000
Average Home Taxable Value	=	$228,578	$201,651	-$26,927
Tax Rate	**x**	$0.9469/100	$0.9469/100	$0.0000
Total Tax Bill	=	$2,164.41	$1,909.43	-$254.98

RECOMMENDATION SUMMARY

	2024-25 Tax Rate	2025-26 Recommended Tax Rate
Maintenance & Operations (M&O)	$0.6769	$0.6769
Debt Service (I&S)	$0.2700	$0.2700
Total Tax Rates	$0.9469	$0.9469

QUESTIONS?

7.B. Adjourn Public Hearing

8. **Board Member Reports**

8.A. Superintendent's report spotlighting student and staff celebrations

8.B. Executive Board Committee Report

8.C. Intergovernmental Committee Report

8.D. Education Foundation Update

8.E. City-School Joint Committee Meeting

8.F. Board members will have an opportunity to discuss information learned from the 2025 txEDCON

9. **Informational Items**

9.A. District use of legal counsel

Overview of Legal Services

SEPTEMBER 22, 2025

Governance



- In Texas Public Schools, the legal counsel represents the school district as an entity, not the individuals in the district.
- Provides legal services to the Board of Trustees and district leadership to ensure compliance with laws and to represent the district in legal matters.
- The primary role of legal counsel is to protect the interests of the district.

Varied Approaches to Representation



Retain Outside Law Firms Based on Specialties

- Outsource legal services to various firms based on speciality and areas of expertise
- Flexibility and scalability to adjust to the needs of the district - more cost-efficient
- Access to broader resources and networks

Hire an In-House Attorney & Retain Outside Law Firms

- Serves as the district's liaison to the outside law firms that work with the district.
  - Would still incur the costs from outside law firms
- Deeper knowledge of the district
- Potentially more immediate accessibility
- Additional cost
  - 2023-2024 In-House Attorney Pay Range: $100,525-$140,735

The district has utilized both approaches over the years; however, at present, all legal services are provided exclusively through outside law firms.

Legal Services by Specialty

Comprehensive School Law Services: personnel, student issues, special education, facilities, business, and provides required training to administrators on Chapter 37 and for required board training (legislative legal update), etc.

- Walsh Gallegos

Board Policy Services: provides Board policy updates and guidance. Also provides state-required training to Board members.

- Texas Association of School Boards
- Training can also be provided by many other providers

Public School Bonds

- Norton Rose Fulbright

Public School Finance: specializing in 312, 313, and JETI agreements

- O'Hanlon, Demerath, & Castillo

Specialized Employment Situations - Work Visas

- Wesley Mathis Law Office

Property Value Audits

- Ray & Wood



Overview of Legal Services

SEPTEMBER 22, 2025

10. **Consent Agenda**

10.A. Consider approval of the meeting minutes for August 4, 2025, and September 8, 2025.

BRYAN ISD BOARD OF TRUSTEES MEETING
Monday, August 4, 2025

The Bryan ISD Board of Trustees met for a Special Meeting on Monday, August 4, 2025 at 12:00 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

Joel Bryan: Absent

Board Secretary Joel Bryan left the meeting at approximately 2:35 pm.

Julie Harlin: Absent

Board Member Julie Harlin Wolf left the meeting at approximately 3:00 pm.

1. **Call to Order**
The meeting was called to order at 12:00 pm.

2. **Welcome**
Board President David Stasny welcomed everyone to the meeting.

3. **Public Comment on Agenda Item**
No public comments

4. **Closed Session**
Board President David Stasny called for a closed session at 12:02 p.m. as authorized by Texas Government Code Chapter 551.071, 551.0821, 551.087, 551.074, and 551.072 for the subjects allowed.

- 4.A. Consultation with Legal Counsel Regarding Legislative Update - Texas Government Code 551.071
- 4.B. Discuss Issues Pertaining to Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee - Texas Government Code 551.074
- 4.C. Discussion Related to a Public School Student Wherein Personally Identifiable Information will Necessarily be Revealed - Texas Government Code 551.0821
- 4.D. Discuss Issues Related to the Purchase, Exchange, Lease, or Value of Real Property - Texas Government Code 551.072
- 4.E. Discuss Financial Information from a Business Prospect Considering Locating in the District - Texas Government Code 551.087

5. **Reconvene in Open Session**
The Board reconvened in open session at 2:12 pm with all board members present. No action was taken in closed session.

6. **Information Items**

6.A. Bond Steering Committee Update

Deputy Superintendent Dr. Brian Merrell gave an update on the 2025-2026 Bond Steering Committee. He was joined by Chief Financial Officer Norma Friddle and Director of Construction Services Robert Griffin. Ms. Friddle explained the financial rules for the district's M&O (Maintenance and Operations) and I&S (Interest and Sinking) funds. Dr. Merrell then reviewed three potential bond propositions: Prop A (General), Prop B (Athletics), and Prop C (Technology).

7. Consent Agenda

Moving to the consent agenda item, Board President David Stasny reminded the Board that they may remove an item from the consent agenda and asked if anyone would like to remove an item. Hearing none, Mr. Leo Gonzalez made a motion.

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

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

Yea: 6, Nay: 0, Absent: 1

7.A. Consider Approval of a Resolution, Adjunct Faculty Agreement, and 4H Calendar, Regarding Extracurricular Status of 4H Organization

7.B. Consideration and Possible Action to Amend Board Policies FM (Local) and FD (Local)

7.C. Consider Approval of PreK Partnership with Faith and Family Early Learning Center

7.D. Discuss and Consider Approval of a Purchase over $50,000 for Districtwide Special Education Assessment Software

7.E. Discuss and Consider Approval of a Purchase over $50,000 for Sign Language Interpreting Services

7.F. Consider Approval of the Educational Psychology Practicum MOU with TAMU

8. Action Items

8.A. Consider Approval of the Student Code of Conduct for the 2025-2026 School Year, Including Statewide Ban on Student Use of Personal Communication Devices During the School Day

The Student Code of Conduct for 2025-2026 was approved with new language and information from TASB. In addition to addressing provisions from the 89th Legislature, many of the changes remove redundant language and streamline the Student Code of Conduct.

I move approval of the student code of conduct for the 2025-2026 school year, including a statewide ban on student use of personal communication devices. This motion, made by Leo Gonzalez and seconded by Felicia Benford, Passed.

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

David Stennis: Yea
Ruthie Waller: Yea
Yea: 5, Nay: 0, Absent: 2

8.B. Discuss and Consider Appointment of a Delegate and Alternate to the 2025 Texas Association of School Boards (TASB) Delegate Assembly

Board Vice President Felicia Benford was appointed as Delegate, and Board President David Stasny was appointed as Alternate to the 2025 Texas Association of School Boards (TASB) Delegate Assembly.

9. **Adjourn**

The meeting adjourned at 3:13 pm.

_____ _____

President Secretary

BRYAN ISD BOARD OF TRUSTEES MEETING
Monday, September 8, 2025

The Bryan ISD Board of Trustees met for a Special Meeting on Monday, September 8, 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

Board President David Stasny called the meeting to order at 6:00 pm.

1. **Call to Order**
Board President David Stasny called the meeting to order at 6:00 pm.

2. **Welcome**
Board President David Stasny welcomed everyone and wished Board Vice-President Felicia Benford a Happy Birthday. The Board recited the United States and Texas Flags pledges.

3. **Spotlight**

3.A. Essential Eight Community Partnership Award to H&O Trucking Company for the $17,000 donation of district-wide t-shirts
H&O Trucking Company was presented the Essential Eight Community Partnership Award, presented by Assistant Director of Community Affairs, Kallie Donley. They were recognized for their contribution to the donation that provided a t-shirt for every district staff member.

3.B. Essential Eight Community Partnership Award for the Bryan ISD Education Foundation
Director of Counseling Services, Donna Willett, recognized the Bryan ISD Education Foundation and Executive Director, Sarah Braden. Sarah Braden shared that the Education Foundation Hometown Reunion has been a game-changer for fundraising for the district, with 900 people in attendance.

3.C. Viking Graphics and Animation Club Kids of Characters
Deputy Superintendent, Dr. Brian Merrell, and Brian McGouirck, BHS Teacher, highlighted the work of the Viking Graphics and Animation Club Students. Mr. Merrell recognized his amazing work and dedication.

4. **Public Comment on Agenda Items**
There were no public comments.

5. **Information Items**

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

The board shared information related to their attendance at the 2025 Summer Leadership Institute (SLI).

5.B. Bond 2025 website overview

Deputy Superintendent Dr. Brian Merrell opened the presentation by thanking the Community Affairs and Maintenance Departments for their hard work, which has been ongoing since March 2025. He then directed everyone to the Bryan ISD website, which now hosts a dedicated Bond section. This site contains all the information about the committee's work, which began as a Steering Committee before transitioning into a Bond Committee. Dr. Merrell stated he was happy to provide factual information about the 2025 Bond and pointed out a feature on the website where people can submit their questions directly.

5.C. Group Benefits Risk Pool Overview for 2026

Chief Financial Officer Norma Friddle provided an overview of the group benefits risk pool. Ms. Friddle explained the difference between Fully-Funded and Self-Insured/Self-Funded. She explained that Bryan ISD is a Self-Insured/Self-Funded plan, and what that means for the district.

6. **Consent Agenda**

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

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

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

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

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

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.

Chief Financial Officer, Norma Friddle, presented information related to the authorization of a defeasance and redemption of certain currently outstanding Bryan Independent School District Unlimited Tax School Building Bonds, Series 2023. Ms. Friddle explained this would allow the district to avoid $11.4 million in interest costs over the next several years. Ms. Friddle was joined by Ms. Steve Adams, who provided additional details to the board.

I move to adopt 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. 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

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

The Director of Counseling Services, Donna Willett, presented information related to a Memorandum of Understanding with Workforce Solutions of the Brazos Valley. Workforce Solutions of the Brazos Valley supports the BV in a number of ways: employability skills, career awareness, career counseling, and career exploration services. They are looking to formalize the partnership with Bryan ISD by having a Career Coach in the District regularly, in order to provide career guidance and information to assigned public middle school and high school students, educate, and engage students in employability skills, career development, and career decision-making. The Career Coach will work with teachers to implement age and content-appropriate lessons and will work with students individually, upon parent consent, to assist with post-secondary opportunities.

I move approval of a Memorandum of Understanding between Workforce Solutions of the Brazos Valley and Bryan ISD as presented. This motion, made by Julie Harlin and seconded by Ruthie Waller, 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

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

Associate Superintendent of Teaching & Learning, Dr. Barbara Ybarra, and Director of Accountability, Dr. Jill Morris, presented the District Improvement Plan (DIP). The District Improvement Plan (DIP) was developed following a comprehensive needs assessment that reviewed student performance, program effectiveness, and resource allocation. A cross-section of district administrators collaborated to draft the plan, ensuring alignment with state and local goals. Input was provided by the District Educational Improvement Council (DEIC), which reviewed the draft and ultimately approved the proposed plan. The DIP serves as the district's guiding document for continuous improvement and compliance with state requirements.

Dr. Ybarra shared that the district is excited to launch 2 new major instructional initiatives this year: Texas Instructional Leadership (TIL) for grades 5-8, funded by the Learning Acceleration and Support Opportunities (LASO) grant, and the Texas Strategic Leadership (TSL) program.

I move approval of the District Improvement Plan as submitted and authorize the

district administration to make necessary adjustments to the plan throughout the year in order to meet the needs of students and respond to new developments. This motion, made by Julie Harlin 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

8. **Closed Session**

Board President David Stasny called for a closed session at 7:53 p.m. as authorized by Texas Government Code Chapter 551.074, 551.082, 551.0761, and 551.087 for the subjects allowed.

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**

The Board reconvened in open session at 8:57 p.m. No action was taken in closed session.

10. **Adjourn**

The meeting was adjourned at 8:57 pm.

_____ _____

President Secretary

10.B. Consider approval of the financial statements and the purchasing report for August 2025

MEMORANDUM

TO:	Ginger Carrabine, Superintendent of Schools
	Norma Friddle, Assistant Superintendent of Business Services
From:	Melissa Martin, Assistant Director of Financial Services
Date:	September 15, 2025
Subject:	Purchasing Report for August 2025

In accordance with Policy CH (LOCAL), the attached purchases in the amount of $25,000 to $49,999.99 for the month of August 2025 are submitted for your review.

The attached Purchasing Report has been prepared and compiled by the Business Office.

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached purchases for the month of August 2025, as presented.

BRYAN INDEPENDENT SCHOOL DISTRICT
REPORT OF SUPERINTENDENT APPROVED PURCHASES ($25,000 - $50,000)
FOR THE MONTH OF AUGUST 2025

BRYAN ISD
CHILDREN FIRST. ALWAYS.

Date	Dept	Campus	Vendor	Amount	Fund	Purch Method	Description
08/05/25	Library	Technology	Follett Software	$45,983.35	Local	Purchasing Cooperative	Annual Renewal of Destiny Resource Management Software
08/07/25	District	Districtwide	Learning A-Z	$38,443.00	Local/Title I	Bryan ISD Bid	Annual Renewal of Reading A-Z Software, Districtwide
08/08/25	Data Services	Administration	Docunav Solutions	$35,162.46	Local	Purchasing Cooperative	Annual Renewal of Laserfiche Support
08/11/25	Maintenance	Haliburton	Operations Hero	$48,153.23	Local	Purchasing Cooperative	Purchase of New Facilities Management Software
08/12/25	Finance	Districtwide	Scenario Learning	$34,425.91	Worker's Comp.	Purchasing Cooperative	Annual Renewal of Vector Training Modules
08/15/25	Dyslexia	Administration	UCN Learn	$26,939.00	Local	Purchasing Cooperative	Reading by Design App
08/18/25	Transportation	Transportation	Zonar Systems	$36,628.20	Local	Purchasing Cooperative	Renewal of Home Base Service
08/19/25	Technology	Technology	JAMF Software	$49,997.00	Local	Sole Source	Application for Technology to Set up New Computers, and Self Service for all Apple devices
08/19/25	Technology	Technology	General Audit Tool	$42,439.20	Local	Sole Source	Annual Renewal of Google Workspace Software Application
08/21/25	HR	Administration	Texas Association of School Boards	$25,400.00	Local	Interlocal	Staffing Review for 2025-26
08/27/25	Technology	Technology	SHI Government Solutions	$49,910.00	Local	Purchasing Cooperative	Lightspeed Software Renewal

Bryan ISD Monthly Update - Budgeted Funds

General Fund

August 2025

	Adopted Budget	YTD 2025	Aug Actual	Estimated Budget Remaining
Revenues:				
Local and Intermediate Sources	84,458,520	2,970,845	579,795	81,487,675
State Programs	92,685,430	1,520,518	753,373	91,164,912
Federal Programs	775,000	16,538	1,205	758,462
Total Revenues	177,918,950	4,507,900	1,334,372	173,411,050
Expenditures:				
11 Instructional	108,611,760	2,684,500	1,597,177	105,927,260
12 Instructional Resources	1,728,628	151,445	129,476	1,577,183
13 Instructional Staff Development	4,195,269	182,835	88,277	4,012,434
21 Instructional Leadership	3,510,012	600,220	300,938	2,909,792
23 Campus Administration	12,142,569	1,376,288	1,003,678	10,766,281
31 Guidance and Counseling	8,060,686	867,577	710,780	7,193,109
32 Social Work Services	348,200	28,658	17,104	319,542
33 Health Services	2,265,913	68,984	51,368	2,196,929
34 Student Transportation	8,383,922	870,896	480,000	7,513,026
35 Food Serivces	2,500	56,794	29,104	(54,294)
36 Cocurricular / Extracurricular	3,803,120	391,555	266,419	3,411,565
41 General Administration	5,360,408	896,759	488,864	4,463,649
51 Plant Maint. And Operations	19,115,228	4,230,829	1,429,724	14,884,399
52 Security and Monitoring	2,106,971	328,340	319,490	1,778,631
53 Data Processing Services	2,698,778	723,347	249,502	1,975,431
61 Community Services	107,746	28,551	28,035	79,195
71 Debt Services	835,000	208,651	208,651	626,349
72 Debt Services - SECO Loan	-	-	-	-
81 Facilities Acquisition & Constr.	-	-	-	-
95 Juvenile Justice AEP	60,000	-	-	60,000
97 Tax Incremental Financing	-	-	-	-
99 Intergovernmental Charges	1,325,000	-	-	1,325,000
Total Expenditures	184,661,710	13,696,231	7,398,587	170,965,479
Other Resources*	0	0	-	0
Other Uses**	0	0	-	0
Net Other Resources and Uses	0	0	-	0
Net Effect on Fund Balance	(6,742,760)	-	-	-

Bryan ISD Monthly Update - Budgeted Funds

Debt Service

August 2025

	Adopted Budget	YTD 2025	August Actual	Estimated Budget Remaining
Revenues:				
Local and Intermediate Sources	36,999,168	1,110,096	190,629	35,889,072
State Programs	3,092,464	-	-	3,092,464
Total Revenues	40,091,632	1,110,096	190,629	38,981,536
Expenditures:				
71 Debt Services	40,091,632	3,846,295	3,846,295	36,245,337
Total Expenditures	40,091,632	3,846,295	3,846,295	36,245,337
Net Effect on Fund Balance	0	-	-	-

Bryan ISD Monthly Update - Budgeted Funds

School Nutrition Services

August 2025

	Adopted Budget	YTD 2025	August Actual	Estimated Budget Remaining
Revenues:				
Total Revenues*	13,580,000	1,142,995	1,019,081	12,437,005
Expenditures:				
35 Food Services	13,531,858	839,626	720,578	12,692,232
51 Plant Maint. And Operations	550,000	-	-	550,000
Total Expenditures	14,081,858	839,626	720,578	13,242,232
Net Effect on Fund Balance	(501,858)	-	-	-

Bryan ISD Monthly Update - Non-Budgeted Funds

Special Revenue Funds

August 2025

	Adopted Budget	YTD 2025	August Actual	Estimated Budget Remaining
Revenues:				
Local and Intermediate Sources	-	93,863	76,679	-
State Programs	-	102,338	102,338	-
Federal Programs	-	1,221,175	818,035	-
Other	-		-	-
Total Revenues	-	1,417,376	997,052	-
Expenditures:				
11 Instructional	-	606,715	484,836	-
12 Instructional Resources	-	623	-	-
13 Instructional Staff Development	-	169,059	102,715	-
21 Instructional Leadership	-	186,817	76,981	-
23 Campus Administration	-	94,689	51,910	-
31 Guidance and Counseling	-	-	-	-
32 Social Work Services	-	172,308	159,298	-
33 Health Services	-	82,626	71,153	-
34 Student Transportation	-	31,992	-	-
35 Food Services	-	0	-	-
36 Cocurricular / Extracurricular	-	30,119	23,050	-
41 General Administration	-	27,074	14,865	-
51 Plant Maint. And Operations	-	-	-	-
52 Security and Monitoring	-	-	-	-
53 Data Processing Services	-	-	-	-
61 Community Services	-	15,355	12,244	-
71 Debt Services	-	-	-	-
81 Facilities Acquisition & Constr.	-	-	-	-
95 Juvenile Justice AEP	-	-	-	-
97 Tax Incremental Financing	-		-	-
99 Intergovernmental Charges	-		-	-
Subtotal Expenditures	-	1,417,377	997,053	-
Other Uses	-	-	-	-
Total Expenditures	-	1,417,377	997,053	-
Net Effect on Fund Balance	0	-	-	-

These items do not require budgets to be adopted by the Board of Trustees

10.C. Consider approval of purchase over $50,000 for unemployment insurance

TASB™ RISK FUND

TASB Risk Management Fund
P.O. Box 301, Austin, Texas 78767-0301 • 800-482-7276
12007 Research Blvd., Austin, Texas 78759-2439 • tasbrmf.org
Administered by the Texas Association of School Boards

July 25, 2025

Michael Stires

Bryan ISD

Dear Michael Stires,

The TASB Risk Management Fund is pleased to provide the following proposal for renewing coverage with the Fund for the coming year. The proposal reflects the Fund's ongoing commitment to the risk-sharing partnership among its more than 1,000 members.

The Fund is the oldest and largest governmental risk pool serving Texas public schools. A 21-member board comprised of school board members, superintendents, and administrators from member districts governs the Fund. The Fund's board of trustees ensures the Fund remains financially strong and responsive to member needs. Fund programs and coverages continue to respond to the risks shared by Fund members and reflect the challenges Fund members face today.

The coverage proposal on the following pages includes terms and contribution amounts for the programs in which your organization participates. A summary of changes and updates to the Fund's Coverage Agreements is included in this proposal. You can also access coverage agreements on the Fund's website.

Please review all terms, provisions, and features of this renewal proposal. When ready, you may accept this renewal proposal by signing the Contribution & Coverage Summary (CCS) and returning it by email to me or TASBRMF@tasbrmf.org. You may also complete the electronic acceptance using the link in the renewal email sent to the designated Program Contact. All provisions and terms of this CCS, including contribution amounts, are offered by the Fund in total as indicated only; if not accepted by the member in total, please contact your underwriter for other pricing and options.

Please note that if you take no action, coverage will automatically renew under the terms of this renewal proposal. If you wish to terminate coverage, the Fund must receive written notice of termination at least 30 days prior to your renewal date. If you are unsure of your plans to renew or have questions about this renewal proposal or any aspect of your Fund membership, please contact Jacqueline Spencer or any member of TASB's Underwriting or Marketing teams at 800.482.7276.

Thank you for your membership in the TASB Risk Management Fund and participation with all Fund members. The Fund is proud to be your partner in managing risk and serving the students and staff in your community.

Sincerely,
Jacqueline Spencer
Risk Management Consultant
Division of Risk Management Marketing & Strategic Partnerships
Texas Association of School Boards, Inc.

TASB Risk Management Fund
12007 Research Blvd., Austin, Texas 78759-2439
P.O. Box 301, Austin, Texas 78767-0301
Toll-Free: 800.482.7276 | Austin area: 1 (512) 505-2834

CC:

Fund Members' Conference

APRIL 26-28, 2026

Kalahari Resorts and Conventions
Round Rock, Texas



Don't miss the Fund's premier event for learning, networking, and everything risk management. Registration coming soon!

- Timely and Relevant Topics
- Networking Opportunities
- One Complimentary Hotel Stay at the Kalahari Resort per eligible Fund member, based on availability.

Nominations Open for the Fund Excellence Awards

Help recognize innovative risk strategies- nominate a Fund member today! The Fund will celebrate award recipients with:

- $5,000 toward their risk management programs
- Recognition at the 2026 Fund Members' Conference

Scan to Learn More

bitly

TASB™ RISK FUND

tasbrmf.org/37 for more info

Bryan ISD

Contribution & Coverage Summary (CCS)
Participation Period: 10/1/2025 through 9/30/2026

The following is a summary of coverages, limits, deductibles, and contribution amounts. More information about coverage, limits, deductibles, terms, and conditions can be found on the following pages and is part of this CCS. Please review all pages of this CCS document and associated Fund Coverage Agreements.

This document is not a declarations page. The Fund is not insurance but a self-insured risk pool through which members agree to share risk and actively participate in their contractual obligations as a member of the Fund.

Coverage	Limit	Deductible	Contribution
Unemployment Compensation	Statutory	No Deductible	**$59,826**
Total Contribution			**$59,826**

THIS IS NOT AN INVOICE. The TASB Risk Management Fund will issue an invoice when coverage is accepted by the member. Total Contribution is an estimate and is subject to exposure audit.

All provisions and terms of this CCS, including contribution amounts, are offered by the Fund in total as indicated only; if not accepted by the member in total, please contact your underwriter for other options and updated pricing.

Bryan ISD

Unemployment Compensation
Participation Period: 10/1/2025 through 9/30/2026
Total Contribution: $59,826

The following is a description of Unemployment Compensation (UC) coverage.

Unemployment Compensation Coverage	Contribution
UC – Pool	**$59,826**

Unemployment Compensation Provisions

Agreement: This Agreement provides coverage for statutory unemployment compensation benefits and assistance with general unemployment compensation matters such as administrative hearings and filings with the Texas Workforce Commission (TWC). Coverage does not extend to litigation involving unemployment claims or other employment related matters.

As part of this Agreement, the Fund assumes responsibility for the Fund Member's quarterly claim payments payable to TWC during the Participation Period. All benefit credits and reimbursements, including but not limited to federal CARES Act credits, received during or attributable to any period of the Fund Member's participation in the Fund's UC program for which the Fund paid benefits, are owed to the Fund. The Fund Member must be a reimbursing employer pursuant to the Texas Unemployment Compensation Act (TUCA) and must execute a Power of Attorney permitting the Fund to represent the Fund Member in its relations with TWC.

The Fund Member agrees to comply with the provisions of the TUCA, to respond timely to TWC requests and reporting requirements, and to comply with TWC rules and procedures. The Fund Member also agrees to implement loss prevention and cost containment recommendations from the Fund related to unemployment compensation benefits. The Fund Member agrees to submit wage reports through electronic reporting to the Fund or TWC according to Fund and TWC requirements. Any fines or penalties imposed for the Fund Member's failure to comply with the TUCA will be the sole responsibility of the Fund Member. If the Fund advances payment of any fine or penalty, the Fund Member agrees to reimburse the Fund for all such costs. Upon termination of this coverage, the Fund Member agrees to assume responsibility for claim payments and reports due to the TWC.

Contribution: The contribution shown on this Contribution and Coverage Summary (CCS) is developed by the Fund and is based on the Fund's overall expected unemployment compensation claims costs for the Participation Period and each individual Fund Member's claims experience. The contribution is not adjustable during the coverage period due to changes in the Fund Member's wages. However, the contribution may be adjusted by the Fund if payments due to TWC for the Fund Member's unemployment compensation benefit payments for this Participation Period exceed 300% of the Fund Member's annual UC contribution. The additional contribution adjustment will be based solely on the Fund Member's own claims.

Assistance: The Fund's services include assistance to the Fund Member with TWC hearings. Fund Member's request for assistance constitutes authorization for the Fund to appoint an attorney to provide representation to the Fund Member before the TWC and for such attorney and other Fund representatives to have privileged communications with the Fund Member regarding claims subject to TWC administrative proceedings. The Fund's assistance of the Fund Member under this provision does not extend to litigation involving unemployment claims or other employment-related matters.

Program Coordinators

The Fund Member is required to designate a Program Coordinator (Coordinator) with express authority to represent and bind the Fund Member in all program matters. Below are the current Coordinators associated with the Fund Member. If a Coordinator's name and email address are not listed or the Coordinator identified needs to be updated, please provide updated information to the Fund as soon as possible or include updates in this document.

Current Program Coordinators

Program	Name	Title	E-mail
TASB RMF-Unemployment Compensation	Michael Stires	Assistant Director, Risk Management	michael.stires@bryanisd.org

Program Coordinator Updates

Program	Name	Title	E-mail

If accepting this proposal electronically, you may scan and email this page to tasbrmf@tasbrmf.org to provide Program Coordinator updates.

Contribution & Coverage Summary General Provisions

Coverage: This CCS, the Fund's corresponding coverage agreements and their endorsements, the Fund Member's questionnaire, the Interlocal Participation Agreement (IPA), and the documents incorporated by reference into any of those documents, all for this Participation Period, outline the coverage terms and limits.

Claims Reporting: The Fund Member will provide timely notice of all claims to the Fund as required in the IPA, the applicable Fund coverage agreement, and this CCS. The lack of timely notice may result in a loss of coverage.

Definitions: Any terms not defined in this CCS will use the definition for that term from the corresponding Fund Coverage Agreement.

Payment: The Fund Member agrees to pay contributions based on a plan developed by the Fund. All contributions are payable upon receipt of an invoice from the Fund. The Fund will determine the contribution for each program and how each contribution is applied.

Termination: In addition to any CCS-specific provisions, the IPA outlines the termination-related provisions that govern this CCS. These provisions include the following: this CCS may be terminated by either party, with termination effective at the end of the Participation Period, by giving written notice to the other party no later than 30 days before the end of the Participation Period. If the Fund Member ceases to be an Active or Associate member of the Texas Association of School Boards, Inc., this CCS will terminate at the end of the Participation Period, and the Fund will not offer a renewal CCS. If neither party terminates this CCS, any renewal CCS offered by the Fund becomes effective based on the terms of the renewal CCS and will bind the Fund Member.

.

Fund Member Authorization:

I have read, approved, and agreed to this Contribution and Coverage Summary (CCS) and certify that this information is correct. I affirm that I am duly authorized to approve this CCS and understand that my signature below contractually binds the entity I represent to this CCS and any other coverage-related or Fund participation agreements.

_____ _____

Authorized Signature Date

_____ _____

Printed Name Title

10.D. Consider Approval of Annual Purchasing Cooperative Report

To: Board of Trustees

Date: September 22, 2025

Subject: Purchasing Cooperative Fees Report 2025-2026

Per House Bill 273 passed during the 80th Legislative Session, school districts are required to submit annually a written report to their board of trustees the fees paid to purchasing cooperatives and the purpose of such fees.

Bryan ISD was a member of the following purchasing cooperatives during the 2024 - 2025 school years. Membership in these purchasing cooperatives is authorized under TEC 44.031 (a) (4), was instituted through an inter-local agreement between the cooperative and Bryan ISD, and has been renewed for 2025 - 2026 school year. Each of these cooperatives follows the competitive bidding laws of the State of Texas and Bryan ISD accesses this discount pricing by following the guidelines of the cooperative.

Purchasing Cooperative	Membership Fee	Handling Fee	Products Offered
1GPA Cooperative	$0	$0	
CTPA (Central Texas Purchasing Alliance)	$150	$0	athletic, instructional, library, office, furniture, nursing, fine arts, sp ed, technology
Department of Information Resources (DIR) (State Agency)	$0	$0	technology services and products
E & I Cooperative Services	$0	$0	athletic, instructional, library, office, furniture, nursing, fine arts, sp ed, technology
Equalis	$0	$0	athletic, instructional, library, office, furniture, nursing, fine arts, sp ed, technology
First Choice Cooperative	$0	$0	
GSA Advantage	$0	$0	
Harris County Department of Education (HCDE) which includes Choice Partners	$0	$0	custodial & office supplies
HGAC - Houston/Galveston Area Cooperative	$0	$0	
National IPA Purchasing Group (Provista)	$0	$0	athletic, instructional, library, office, furniture, nursing, fine arts, sp ed, technology, maint, grounds
NCPA	$0	$0	athletic, instructional, library, office, furniture, nursing, fine arts, sp ed, technology
NJPA (National Joint Powers Alliance)	$0	$0	construction contracts, fleet, food service, nursing supplies, utility equipment, mail equipment, office/classroom, technology, transportation
Purchasing Solutions Alliance (PSA)	$0	$0	athletic, instructional, library, office, furniture, nursing, fine arts, sp ed, technology
Region 1 ESC Purchasing Cooperative	$0	$0	athletic, instructional, library, office, furniture, nursing, fine arts, sp ed, technology
Region 2 ESC Purchasing Cooperative, Goodbuy	$0	$0	athletic, instructional, library, office, furniture, nursing, fine arts, sp ed, technology
Region 3, Purchasing Cooperative of America	$0	$0	
Region 4 ESC Purchasing Cooperative	$0	$0	athletic, instructional, library, office, furniture, nursing, fine arts, sp ed, technology
Region 4 ESC - The Cooperative Purchasing Network (TCPN)	$0	$0	maintenance & technology supplies
Region 5 - Southeast Texas Cooperative Purchasing	$875	$0	athletic, instructional, library, office, furniture, nursing, fine arts, sp ed, technology
Region 6 ESC Purchasing Cooperative	$0	$0	athletic, instructional, library, office, furniture, nursing, fine arts, sp ed, technology
Region 8 - TIPS/TAPS	$0	$0	athletic, instructional, library, office, furniture, nursing, fine arts, sp ed, technology
Region 19 ESC Purchasing Cooperative	$0	$0	athletic, instructional, library, office, furniture, nursing, fine arts, sp ed, technology
Region 20, PACE Purchasing Cooperative	$0	$0	AV, custodial, office supplies, furniture,
State of Texas Cooperative Purchasing Program (administered by Texas Comptroller of Public Accounts) - includes TPASS, TX Smart Buy, TXMAS	$100	$0	copier leases, vehicles, buses
TASB Risk Management Fund	$0	$0	Comprehensive and Responsive Risk Management Coverage
Texas Local Government and Statewide Purchasing Cooperative (TASB Buyboard)	$0	$400 for vehicles; $800 for buses	transportation, maintenance, fine arts, curriculum, furniture, playground

10.E. Consider Approval of Additional T-TESS Appraisers for the 2025-2026 School Year

Bryan Independent School District

Texas Teachers Evaluation Support System

2025-2026 T-TESS Appraisers

To be appraisers for the Texas Teachers Evaluation Support System (T-TESS), an administrator must complete the T-TESS training. The list below includes principals, assistant principals, and other administrators who have completed the T-TESS certification training.

Campus	ID	Full Name	Position	Assignment Type Description	Certificate Expires
HENDERSON ELEMENTARY	9026998	CORTEZ, MICHELLE	ADMN-207	PRINCIPAL, ASST (207 DAYS)	2026
NAVARRO ELEMENTARY	9013532	PIERCE, NONA	ADMN-207	PRINCIPAL, ASST (207 DAYS)	2026
BISD ADMIN	9032717	HESTER, JAIME	ADMN-226	COORD, CURRICULUM, ELA (S	2026
JOHNSON ELEMENTARY	9027122	NACIANCENO, JACKLYN	ADMN-207	PRINCIPAL, ASST (207 DAYS)	2026
JONES ELEMENTARY	9029246	STEPHENS, KATELYN	ADMN-207	PRINCIPAL, ASST (207 DAYS)	2026
SADBERRY INTERMEDIATE	9030311	WILLIAMS, AMANDA	ADMN-226	DEAN, INSTRUCTION	2026

10.F. Consideration and possible action to update authorized district representatives with financial institutions.

BOARD RESOLUTION AUTHORIZING SAFE DEPOSIT BOX ACCESS

WHEREAS, the Board of Trustees of Bryan Independent School District requires secure storage of documents and valuables;
NOW, THEREFORE, BE IT RESOLVED, that the following individuals are authorized to access, deposit into, and withdraw from the Organization's safe deposit box at Truist Bank:

- **Norma Friddle, Assistant Superintendent of Business Services**
- **Stefanie Brumfield, Director of Financial Services**

Adopted on the 22nd of September 2025.

President **Board of Trustees**	**Secretary** **Board of Trustees**

11. Action Items

11.A. Consider all matters incident and related to the issuance and sale of “Bryan Independent School District Unlimited Tax Refunding Bond, Taxable Series 2025”, including the adoption of an order authorizing the issuance of such Bond, levying an ad valorem tax for the payment of such Bond and resolving other matters in connection therewith

ORDER
AUTHORIZING THE ISSUANCE OF

BRYAN INDEPENDENT SCHOOL DISTRICT
UNLIMITED TAX REFUNDING BOND, TAXABLE SERIES 2025

Adopted: September 22, 2025

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AN ORDER authorizing the issuance of "Bryan Independent School District Unlimited Tax Refunding Bond, Taxable Series 2025; specifying the terms and features of such Bond; levying a continuing direct annual ad valorem tax for the payment of such Bond; and resolving other matters incident and related to the issuance, sale, payment, and delivery of such Bond, including the approval and execution of a Paying Agent/Registrar Agreement, a Purchase Letter and an Escrow Agreement; providing for the redemption of the bonds being refunded; and providing an effective date.

WHEREAS, the Board of Trustees (the "Board") of the Bryan Independent School District (the "District") has heretofore issued, sold, and delivered, and there are currently outstanding bonds of the District payable from ad valorem taxes of the issues or series to wit: "Bryan Independent School District Unlimited Tax School Building Bonds, Series 2023," dated August 15, 2023, scheduled to mature on February 15 in each of the years 2038 through 2040, inclusive, 2043, and 2048, aggregating in principal amount of $15,365,000 (the "Refunded Bonds"), and called for redemption on February 15, 2033, at a price of par plus accrued interest to the date of redemption; and

WHEREAS, pursuant to the provisions of Texas Government Code, Chapter 1207, as amended, the Board is authorized to issue refunding bonds and deposit the proceeds of sale directly with the place of payment for the bonds to be refunded, or other authorized depository, and such deposit, when made in accordance with such statute, shall constitute the making of firm banking and financial arrangements for the discharge and final payment of the bonds to be refunded; and

WHEREAS, the Board hereby finds and determines that it is a public purpose and in the best interests of the District to refund the Refunded Bonds in order to achieve gross debt service savings; now, therefore,

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

SECTION 1: Authorization - Series Designation - Principal Amount - Purpose - Bond Date. An unlimited tax bond of the District shall be and is hereby authorized to be issued in the aggregate principal amount of $15,364,864.35 to be designated and bear the title "BRYAN INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX REFUNDING BOND, TAXABLE SERIES 2025" (herein referred to as the "Bond"), for the purpose of (i) providing funds for the discharge and final payment of the Refunded Bonds and (ii) to pay the costs and expenses of issuance, in accordance with the authority conferred by and in conformity with the Constitution and laws of the State of Texas, including Texas Government Code, Chapter 1207, as amended. The Bond shall be dated October 15, 2025 (the "Bond Date").

SECTION 2: Fully Registered Non-Interest Paying Obligation – Terms. The Bond shall be issued as a fully registered obligation, without coupons, and as a "Capital Appreciation Bond" (obligations paying no accrued interest to the holders or owners prior to maturity). The Bond shall be issued in a Maturity Amount (the "Accreted Value" as hereinafter defined at maturity) of $16,335,000, shall be lettered "CAB-" and numbered consecutively from one (1) upward, shall

become due and payable on April 15, 2026 (the "Stated Maturity"), with an initial yield to maturity as follows:

Original Principal Amount	Maturity Amount	Stated Yield
$15,364,864.35	$16,335,000	3.990%

Interest on the Bond shall accrue from the date of delivery of the Bond to the initial purchaser (the "Delivery Date") until Stated Maturity. The accrued interest on the Bond shall be payable only at maturity.

The term "Accreted Value," as used herein with respect to the Bond, shall mean the original principal amount of the Bond plus the initial premium, if any, paid therefor with interest thereon compounded to April 15, 2026, at the stated yield stated above therefor. For any day other than April 15, 2026, the Accreted Value of the Bond shall be determined by a straight line interpolation between the Delivery Date and Stated Maturity (based on 30-day months).

SECTION 3: Terms of Payment-Paying Agent/Registrar. The principal of, premium, if any, and the interest on the Bond, due and payable by reason of maturity or otherwise shall be payable only to the registered owners or holders of the Bond (hereinafter called the "Holders") appearing on the registration and transfer books maintained by the Paying Agent/Registrar, and the payment thereof shall be in any coin or currency of the United States of America, which at the time of payment is legal tender for the payment of public and private debts, and shall be without exchange or collection charges to the Holders.

The selection and appointment of Frost Bank, Houston, Texas, to serve as Paying Agent/Registrar for the Bond is hereby approved and confirmed. Books and records relating to the registration, payment, exchange and transfer of the Bond (the "Security Register") shall at all times be kept and maintained on behalf of the District by the Paying Agent/Registrar, all as provided herein, in accordance with the terms and provisions of a "Paying Agent/Registrar Agreement," substantially in the form attached hereto as **Exhibit A** and such reasonable rules and regulations as the Paying Agent/Registrar and the District may prescribe. The President and Secretary of the Board of Trustees are hereby authorized to execute and deliver a Paying Agent/Registrar Agreement in connection with the delivery of the Bond. The District covenants to maintain and provide a Paying Agent/Registrar at all times until the Bond is paid and discharged, and any successor Paying Agent/Registrar shall be a commercial bank, trust company, financial institution, or other entity qualified and authorized to serve in such capacity and perform the duties and services of Paying Agent/Registrar. Upon any change in the Paying Agent/Registrar for the Bond, the District agrees to promptly cause a written notice thereof to be sent to each Holder by United States mail, first-class, postage prepaid, which notice shall also give the address of the new Paying Agent/Registrar.

Principal of and premium, if any, on the Bond shall be payable at the Stated Maturity thereof, only upon presentation and surrender of the Bond to the Paying Agent/Registrar at its designated offices initially in Houston, Texas, or, with respect to a successor Paying

Agent/Registrar, at the designated offices of such successor (the "Designated Payment/Transfer Office"). Interest accrued on the Bond shall be payable at its Stated Maturity as a portion of the Accreted Value or Maturity Amount. If the date for the payment of the principal of or interest on the Bond shall be a Saturday, Sunday, a legal holiday, or a day on which banking institutions in the city where the Designated Payment/Transfer Office of the Paying Agent/Registrar is located are authorized by law or executive order to be closed, then the date for such payment shall be the next succeeding day which is not such a Saturday, Sunday, legal holiday, or day on which banking institutions are authorized to be closed; and payment on such date shall have the same force and effect as if made on the original date payment was due.

SECTION 4: No Optional Prepayment. The Bond is not subject to prepayment prior to maturity.

SECTION 5: Registration - Transfer - Exchange of Bond - Predecessor Bond. The Paying Agent/Registrar shall obtain, record, and maintain in the Security Register the name and address of each and every owner of the Bond issued under and pursuant to the provisions of this Order, or if appropriate, the nominee thereof. The registration of the Bond shall be transferrable only in whole and only on the Security Register and only to an affiliate of the Purchaser, or to a bank, accredited investor, or qualified institutional buyer, by the Holder in person or by his duly authorized agent, upon surrender of such Bond to the Paying Agent/Registrar for cancellation, accompanied by a written instrument of transfer or request for exchange duly executed by the Holder or by his duly authorized agent, in form satisfactory to the Paying Agent/Registrar.

Upon surrender of any Bond (other than the Initial Bond authorized in Section 7 hereof) for transfer at the Designated Payment/Transfer Office of the Paying Agent/Registrar, the Paying Agent/Registrar shall register and deliver, in the name of the designated transferee, a new single fully registered Bond in the principal amount remaining to be paid at the time of the transfer.

At the option of the Holder, a Bond (other than the Initial Bond authorized in Section 7 hereof) may be exchanged for another Bond of authorized denomination and having the same Stated Maturity, bearing the same rate of interest and of like Maturity Amount as the Bond surrendered for exchange, upon surrender of the Bond at the Designated Payment/Transfer Office of the Paying Agent/Registrar. Whenever any Bond is surrendered for exchange, the Paying Agent/Registrar shall register and deliver a new Bond to the Holder requesting the exchange.

When the Bond has been duly transferred or exchanged, a new Bond shall be delivered to the Holder at the Designated Payment/Transfer Office of the Paying Agent/Registrar or sent by United States mail, first class, postage prepaid to the Holder and, upon the registration and delivery thereof, such Bond shall be the valid obligation of the District evidencing the same obligation to pay, and entitled to the same benefits under this Order, as the Bond surrendered in such transfer or exchange.

All transfers or exchanges of the Bond pursuant to this Section shall be made without expense or service charge to the Holder, except as otherwise herein provided, and except that the Paying Agent/Registrar shall require payment by the Holder requesting such transfer or exchange

of any tax or other governmental charges required to be paid with respect to such transfer or exchange.

Any Bond canceled by reason of an exchange or transfer pursuant to the provisions hereof is hereby defined to be a "Predecessor Bond," evidencing all or a portion, as the case may be, of the same obligation to pay evidenced by the new Bond registered and delivered in the exchange or transfer therefor. Additionally, the term "Predecessor Bond" shall include any mutilated, lost, destroyed, or stolen Bond for which a replacement Bond has been issued, registered and delivered in lieu thereof pursuant to the provisions of Section 10 hereof and such new replacement Bond shall be deemed to evidence the same obligation as the mutilated, lost, destroyed, or stolen Bond.

Notwithstanding anything in this Ordinance to the contrary, the Bond may only be transferred to: (i) an affiliate of the Purchaser (hereinafter defined); (ii) a "Bank" as defined in Section 3(a)(2) of the Securities Act of 1933, as amended (the "Securities Act"); (iii) an "Accredited Investor" as defined in Regulation D under the Securities Act; or (iv) a "Qualified Institutional Buyer" as defined in Rule 144A under the Securities Act.

SECTION 6: Execution - Registration. The Bond shall be executed on behalf of the District by the President or Vice President of the Board under its seal reproduced or impressed thereon and attested by the Secretary of the Board. The signature of such officers on the Bond may be manual or facsimile. The Bond bearing the manual or facsimile signatures of individuals who are or were the proper officers of the District on the date of adoption of this Order shall be deemed to be duly executed on behalf of the District, regardless of whether such individuals are no longer officers at the time of delivery of the Bond to the initial purchaser(s) and with respect to Bond delivered in subsequent exchanges and transfers, all as authorized and provided in Texas Government Code, Chapter 1201, as amended.

No Bond shall be entitled to any right or benefit under this Order, or be valid or obligatory for any purpose, unless there appears on such Bond either a certificate of registration substantially in the form provided in **Exhibit B**, executed manually or by facsimile by the Comptroller of Public Accounts of the State of Texas, or his or her duly authorized agent, or a certificate of registration substantially in the form provided in **Exhibit B**, manually executed by an authorized officer, employee or representative of the Paying Agent/Registrar, and either such certificate duly signed upon any Bond shall be conclusive evidence, and the only evidence, that such Bond has been duly certified, registered, and delivered.

SECTION 7: Initial Bond. The Bond herein authorized shall be initially issued as a single, fully registered Capital Appreciation Bond in the aggregate Maturity Amount noted, and with such Maturity Amount to become due and payable as provided in Section 1 and numbered TCAB-1 (hereinafter called the "Initial Bond"), and the Initial Bond shall be registered in the name of the initial purchaser or the designee thereof. The Initial Bond shall be the Bond submitted to the Office of the Attorney General of the State of Texas for approval, certified and registered by the Office of the Comptroller of Public Accounts of the State of Texas and delivered to the initial purchaser. Any time after the delivery of the Initial Bond, the Paying Agent/Registrar, pursuant to written instructions from the initial purchaser, or the designee thereof, shall cancel the Initial Bond delivered hereunder and exchange therefor a definitive Bond of authorized denomination, Stated

Maturity, Maturity Amount, and bearing applicable interest rates for transfer and delivery to the Holder named at the addresses identified therefor; all pursuant to and in accordance with such written instructions from the initial purchaser, or the designee thereof, and such other information and documentation as the Paying Agent/Registrar may reasonably require.

SECTION 8: Forms. (a) Forms Generally. The Bond, the Registration Certificate of the Comptroller of Public Accounts of the State of Texas, the Registration Certificate of Paying Agent/Registrar, and the form of Assignment to be printed on the Bond, shall be substantially in the form set forth in **Exhibit B** with such appropriate insertions, omissions, substitutions, and other variations as are permitted or required by this Order and may have such letters, numbers, or other marks of identification (including identifying numbers and letters of the Committee on Uniform Securities Identification Procedures of the American Bankers Association) and such legends and endorsements thereon as may, consistently herewith, be established by the District or determined by the officers executing such Bond as evidenced by their execution. Any portion of the text of any Bond may be set forth on the reverse thereof, with an appropriate reference thereto on the face of the Bond.

The definitive Bond(s) and the Initial Bond shall be printed, lithographed, or engraved, typewritten, photocopied or otherwise reproduced in any other similar manner, all as determined by the officers executing such Bond as evidenced by their execution.

SECTION 9: Levy of Taxes. To provide for the payment of the Bond, there is hereby levied, and there shall be annually assessed and collected in due time, form, and manner, a tax on all taxable property in the District, without limit as to rate or amount, sufficient to pay the principal of and interest on the Bond as the same becomes due and payable; and such tax hereby levied on each one hundred dollars' valuation of taxable property in the District for the payment of the Bond shall be at a rate from year to year as will be ample and sufficient to provide funds each year to pay the principal of and interest on such Bond while Outstanding (hereinafter defined); full allowance being made for delinquencies and costs of collection. The taxes levied, assessed, and collected for and on account of the Bond shall be accounted for separate and apart from all other funds of the District and shall be deposited in the "SPECIAL TAXABLE SERIES 2025 UNLIMITED TAX REFUNDING BOND FUND" (the "Interest and Sinking Fund"), to be maintained at an official depository of the District's funds; and such tax hereby levied, and to be assessed and collected annually, is hereby pledged to the payment of the Bond.

PROVIDED, however, in regard to any payment to become due on the Bond prior to the tax delinquency date next following the annual assessment of taxes levied which next follows the Bond Date, sufficient current funds will be available and are hereby appropriated to make such payments; and proper officials of the District are hereby authorized and directed to transfer and deposit in the Interest and Sinking Fund such current funds which, together with the accrued interest received from the initial purchaser, if any, will be sufficient to pay the payment due on the Bond prior to the tax delinquency date next following the annual assessment of taxes levied which next follows the Bond Date.

The District represents that it currently receives state assistance, and to the extent the District's ability to comply with Texas Education Code, Section 45.0031, as amended, with respect

to the issuance of the Bond is contingent on such state assistance, the District covenants and agrees a tax rate will not be adopted for a year to pay debt service on the Bond unless the District has deposited to the credit of the Interest and Sinking Fund the amount of such state assistance received or to be received in that year and used in the demonstration to the Attorney General to comply with such Section 45.0031. Furthermore, in the event the District receives state assistance for the Bond under Texas Education Code, Chapter 46, as amended, and while such assistance or any substitute program therefor requires such state assistance to be deposited to the Interest and Sinking Fund for the Bond, the District covenants and agrees to deposit to the credit of the Interest and Sinking Fund the state assistance received by the District pursuant to Chapter 46, or any successor program, for the Bond, and a tax rate for purposes of debt service shall be adopted that takes into account the balance of the Interest and Sinking Fund.

The President, Vice President, and Secretary of the Board, the Superintendent of Schools, and the Assistant Superintendent of Business Services of the District, individually or jointly, are hereby authorized and directed to cause to be transferred to the Paying Agent/Registrar for the Bond, from funds on deposit in the Interest and Sinking Fund, amounts sufficient to fully pay and discharge promptly each installment of interest and principal of the Bond as the same accrues or matures; such transfers of funds to be made in such manner as will cause collected funds to be deposited with the Paying Agent/Registrar on or before each principal and interest payment date for the Bond.

SECTION 10: Mutilated-Destroyed-Lost and Stolen Bond. In case any Bond shall be mutilated, or destroyed, lost, or stolen, the Paying Agent/Registrar may execute and deliver a replacement Bond of like form and tenor and in the same denomination and bearing a number not contemporaneously outstanding, in exchange and substitution for such mutilated Bond; and with respect to a lost, destroyed, or stolen Bond, a replacement Bond may be issued only upon the approval of the District and after (i) the filing by the Holder with the Paying Agent/Registrar of evidence satisfactory to the Paying Agent/Registrar of the destruction, loss, or theft of such Bond, and of the authenticity of the ownership thereof and (ii) the furnishing to the Paying Agent/Registrar of indemnification in an amount satisfactory to hold the District and the Paying Agent/Registrar harmless. All expenses and charges associated with such indemnity and with the preparation, execution and delivery of a replacement Bond shall be borne by the Holder of the Bond mutilated, or destroyed, lost, or stolen.

Every replacement Bond issued pursuant to this Section shall be a valid and binding obligation of the District, and shall be entitled to all the benefits of this Order equally and ratably with all other Outstanding Bonds; notwithstanding the enforceability of payment by anyone of the destroyed, lost, or stolen Bond.

The provisions of this Section are exclusive and shall preclude (to the extent lawful) all other rights and remedies with respect to the replacement and payment of mutilated, destroyed, lost, or stolen Bond.

SECTION 11: Satisfaction of Obligation of District. If the District shall pay or cause to be paid, or there shall otherwise be paid to the Holders, the principal of, premium, if any, and interest on the Bond, at the times and in the manner stipulated in this Order, then the pledge of

taxes levied under this Order and all covenants, agreements, and other obligations of the District to the Holders shall thereupon cease, terminate, and be discharged and satisfied.

The Bond or any principal amount(s) shall be deemed to have been paid within the meaning and with the effect expressed above in this Section when (i) money sufficient to pay in full such Bond at maturity, together with all interest due thereon, shall have been irrevocably deposited with and held in trust by the Paying Agent/Registrar, or an authorized escrow agent, or (ii) Government Securities (as hereinafter defined) shall have been irrevocably deposited in trust with the Paying Agent/Registrar, or an authorized escrow agent, which Government Securities shall mature as to principal and interest in such amounts and at such times as will insure the availability, without reinvestment, of sufficient money, together with any moneys deposited therewith, if any, to pay when due the Bond on the Stated Maturity thereof. In the event of a defeasance of the Bond, the District shall deliver a certificate from its financial advisor, the Paying Agent/Registrar, an independent certified public accountant, or another qualified third party concerning the sufficiency of the deposit of cash and/or Government Securities to pay, when due, the principal of and interest due on such defeased Bond.

Any moneys so deposited with the Paying Agent/Registrar, or an authorized escrow agent, and all income from Government Securities held in trust by the Paying Agent/Registrar, or an authorized escrow agent, pursuant to this Section in excess of the amount required for the payment of the Bond shall be remitted to the District or deposited as directed by the District. Furthermore, any money held by the Paying Agent/Registrar for the payment of the Bond and remaining unclaimed for a period of three (3) years after the Stated Maturity of the Bond such moneys were deposited and are held in trust to pay shall upon the request of the District be remitted to the District against a written receipt therefor. Notwithstanding the above and foregoing, any remittance of funds from the Paying Agent/Registrar to the District shall be subject to any applicable unclaimed property laws of the State of Texas.

The term "Government Securities" means (a) direct, noncallable obligations of the United States of America, including obligations that are unconditionally guaranteed by the United States of America, (b) noncallable obligations of an agency or instrumentality of the United States of America, including obligations that are 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, (c) noncallable obligations of a state or an agency or a county, municipality, or other political subdivision of a state that have been refunded 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 and (d) any other then authorized securities or obligations under applicable State law that may be used to defease obligations such as the Bond.

The District reserves the right, subject to satisfying the requirements of (i) and (ii) above, to substitute other Government Securities for the Government Securities originally deposited, to reinvest the uninvested moneys on deposit for such defeasance and to withdraw for the benefit of the District moneys in excess of the amount required for such defeasance.

Upon such deposit as described above, such Bond shall no longer be regarded to be outstanding or unpaid.

SECTION 12: Order a Contract - Amendments - Outstanding Bonds. This Order shall constitute a contract with the Holders from time to time, be binding on the District, and shall not be amended or repealed by the District so long as the Bond remains Outstanding except as permitted in this Section. The District may, without the consent of or notice to any Holders, from time to time and at any time, amend this Order in any manner not detrimental to the interests of the Holders, including the curing of any ambiguity, inconsistency, or formal defect or omission herein. In addition, the District may, with the consent of Holders who own in the aggregate a majority of the Maturity Amount of the Bond then Outstanding, amend, add to, or rescind any of the provisions of this Order; provided that, without the consent of all Holders of the Outstanding Bond, no such amendment, addition, or rescission shall (1) extend the time or times of payment of the principal of and interest on the Bond, reduce the principal amount or Maturity Amount thereof, or the rate of interest thereon, or in any other way modify the terms of payment of the principal of or interest on the Bond, or (2) reduce the aggregate Maturity Amount of the Bond required to be held by Holders for consent to any such amendment, addition, or rescission.

The term "Outstanding" when used in this Order with respect to the Bond means, as of the date of determination, the Bond theretofore issued and delivered under this Order, except:

(1) the Bond cancelled by the Paying Agent/Registrar or delivered to the Paying Agent/Registrar for cancellation;

(2) the Bond deemed to be duly paid by the District in accordance with the provisions of Section 11 hereof; and

(3) the mutilated, destroyed, lost, or stolen Bond which has been replaced with the Bond registered and delivered in lieu thereof as provided in Section 10 hereof.

SECTION 13: Sale of Bond – Purchase Letter. The offer of Frost Bank (herein referred to as the "Purchaser") to purchase the Bond in accordance with the Purchase Letter, dated as of September 22, 2025 (the "Purchase Letter"), attached hereto as **Exhibit C** and incorporated herein by reference as a part of this Order for all purposes, is hereby accepted. Such sale of the Bond to the Purchaser is hereby found to be in the best interest of the District and is therefore approved and authorized. The President or Vice President and the Secretary of the Board are hereby authorized and directed to sign the acceptance clause of such Purchase Letter for and on behalf of the District and as the act and deed of this Board. Delivery of the Bond to the Purchaser shall occur as soon as possible upon payment being made therefor in accordance with the terms of sale.

SECTION 14: Redemption of Refunded Bonds.

(a) The Refunded Bonds shall be redeemed and the same are hereby called for redemption on February 15, 2033, at the price of par and accrued interest to the date of redemption. The Secretary of the Board is hereby authorized and directed to file a copy of this Order, together with a suggested form of notice of redemption to be sent to bondholders, with U. S. Bank Trust Company, National Association, in accordance with the redemption provisions applicable to such

bonds; such suggested form of notice of redemption being attached hereto as **Exhibit D** and incorporated herein by reference as a part of this Order for all purposes.

(b) The redemption of the Refunded Bonds being associated with the refunding of such bonds, the approval, authorization and arrangements herein given and provided for the redemption of such bonds on the redemption date designated therefor and in the manner provided shall be irrevocable upon the issuance and delivery of the Bond; and the Secretary of the Board is hereby authorized and directed to make all arrangements necessary to notify the holders of such 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 issuance of the bonds and this Order.

SECTION 15: Escrow Agreement. The Escrow Agreement (the "Escrow Agreement") by and between the District and U. S. Bank Trust Company, National Association (the "Escrow Agent"), attached hereto as **Exhibit E** and incorporated herein by reference as a part of this Order for all purposes, is hereby approved as to form and content, and such Escrow Agreement in substantially the form and substance attached hereto, together with such changes or revisions as may be necessary to accomplish the refunding or benefit the District, is hereby authorized to be executed by the President or Vice President and the Secretary of the Board; and such Escrow Agreement as executed by said officials shall be deemed approved by the District and constitute the Escrow Agreement herein approved.

Furthermore, appropriate officials of the Board in cooperation with the Escrow Agent are hereby authorized and directed to make the necessary arrangements on the day of delivery of the Bond to the Purchaser for the purchase of any federal securities referenced in the Escrow Agreement and the delivery thereof to the Escrow Agent and for the deposit of certain proceeds of sale of the Bond to the credit of the "BRYAN INDEPENDENT SCHOOL DISTRICT TAXABLE SERIES 2025 UNLIMITED TAX REFUNDING BOND ESCROW FUND" (the "Escrow Fund"), including the execution of subscription forms for the purchase and issuance of any "United States Treasury Securities State and Local Government Series"; all as contemplated and provided in Texas Government Code, Chapter 1207, as amended, this Order and the Escrow Agreement.

SECTION 16: Control and Custody of Bond. The President of the Board shall be and is hereby authorized to take and have charge of all necessary orders and records, including the definitive Bond and the Initial Bond, pending the investigation and approval of the Initial Bond by the Attorney General of the State of Texas, and the registration of the Initial Bond to the Comptroller of Public Accounts and the delivery thereof to the Purchaser.

Furthermore, the President and Vice President of the Board, the Superintendent of Schools, the Assistant Superintendent of Business Services and all other officers of the District, any one or more of such officials, are hereby authorized and directed to furnish and execute such documents and certifications relating to the District and the issuance of the Bond as may be necessary for the issuance of the Bond, the approval of the Attorney General, the registration by the Comptroller of Public Accounts, and the delivery of the Bond to the Purchaser and, together with the District's financial advisor, bond counsel and the Paying Agent/Registrar, make the necessary arrangements for the delivery of the Initial Bond to the Purchaser and the initial exchange thereof for a definitive Bond.

SECTION 17: Proceeds of Sale. Immediately following the delivery of the Bond, the proceeds of sale (less those proceeds of sale designated to pay costs of issuance) shall be deposited with the Escrow Agent (as defined in Section 15 hereof) for application and disbursement in accordance with the provisions of the Escrow Agreement (as defined in Section 15 hereof). The proceeds of sale of the Bonds not so deposited with the Escrow Agent for the refunding of the Refunded Bonds shall be disbursed for payment of costs of issuance. Any surplus proceeds of sale of the Bond remaining after paying costs of issuance shall be deposited to the credit of the Interest and Sinking Fund.

SECTION 18: Notices to Holders-Waiver. Wherever this Order provides for notice to Holders of any event, such notice shall be sufficiently given (unless otherwise herein expressly provided) if in writing and sent by United States mail, first-class, postage prepaid, to the address of each Holder appearing in the Security Register at the close of business on the business day next preceding the mailing of such notice.

In any case in which notice to Holders is given by mail, neither the failure to mail such notice to any particular Holders, nor any defect in any notice so mailed, shall affect the sufficiency of such notice with respect to the Bond. Where this Order provides for notice in any manner, such notice may be waived in writing by the Holder entitled to receive such notice, either before or after the event with respect to which such notice is given, and such waiver shall be the equivalent of such notice. Waivers of notice by Holders shall be filed with the Paying Agent/Registrar, but such filing shall not be a condition precedent to the validity of any action taken in reliance upon such waiver.

SECTION 19: Cancellation. Any Bond surrendered for payment, transfer, exchange, or replacement, if surrendered to the Paying Agent/Registrar, shall be promptly cancelled by it and, if surrendered to the District, shall be delivered to the Paying Agent/Registrar and, if not already cancelled, shall be promptly cancelled by the Paying Agent/Registrar. The District may at any time deliver to the Paying Agent/Registrar for cancellation of any Bond previously certified or registered and delivered which the District may have acquired in any manner whatsoever, and the Bond so delivered shall be promptly cancelled by the Paying Agent/Registrar. Any cancelled Bond held by the Paying Agent/Registrar shall be returned to the District.

SECTION 20: Bond Counsel Opinion. The obligation of the Purchaser to accept delivery of the Bond is subject to being furnished a final opinion of Norton Rose Fulbright US LLP, Attorneys, Dallas, Texas, approving the Bond as to its validity, such opinion to be dated and delivered as of the date of delivery and payment of the Bond. The Board confirms the prior engagement of Norton Rose Fulbright US LLP as Bond Counsel to the District.

SECTION 21: Further Procedures. Any one or more of the President and Vice President of the Board, the Superintendent of Schools, the Assistant Superintendent of Business Services and all other officers of the District are hereby expressly authorized, empowered and directed from time to time and at any time to do and perform all such acts and things and to execute, acknowledge and deliver in the name and on behalf of the District all agreements, instruments, certificates or other documents, whether mentioned herein or not, as may be necessary or desirable in order to carry out the terms and provisions of this Order and the issuance of the Bond. In addition, prior to

the initial delivery of the Bond, the President and Vice President of the Board, the Superintendent of Schools, the Assistant Superintendent of Business Services or Bond Counsel to the District are each hereby authorized and directed to approve any technical changes or corrections to this Order or to any of the documents authorized and approved by this Order: (i) in order to cure any technical ambiguity, formal defect, or omission in the Order or such other document; or (ii) as requested by the Attorney General of the State of Texas or his representative to obtain the approval of the Bond by the Attorney General and if such officer or counsel determines that such ministerial changes are consistent with the intent and purpose of the Order, which determination shall be final. In the event that any officer of the District whose signature shall appear on any document shall cease to be such officer before the delivery of such document, such signature nevertheless shall be valid and sufficient for all purposes the same as if such officer had remained in office until such delivery.

SECTION 22: Benefits of Order. Nothing in this Order, expressed or implied, is intended or shall be construed to confer upon any person other than the District, the Paying Agent/Registrar and the Holders, any right, remedy, or claim, legal or equitable, under or by reason of this Order or any provision hereof, this Order and all the provisions being intended to be and being for the sole and exclusive benefit of the District, the Paying Agent/Registrar, and the Holders.

SECTION 23: Inconsistent Provisions. All orders or resolutions, or parts thereof, which are in conflict or inconsistent with any provision of this Order are hereby repealed to the extent of such conflict, and the provisions of this Order shall be and remain controlling as to the matters contained herein.

SECTION 24: Governing Law. This Order shall be construed and enforced in accordance with the laws of the State of Texas and the United States of America.

SECTION 25: Effect of Headings. The Section headings herein are for convenience of reference only and shall not affect the construction hereof.

SECTION 26: Construction of Terms. If appropriate in the context of this Order, words of the singular number shall be considered to include the plural, words of the plural number shall be considered to include the singular, and words of the masculine, feminine, or neuter gender shall be considered to include the other genders.

SECTION 27: Severability. If any provision of this Order or the application thereof to any circumstance shall be held to be invalid, the remainder of this Order and the application thereof to other circumstances shall nevertheless be valid, and the Board hereby declares that this Order would have been enacted without such invalid provision.

SECTION 28: Incorporation of Findings and Determinations. The findings and determinations of the Board contained in the preamble hereof are hereby incorporated by reference and made a part of this Order for all purposes as if the same were restated in full in this Section.

SECTION 29: Public Meeting. 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 30: Effective Date. This Order shall be in force and effect from and after its passage on the date shown below.

[remainder of page left blank intentionally]

PASSED AND ADOPTED, this September 22, 2025

BRYAN INDEPENDENT SCHOOL DISTRICT

_____

President, Board of Trustees

ATTEST:

_____

Secretary, Board of Trustees

(District Seal)

EXHIBIT A

PAYING AGENT/REGISTRAR AGREEMENT

PAYING AGENT/REGISTRAR AGREEMENT

THIS AGREEMENT is entered into as of September 22, 2025 (this "Agreement"), by and between Frost Bank, Houston, Texas, a banking corporation duly organized and existing under the laws of the United States of America and authorized to do business in the State of Texas, or its successors (the "Bank") and the Bryan Independent School District (the "Issuer"),

RECITALS

WHEREAS, the Issuer has duly authorized and provided for the issuance of its "Bryan Independent School District Unlimited Tax Refunding Bond, Taxable Series 2025" (the "Securities"), dated October 15, 2025, and such Securities are to be issued in fully registered form only as a "Capital Appreciation Bond" (bonds paying no interest prior to their Stated Maturity); such Securities scheduled to be delivered to the initial purchasers on or about October 15, 2025; and

WHEREAS, the Issuer has selected the Bank to serve as Paying Agent/Registrar in connection with the payment of the principal of, premium, if any, and interest on said Securities and with respect to the registration, transfer and exchange thereof by the registered owners thereof; and

WHEREAS, the Bank has agreed to serve in such capacities for and on behalf of the Issuer and has full power and authority to perform and serve as Paying Agent/Registrar for the Securities;

NOW, THEREFORE, it is mutually agreed as follows:

ARTICLE ONE
APPOINTMENT OF BANK AS PAYING AGENT AND REGISTRAR

Section 1.01 **Appointment**. The Issuer hereby appoints the Bank to serve as Paying Agent with respect to the Securities, and, as Paying Agent for the Securities, the Bank shall be responsible for paying on behalf of the Issuer the Maturity Amount (the original principal amount with accrued and compounded interest thereon) with respect to Capital Appreciation Bonds as the same become due and payable to the registered owners thereof; all in accordance with this Agreement and the "Authorizing Document" (hereinafter defined). The Issuer hereby appoints the Bank as Registrar with respect to the Securities and, as Registrar for the Securities, the Bank shall keep and maintain for and on behalf of the Issuer books and records as to the ownership of said Securities and with respect to the transfer and exchange thereof as provided herein and in the Authorizing Document.

The Bank hereby accepts its appointment, and agrees to serve as the Paying Agent and Registrar for the Securities.

Section 1.02 **Compensation**. As compensation for the Bank's services as Paying Agent/Registrar, the Issuer hereby agrees to pay the Bank the fees and amounts set forth in **Annex A** attached hereto; provided however, notwithstanding anything herein or in Annex A to the contrary, the aggregate value of this agreement shall be less than the dollar limitation set forth in Sections 2271.002(a)(2), 2274.002(a)(2) and 2276.002(a)(2) of the Texas Government Code, as amended.

In addition, the Issuer agrees to reimburse the Bank upon its request for all reasonable expenses, disbursements and advances incurred or made by the Bank in accordance with any of the provisions hereof (including the reasonable compensation and the expenses and disbursements of its agents and counsel).

ARTICLE TWO
DEFINITIONS

Section 2.01 Definitions. For all purposes of this Agreement, except as otherwise expressly provided or unless the context otherwise requires:

"Acceleration Date" on any Security means the date, if any, on and after which the principal or any or all installments of interest, or both, are due and payable on any Security which has become accelerated pursuant to the terms of the Security.

"Authorizing Document" means the resolution, order, or ordinance of the governing body of the Issuer pursuant to which the Securities are issued, as the same may be amended or modified, including any pricing certificate related thereto, certified by the secretary or any other officer of the Issuer and delivered to the Bank.

"Bank Office" means the designated office of the Bank at the address shown in Section 3.01 hereof. The Bank will notify the Issuer in writing of any change in location of the Bank Office.

"Holder" and "Security Holder" each means the Person in whose name a Security is registered in the Security Register.

"Person" means any individual, corporation, partnership, joint venture, association, joint stock company, trust, unincorporated organization or government or any agency or political subdivision of a government.

"Predecessor Securities" of any particular Security means every previous Security evidencing all or a portion of the same obligation as that evidenced by such particular Security (and, for the purposes of this definition, any mutilated, lost, destroyed, or stolen Security for which a replacement Security has been registered and delivered in lieu thereof pursuant to Section 4.06 hereof and the Authorizing Document).

"Redemption Date", when used with respect to any Security to be redeemed, means the date fixed for such redemption pursuant to the terms of the Authorizing Document.

"Responsible Officer", when used with respect to the Bank, means the Chairman or Vice-Chairman of the Board of Directors, the Chairman or Vice-Chairman of the Executive Committee of the Board of Directors, the President, any Vice President, the Secretary, any Assistant Secretary, the Treasurer, any Assistant Treasurer, the Cashier, any Assistant Cashier, any Trust Officer or

Assistant Trust Officer, or any other officer of the Bank customarily performing functions similar to those performed by any of the above designated officers and also means, with respect to a particular corporate trust matter, any other officer to whom such matter is referred because of his knowledge of and familiarity with the particular subject.

"Security Register" means a register maintained by the Bank on behalf of the Issuer providing for the registration and transfers of Securities.

"Stated Maturity" means the date specified in the Authorizing Document the Maturity Amount of a Capital Appreciation Bond is scheduled to be due and payable.

Section 2.02 Other Definitions. The terms "Bank," "Issuer," "Current Interest Bonds", Capital Appreciation Bonds" and "Securities (Security)" have the meanings assigned to them in the recital paragraphs of this Agreement.

The term "Paying Agent/Registrar" refers to the Bank in the performance of the duties and functions of this Agreement.

ARTICLE THREE
PAYING AGENT

Section 3.01 Duties of Paying Agent. As Paying Agent, the Bank shall pay, provided adequate collected funds have been provided to it for such purpose by or on behalf of the Issuer, on behalf of the Issuer the Maturity Amount of each Capital Appreciation Bond at its Stated Maturity, Redemption Date or Acceleration Date, to the Holder upon surrender of the Security to the Bank at the following address:

Frost Bank
1 Boulevard Place, 2nd Floor
Houston, Texas 77056

As Paying Agent, the Bank shall, provided adequate collected funds have been provided to it for such purpose by or on behalf of the Issuer, pay on behalf of the Issuer the Accreted Value on each Bond when due. All payments of the Accreted Value on the Securities to the registered owners shall be accomplished (1) by the issuance of checks, payable to the registered owners, drawn on the paying agent account provided in Section 5.05 hereof, sent by United States mail, first class postage prepaid, to the address appearing on the Security Register or (2) by such other method, acceptable to the Bank, requested in writing by the Holder at the Holder's risk and expense.

Section 3.02 Payment Dates. The Issuer hereby instructs the Bank to pay the Maturity Amounts of the Capital Appreciation Bonds on the dates specified in the Authorizing Document.

ARTICLE FOUR
REGISTRAR

Section 4.01 **Security Register - Transfers and Exchanges**. The Bank agrees to keep and maintain for and on behalf of the Issuer at the Bank Office books and records (herein sometimes referred to as the "Security Register") for recording the names and addresses of the Holders of the Securities, the transfer, exchange and replacement of the Securities and the payment of the Maturity Amount of the Capital Appreciation Bonds to the Holders and containing such other information as may be reasonably required by the Issuer and subject to such reasonable regulations as the Issuer and the Bank may prescribe. The Bank represents and warrants that it will at all times have immediate access to the Security Register by electronic or other means and will be capable at all times of producing a hard copy of the Security Register for use by the Issuer. All transfers, exchanges and replacements of Securities shall be noted in the Security Register.

Every Security surrendered for transfer or exchange shall be duly endorsed or be accompanied by a written instrument of transfer, the signature on which has been guaranteed by an officer of a federal or state bank or a member of the Financial Industry Regulatory Authority, such written instrument to be in a form satisfactory to the Bank and duly executed by the Holder thereof or his agent duly authorized in writing.

The Bank may request any supporting documentation it feels necessary to effect a re-registration, transfer or exchange of the Securities.

To the extent possible and under reasonable circumstances, the Bank agrees that, in relation to an exchange or transfer of Securities, the exchange or transfer by the Holders thereof will be completed and new Securities delivered to the Holder or the assignee of the Holder in not more than three (3) business days after the receipt of the Securities to be cancelled in an exchange or transfer and the written instrument of transfer or request for exchange duly executed by the Holder, or his duly authorized agent, in form and manner satisfactory to the Paying Agent/Registrar.

Section 4.02 **Securities**. The Issuer shall provide additional Securities when needed to facilitate transfers or exchanges thereof. The Bank covenants that such additional Securities, if and when provided, will be kept in safekeeping pending their use and reasonable care will be exercised by the Bank in maintaining such Securities in safekeeping, which shall be not less than the care maintained by the Bank for debt securities of other governments or corporations for which it serves as registrar, or that is maintained for its own securities.

Section 4.03 **Form of Security Register**. The Bank, as Registrar, will maintain the Security Register relating to the registration, payment, transfer and exchange of the Securities in accordance with the Bank's general practices and procedures in effect from time to time. The Bank shall not be obligated to maintain such Security Register in any form other than those which the Bank has currently available and currently utilizes at the time.

The Security Register may be maintained in written form or in any other form capable of being converted into written form within a reasonable time.

Section 4.04 **List of Security Holders**. The Bank will provide the Issuer at any time requested by the Issuer, upon payment of the required fee, a copy of the information contained in the Security Register. The Issuer may also inspect the information contained in the Security

Register at any time the Bank is customarily open for business, provided that reasonable time is allowed the Bank to provide an up-to-date listing or to convert the information into written form.

The Bank will not release or disclose the contents of the Security Register to any person other than to, or at the written request of, an authorized officer or employee of the Issuer, except upon receipt of a court order or as otherwise required by law. Upon receipt of a court order and prior to the release or disclosure of the contents of the Security Register, the Bank will notify the Issuer so that the Issuer may contest the court order or such release or disclosure of the contents of the Security Register.

Section 4.05 Return of Cancelled Securities. The Bank will, at such reasonable intervals as it determines, surrender to the Issuer, all Securities in lieu of which or in exchange for which other Securities have been issued, or which have been paid.

Section 4.06 Mutilated, Destroyed, Lost or Stolen Securities. The Issuer hereby instructs the Bank, subject to the provisions of the Authorizing Document, to deliver and issue Securities in exchange for or in lieu of mutilated, destroyed, lost, or stolen Securities as long as the same does not result in an overissuance.

In case any Security shall be mutilated, destroyed, lost or stolen, the Bank may execute and deliver a replacement Security of like form and tenor, and in the same denomination and bearing a number not contemporaneously outstanding, in exchange and substitution for such mutilated Security, or in lieu of and in substitution for such mutilated, destroyed, lost or stolen Security, only upon the approval of the Issuer and after (i) the filing by the Holder thereof with the Bank of evidence satisfactory to the Bank of the destruction, loss or theft of such Security, and of the authenticity of the ownership thereof and (ii) the furnishing to the Bank of indemnification in an amount satisfactory to hold the Issuer and the Bank harmless. All expenses and charges associated with such indemnity and with the preparation, execution and delivery of a replacement Security shall be borne by the Holder of the Security mutilated, destroyed, lost or stolen.

Section 4.07 Transaction Information to Issuer. The Bank will, within a reasonable time after receipt of written request from the Issuer, furnish the Issuer information as to the Securities it has paid pursuant to Section 3.01, Securities it has delivered upon the transfer or exchange of any Securities pursuant to Section 4.01, and Securities it has delivered in exchange for or in lieu of mutilated, destroyed, lost, or stolen Securities pursuant to Section 4.06.

ARTICLE FIVE
THE BANK

Section 5.01 Duties of Bank. The Bank undertakes to perform the duties set forth herein and agrees to use reasonable care in the performance thereof.

Section 5.02 Reliance on Documents, Etc.

(a) The Bank may conclusively rely, as to the truth of the statements and correctness of the opinions expressed therein, on certificates or opinions furnished to the Bank.

(b) The Bank shall not be liable for any error of judgment made in good faith by a Responsible Officer, unless it shall be proved that the Bank was negligent in ascertaining the pertinent facts.

(c) No provisions of this Agreement shall require the Bank to expend or risk its own funds or otherwise incur any financial liability for performance of any of its duties hereunder, or in the exercise of any of its rights or powers, if it shall have reasonable grounds for believing that repayment of such funds or adequate indemnity satisfactory to it against such risks or liability is not assured to it.

(d) The Bank may rely and shall be protected in acting or refraining from acting upon any resolution, certificate, statement, instrument, opinion, report, notice, request, direction, consent, order, bond, note, security or other paper or document believed by it to be genuine and to have been signed or presented by the proper party or parties. Without limiting the generality of the foregoing statement, the Bank need not examine the ownership of any Securities, but is protected in acting upon receipt of Securities containing an endorsement or instruction of transfer or power of transfer which appears on its face to be signed by the Holder or an agent of the Holder. The Bank shall not be bound to make any investigation into the facts or matters stated in a resolution, certificate, statement, instrument, opinion, report, notice, request, direction, consent, order, bond, note, security or other paper or document supplied by the Issuer.

(e) The Bank may consult with counsel, and the written advice of such counsel or any opinion of counsel shall be full and complete authorization and protection with respect to any action taken, suffered, or omitted by it hereunder in good faith and in reliance thereon.

(f) The Bank may exercise any of the powers hereunder and perform any duties hereunder either directly or by or through agents or attorneys of the Bank.

(g) The Bank is also authorized to transfer funds relating to the closing and initial delivery of the Securities in the manner disclosed in the closing memorandum or letter as prepared by the Issuer, Issuer's financial advisor or other agent. The Bank may act on a facsimile or e-mail transmission of the closing memorandum or letter acknowledged by the Issuer, the Issuer's financial advisor or other agent as the final closing memorandum or letter. The Bank shall not be liable for any losses, costs or expenses arising directly or indirectly from the Bank's reliance upon and compliance with such instructions.

Section 5.03 Recitals of Issuer. The recitals contained herein with respect to the Issuer and in the Securities shall be taken as the statements of the Issuer, and the Bank assumes no responsibility for their correctness.

The Bank shall in no event be liable to the Issuer, any Holder or Holders of any Security, or any other Person for any amount due on any Security from its own funds.

Section 5.04 May Hold Securities. The Bank, in its individual or any other capacity, may become the owner or pledgee of Securities and may otherwise deal with the Issuer with the same rights it would have if it were not the Paying Agent/Registrar, or any other agent.

Section 5.05 Moneys Held by Bank - Paying Agent Account/Collateralization. A paying agent account shall at all times be kept and maintained by the Bank for the receipt,

safekeeping, and disbursement of moneys received from the Issuer under this Agreement for the payment of the Securities, and money deposited to the credit of such account until paid to the Holders of the Securities shall 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. Payments made from such paying agent account shall be made by check drawn on such account unless the owner of the Securities shall, at its own expense and risk, request an alternative method of payment.

Subject to the applicable unclaimed property laws of the State of Texas, any money deposited with the Bank for the payment of the principal of, premium (if any), or interest on any Security and remaining unclaimed for three years after final maturity of the Security has become due and payable will be held by the Bank and disposed of only in accordance with Title 6 of the Texas Property Code, as amended. The Bank shall have no liability by virtue of actions taken in compliance with this provision.

The Bank is not obligated to pay interest on any money received by it under this Agreement.

This Agreement relates solely to money deposited for the purposes described herein, and the parties agree that the Bank may serve as depository for other funds of the Issuer, act as trustee under indentures authorizing other bond transactions of the Issuer, or act in any other capacity not in conflict with its duties hereunder.

Section 5.06 Indemnification. To the extent permitted by law, the Issuer agrees to indemnify the Bank for, and hold it harmless against, any loss, liability, or expense incurred without negligence or bad faith on its part, arising out of or in connection with its acceptance or administration of its duties hereunder, including the cost and expense against any claim or liability in connection with the exercise or performance of any of its powers or duties under this Agreement.

Section 5.07 Interpleader. The Issuer and the Bank agree that the Bank may seek adjudication of any adverse claim, demand, or controversy over its person as well as funds on deposit, in either a Federal or State District Court located in the state and county where the administrative office of the Issuer is located, and agree that service of process by certified or registered mail, return receipt requested, to the address referred to in Section 6.03 of this Agreement shall constitute adequate service. The Issuer and the Bank further agree that the Bank has the right to file a Bill of Interpleader in any court of competent jurisdiction in the State of Texas to determine the rights of any Person claiming any interest herein.

Section 5.08 DTC Services. It is hereby represented and warranted that, in the event the Securities are otherwise qualified and accepted for "Depository Trust Company" services or equivalent depository trust services by other organizations, the Bank has the capability and, to the extent within its control, will comply with the "Operational Arrangements", which establishes requirements for securities to be eligible for such type depository trust services, including, but not limited to, requirements for the timeliness of payments and funds availability, transfer turnaround time, and notification of redemptions and calls.

Section 5.09 Tax Reporting. It shall be the duty of the Bank, on behalf of the Issuer, to report to the Holders and the Internal Revenue Service, to the extent required by the Internal

Revenue Code of 1986, as amended, and the regulations promulgated thereunder, (i) the amount of "reportable payments," if any, subject to backup withholding during each year and the amount of tax withheld, if any, with respect to payments of the Securities and (ii) the amount of interest or amount treated as interest on the Securities and required to be included in gross income of the Holder.

ARTICLE SIX
MISCELLANEOUS PROVISIONS

Section 6.01 Amendment. This Agreement may be amended only by an agreement in writing signed by both of the parties hereto.

Section 6.02 Assignment. This Agreement may not be assigned by either party without the prior written consent of the other.

Section 6.03 Notices. Any request, demand, authorization, direction, notice, consent, waiver, or other document provided or permitted hereby to be given or furnished to the Issuer or the Bank shall be mailed or delivered to the Issuer or the Bank, respectively, at the addresses shown on the signature page(s) hereof.

Section 6.04 Effect of Headings. The Article and Section headings herein are for convenience of reference only and shall not affect the construction hereof.

Section 6.05 Successors and Assigns. All covenants and agreements herein by the Issuer shall bind its successors and assigns, whether so expressed or not.

Section 6.06 Severability. In case any provision herein shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions shall not in any way be affected or impaired thereby.

Section 6.07 Merger, Conversion, Consolidation, or Succession. Any corporation or association into which the Bank may be merged or converted or with which it may be consolidated, or any corporation or association resulting from any merger, conversion, or consolidation to which the Bank shall be a party, or any corporation or association succeeding to all or substantially all of the corporate trust business of the Bank shall be the successor of the Bank as Paying Agent under this Agreement without the execution or filing of any paper or any further act on the part of either parties hereto.

Section 6.08 Benefits of Agreement. Nothing herein, express or implied, shall give to any Person, other than the parties hereto and their successors hereunder, any benefit or any legal or equitable right, remedy, or claim hereunder.

Section 6.09 Entire Agreement. This Agreement and the Authorizing Document constitute the entire agreement between the parties hereto relative to the Bank acting as Paying Agent/Registrar and if any conflict exists between this Agreement and the Authorizing Document, the Authorizing Document shall govern.

Section 6.10 Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which shall constitute one and the same Agreement.

Section 6.11 Termination. This Agreement will terminate (i) on the date of final payment of the principal of and interest on the Securities to the Holders thereof or (ii) may be earlier terminated by either party upon sixty (60) days written notice; provided, however, an early termination of this Agreement by either party shall not be effective until (a) a successor Paying Agent/Registrar has been appointed by the Issuer and such appointment accepted and (b) notice has been given to the Holders of the Securities of the appointment of a successor Paying Agent/Registrar. However, if the Issuer fails to appoint a successor Paying Agent/Registrar within a reasonable time, the Bank may petition a court of competent jurisdiction within the State of Texas to appoint a successor. Furthermore, the Bank and the Issuer mutually agree that the effective date of an early termination of this Agreement shall not occur at any time which would disrupt, delay or otherwise adversely affect the payment of the Securities.

Upon an early termination of this Agreement, the Bank agrees to promptly transfer and deliver the Security Register (or a copy thereof), together with the other pertinent books and records relating to the Securities, to the successor Paying Agent/Registrar designated and appointed by the Issuer.

The provisions of Section 1.02 and of Article Five shall survive and remain in full force and effect following the termination of this Agreement.

Section 6.12 Iran, Sudan and Foreign Terrorist Organizations. The Bank 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 Bank 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. The Bank understands "affiliate" to mean any entity that controls, is controlled by, or is under common control with the Bank within the meaning of SEC Rule 405, 17 C.F.R. § 230.405, and exists to make a profit.

Notwithstanding anything contained herein, the representation contained in this Section shall survive termination of this Agreement until the statute of limitations has run.

Section 6.13 Governing Law. This Agreement shall be construed in accordance with and governed by the laws of the State of Texas.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

FROST BANK

By:_____

Title: _____

Address: 1 Boulevard Place, 2nd Floor
Houston, Texas 77056

BRYAN INDEPENDENT SCHOOL DISTRICT

By: _____
President, Board of Trustees

Address: 801 South Ennis Street
Bryan, Texas 77803

Attest:

_____
Secretary, Board of Trustees

ANNEX A

FEE SCHEDULE

NO FEES

EXHIBIT B

FORM OF BONDS

(a) Form of Bonds.

REGISTERED
NO. [TCAB-1] [CAB-____]

REGISTERED
MATURITY AMOUNT
$16,335,000

UNITED STATES OF AMERICA
STATE OF TEXAS
BRYAN INDEPENDENT SCHOOL DISTRICT
UNLIMITED TAX REFUNDING BOND
TAXABLE SERIES 2025

Bond Date:	Stated Yield:	Stated Maturity:
October 15, 2025	3.990%	April 15, 2026

Registered Owner: FROST BANK

Maturity Amount: SIXTEEN MILLION THREE HUNDRED THIRTY-FIVE THOUSAND DOLLARS

The Bryan Independent School District (hereinafter referred to as the "District"), a body corporate and political subdivision in the Counties of Brazos and Robertson, State of Texas, for value received, acknowledges itself indebted to and hereby promises to pay to the Registered Owner named above, or the registered assigns thereof, on the Stated Maturity date specified above, the Maturity Amount stated above. The Maturity Amount hereof represents the accretion of the original principal amount from the date of delivery to the initial purchaser (October 15, 2025) to the Stated Maturity (including the initial premium, if any, paid by the initial purchaser) and such accretion in value occurring at the Stated Yield. The term "Accreted Value," as used herein, means the original principal amount of this Bond plus premium, if any, paid herefor with interest thereon compounded to Stated Maturity at the Stated Yield shown above. For any date other than the Stated Maturity, the Accreted Value of this Bond shall be determined by a straight line interpolation between the Delivery Date and Stated Maturity (based on 30-day months). If the date for the payment of the principal of or interest on the Bond shall be a Saturday, Sunday, a legal holiday, or a day on which banking institutions in the city where the Designated Payment/Transfer Office of the Paying Agent/Registrar is located are authorized by law or executive order to be closed, then the date for such payment shall be the next succeeding day which is not such a Saturday, Sunday, legal holiday, or day on which banking institutions are authorized to be closed close; and payment on such date shall have the same force and effect as if made on the original date payment was due.

The Maturity Amount of this Bond is payable at Stated Maturity to the registered owner hereof, without exchange or collection charges, by Frost Bank, Houston, Texas (the "Paying

Agent/Registrar"), upon presentation and surrender, at its designated offices in Houston, Texas (the "Designated Payment/Transfer Office"), and shall be payable in any coin or currency of the United States of America which at the time of payment is legal tender for the payment of public and private debts.

This Bond is issued as a "Capital Appreciation Bond," in the aggregate principal amount of $15,364,864.35, and pays no accrued interest prior to its Stated Maturity (herein referred to as the "Bond"), for the purpose of providing funds for the discharge and final payment of certain obligations of the District and to pay the costs and expenses of issuance, under and in strict conformity with the Constitution and laws of the State of Texas, including Texas Government Code, Chapter 1207, as amended, and pursuant to an Order adopted by the Board of Trustees of the District (herein referred to as the "Order").

The Bond is not subject to prepayment or redemption prior to maturity.

The Bond is payable from the proceeds of an ad valorem tax levied, without limit as to rate or amount, upon all taxable property in the District. Reference is hereby made to the Order, a copy of which is on file in the Designated Payment/Transfer Office of the Paying Agent/Registrar, and to all of the provisions of which the owner or holder of this Bond by the acceptance hereof hereby assents, for definitions of terms; the description of and the nature and extent of the tax levied for the payment of the Bond; the terms and conditions relating to the transfer or exchange of this Bond; the conditions upon which the Order may be amended or supplemented with or without the consent of the Holders; the rights, duties, and obligations of the District and the Paying Agent/Registrar; the terms and provisions upon which this Bond may be discharged at or prior to its maturity and deemed to be no longer Outstanding thereunder; and for other terms and provisions contained therein. Capitalized terms used herein have the meanings assigned in the Order.

This Bond, subject to certain limitations contained in the Order, may be transferred on the Security Register only upon its presentation and surrender at the Designated Payment/Transfer Office of the Paying Agent/Registrar, with the Assignment hereon duly endorsed by, or accompanied by a written instrument of transfer in form satisfactory to the Paying Agent/Registrar duly executed by, the registered owner hereof, or his duly authorized agent. When a transfer on the Security Register occurs, a new fully registered Bond of the same Stated Maturity, of authorized denomination, accruing interest at the same rate, and of the same aggregate Maturity Amount will be issued by the Paying Agent/Registrar to the designated transferee.

The District and the Paying Agent/Registrar, and any agent of either, shall treat the registered owner whose name appears on the Security Register (i) on the date of surrender of this Bond as the owner entitled to payment of the Maturity Amount at its Stated Maturity, and (ii) on any other date as the owner for all other purposes, and neither the District nor the Paying Agent/Registrar, or any agent of either, shall be affected by notice to the contrary.

It is hereby certified, recited, represented and declared that the District is a body corporate and political subdivision duly organized and legally existing under and by virtue of the Constitution and laws of the State of Texas; that the issuance of the Bond is duly authorized by law; that all acts, conditions and things required to exist and be done precedent to and in the

issuance of the Bond to render the same a lawful and valid obligation of the District have been properly done, have happened and have been performed in regular and due time, form and manner as required by the Constitution and laws of the State of Texas, and the Order; that the Bond does not exceed any Constitutional or statutory limitation; and that due provision has been made for the payment of the principal of and interest on the Bond by the levy of a tax as aforestated. In case any provision in this Bond shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions shall not in any way be affected or impaired thereby. The terms and provisions of this Bond and the Order shall be construed in accordance with and shall be governed by the laws of the State of Texas.

IN WITNESS WHEREOF, the Board of Trustees of the District has caused this Bond to be duly executed under the official seal of the District.

BRYAN INDEPENDENT SCHOOL DISTRICT

_____

President, Board of Trustees

ATTEST:

_____

Secretary, Board of Trustees

(SEAL)

(b) Form of Registration Certificate of Comptroller of Public Accounts to appear on Initial Bond only.

REGISTRATION CERTIFICATE OF
COMPTROLLER OF PUBLIC ACCOUNTS

OFFICE OF THE COMPTROLLER	(	
OF PUBLIC ACCOUNTS	(	
	(	REGISTER NO. _____
THE STATE OF TEXAS	(	

I HEREBY CERTIFY that this Bond has been examined, certified as to validity and approved by the Attorney General of the State of Texas, and duly registered by the Comptroller of Public Accounts of the State of Texas.

WITNESS my signature and seal of office this _____.

(SEAL)

_____
Acting Comptroller of Public Accounts
of the State of Texas

(c) Form of Certificate of Paying Agent/Registrar to appear on Definitive Bonds only.

REGISTRATION CERTIFICATE OF PAYING AGENT/REGISTRAR

This Bond has been duly issued and registered under the provisions of the within-mentioned Order; the bond or bonds of the above entitled and designated series originally delivered having been approved by the Attorney General of the State of Texas and registered by the Comptroller of Public Accounts, as shown by the records of the Paying Agent/Registrar.

The designated office of the Paying Agent/Registrar in Houston, Texas, is the Designated Payment/Transfer Office for this Bond.

FROST BANK, as Paying Agent/Registrar

Registration Date:

_____

By:_____
Authorized Signature

(d) Form of Assignment.

ASSIGNMENT

FOR VALUE RECEIVED the undersigned hereby sells, assigns, and transfers unto (Print or typewrite name, address, and zip code of transferee): _____ (Social Security or other identifying number: _____) the within Bond and all rights thereunder, and hereby irrevocably constitutes and appoints _____ attorney to transfer the within Bond on the books kept for registration thereof, with full power of substitution in the premises.

DATED: _____

Signature guaranteed:

_____

_____

NOTICE: The signature on this assignment must correspond with the name of the registered owner as it appears on the face of the within Bond in every particular.

EXHIBIT C

PURCHASE LETTER

September 22, 2025

Bryan Independent School District
801 South Ennis Street
Bryan, Texas 77803

Re: $15,364,864.35 "Bryan Independent School District Unlimited Tax Refunding Bond, Taxable Series 2025," dated October 15, 2025

Ladies and Gentlemen:

Frost Bank, Houston, Texas (the "Purchaser") hereby offers to purchase from the Bryan Independent School District (the "District") the captioned bond (the "Bond") and, upon acceptance of this offer by the District, such offer will become a binding agreement between the Purchaser and the District. This offer must be accepted by 10:00 p.m., Bryan, Texas, time, September 22, 2025, and if not so accepted will be subject to withdrawal.

1. Purchase Price. The purchase price for the Bond is $16,015,487.40, being the principal amount of the Bond plus a premium of $650,623.05.

2. Terms of Bond. The Bond shall be issued in the principal amount, shall bear interest at such rate, mature on such date and in such amount and have such other terms and conditions as are set forth in the order adopted by the Board of Trustees of the District on September 22, 2025 (the "Order"), authorizing the issuance of the Bond, a copy of which has been provided to the Purchaser. Pursuant to and as more fully described in the Order, the Bond shall be payable from the proceeds of a direct and continuing annual ad valorem tax levied, without legal limit as to rate or amount, upon all taxable property located within the District.

   THE BOND MAY ONLY BE TRANSFERRED TO: (I) AN AFFILIATE OF THE PURCHASER AS DEFINED IN THE ORDER; (II) A "BANK" AS DEFINED IN SECTION 3(A)(2) OF THE SECURITIES ACT OF 1933, AS AMENDED (THE "SECURITIES ACT"); (III) AN "ACCREDITED INVESTOR" AS DEFINED IN REGULATION D UNDER THE SECURITIES ACT; OR (IV) A "QUALIFIED INSTITUTIONAL BUYER" AS DEFINED IN RULE 144A UNDER THE SECURITIES ACT.

3. Closing. The District shall deliver the Bond to, or for the account of, the Purchaser and the Purchaser shall purchase the Bond at 10:00 a.m. Dallas, Texas, time, on October 15, 2025, or at such other time as shall be mutually agreed upon (hereinafter referred to as the "Closing"). The Closing shall take place at the offices of Norton Rose Fulbright US

LLP, Dallas, Texas, or such other location as may be mutually agreed upon. The District will also cause to be delivered a signed copy of the Order to the Purchaser.

4. Conditions to Closing. The Purchaser shall not have any obligation to consummate the purchase of the Bond unless the following requirements have been satisfied prior to Closing:

   (a) The District shall have adopted the Order authorizing the issuance of the Bond with both the Bond and the Order being in form and substance reasonably acceptable to the Purchaser.

   (b) Norton Rose Fulbright US LLP, Bond Counsel, shall have issued its approving legal opinion as to the due authorization, issuance and delivery of the Bond, upon which the Purchaser shall be entitled to rely.

   (c) The Bond shall have been approved by the Attorney General of the State of Texas and shall have been registered by the Comptroller of Public Accounts of the State of Texas.

   (d) Nothing shall have occurred prior to closing which in the reasonable opinion of the Purchaser has had or could have a materially adverse effect on the District's business, property or financial condition.

   (e) The District shall furnish a certificate or certificates, dated as of closing, of appropriate officials of the District, to the effect that the representations and information of the District contained in this Purchase Letter are true and correct when made and as of the closing.

5. Nature of Purchase. The Purchaser acknowledges that no official statement or other disclosure or offering document has been prepared in connection with the issuance and sale of the Bond. The Purchaser is a financial institution or other accredited investor as defined in the Securities Act of 1933, Regulation D, 17 C.F.R. § 230.501(a), accustomed to purchasing obligations such as the Bond. Norton Rose Fulbright US LLP, Bond Counsel, has not undertaken steps to ascertain the accuracy or completeness of information furnished to the Purchaser with respect to the District or the Bond, and the Purchaser has not looked to that firm for, nor has that firm made, any representations to the Purchaser with respect to that information except as it relates to customary opinions that are normally provided in these types of financings. The Purchaser has satisfied itself that it may lawfully purchase the Bond. The Bond (i) is not being registered under the Securities Act of 1933 and is not being registered or otherwise qualified for sale under the "Blue Sky" laws and regulations of any state; (ii) will not be listed on any stock or other securities exchange; and (iii) will not carry any rating from any rating service. The Purchaser is familiar with the financial condition and affairs of the District, particularly with respect to its ability to pay its obligations such as the Bond. The Purchaser has received from the District all information that it has requested of the District in order for it to assess and evaluate the security and source of payment for the Bond. The Purchaser is purchasing the Bond for its own account or for that of an affiliate as evidence of a loan to the District and has no present intention to make a public distribution or sale of the Bond. In no event will the Purchaser sell the Bond to purchasers who are not sophisticated

investors unless an official statement or other disclosure document is prepared with respect to such sale of the Bond.

6. Privately Negotiated Bond. The District acknowledges and agrees that the Purchaser is purchasing the Bond in evidence of a privately negotiated loan and in that connection the Bond shall not be (i) assigned a separate rating by any municipal securities rating agency, (ii) registered with The Depository Trust Company or any other securities depository, (iii) issued pursuant to any type of offering document or official statement or (iv) assigned a CUSIP number by the CUSIP Service Bureau.

7. Role of Purchaser. The Purchaser and its representatives are not registered municipal advisors and do not provide advice to municipal entities or obligated persons with respect to municipal financial products or the issuance of municipal securities (including regarding the structure, timing, terms and similar matters concerning municipal financial products or municipal securities issuances) or engage in the solicitation of municipal entities or obligated persons for the provision by non-affiliated persons of municipal advisory services and/or investment advisory services. With respect to this Purchase Letter and any other information, materials or communications provided by the Purchaser: (a) the Purchaser and its representatives are not recommending an action to any municipal entity or obligated person; (b) the Purchaser and its representatives are not acting as an advisor to any municipal entity or obligated person and do not owe a fiduciary duty pursuant to Section 15B of the Securities Exchange Act of 1934 to any municipal entity or obligated person with respect to this Purchase Letter, information, materials or communications; (c) the Purchaser and its representatives are acting for their own interests; and (d) the District has been informed that the District should discuss this Purchase Letter and any such other information, materials or communications with any and all internal and external advisors and experts that the District deems appropriate before acting on this Purchase Letter or any such other information, materials or communications.

8. No Oral Agreements. To the extent allowed by law, the parties hereto agree to be bound by the terms of the following notice: THIS PURCHASE LETTER, THE ORDER OF THE DISTRICT AUTHORIZING THE BOND, THE ATTORNEY GENERAL OPINION, THE OPINION OF BOND COUNSEL AND THE BOND TOGETHER REPRESENT THE FINAL AGREEMENT BETWEEN THE PARTIES REGARDING THIS TRANSACTION AND MAY NOT BE CONTRADICTED BY EVIDENCE OF PRIOR, CONTEMPORANEOUS, OR SUBSEQUENT ORAL AGREEMENTS OF THE PARTIES. THERE ARE NO UNWRITTEN ORAL AGREEMENTS BETWEEN THE PARTIES RELATING TO THIS TRANSACTION.

9. Verifications of Statutory Representations and Covenants. The Purchaser 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 Purchase Letter. As used in such verifications, "affiliate" means an entity that controls, is controlled by, or is under common control with the Purchaser 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 Purchase Letter shall survive until barred by the applicable statute of limitations, and shall not be liquidated or otherwise limited by any provision of this Purchase Letter, notwithstanding anything in this Purchase Letter to the contrary.

(a) *Not a Sanctioned Company*. The Purchaser 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 Purchaser 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 Purchaser 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 Purchase Letter. 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 Purchaser 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 Purchase Letter. 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 Purchaser 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 Purchase Letter. As used in the foregoing verification, "boycott energy companies" has the meaning provided in Section 2276.001(1), Government Code.

10. Attorney General Standing Letter. The Purchaser represents that it has, or will have prior to the date of Closing, on file with the Texas Attorney General a standing letter addressing the representations and verifications contained in Sections 9 of this Purchase Letter in a form acceptable to the Texas Attorney General. In addition, if the Purchaser or the parent company, a wholly- or majority-owned subsidiary or another affiliate of the Purchaser receives or has received a letter from the Texas Comptroller of Public Accounts pursuant to Chapter 809, Texas Government Code seeking written verification that it does not boycott energy companies (a "Comptroller Request Letter"), the Purchaser shall promptly notify the District and Bond Counsel (if it has not already done so) and provide to the District or Bond Counsel, two business days prior to Closing and additionally upon request by the District or Bond Counsel, written verification to the effect that its standing letter described in the preceding sentence remains in effect and may be relied upon by the District and the Texas Attorney General (the "Bringdown Verification"). The Bringdown Verification shall also confirm that the Purchaser (or the parent company, a wholly- or majority-owned subsidiary or other affiliate of the Purchaser that received the Comptroller Request Letter) intends to timely respond or has timely responded to the Comptroller Request Letter. The Bringdown Verification may be in the form of an e-mail.

11. In case any provision herein, or application thereof, shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or applications shall not in any way be affected or impaired thereby.

[signatures begin on next page]

If this Purchase Letter meets with the Purchaser's and the District's approval, please execute it in the place provided below.

FROST BANK

By: _____

Title: _____

[signatures continue on next page]

ACCEPTED BY THE BRYAN INDEPENDENT SCHOOL DISTRICT

_____
President, Board of Trustees

ATTEST:

_____
Secretary, Board of Trustees

EXHIBIT D

NOTICE OF REDEMPTION
BRYAN INDEPENDENT SCHOOL DISTRICT
UNLIMITED TAX SCHOOL BUILDING BONDS, SERIES 2023
DATED: AUGUST 15, 2023

NOTICE IS HEREBY GIVEN that the bonds of the above series maturing on February 15 in each of the years 2038 through 2040, inclusive, 2043, and 2048, and aggregating in principal amount $15,365,000 have been called for redemption on February 15, 2033 (the "Redemption Date"), at the redemption price of par and accrued interest to the date of redemption (the "Redemption Price"), such bonds being identified as follows:

Year of Maturity	Outstanding Principal Amount	Principal Amount to be Refunded	Interest Rate	CUSIP Number
2038	$1,230,000	$325,000	5.000%	
2039	$1,290,000	$1,290,000	5.000%	
2040	$1,350,000	$1,350,000	4.000%	
***	***	***	***	***
2043	$4,415,000	$4,415,000	4.300%	
***	***	***	***	***
2048	$7,985,000	$7,985,000	4.500%	

THE ABOVE DESCRIBED BONDS shall become due and payable on the Redemption Date, and interest thereon shall cease to accrue from and after such Redemption Date and payment of the Redemption Price of such bonds shall be paid to the registered owners of the bonds only upon presentation and surrender of such bonds to U.S. Bank Trust Company, National Association at its designated office at the following address: U.S. Bank Trust Company, National Association, Attention: Bond Operations, 111 Fillmore Avenue East, St. Paul, Minnesota 55107-1402.

THIS NOTICE is issued and given pursuant to the terms and conditions prescribed for the redemption of such bonds and pursuant to an order by the Board of Trustees of the Bryan Independent School District.

NOTICE PUBLISHED AND MAILED: _____.

U.S. Bank Trust Company, National Association,
as Paying Agent/Registrar

EXHIBIT E

ESCROW AGREEMENT

ESCROW AGREEMENT

THIS ESCROW AGREEMENT (the "Agreement") is made and entered into as of September 22, 2025, by and between Bryan Independent School District (the "Issuer") 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 Board of Trustees of the Issuer has heretofore issued, sold, and delivered, and there is currently outstanding obligations of the following issues or series (hereinafter referred to as the "Refunded Bonds"), to wit: "Bryan Independent School District Unlimited Tax School Building Bonds, Series 2023," dated August 15, 2023, scheduled to mature on February 15 in each of the years 2038 through 2040, inclusive, 2043, and 2048, aggregating in principal amount of $15,365,000, and called for redemption on February 15, 2033; and

WHEREAS, in accordance with the provisions of Texas Government Code, Chapter 1207, as amended (the "Act"), the Issuer is authorized to sell refunding bonds in an amount sufficient to provide for the payment of the Refunded Bonds, deposit the proceeds of such refunding bonds with any place of payment for the obligations being refunded, or other authorized depository, and enter into an escrow or similar agreement with such depository 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, (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 Issuer, are rated as to investment quality by a nationally recognized investment rating firm not less than AAA or its equivalent, and (iii) noncallable obligations of a state or an agency or a county, municipality, or other political subdivision of a state that have been refunded and that, on the date of their acquisition or purchase by the Issuer, are rated as to investment quality by a nationally recognized investment rating firm not less than AAA or its equivalent (hereinafter called the "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 Refunded Bonds; and

WHEREAS, the Refunded 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, the Board of Trustees of the Issuer, pursuant to an order adopted on September 22, 2025 (the "Bond Order") authorized the issuance of the bond known as "Bryan Independent School District Unlimited Tax Refunding Bond, Taxable Series 2025" (the "Bond"), and such Bond is being issued to refund, discharge, and make final payment of the principal of and interest on the Refunded Bonds; and

WHEREAS, upon the delivery of the Bond, a portion of the proceeds of sale, together with other available funds of the Issuer to be deposited with the Escrow Agent, if any, are to be used in part to purchase the Governmental Securities listed and identified in **Exhibit B** attached hereto and incorporated herein by reference as a part of this Agreement for all purposes (together with

any Government Securities substituted therefor in accordance with the provisions of Section 10 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 ensure the existence of monies sufficient to pay the principal amount of the Refunded Bonds and the accrued interest thereon, as the same shall become due in accordance with the terms of the orders authorizing the issuance of the Refunded Bonds and the pricing certificates related thereto and as set forth in **Exhibit A** attached hereto; and

WHEREAS, the Issuer has completed all arrangements for the purchase of the Escrowed Securities listed in **Exhibit B** 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 15 of the Bond Order, the Board of Trustees of the Issuer duly approved and authorized the execution of this Agreement; and

WHEREAS, the Issuer and the Escrow Agent, as the case may be, shall take all action necessary to call, pay, redeem and retire such Refunded Bonds in accordance with the provisions thereof, including, without limitation, all actions required by the orders authorizing the issuance of the Refunded Bonds and the pricing certificates related thereto, the Act, the Bond 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 Refunded Bonds as the same shall become due, the Issuer and the Escrow Agent hereby mutually undertake, promise and agree as follows:

SECTION 1: Receipt of Refunded Bonds Order and Bond Order. Receipt of a true and correct copy of the order authorizing the issuance of the Refunded Bonds and the Bond Order is 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 Bond Order which, together with this Agreement, provides for the redemption of the Refunded 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 Refunded Bonds and the notice requirements contained in the order authorizing the issuance of the Refunded Bonds.

The Escrow Agent, as paying agent/registrar for the Refunded Bonds, agrees to cause notices of redemption pertaining to the Refunded Bonds to be redeemed to be sent in accordance with the order authorizing the issuance of the Refunded Bonds.

SECTION 2: Escrow Fund Creation/Funding. There is hereby created by the Issuer with the Escrow Agent a special segregated and irrevocable trust fund designated the "BRYAN INDEPENDENT SCHOOL DISTRICT TAXABLE SERIES 2025 UNLIMITED TAX REFUNDING BOND ESCROW FUND" (hereinafter called the "Escrow Fund") for the benefit of the holders of the Refunded Bonds, and, immediately following the delivery of the Bonds, the Issuer agrees and covenants to cause to be deposited with the Escrow Agent the following amounts:

$15,893,604.90	for the purchase of the Escrowed Securities listed in **Exhibit B** to be held for the account of the Escrow Fund; and
$479.35	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. The Issuer, in reliance on the verification report of Public Finance Partners LLC, 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 Refunded Bonds as the same shall become due and payable, and such Refunded 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 **Exhibit A** attached hereto.

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 Refunded 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, 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 Issuer by the fastest means possible, but neither the Escrow Agent nor the Issuer shall in any manner be responsible for any insufficiency of funds in the Escrow Fund.

SECTION 6: Escrow Fund Securities - Segregation. The Escrow Agent shall hold such moneys and Escrowed Securities in the Escrow Fund at all times as a special and separate trust fund for the benefit of the holders of the Refunded 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, as 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 Refunded Bonds shown in **Exhibit A** attached hereto, the Escrow Agent, without further direction from anyone, including the Issuer, shall cause to be withdrawn from the Escrow Fund the amount required to pay the accrued interest on the Refunded Bonds due and payable on such payment date and the principal of the Refunded Bonds due and payable on such payment date or redemption date, as the case may be, and the amount withdrawn from the Escrow Fund shall be immediately transmitted and deposited with the paying agent for the Refunded Bonds to be paid with such amount. The paying agent for the Refunded Bonds is the Escrow Agent. The Escrow Agent does not act as a depository of the Issuer.

If any Refunded 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 Refunded Bond and interest thereon it shall be the duty of the Escrow Agent to hold such cash without liability to the holder of such Refunded Bond for interest thereon after such maturity or redemption date, in trust for the benefit of the holder of such Refunded Bond, who shall thereafter be restricted exclusively to such cash for any claim of whatever nature on his part on or with respect to such Refunded 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 Refunded Bonds, including interest thereon, shall be applied to and used solely for the payment of the Refunded 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 24 hereof, cash held by the Escrow Agent in trust for the payment and discharge of any of the Refunded Bonds and interest thereon which remains unclaimed for a period of three (3) years after the stated maturity date or redemption date of such Refunded Bonds shall be returned to the Issuer. Notwithstanding the above and foregoing, any remittance of funds from the Escrow Agent to the Issuer shall be subject to any applicable unclaimed property laws of the State of Texas.

SECTION 8: Escrow Fund Encumbrance. The escrow created hereby shall be irrevocable and the holders of the Refunded 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 Refunded Bonds, all funds and the Escrowed Securities received by the Escrow Agent for the account of the Issuer hereunder shall be and remain the property of the Escrow Fund and the Issuer and the owners of the Refunded 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 Issuer and the Escrow Agent and the Issuer 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 Issuer.

SECTION 9: Absence of Escrow Agent 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 Refunded Bonds, or for any costs or expenses incurred hereunder and reimbursable from the Issuer.

SECTION 10: Substitution - Reinvestments. (a) The Escrow Agent shall be authorized to accept initially and temporarily cash and/or substituted Escrowed Securities pending the delivery of the Escrowed Securities identified in **Exhibit B** attached hereto, or shall be authorized to redeem or otherwise sell the Escrowed Securities and reinvest the proceeds thereof, together with other moneys held in the Escrow Fund in noncallable direct obligations of the United States of America provided such early redemption and reinvestment of proceeds does not change the repayment schedule of the Refunded Bonds appearing in **Exhibit A** and the Escrow Agent receives the following:

(i) 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 **Exhibit B** 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 Refunded Bonds which have not previously been paid, and

(ii) 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 Refunded 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 Refunded 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 Refunded Bonds and the 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 Issuer 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 Refunded Bonds and used for the payment of the Refunded Bonds on the dates and in the amount such moneys would have been expended had such SLGS been acquired and matured.

(c) If the Escrow Agent learns that the Department of the Treasury or the Bureau of Fiscal Service will not, for any reason, accept a subscription of SLGS that is to be submitted

pursuant to this Agreement, the Escrow Agent shall promptly request alternative written investment instructions from the Issuer with respect to funds which were to be invested in SLGS. The Escrow Agent shall follow such instructions and, upon the maturity of any such alternative investment, the Escrow Agent shall hold such funds uninvested and without liability for interest until receipt of further written instructions from the Issuer. In the absence of investment instructions from the Issuer, the Escrow Agent shall not be responsible for the investment of such funds or interest thereon. The Escrow Agent may conclusively rely upon the Issuer's selection of an alternative investment as a determination of the alternative investment's legality and suitability and shall not be liable for any losses related to the alternative investments or for compliance with any yield restriction applicable thereto.

SECTION 11: Restriction Re: Escrow Fund Investments/Re-Investment. Except as provided in Section 10 hereof, moneys in the Escrow Fund will be invested only in the Escrowed Securities listed in **Exhibit B** and neither the Issuer nor the Escrow Agent shall reinvest any moneys deposited in the Escrow Fund except as specifically provided by this Agreement.

SECTION 12: Excess Funds. If at any time through redemption or cancellation of the Refunded 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 Refunded Bonds, the Escrow Agent may transfer such excess amounts to or on the order of the Issuer, provided that the Issuer delivers to the Escrow Agent the following:

(i) 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 and without reinvestment, in accordance with **Exhibit A**, the principal of, and interest on, the Refunded Bonds which have not previously been paid, and

(ii) an unqualified opinion of nationally recognized municipal bond counsel to the effect that (a) such transfer will not cause interest on the Refunded 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 Refunded 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 Refunded Bonds or the Bonds.

SECTION 13: Collateralization. The Escrow Agent represents that the deposit covered by this Agreement shall, to the extent not invested in Escrowed Securities, 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 14: 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 10 hereof.

SECTION 15: Escrow Agent's Compensation - Escrow Administration - Settlement of Paying Agent's Charges. The Issuer agrees to pay the Escrow Agent for the performance of all

services hereunder as Escrow Agent and as reimbursement for anticipated expenses to be incurred hereunder the amount set forth on **Exhibit D** and, except for reimbursement of costs and expenses incurred by the Escrow Agent pursuant to Sections 10 and 18 hereof, the Escrow Agent hereby agrees such amount is full and complete payment for the administration of this Agreement.

The Issuer also 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 Refunded Bonds, and the Escrow Agent acknowledges and agrees that such amount is and represents the full amount of compensation due the Escrow Agent for services rendered as paying agent for the Refunded Bonds. The Escrow Agent hereby agrees that in no event shall it ever assert any claim or lien against the Escrow Fund for any fees for its services, whether regular or extraordinary, as paying agent/registrar or in any capacity, or for reimbursement for any of its expenses.

In the event that the Escrow Agent is requested by the Issuer to perform any extraordinary services beyond those required by this Agreement, the Issuer 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.

SECTION 16: 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 Issuer or as to the sufficiency or validity of any instrument, paper or proceedings relating to the Issuer, the Escrow Agent shall be entitled to rely upon a certificate signed on behalf of the Issuer by its President, Vice President or Secretary of the Board of Trustees or the Superintendent or Assistant Superintendent of Business Services of the Issuer 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 Issuer under the Issuer'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 Issuer, 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.

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 Refunded 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 Refunded Bonds have concurred in any such direction, Refunded Bonds owned by any obligor upon the Refunded 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 Refunded Bonds which the Escrow Agent knows are so owned shall be so disregarded, unless all Refunded Bonds are so owned.

The Escrow Agent shall not be required to risk or expend its own funds in performing its obligations hereunder. The Escrow Agent may act through agents or attorneys appointed with due care.

The term "Responsible Officers" of the Escrow Agent, as used in this Agreement, shall mean and include any managing director, president, vice president, senior associate, associate or other 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 having direct responsibility for the administration of this Agreement.

SECTION 17: 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 Issuer, or for the identity or authority of any person making or executing this Agreement for and on behalf of the Issuer. The Escrow Agent is authorized by the Issuer to rely upon the representations of the Issuer with respect to this Agreement and the deposits made pursuant hereto and as to the Issuer'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 Issuer and the holders of the Refunded Bonds. Neither the Issuer 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.

This Agreement shall not create an obligation on the part of the Escrow Agent to calculate or in any way verify the sufficiency or projected future sufficiency of the maturing principal of and interest on the Escrowed Securities, any substitute Escrowed Securities and other money held by the Escrow Agent pursuant to this Agreement to pay the Refunded Bonds.

SECTION 18: 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:

(i) 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

(ii) 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.

The Issuer, to the extent permitted by law, agrees to indemnify and save the Escrow Agent harmless from all loss, cost, damages, expenses and reasonable attorney fees suffered or incurred by the Escrow Agent, without negligence or willful misconduct on the part of the Escrow Agent, as a result thereof. 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.

The Escrow Agent may consult 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 willful misconduct 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 19: Accounting - Annual Report. Promptly after June 30 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 letter to the Issuer, to the attention of the Assistant Superintendent of Business Services, or other designated official of the Issuer, a statement in detail of the Escrowed 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 June 30th of each year.

SECTION 20: 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
111 Fillmore Avenue East
St. Paul, Minnesota 55107-1402
Attention: Bond Operations

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 21: 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 Refunded 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 principal of and interest on the Refunded 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 22: Warranty of Parties Re: Power to Execute and Deliver Escrow Agreement. The Issuer 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 Refunded Bond as executed, authenticated and delivered and in all proceedings pertaining thereto as such Refunded Bonds shall have been modified as provided in this Agreement. The Issuer 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 Refunded Bonds as provided herein and the execution and delivery of this Agreement have been duly and effectively taken and that such Refunded Bonds and coupons in the hands of the holders and owners thereof are and will be valid and enforceable obligations of the Issuer according to the import thereof as provided in this Agreement.

SECTION 23: 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, Inc. ["Moody's"], Standard & Poor's Ratings Services, a Standard & Poor's Financial Services LLC business ["S&P"] or Fitch Inc. ["Fitch"]) which has rated the Refunded Bonds on the basis of this Agreement.

SECTION 24: Termination. This Agreement shall terminate when the Refunded Bonds, including interest due thereon, have been paid and discharged in accordance with the provisions of this Agreement. If any Refunded 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 Refunded 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 any of the Refunded Bonds shall be paid or transferred to the Issuer.

SECTION 25: 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 26: 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 Issuer, 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 Refunded Bonds, to such successor and (ii) assign all rights, duties and obligations under this Agreement to such successor. If the Issuer should fail to appoint such a

successor within sixty (60) days from the date the Issuer 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 Refunded Bonds, may apply, at the expense of the Issuer, 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 Issuer in writing of its intention to resign and requesting the Issuer to appoint a successor. No such resignation shall take effect until a successor has been appointed by the Issuer 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 15 hereof for the administration of this Agreement.

Any successor to the Escrow Agent shall be a commercial 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 Issuer 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 Issuer 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.

Any entity resulting from any acquisition, merger, or consolidation to which the Escrow Agent or any successor to it shall be a party, or any entity in any manner succeeding to all or substantially all of the corporate trust business of the Escrow Agent or any successor Escrow Agent, provided that such entity, if not an affiliate of the Escrow Agent, shall have capital and surplus aggregating at least $50,000,000, shall be the successor Escrow Agent hereunder without the execution or filing of any paper or any further act on the part of any of the parties hereto.

SECTION 27: Escrow Agreement Amendment/Modification. This Agreement shall be binding upon the Issuer and the Escrow Agent and their respective successors and legal representatives and shall inure solely to the benefit of the holders of the Refunded Bonds, the Issuer, 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 Refunded 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 Refunded 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 Issuer and the Escrow Agent may, without the consent of the holders of the Refunded Bonds, amend or modify the terms and provisions of this Agreement to cure in a manner not adverse to the holders of the Refunded 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 (S&P, Moody's or Fitch) which has rated the Refunded Bonds on the basis of this Agreement, prior to such amendment or modification being executed.

SECTION 28: 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 29: 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 Issuer's financial advisor, bond counsel, or other agent. The Escrow Agent may act on an email transmission of the closing memorandum acknowledged by the financial advisor, bond counsel, or the Issuer 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 30: Effect of Headings. The Section headings herein are for convenience only and shall not affect the construction hereof.

SECTION 31: 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 32: Governing Law. This Agreement shall be governed by the laws of the State of Texas and shall be effective as of the date of the delivery of the Bonds.

[Remainder of page intentionally left blank]

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

_____

President, Board of Trustees

ATTEST:

_____

Secretary, Board of Trustees

[signature page to Escrow Agreement]

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

_____

Title: _____

[signature page to Escrow Agreement]

EXHIBIT A

REFUNDED BONDS

EXHIBIT B

ESCROWED SECURITIES

EXHIBIT C

ZERO REINVESTMENTS

N/A

EXHIBIT D

ESCROW AGENT SERVICES FEE SCHEDULE

11.B. Discuss and Consider Approval of Group Benefits Risk Pool Plan Design Changes and Employee Medical and Dental Plan Premium Recommendations for 2026

11.C. Discuss and Consider Approval over $50,000 for the Purchase of Buses

LONGHORN BUS SALES
A HOLT TRUCK CENTERS COMPANY

Bryan I.S.D.

Date: September 8, 2025

Body Manufacturer: IC Corp	Model: C3411 CE SCHOOL BUS
Chassis Manufacturer: IC Corp	Model: PB110 (*2026*)
Capacity: 77 Passengers	Number of units: 2
Price/Unit: $149,967.00	**TOTAL: $299,934.00**

Prices are good 30 days from the date of this proposal.

Standard Body Specifications
78" headroom standard
13 rows of 3pt seats with gray upholstery
National air suspension driver seat w/ cloth insert, gray
Modesty panel under barrier behind driver
First aid kit, body fluid clean-up kit, safety triangles, 5lb fire extinguisher & belt cutter
16 ga. steel exterior body side panels
Skirt mounted battery box w/slide out tray
Full insulation (*roof & sides*)
Full length acoustical ceiling panels
Body undercoating, fire resistant
3-piece bonded windshield w/tint & L/R assist handles
Windshield wipers, w/automatic headlamp activation
Stepwell; preformed NaviFlex coated pebble tread
Black rubber flooring w/ aluminum aisle strips
School bus yellow paint w/ black rub rails & bumpers
White interior paint
Rear view mirror inside (*6 x 30*) w/ visor
Rosco mini Hawk-Eye cross over mirrors
Rosco rearview mirrors (*black, motorized, heated*)
Warning lights, 8-lamp, LED strobing; black back-ground flasher system, red lights active w/ door open
Pre-trip exterior light check
LED interior passenger dome lights
LED driver dome on separate switch
LED step well light
State spec LED exterior light package
Tail pipe, exits left side through bumper
Dash air conditioner w/ integral heater / defroster and automotive style driver controls

Chassis Specifications	
Engine:	Cummins ISB 6.7
Horsepower:	240
Torque:	560 lb-ft
Wheelbase:	276"
Transmission:	Allison 2500 6sp, 6th gen. controls
Shift control:	Stalk shifter, column mounted
Alternator:	325 amp
Battery system:	3, 12 volt 2850 CCA
Brakes:	Full air; 5" front, 7" rear
Air dryer:	Bendix AD-9SI w/heater
Front axle:	10,000#, lubricated
Rear axle:	21,000#, lubricated
Tires:	11R22.5 LRH all-position
Wheels:	8.25x22.5 black steel 2-hand hole
Fuel tank:	100 gallon between frame rails
DEF tank:	16.5 gallon
Steering, power:	Tilt w/switch controls (*4 PGM*)
Power source:	USB A & C in driver storage bin
Communication module	OTA programming w/ 5yr data plan and International 360
Fuel/Water separator:	Racor 400 series
Gauge cluster:	Premium 5" LCD color display
Air cleaner rest. gauge	Mounted on air cleaner
Cruise control	
Idle mgmt. system	
Air-ride suspension	
Warning buzzers	
Auto. slack adjusters	

Longhorn Bus Sales
9100 N. Loop East, Houston, Texas 77029
Phone: (713) 631-9306

Body Options Included	Chassis Options Included
Collision mitigation; Bendix Wingman Advanced Digital clock in driver area Drivers' area defrost fan (*left*) Drivers' overhead storage compartment AM/FM/USB Input/Aus. Input/PA system 8 Speakers, mounted in light bar Waste container; removable in driver area Handrails; dual height SS each side of entry Entry door - Air (*outward opening; full length single panel laminated door panel glass and keyed lock*) Lock; rear door w/ignition starter interlock White roof Reflective material per state specs Air stop arms; front and rear Specialty roof hatches (*2*) Four emergency E/E windows, vertical hinge Windows, passenger; laminated tint split sash LED strobe light Monitor, post trip inspection "Child Reminder" Sub floor 5/8" 5-ply plywood sub floor 84,500 BTU rear heater	Bendix 4-channel ABS brakes with electronic stability and automatic traction control Bendix Intellipark electronic parking brake w/interlock Engine exhaust brake Headlamps, halogen w/daytime running lights & automatic twilight controlled. Multi-function rotary switch left of driver black grille with chrome surround Throttle (*electronic hand control*) Warranty towing: 24 months/Unlimited miles to nearest IC bus dealer **Additional Aftermarkets and Services** PDI DOT Inspection Lettering (**BRYAN I.S.D.**) Govern speed set at 65mph Weight Slip Air conditioning 136K BTU (*2 bulkheads, 1 mid-shift and drivers dash*)

Both body and chassis specifications meet or exceed Texas School Bus Specification # 070-SB-16 for 2018.

Authorized Signature_____

All stock buses are subject to prior sale.

Buy Board fee not included. If purchasing through Buy Board, an additional $800.00 must be applied to purchase order (fee is per purchase order not per bus). Longhorn Buy Board number 722-23.

Estimated delivery is 60 -180 days from receipt of PO (dependent on whether bus is built or scheduled to build). Longhorn Bus Sales will not be held responsible for material shortages or delays due to the global COVID-19 pandemic or any other reasons outside our control of the represented OEMs (IC Corp) or third-party vendors used to complete a customers' bus equipment. A bus may be delivered without third-party products (i.e., A/C, GPS, two-way radios, camera surveillance, etc.) and will be installed when available. These shortages will not hold up invoicing of payments for delivered goods.

Longhorn Bus Sales
9100 N. Loop East, Houston, Texas 77029
Phone: (713) 631-9306

Bryan I.S.D.

Date: September 8, 2025

Body Manufacturer: IC Corp	Model: C3411 CE SCHOOL BUS
Chassis Manufacturer: IC Corp	Model: PB110 (*2026*)
Capacity: 77 Passengers seated for 59	Number of units: 1
Price/Unit: $153,017.00	**TOTAL: $153,017.00**

Prices are good 30 days from date of this proposal (all stock buses are subject to prior sale).

Standard Body Specifications
78" headroom standard
9 Rows of 3pt seats with 2-CRS 5pt positions per seat
4 Rows of 3pt seats
Gray fire-resistant vinyl upholstery
National air suspension driver seat w/ cloth insert, gray
Modesty panel under barrier behind driver
First aid kit, body fluid clean-up kit, safety triangles, 5lb fire extinguisher & belt cutter
16 ga. steel exterior body side panels
Skirt mounted battery box w/slide out tray
Full insulation (*roof & sides*)
Full length acoustical ceiling panels
Body undercoating, fire resistant
3-piece bonded windshield w/tint & L/R assist handles
Windshield wipers, w/automatic headlamp activation
Stepwell; preformed NaviFlex coated pebble tread
Black rubber flooring w/ aluminum aisle strips
School bus yellow paint w/ black rub rails & bumpers
White interior paint
Rear view mirror inside (*6 x 30*) w/ visor
Rosco mini Hawk-Eye cross over mirrors
Rosco rearview mirrors (*black, motorized, heated*)
Warning lights, 8-lamp, LED strobing; black back-ground flasher system, red lights active w/ door open
Pre-trip exterior light check
LED interior passenger dome lights
LED driver dome on separate switch
LED step well light
State spec LED exterior light package

Chassis Specifications	
Engine:	Cummins ISB 6.7
Horsepower:	240
Torque:	560 lb-ft
Wheelbase:	276"
Transmission:	Allison 2500 6sp, 6th gen. controls
Shift control:	Stalk shifter, column mounted
Alternator:	325 amp
Battery system:	3-12 volt 2850 CCA
Brakes:	Full air; 5" front, 7" rear
Air dryer:	Bendix AD-9SI w/heater
Front axle:	10,000#, lubricated
Rear axle:	21,000#, lubricated
Tires:	11R22.5 LRH all-position
Wheels:	8.25x22.5 black steel 2-hand hole
Fuel tank:	100 gallon between frame rails
DEF tank:	16.5 gallon
Steering, power:	Tilt w/switch controls (*4 PGM*)
Power source:	USB A & C in driver storage bin
Communication module	OTA programming w/ 5yr data plan and International 360
Fuel/Water separator:	Racor 400 series
Gauge cluster:	Premium 5" LCD color display
Air cleaner rest. gauge	Mounted on air cleaner
Cruise control	
Idle mgmt. system	
Air-ride suspension	
Warning buzzers	
Auto. slack adjusters	

Body Options Included	Chassis Options Included
Tail pipe, exits left side through bumper Dash air conditioner w/ integral heater / defroster and automotive style driver controls Collision mitigation; Bendix Wingman Advanced Digital clock in driver area Drivers' area defrost fan (*left*) Drivers' overhead storage compartment AM/FM/USB Input/Aus. Input/PA system 8 speakers, mounted in light bar Waste container; removable in driver area Handrails; dual height SS each side of entry Entry door - Air (*outward opening; full length single panel laminated door panel glass and keyed lock*) Lock; rear door w/ignition starter interlock White roof Reflective material per state specs Air stop arms; front and rear Specialty roof hatches (*2*) Four emergency E/E windows, vertical hinge Windows, passenger; laminated tint split sash LED strobe light Monitor, post trip inspection "Child Reminder" Sub floor 5/8" 5-ply plywood sub floor 84,500 BTU rear heater	Bendix 4-channel ABS brakes with electronic stability and automatic traction control Bendix Intellipark electronic parking brake w/interlock Engine exhaust brake Headlamps, halogen w/daytime running lights & automatic twilight controlled. Multi-function rotary switch left of driver black grille with chrome surround Throttle (*electronic hand control)* Warranty towing: 24 months/Unlimited miles to nearest IC bus dealer **Additional Aftermarkets and Services** PDI DOT Inspection Lettering (**BRYAN I.S.D.**) Govern speed set at 65mph Weight Slip Back-up Mirror, 10X30 Air conditioning 126K BTU (*2 bulkheads and drivers dash*)

Both body and chassis specifications meet or exceed Texas School Bus Specification # 070-SB-16 for 2018.

Authorized Signature_____

Buy Board fee not included. If purchasing through Buy Board, and additional $800.00 must be applied to purchase order (fee is per purchase order not per bus). Longhorn Buy Board number 722-23.

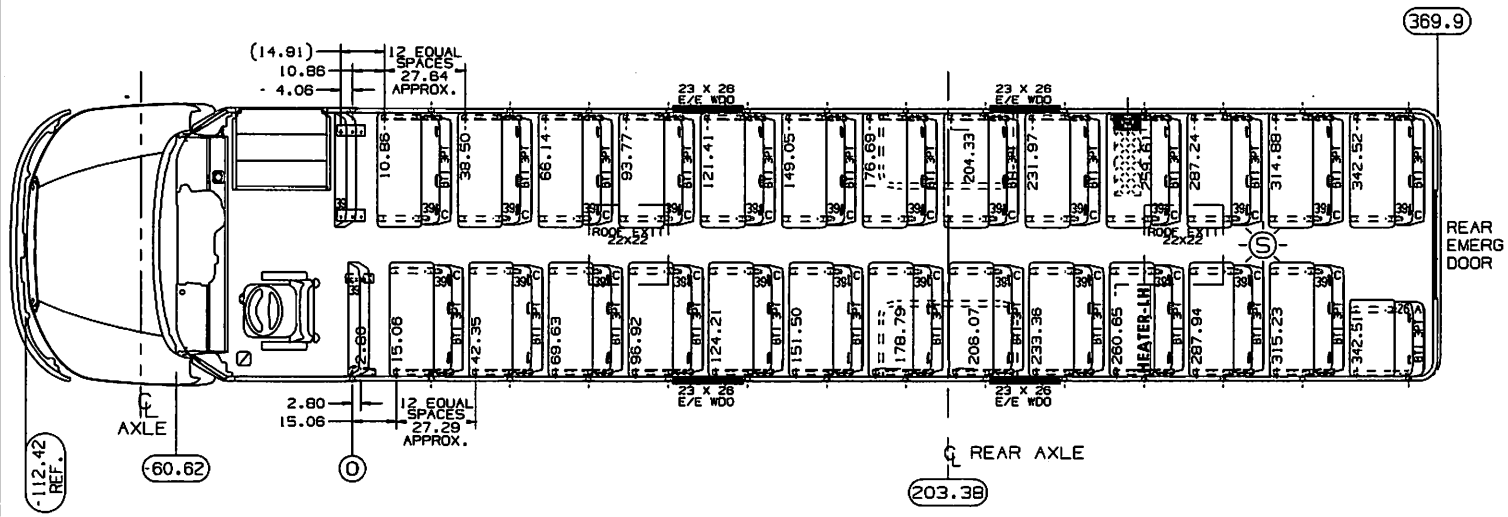
Estimated delivery is 60 -180 days from receipt of PO (dependent on whether bus is built or scheduled to build). Longhorn Bus Sales will not be held responsible for material shortages or delays due to the global COVID-19 pandemic or any other reasons outside our control of the represented OEMs (IC Corp) or third-party vendors used to complete a customers' bus equipment. A bus may be delivered without third-party products (i.e., A/C, GPS, two-way radios, camera surveillance, etc.) and will be installed when available. These shortages will not hold up invoicing of payments for delivered goods.

Longhorn Bus Sales
9100 N. Loop East, Houston, Texas 77029
Phone: (713) 631-9306

BODY PLAN

WHEELBASE 276"

PB11000, 34 FT. 11 IN., PLUS 9 RR, CAP 77



REFERENCE	0X9388A001
LINEAR MEASURE	mm / in
BODY PLAN PB11000	
DRAWN	U02A559
DATE	07SEP22
PART NO.	DM0080A001

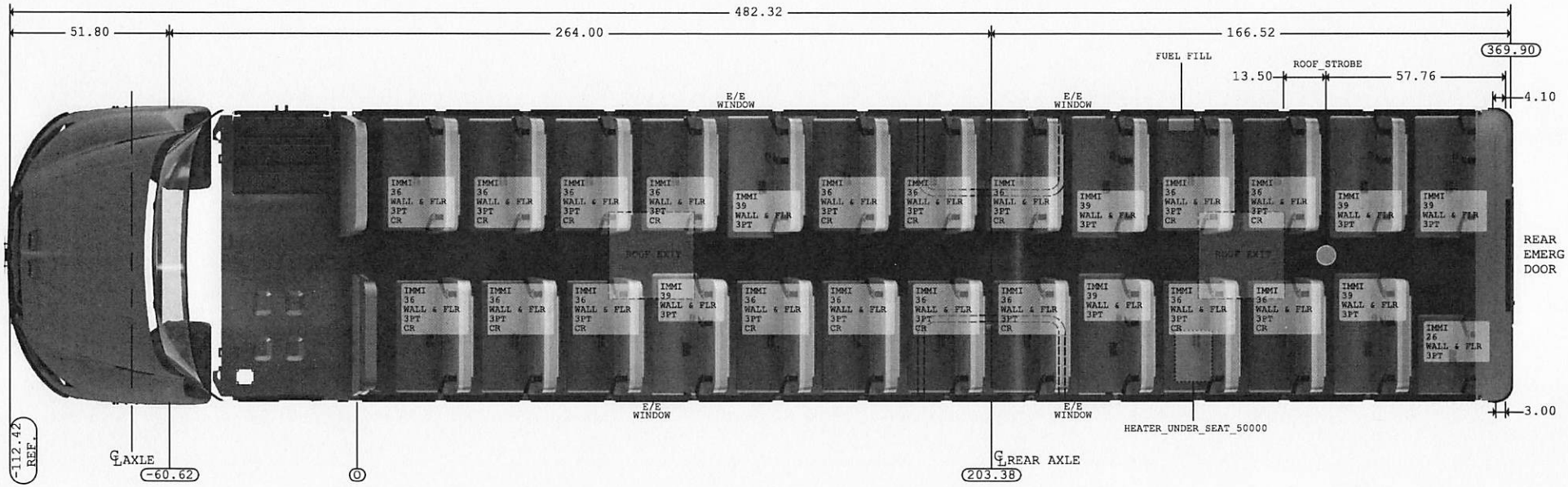
INTERNATIONAL TRUCK AND ENGINE CORPORATION

INTERNATIONAL® CONFIDENTIAL PROPRIETARY

50ZCZ/49001 REVISE ONLY ON LOGIC SYSTEM

THIS UNIT CONFORMS TO APPLICABLE FMVSS

THIS DOCUMENT IS IN ACCORDANCE WITH ASME Y14.5M-1994 AS AMENDED BY THE INTERNATIONAL TRUCK DIVISION DIMENSIONING AND TOLERANCING ADDENDUM-2000.



HIP-TO-KNEE SPACING (INCHES)+/-0.5"

SEATS	1	2	3	4	5	6	7	8	9	10	11	12	13
RIGHT	25.25	25.47	25.47	25.47	25.57	25.25	25.47	25.47	25.57	25.25	25.47	25.57	25.25
LEFT	24.98	25.20	25.20	25.30	24.98	25.20	25.20	25.20	25.30	24.98	25.20	25.30	24.98

Navistar Confidential and Proprietary
Final Body Plan is Subject to Change

11.D. Consider Approval of a Resolution Setting the Tax Rate for 2025 for the Bryan Independent School District

RESOLUTION SETTING TAX RATE FOR THE BRYAN INDEPENDENT SCHOOL DISTRICT FOR THE YEAR 2025

Date: September 22, 2025

BE IT RESOLVED, on this date, we, the Board of Trustees of the Bryan Independent School District, hereby set the tax rate on $100 valuation for the District for the tax year 2025 at a total tax rate of $0.9469 to be assessed and collected by the duly specified assessor and collector as follows:

$0.6769	for the purpose of maintenance and operation, and
$0.2700	for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

The total proposed ad valorem tax rate of $0.9469 is equal to the 2024 rate.

For the Maintenance and Operations portion of the tax rate:

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S RATE.

In certification thereof this 22nd Day of September 2025.

Signed: _____

President

(SEAL)

Attest: _____

Secretary

11.E. Consider Approval of the 2025-2026 Campus Improvement Plans

CAMPUS IMPROVEMENT PLANS

PRIORITY FOCUS AREAS FOR ACADEMIC IMPROVEMENT

September 22, 2025



Children First. Always.

Alignment

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

Goal 1	**Support the academic and post-secondary success of every student.**
Goal 2	**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.**
Goal 3	**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.**
Goal 4	**Actively partner with students, families, staff, and the community to promote collaborative stakeholder engagement to achieve the district's vision.**
Goal 5	**Ensure a physically and emotionally safe and secure learning environment while welcoming all students, staff, and visitors.**



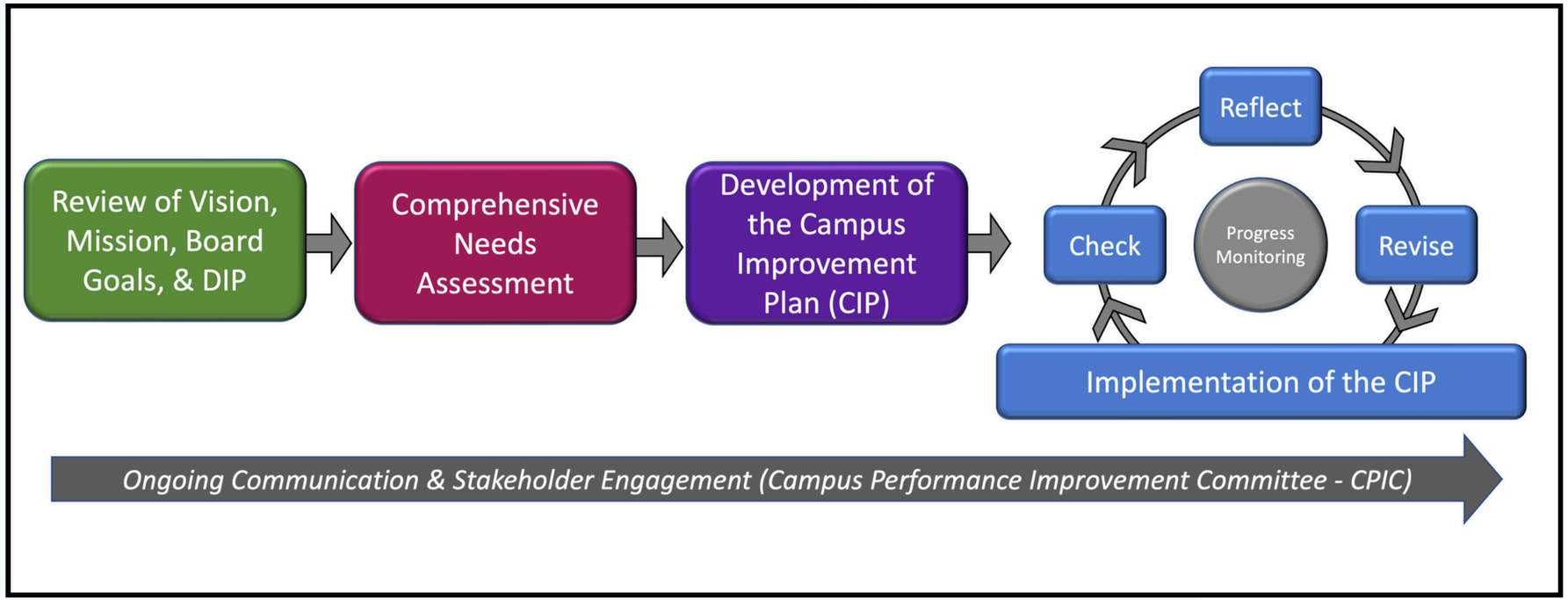
Development of Campus Improvement Plans

Required by both the State and Federal governments

- **Required elements: Comprehensive Needs Assessment, Measurable Objectives for Student Performance, Strategies, budget, and Defined Timelines**

Campus Performance Improvement Committee (CPIC)

- Reviews Comprehensive Needs Assessment
- Development of Campus Improvement Plan
- Periodic review of Campus Improvement Plans



Shared Ownership & Support

- **C&I Support Walks**: curriculum coordinators walking classrooms once per six weeks with campus administration
- **Foundations Trend Data Walks**: data collection for the implementation effectiveness of the Safe and Civil Schools program.
- **Campus Support Team**
  - Purpose: A dedicated team of district staff from teaching and learning and school leadership to provide on-campus support and partner with campus administration by focusing on student achievement and school climate/culture.
  - Review of data and campus needs; streamline support efforts and schedules
  - Classroom walks for learning; identify campus strengths and needs to support student achievement
  - Review campus improvement plan progress; adjustments as needed
- **Texas Instructional Leadership**
  - Funded through the LASO grant, the focus is on grades 5-8.
  - Provides training and coaching support to campus administrators on supporting teachers through instructional coaching cycles.



Student Achievement and Growth



Jones Elementary

- AVID schoolwide implementation
- Professional Development Focus
  - Academic Language
  - Speaking & Writing
- School Culture
  - Capturing Kids Hearts
  - Ron Clark House System



Long Intermediate

- AVID Focus Schoolwide
- Reshaping Instructional Strategies and Teacher Lesson Implementation
- Bilingual IC with a Focus on our EB Population



SFA Middle School

- Improving Math & Reading Achievement
- Closing Achievement Gaps for Special Populations
- Highly Qualified Professional Staff



Bryan High School

- Meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.
- Equip all students with the knowledge and skills necessary for postsecondary success.

Jones Elementary

- **AVID Schoolwide Implementation**
  - Progress Monitoring aligned with Teacher & Student Goal Setting
  - Academic Vocabulary
  - AVID Strategies: Note-Taking, Planners, collaborative structures

- **Staff Professional Development** targeting improvement in **Reading and Math** as well as improvement on **TELPAS**
  - Academic Language
  - Opportunities for Speaking & Writing

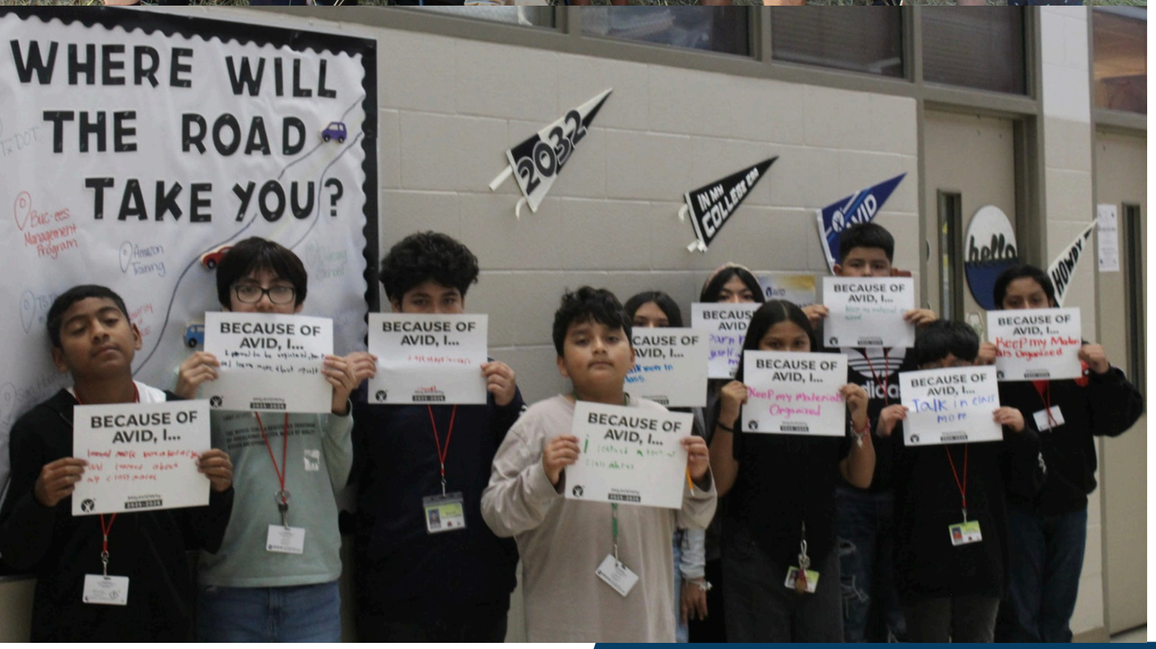
- **School Culture**
  - Our goal is to foster strong, positive relationships between students and educators and to create a positive, engaging school climate through the implementation of:
    - Capturing Kids Hearts
    - Ron Clark House System











Long Intermediate

Schoolwide AVID Implementation

- Focused note-taking, student planners, WICOR strategies
- Progress monitoring and individualized goal setting

Reshaping Instructional Strategies and Teacher Lesson Implementation

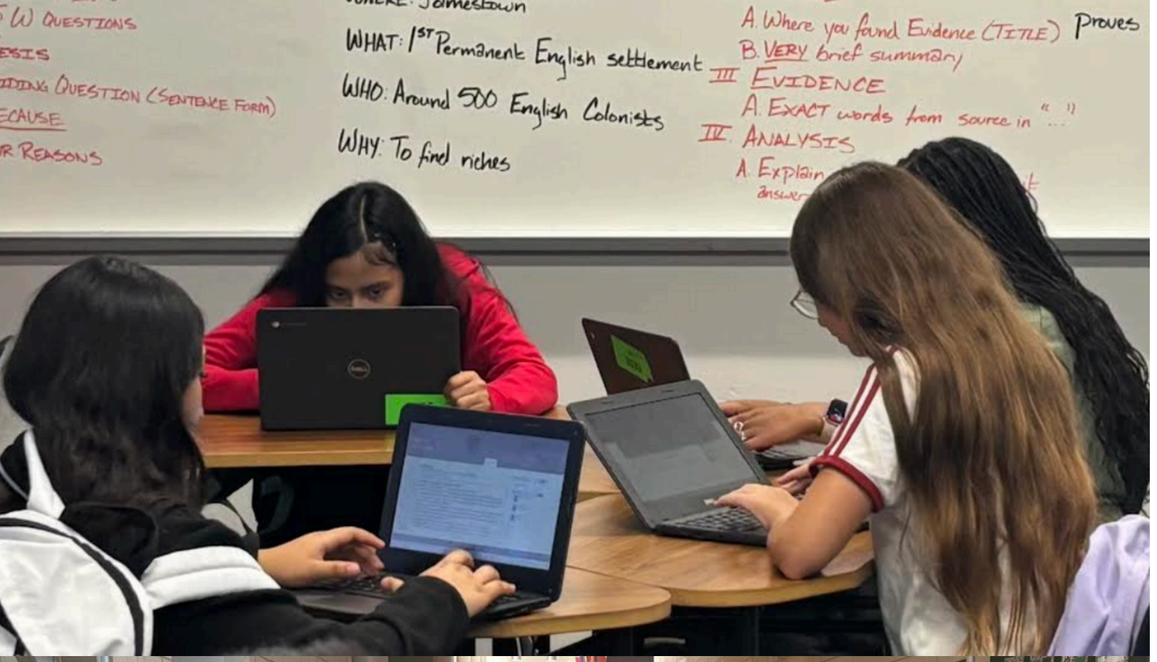
- PLC planning centered on lesson internalization & data focus
- Increased rigor for higher student achievement

Bilingual Instructional Coach

- Targeted support for EB students
- Schoolwide strategies benefiting all learners
- Implementation of Summit K12 and Seidlitz strategies

Texas Instructional Leadership (TIL - LASO Grant)

- Admin coaching to build teacher capacity in the classroom





SFA Middle School

Improving Math & Reading Achievement

Raise student performance in math and reading by strengthening instruction, embedding literacy practices, and expanding opportunities for academic growth.

- Data Digs & Student Goal Setting
- Vocabulary Focus
- Extended Tutorials (Before/After School)
- Literacy: Note-Taking, Planners
- Independent Reading & AVID Strategies

Closing Achievement Gaps for Special Populations

Close achievement gaps for English Learners, At-Risk, SPED, and economically disadvantaged students through targeted interventions and specialized instructional supports.

- Summit K12
- Small Groups & MTSS Supports
- Campus-Wide Seidlitz Strategies

Highly Qualified Professional Staff

Recruit, retain, and develop highly qualified teachers by ensuring certification and providing ongoing professional learning that builds instructional expertise.

- 100% Certified or Enrolled in Certification Program
- 20+ Hours Targeted Annual PD
- GT Training



Bryan High School

- **Meet the educational needs of every student.**
  - Increase the student performance on EOC exams
  - Provided at-risk students with recovery opportunities

- **Support a culture and climate that encourages a shared responsibility for a physically and emotionally safe learning environment, which fosters engagement in both academic and extracurricular activities.**
  - Utilize CHAMPS, AVID, and Foundations resources
  - Increase attendance rate
  - Increase parental involvement

- **Equip all students with the knowledge and skills necessary for postsecondary success.**
  - Increase the number of students meeting CCMR

CAMPUS IMPROVEMENT PLANS

PRIORITY FOCUS AREAS FOR ACADEMIC IMPROVEMENT

September 22, 2025



Children First. Always.

Bryan Independent School District

Bonham Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2025, the Bonham CNA committee met on May 9 and May 13, 2024, in order to determine strengths and weaknesses based on a comprehensive needs assessment of the entire school. The planning committee was composed of administrators, teachers representing all levels, parents, SPED staff, and administrators. Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs. Data sources analyzed by the committee included student and staff surveys, achievement data (MAP, STAAR DBAs, CIRCLE), TTESS, AR reports, eSchool rosters (SPED, GT, ethnicity, migrant, homeless, dyslexia, speech, at-risk, emergent bilingual) for demographics, and 5Lab reports (attendance and discipline). As a result of the needs assessments, the following areas of strengths and needs emerged.

Strengths:

- Diverse student population
- High family engagement at all events
- Discipline incidents down by 75%
- Effective implementation of Safe and Civil School and the Foundations team

Needs:

- Our attendance was 95.73%.
- Not enough projected growth for Kindergarten and 1st grade for Reading and Math MAP.
- SMART snacks for PFE
- PFE Resources and Materials
- PFE Childcare
- Interventionist to support student achievement that will pull small groups
- Attendance incentives for students, staff, and families, such as treats, snacks, and lunches every 6 weeks.

Due to the needs assessment, improved attendance, growth in STAAR, parent family engagement activities, and TIER 1 partnered with CHAMPS behavior in the classroom were identified as needs in the classroom.

Title 1 Element 1

Demographics

Demographics Summary

Demographics Summary

Bonham Elementary School is an elementary school in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 84,000 (Census Bureau, 2020). Of these individuals, 18% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is $49,181 with 23.5% of the people living in poverty (Census Bureau, 2020). Just over 80% of individuals over 25 have a high school diploma and 28% have a Bachelor's degree or higher.

For the 2024-2025 school year, Bonham Elementary School is a Pre-K thru 4th Title 1 Campus that sits North of Bryan. Bonham Elementary offers 6 programs: Pre-Kindergarten, General, Bilingual Education, SAILS (Lifeskills) and BEST (Behavior, Emotional Support Team). Bonham Elementary is composed of 563 students, which is the same number of students enrolled for the 23-24 school year. Of those students, 76.96% are Hispanic, 11% are White, 8.85% are African-American, and 2.34% are multi-racial (12). Approximately 41.39% (233) of our students are Emergent Bilingual, 4 are migrant students. 52% of our students qualify for free lunch (293), 0.19% qualify for reduced lunch (11) and 82.5% (465) are economically disadvantaged, and 69.09% of our students are at-risk (389). Bonham is a diverse campus, where our demographics continue to change and evolve with our growing community. We now serve 143 Special Education students, which is an increase from 123. We serve 7-504 students, 25-GT students, and 1 foster care student, and 11 of our students qualify as homeless. Last year we had 47 students who qualified for dyslexia services and this year the number increased to 64.

There are 35 total teachers at Bonham. Of that number, 4% are African American, 51% are White, and 43% are Hispanic. The average experience of our teachers is 10-15 years which is about the same from last year's average.

Demographics Strengths

-Diverse student population
-Supportive families that attend parent engagement activities
-Average teacher experience is 10-15+ years
-44% of students have been referred to Multi-Tiered Support System meetings.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 69.09% of Bonham students are identified as at-risk.
Root Cause: Most staff are not prepared, or have the experience, tools or background to meet the academic, behavior, social, and emotional gaps to best meet the needs of the students.

Student Learning

Student Learning Summary

For 2024, Bonham Elementary School had an Overall Score of 71. The Student Achievement Rating was a 67-D, the School Progress Rating was 72-C and the Closing the Gaps Rating was 69-C. Based on calculations, Bonham Elementary had an overall Domain Rating of a 69- D.

For 2023, Bonham Elementary had an overall Domain Rating of C. The Student Achievement Rating was C, the School Progress Rating was B, and the Closing the Gaps Rating was C.

There were no Distinction Designations for 2024.

STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from previous years cannot be made.

Students performed at or above the state average at Meets Grade level for the following grades/subjects: 4th Grade Math

0.7% of Emergent Bilingual students taking online TELPAS in grades 2nd-4th reached a composite score of Advanced High.

As we reviewed students' academic performance, the following strengths and weaknesses were identified:

In an effort to meet the needs of students at-risk of falling behind and not showing projected growth on MAP, CIRCLE and STAAR, we have academic interventionists and instructional coaches that provide support, assistance, push-in and pull out interventions

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 can effectively gather, analyze, and utilize the data.

Student Learning Strengths

-Tutors, and instructional assistants pushed into support interventions for targeted instruction
-Kinder had 54% met growth goal on Math and 44% on Reading MAP
-2nd had 66% met growth goal on Math and 53% on Reading MAP
--4 points earned on 2024 TELPAS for students growth from the previous school year.
-74.2% of Emergent Bilinguals met the standard on STAAR 2024 Math 3rd grade, now in 4th
-Goal setting and tracking progress

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not reaching projected growth from the beginning of the year on MAP to the end of the year.
Root Cause: Teachers do not know how to reach the varying needs, and levels and motivate students so that they perform and show the expected growth

School Processes & Programs

School Processes & Programs Summary

Practices in staff recruitment, hiring, and placement: Hiring committee consists of administrators, counselor, instructional coaches, and one to two teachers. Applications are reviewed, and candidates with good references are called in to be interviewed, and the decision is made by the committee. Teaching assignments have been a priority and have helped establish higher academic success.

The master schedule includes 55-minute “specials time” for teacher conference time. Grade levels will have 2 days designated for PLC during specials time for Kindergarten through 4th grades. Math will be planned on Tuesday, and English Language Arts, Science, and Social Studies will be planned on Wednesdays. The master schedule includes a 40-45-minute intervention time called “Buc Block” where interventions with teachers and tutors, Speech, GT pull out, and Resource time all take place during this time. Also, lesson plans include intervention plans that include skills and activities to be addressed, along with student names. Grade levels are planned collaboratively to design aligned, rigorous, and engaging lessons that will impact student achievement. Data analysis and data talks take place after the MAP online assessments, including filling out progress charts that provide teachers with skills and grouping information. The same is done for concept quizzes, DBAs, MAP, and Pre/Post STAAR-aligned exams. Progress monitoring did occur with our 3rd and 4th graders for teacher accountability, as well as having the opportunity to talk about kids and see how the teacher is maintaining documentation and keeping up with information. Teachers have a voice at Bonham and are provided the opportunity to provide input on improving student achievement during data analysis, data discussions, and progress monitoring, as well as when data is shared with the campus during faculty meetings.

Specials include P.E., Art, Music, and computer, where students rotate during the teacher conference time, and for the extra specials, library, and counselor are added to the rotations. We instituted a 50-minute PLC and team planning block every week to develop and nurture teacher content knowledge where an administrator is present and teachers talk about the standards and discuss ideas for lessons, stations, reteach, and extension ideas. 2nd through 4th-grade students use the program, "Keyboarding without Tears," and keyboarding skills to support with online testing of DBAs. benchmarks, STAAR ELA/R and TELPAS.
We hired three professional tutors to deliver targeted reading and math interventions in our neediest classrooms.

Imagine Math is a math-approved online program that helps students with their Math skills by motivating, encouraging, and helping our students, but also guarantees that when a student passes 30 lessons, they have grown a Math level. There are prizes for Kindergarten to 4th grade for students who pass 30+ lessons. We also have Star SAILors 100 principal club with the principal and 100 point club t-shirts with many fun prizes in between, which are in place for students as they reach these goals.

Bonham’s leadership team consists of the Principal, Asst. Principal, Counselor, 2 Instructional Coaches, and Interventionist. The team meets weekly to discuss teacher needs, walkthrough schedule, PLC plans, look at teacher and academic data, and other needs. Walk-through, testing, CHAMPS walk, curriculum, and bilingual walks data and leadership meetings help determine the professional development needs.

We have an effective Multi-Tiered Support System (MTSS). The team will meet weekly on Thursdays with teachers to address student academic and behavioral issues that may arise, and when there is a need. With MTSS, concerns will address academic, behavioral, social, and emotional. Over 250 MTSS meetings have been held this year.

Bonham's BEST program (Behavior, Emotional, Social Team) serves as a behavior support team for special education students who have specific learning and emotional disabilities, as well as students who are on the spectrum for autism. All BEST students are zoned for Bonham. The students are placed in the general education setting except for one student, who was self-contained and provided social, emotional, and behavioral support through the BEST program. We have two SAILS units for Special education students who are diagnosed with specific intellectual disabilities, cerebral palsy, and other disabilities that require assistance. Special Programs at Bonham include Pre-K, Bilingual, BEST, and SAILS.

We have an interventionist who wears many hats. She knows the needs of our students and has great relationships with our tutors and college students. She pulls reading intervention groups and works closely with our tutors to provide intense instruction and interventions to our struggling learners.

We have a strong and successful Mentor/Mentee program entitled “Newbies on the Block.” New staff are assigned a mentor and meet monthly with the support and guidance of our new Mentor

Coordinators, who plan, prepare, and facilitate the meetings, as well as attend meetings and trainings throughout the year, and many check-ins with mentor and mentee.

Bonham continues to have a Safe and Civil School in place with a solid Foundations team that has worked hard to implement a dismissal and restroom policy. Bonham's Guidelines for Success of SAIL are used consistently in and out of the classrooms, as that is our campus-wide expectation for how we engage and interact, and follow school-wide expectations for behavior and expectations.

Program	Participation Rates
SPED	19.68%
ESL	1.08%
EB	38.27%
Eco Dis	82.5%
GT	2.89%
Dyslexia	6.32%
Section 504	1.81%

School Processes & Programs Strengths

-Strong mentor program "Newbies on the Block"

-Buc Block built-in intervention time

-55 minute conference period for teachers

-Effective implementation of Foundations-Safe and Civil Schools for the 3rd year.

-Effective guidance classes in K-4 classrooms

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The majority of incidents take place in the classroom.
Root Cause: Incidents and referrals are high in the room due to the lack of consistency and appropriate strategies to support teachers in managing classroom behaviors.

Perceptions

Perceptions Summary

Bonham has created a family culture where our students, staff, and families feel welcomed and appreciated. Many who come to visit our school are always complimentary of the positive school culture and climate that is felt when you enter the building, and even more so when you see our students and staff engaged in teaching and learning. Bonham is a generational school where students have parents and even grandparents who attend. Bonham is a diverse, family-oriented learning environment where the staff, students, families, and community treat one another like family and all feel valued. Based on the Spring 2025 Employee Data Survey, 95% enjoy coming to work most days. Bonham staff believe all children can be successful and will do whatever it takes to help students be successful. As a parent states, “Wonderful school, teachers, and staff. Always feels welcoming, safe, and caring.”

Bonham has embraced Essential 8 and daily social skills lessons and has just completed its third year of implementation. Based on the Spring parent survey, 83% of families have seen the positive impact of the E8 initiative. Bonham’s Mission Statement is, “The students, staff, and families at Bonham Elementary empower all students to reach their fullest potential in a safe and encouraging learning environment that provides the necessary tools for them to be life-long learners and productive members of their community.” Bonham's Motto is “SAIL the course to success.” We will continue with parts of positive behavior implementation support while bringing in safe and civil school initiatives and training.

In general the number of discipline incidents has decreased tremendously as compared to previous years. The frequent offenses are punching/ hitting, action to cause disruption and damage/and vandalism.

This year’s staff survey indicates that 100% agreed that:

-The school does a good job helping students develop skills to manage social and emotional needs

-Staff at school recognized students for positive behaviors.

-Staff interactions with students are generally more positive than corrective.

-Overall quality of education provided by Bryan ISD is excellent/good.

Parent/family participation in campus events has increased compared to prior years. The most attended events were: the events held and scheduled around the Thanksgiving Lunches with the Parents and Grandparents, and the Big Spring into Learning event at Bonham Park.

Parents/families listed work schedules and family schedules as the greatest barriers to participation.

Parent survey indicated that 97% feel comfortable talking to someone at the school about their child's behavior. 97% say that the school sees them as a partner in their child's education, 92% express that they feel welcome in the school, 95% of the staff care about their child, and 92% agree that this school is a friendly place.

Perceptions Strengths

- High family engagement at all events, especially the Spring one at the park
- 95% of staff enjoy coming to work most days.
- The referral count is down 80% over the last 2 years.
- 92% of students feel safe at school.
- 100% of students say their teachers want them to do their best in school
- 100% of students say they know what to do when there is an emergency,
- 97% of the parents see themselves as partners in their child's education
- 100% of staff agree that the Foundation is working to help solve school-wide behavior issues

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Most of the behavior incidents take place in the classroom.
Root Cause: Teachers need continued training to support behaviors that could escalate into repeated referrals.

Problem Statement 2: About 18% of parents and staff do not feel like bullying is addressed effectively.
Root Cause: There is a need for more lessons, awareness, and training for families, students, and staff with regard to what bullying is and how to handle and report it.

Priority Problem Statements

Goals

Goal 1: Bonham will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 1: By the end of the 2025-2026 school year, Bonham teachers will implement best practices in order to ensure all students exhibit growth on assessments as evidenced by STAAR, district assessments, and universal screeners.

High Priority

Evaluation Data Sources: STAAR, MAP, DBA and CIRCLE data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Bonham will provide the opportunity for all students to meet state standards by providing core content area teachers to increase their competency in the utilization of detailed lesson planning through weekly planning with instructional coaches (PLC) with the inclusion of mastery checks, district assessments, and the progress monitoring of student mastery. Grade-level representation will be in attendance at district collaborative meetings to ensure a well-rounded education where all (LEP, AA, ED) children meet the state's approaches, meets or mastered levels of performance. **Strategy's Expected Result/Impact:** Walk throughs, lesson plans **Staff Responsible for Monitoring:** Campus Admin., Lang. Arts Instructional coach, teachers			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Bonham will address the needs of all students, particularly those at-risk of failing state standards with the guidance and monitoring of a reading interventionist, consistent and strong implementation of the MTSS/RTI process will be used to guide teachers with implementation of intervention strategies that meet the needs of low performing and at-risk students to include guided reading, K-12 Summit, Imagine Math, MAP, interventions, and small group instruction to align the number of students receiving special education services to the demographic breakdown while increasing the quality of learning time and help to provide an accelerated curriculum and close the learning gap that we are still seeing from the pandemic. **Strategy's Expected Result/Impact:** Increased academic achievement of low-performing students, close gaps **Staff Responsible for Monitoring:** Campus Admin. Instructional coaches, Interventionists **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional/Reading Interventionist - Title I, A, - Title I, A - $1,592			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Bonham will increase learning time and provide a well-rounded education by providing effective and timely additional assistance to increase the amount and quality of learning time which may include tutoring/in-class assistance, interventions provided by the interventionist, teachers, and tutors will be provided before, during, and after school, as needed to meet the needs of low performing or at-risk students, including economically disadvantaged, Emergent Bilinguals, Hispanic African American, SPED students. SMART snacks will be provided. **Strategy's Expected Result/Impact:** Improved student achievement data **Staff Responsible for Monitoring:** Campus Admin., instructional Coaches, Teachers **Funding Sources:** Professional for support - Title I, A - $25,000			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Fourth-grade teachers will analyze student STAAR Math and Reading data from the third-grade STAAR to target specific skills students did not show mastery, and third-grade teachers will analyze MAP Reading and Math data from second grade to make a plan to strengthen those skills during intervention time. **Strategy's Expected Result/Impact:** Student Achievement Data-STAAR, for Reading and Math, MAP data **Staff Responsible for Monitoring:** Campus Admin, Teachers, Instructional Coaches			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: SPED students will receive instruction in the least restrictive environment determined by the ARD committee and according to the IEP to potentially increase the number of students/minutes served in class to strengthen the academic program and increase the amount and quality of learning time for a well-rounded education. **Strategy's Expected Result/Impact:** Increase achievement of SPED students **Staff Responsible for Monitoring:** Camus Admin, SPED teachers,			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Assessment for learning will be ongoing, and instructional decisions will be based on data from assessments. Use of MAP testing, Mastery checks, Concept Quizzes/Checks, and DBAs, with effective and timely additional assistance provided for students, as deficiencies are identified. Reading teachers will utilize guided reading notebooks to include weekly anecdotal notes, monthly running records, and a reading tracking sheet to show how students will reach the minimum to the recommended reading level. Math teachers will use tracking sheets for progress, mastery checks, and concept checks to monitor progress. **Strategy's Expected Result/Impact:** Increase student mastery **Staff Responsible for Monitoring:** Campus Admin., Instructional Coaches, Interventionist			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Admin and instructional coaches will regularly progress monitor with grade levels in order to identify struggling students and to track and monitor progress of high-achieving students. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Campus Admin., Teachers and Instructional Coaches			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Identify students who may have a physical or mental impairment that affects one or more major life activities and may be at-risk, who may be eligible for 504 accommodations. Progress will be reviewed annually. 100% of teachers will implement the accommodation plan. **Strategy's Expected Result/Impact:** Increase student achievement through appropriate accommodation plans. **Staff Responsible for Monitoring:** Campus Admin., Counselor, Teachers			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: Combine campus funds, Title 1, SCE, and district funds to reduce disparity in performance on state assessments between students in at-risk situations and students not identified as at-risk, including the utilization of instructional coaches for teacher development and student intervention to strengthen the academic program. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Campus Admin. Instructional Coaches, Interventionist			

Strategy 10 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 10: Create a master schedule that includes time for grade levels to collaborate on lesson plans and the utilization of data to meet the individual needs of students and includes "Buc. Block" intervention time. Explicit guidelines and expectations with a monitoring piece by the administration will be utilized for the fidelity and effectiveness of "Buc Block" intervention time. **Strategy's Expected Result/Impact:** Increase student achievement and maximize instructional minutes **Staff Responsible for Monitoring:** Campus Admin, Instructional Coaches, Teaches, Interventionist, Tutors			

Strategy 11 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 11: K-3 certified core content teachers who are new to teaching or Texas will participate in a reading academy throughout the school year, provided by the district through TEA, to increase teachers' competency in the science of teaching reading. **Strategy's Expected Result/Impact:** Increase reading levels and proficiency of all students **Staff Responsible for Monitoring:** Campus Admin., Reading Instructional Coach			

Strategy 12 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 12: Teachers will conduct goal-setting conferences with each student to discuss goals and strategies to improve in order to increase student ownership of learning. Goals will be monitored every 6 weeks. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Bonham will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 2: By increasing student-centered experiences and differentiation through small-group targeted instruction, interventions, and tutoring, the MAP median percentile will increase from BOY to EOY.

Evaluation Data Sources: BOY, MOY, EOY MAP data, DBAs

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teachers will provide differentiated instruction to meet the needs of low-achieving students and enrich the curriculum for high-achieving students. **Strategy's Expected Result/Impact:** Student Achievement, Teacher Observation Data and lesson plans **Staff Responsible for Monitoring:** Campus Admin., Instructional Coaches, Interventionist, Teachers			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Teachers will continue to increase the effectiveness (rigor, accountability, differentiated) of literacy and math workstations increasing the academic performance of all students including those identified as at-risk. **Strategy's Expected Result/Impact:** Teacher observations, increased student achievement and lesson plans **Staff Responsible for Monitoring:** Campus Admin., Instructional Coaches, Teachers, Interventionist			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Provide sufficient opportunities for discovery and inquiry-based learning, critical thinking, problem-solving and student-directed service-learning projects to increase relevancy and ensure a path to graduation and post-secondary success via: authentic learning experiences, academic games, field trips, "real reading" materials/experiences, hands-on learning **Strategy's Expected Result/Impact:** Teacher Observation Data **Staff Responsible for Monitoring:** Campus Admin., Teachers, Instructional Coaches			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Educational Instructional Assistant will provide additional academic support for at-risk students in a timely manner. **Funding Sources:** - Title I, A - $33,793			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Bonham will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 3: Bonham will provide a comprehensive MTSS framework to include a system of prevention, screening, and monitoring, a structure for accountability, and support in an effort to improve student outcomes.

Evaluation Data Sources: Branching Minds, Eduphoria

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Provide professional development at the beginning of the year and throughout the year to clarify and deepen the understanding of teachers about the MTSS process, movement between tiers, and levels of support within the classroom and outside of the classroom. Professional development for implementing strategies in Tier 1, 2, and 3 instructions. **Strategy's Expected Result/Impact:** PD Agenda, PLC meetings, Branching Minds **Staff Responsible for Monitoring:** Campus Admin., Conselor, Interventionist			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Regular MTSS meetings will be held for students struggling academically or behaviorally in order to plan for and monitor the effectiveness of research-based Tier 2 and Tier 3 interventions. **Strategy's Expected Result/Impact:** Growth in the targeted area, increased student achievement, targeted and timely interventions, identification of students for dyslexia, SPED or GT referrals **Staff Responsible for Monitoring:** Campus Admin., Counselor, Interventionist, Teachers			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Progress monitoring and data review meetings to discuss students with regards to interventions, the needs of students, progress, and any other information to be shared. **Strategy's Expected Result/Impact:** Meeting records in Branching Minds **Staff Responsible for Monitoring:** Campus Admin. RTI/MTESS Team			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Teachers will utilize Branching Minds program for MTSS/RTI process and interventions for struggling students academically, socially, and behaviorally. **Strategy's Expected Result/Impact:** To record, document, and track the progress of student response to interventions with regard to academics and/or behavior. **Staff Responsible for Monitoring:** Campus administrators, interventionist, and Counselor			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Students who make little or no reading or math progress will be brought to the MTSS/RTI committee to discuss concerns. Interventions will be discussed and an intervention chosen and documented in Branching Minds. The reading/math teacher will implement the reading and/or math interventions and will collect progress monitoring data during the intervention. **Strategy's Expected Result/Impact:** Increase in screener results, MAP Reading and Math, and STAAR Reading and Math Results **Staff Responsible for Monitoring:** Campus Admin., Counselor, Teachers, Interventionist			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Bonham will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 4: All students will develop a love of reading, will read at grade level, and will acquire comprehension strategies.

Evaluation Data Sources: BOY, MOY, EOY MAP results, DBA's, Reading Benchmarks, Guided reading binder information and anecdotal notes, MTSS data, Reading STAAR

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Data PLC--K-4 language arts teachers will meet a minimum of one time per six weeks to discuss CIRCLE (PK) mClass screener (Kinder), MAP data, guided reading, and running records (reading the progress of each student), DBA and Reading Benchmarks. Instructional decisions will be made based on reading progress while focusing on individual students and needs. **Strategy's Expected Result/Impact:** Improved results on guided reading levels based on anecdotal notes, increased scores on screeners, DBAs and MAP Data, Benchmarks. **Staff Responsible for Monitoring:** Campus Admin, LA IC, K-2 teachers			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Kindergarten to 2nd-grade teachers will provide guided reading daily. Teachers will collect data through anecdotal notes and fluency probes. Grades 3 & 4 reading teachers will provide guided reading daily to students reading below level. Teachers will collect data through anecdotal notes and fluency probes. **Strategy's Expected Result/Impact:** Increase both fluency and comprehension in students **Staff Responsible for Monitoring:** Teachers, LA IC, Principal, AP			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: PK-4 Reading teachers will use reading computer programs to supplement their reading instruction in order to promote, encourage, and supply literacy such as Accelerated Reader, Frogstreet (PreK), iRead (SPED), PebbleGo, EPIC, etc. to aid in the success with reading on level. **Strategy's Expected Result/Impact:** Promote, encourage and support literacy in order to increase Reading scores in MAP and STAAR. **Staff Responsible for Monitoring:** Principal, AP, Lang. Arts IC, Interventionist, and teachers **Funding Sources:** Pebble Go - Title I, A - $3,000			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Administrator and ELA IC will meet weekly with all K-2 teachers and 3rd and 4th-grade reading teachers to plan meaningful, rigorous engaging reading instruction based on new Reading TEKS and curriculum for PLC with aligned resources to support foundational skills and literacy in small groups for reading and writing. **Strategy's Expected Result/Impact:** Increased reading progress, progress on Reading DBA's and Reading Benchmarks **Staff Responsible for Monitoring:** Principal, IC **Funding Sources:** Language Arts and Foundational support materials to support foundational skills and literacy in small groups - Title I, A - $2,500			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: New hires K-4 and SPED-certified core content teachers will participate in TEA Reading Academy throughout the 24-25 school year provided by the district through TEA to increase teachers' competency in the science of teaching reading. **Strategy's Expected Result/Impact:** Increase reading levels of students. **Staff Responsible for Monitoring:** Bonham Leadership Team			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Bonham will partner with TAMU and participate in the REVed up Reading program with 2nd grade. **Staff Responsible for Monitoring:** Administration, 2nd Grade Teachers, Interventionist **TEA Priorities:** Build a foundation of reading and math			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Bonham will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 5: Students will become proficient problem solvers and will use mathematics in everyday life.

Evaluation Data Sources: Concept checks, concept quizzes, mastery checks, Math DBA's, Math Benchmarks, Imagine Math, STAAR Math 2024

Strategy 1 Details	Reviews		
Strategy 1: Math/small group instruction and stations in Math with hands-on experiences and accountability in place to meet the diverse needs of students based on their individual levels. **Staff Responsible for Monitoring:** Math IC, Teachers, Administrators	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: PreK to 4th Grade Math teachers will purposefully teach meaningful math vocabulary aligned with scope and sequence by using visuals, and effective strategies providing stations/activities with vocabulary. **Strategy's Expected Result/Impact:** Increase math vocabulary of students in speaking reading, and writing. Increase results of Math concept check, quizzes, mastery checks, DBAs, Benchmarks and Math STAAR **Staff Responsible for Monitoring:** Principal, AP, Math IC and Teachers	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Administrator and Math instructional coach will plan weekly with all math teachers. Plans will include new stem scopes based on the 5 R- # model with effective strategies and activities that are highly engaging, rigorous, and allow students to think at high levels ensuring that lessons are aligned, data-driven and address re-teach and enrich components. **Strategy's Expected Result/Impact:** Increase results of Math concept check, quizzes, mastery checks, DBAs, Benchmarks and Math STAAR **Staff Responsible for Monitoring:** Admin. Team	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Math instructional coach will support all new or struggling math teachers by observing in math classrooms and providing feedback, model teaching in classrooms, recommending math resources etc. **Strategy's Expected Result/Impact:** Increase Math teacher content knowledge and math achievement for students **Staff Responsible for Monitoring:** Admin. Team	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Students in grades PreK to 4 will be provided math manipulatives, supplemental aids, designated supports, and accommodations as needed per math planning, RTI, LPAC, 504 and special education. **Strategy's Expected Result/Impact:** Increase results of Math concept check, quizzes, mastery checks, DBAs, Benchmarks and Math STAAR 2024. **Staff Responsible for Monitoring:** Admin. Team, Teachers and Math IC			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: K-4 students will utilize math computer programs and Apps per the math curriculum and district recommendations including-- Imagine Math, Greg Tang, etc. These will be used during computer lab, station rotations during Math, and after school to supplement Math instruction and provide target instruction **Strategy's Expected Result/Impact:** Increase results of Math concept check, quizzes, mastery checks, DBAs, Benchmarks and Math STAAR 2024 **Staff Responsible for Monitoring:** Admin. Team, Teachers and Math IC			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Math manipulatives to support foundational and concrete learning. **Staff Responsible for Monitoring:** Admin and Math IC **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Instructional Resources - Title I, A - $3,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Bonham will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 6: The needs of every student will be met by continually addressing instruction and learning, effective implementation of the district's curriculum, and best practices so that each individual reaches his or her maximum potential and target school progress through monitoring and tracking data.

Evaluation Data Sources: Concept Quizzes, DRA/EDL data, Mastery check data, DBA assessments, Benchmarks, AWARE reports, RT data, and Branching Minds

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Ensure that all GT/HA students are placed in GT/HA clustered classrooms and provided online and face to face instruction with their peer group through differentiated instruction that will enrich and accelerate the curriculum. **Strategy's Expected Result/Impact:** Class lists, GT testing information, instructional plans, grouping lists so that GT/HA students are showing growth on their district and state assessments. **Staff Responsible for Monitoring:** Campus Admin., Counselor, Teachers			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Campus Leader will facilitate PLC with support of Instructional Coaches with each grade level weekly to guide and assist teachers with the development of lesson plans and to provide on-going professional development based on student/teacher/campus/district needs. **Strategy's Expected Result/Impact:** Lesson planning, increased teacher content knowledge based on walk-throughs, **Staff Responsible for Monitoring:** Campus Admin., IC's, and district curriculum dept.			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Intervene with AA, LEP, SpEd, Homeless, Migrant and Econ. Disadvantaged students using LPAC, ARD, IDT and MTSS/ RTI process to identify students for tutoring and interventions in order to provide accelerated education. **Strategy's Expected Result/Impact:** Branching Minds documentation, Intervention Data, DRA Data, DBA, Benchmark data in order to monitor progress of target sub population groups to ensure progress is taking place. **Staff Responsible for Monitoring:** Interventionist, Campus Admin., IC's, Teachers, Counselor, MTSS/RTI teams			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Provide the least restrictive educational setting appropriate, especially for Math and Reading to meet the students' IEP with an intentional effort to increase the amount of time in the General Education classroom by the use of an ICS (In Class Support) approach, co-teaching and team teaching. **Strategy's Expected Result/Impact:** IEP Goals met, and improved performance for SPED students on district and state assessments. **Staff Responsible for Monitoring:** Campus Admin., SPED Teachers, SPED IA, teachers			

Strategy 5 Details	Reviews		
Strategy 5: All instructional and support staff will provide scheduled intervention or enrichment instruction three-five days a week during Buc Block time for Tier 2 and Tier 3 students. **Strategy's Expected Result/Impact:** Increase student achievement, reduce the achievement gap and decrease or eliminate dropout rates. **Staff Responsible for Monitoring:** RTI Coor./ Interventionist, IC's Campus Admin. tutors,	Formative		Summative
	Nov	Mar	June

Strategy 6 Details	Reviews		
Strategy 6: Students in grades 1-4 identified on the 2026 retention list or the list of students that did not meet standard in Reading and/or Math STAAR will begin interventions at the beginning of the 2025-2026 school year. **Strategy's Expected Result/Impact:** Increase screeners, reading levels, reading DBA reading MAP results and reading benchmark test results and STAAR 2025 **Staff Responsible for Monitoring:** Teachers in grades 1-4 Instructional coaches Campus administrators	Formative		Summative
	Nov	Mar	June

Strategy 7 Details	Reviews		
Strategy 7: LPAC meetings will be held monthly to monitor student progress in academics as well as second language acquisition, involve teachers in making test decisions, and analyze TELPAS data to develop individual plans for the acceleration of English language proficiency and progress monitoring of ELL students. **Strategy's Expected Result/Impact:** English language proficiency progress **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Campus Admin., LPAC Coordinator	Formative		Summative
	Nov	Mar	June

Strategy 8 Details	Reviews		
Strategy 8: Comprehensive Needs Assessment will be conducted with teachers, parents, community members, business members/ stake holders to evaluate needs based on student performance with regards to state standards, attendance/behavioral student progress, STAAR results, MAP, Primary Reading Success data, Campus Improvement Plan, parental and family engagement data in order to ensure that needs are met. **Staff Responsible for Monitoring:** Principal, Campus Needs Assessment Support Team	Formative		Summative
	Nov	Mar	June

Strategy 9 Details	Reviews		
Strategy 9: Instructional Interventionist to coordinate and provide student interventions, recruitment, and scheduling of tutors/mentors, work with targeted students with specific programs, coordinate student assessments and serve as testing coordinator assistant. **Strategy's Expected Result/Impact:** Student growth for students receiving Tier 2 and Tier 3 interventions. **Staff Responsible for Monitoring:** Principal, AP	Formative		Summative
	Nov	Mar	June

Strategy 10 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 10: Leadership Team will meet weekly to identify teacher and student needs based on campus assessments through screeners, DBA's via Aware, progress monitoring, discipline, attendance and walk-through data.to discuss instruction in classrooms, and student academic progress, and to make instructional decisions based on data. BALT will also review campus goals and progress and set STAAR goals for Reading and math for 3rd and 4th-grade students. **Strategy's Expected Result/Impact:** Monitor teacher and student growth. **Staff Responsible for Monitoring:** Administrative Team			

Strategy 11 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 11: Data Validation Team will meet regularly as scheduled to cover all areas such as Attendance, Grades, ELL's, SPED, Discipline, etc. **Strategy's Expected Result/Impact:** Ensure campus is checking, addressing and maintaining documentation while ensuring we are in compliance with district, state and federal guidelines. **Staff Responsible for Monitoring:** DVT Team.			

Strategy 12 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 12: Retired, resigned certified teachers and para-professionals will be hired to provide interventions/tutoring to coordinate/ integrate and maximize the impact of the resources including smart snacks in order to assist in working with students to help students meet their academic goals as identified through universal reading and math screeners, assessment results and RtI process. Including those students identified as At-Risk, Economically Disadvantaged, LEP and AA. **Strategy's Expected Result/Impact:** Growth and progress on Reading and Math screeners. **Staff Responsible for Monitoring:** RTI coor./Interventionist, campus admin., IA's, tutors **Funding Sources:** - Title I, A - $25,000			

Strategy 13 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 13: Ensure the Fine Arts program (Art & Music) is aligned with district objectives and fosters exceptional student performance opportunities. **Staff Responsible for Monitoring:** Art Teacher, Music Teacher, Campus Admin.			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Bonham will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement.

Performance Objective 7: Improve student performance for Writing on TELPAS and Extended Constructed Responses on the new STAAR. This data will be reflected on both State tests.

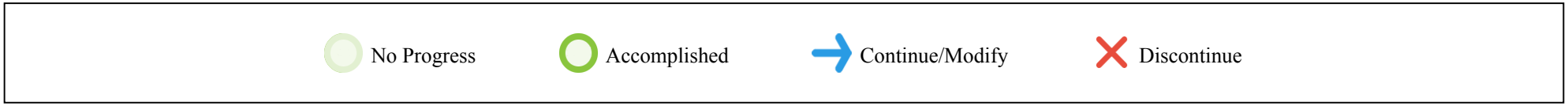
Evaluation Data Sources: SummitK-12 Reports, TELPAS 2024

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Implement reading and writing into all content areas and be deliberate about sharing with students that reading impacts all areas of their life to increase the amount and quality of learning time. **Strategy's Expected Result/Impact:** PLCs, lesson plans, walk-throughs and observations **Staff Responsible for Monitoring:** Campus Admin., Instructional Coaches, and Teachers			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Evidence of use of Seidlitz 7 steps in the classrooms with being provided sentence stems, speaking and answering in complete sentences, and providing structured reading and writing activities. **Strategy's Expected Result/Impact:** Increased confidence and growth in writing literacy to impact student achievement on STAAR and TELPAS **Staff Responsible for Monitoring:** Campus Admin, Instructional Coaches			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Students will write their 6-week writing sample based on district expectations with the end goal according to campus expectations and teachers will score their writing based on the campus-developed rubric. Writing samples will be maintained in the student's writing portfolio folder. **Strategy's Expected Result/Impact:** Improvement on writing samples from BOY to EOY **Staff Responsible for Monitoring:** Teachers Campus Admin., ELA/R Instructional Coach, Interventionist			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: 1st through 4th grade emergent Bilingual and ESL students will use the K-12 Summit online program standards-based supplemental curriculum during Language Arts and Science stations in order to help close the gaps and ensure growth for all students. **Strategy's Expected Result/Impact:** Growth on TELPAS for emergent bilinguals **Staff Responsible for Monitoring:** IC Language Arts Coach, Principal and teachers			


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 2: Bonham will foster a positive culture and climate in order to provide a safe learning environment, which supports academic success.

Performance Objective 1: Bonham Elementary will maintain student attendance of 95% and above.

Evaluation Data Sources: Daily, weekly, 6-week, and annual attendance reports from Skyward.

Strategy 1 Details	Reviews		
Strategy 1: Campus Data Validation Team (DVT) will discuss attendance data and follow up with the attendance clerk and truancy coordinator for further action needed.	Formative		Summative
Strategy's Expected Result/Impact: Letters sent, home visits and improved attendance will result.	Nov	Mar	June
Staff Responsible for Monitoring: Campus DVT Asst. Principals			

Strategy 2 Details	Reviews		
Strategy 2: Acknowledge classes that have perfect attendance every day in the morning announcements to award attendance non-contingent awards for classes that fill up their Mr. Potato Head with 10 potato head parts.	Formative		Summative
Strategy's Expected Result/Impact: Increase attendance rates in order to meet goal	Nov	Mar	June
Staff Responsible for Monitoring: Attendance clerk, secretary, campus admin			

Strategy 3 Details	Reviews		
Strategy 3: Parent conferences with campus administrators for attendance contracts and to discuss attendance concerns.	Formative		Summative
Strategy's Expected Result/Impact: communication logs, conference records, attendance conference	Nov	Mar	June
Staff Responsible for Monitoring: Campus Admin.			

Strategy 4 Details	Reviews		
Strategy 4: Phone calls made daily, each morning, for students who are absent from the Attendance Clerk and/or Secretary	Formative		Summative
Strategy's Expected Result/Impact: Improved attendance rate.	Nov	Mar	June
Staff Responsible for Monitoring: Campus Admin., teachers, attendance clerk and secretary			

Strategy 5 Details	Reviews		
Strategy 5: Class names who have perfect attendance each day will be posted on the bulletin board outside the cafeteria.	Formative		Summative
Strategy's Expected Result/Impact: Motivate students and improve attendance rate.	Nov	Mar	June
Staff Responsible for Monitoring: Interventionist, attendance clerk and head custodian.			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Classroom teachers who have absent students will conduct a call home after school to check on the student and communicate to families that their child was missed. **Strategy's Expected Result/Impact:** Improved attendance rates. **Staff Responsible for Monitoring:** Campus Admin., Teachers			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Educate parents on attendance requirements and the importance of attendance in regard to student academic achievement. **Strategy's Expected Result/Impact:** Increase parental awareness of attendance policies, increase student attendance, and increase academic achievement			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Bonham will foster a positive culture and climate in order to provide a safe learning environment, which supports academic success.

Performance Objective 2: Plan that will ensure that everyone has access to equitable, safe, high-quality facilities.

Evaluation Data Sources: Safety meeting minutes, lockdown, inclement weather, and fire drills.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: The safety committee will meet monthly to discuss and report any safety concerns brought forth through regular safety inspections, staff, or parent concerns. Work orders will be submitted as needed by staff using School Dude. Practice drills will be held according to district safety standard guidelines and entered into Sentenil. **Strategy's Expected Result/Impact:** Safety committee agendas, Minutes of monthly safety committee meetings, Fire drilll, inclement weather and lockdown drill reports, Other reports as required by the district and/or state **Staff Responsible for Monitoring:** Principal, AP, Safety committee			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Campus administration will communicate safety plan, identified safety procedures for all emergencies/drills and share concerns to staff, students, and parents specific to the campus. **Strategy's Expected Result/Impact:** Agendas; Minutes of monthly safety committee meetings; Documentation of communication of related information to staff, students, and parents. **Staff Responsible for Monitoring:** Campus Admin.			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Voluntary campus Safety Patrol Squad made up of students in 4th grade will be implemented to help out with morning car duty and other areas of need across the campus. **Strategy's Expected Result/Impact:** Empower and include students by allowing them to take part in the keep everyone safe. **Staff Responsible for Monitoring:** Specials teachers, Campus Admin. Teachers of students on patrol			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Bonham staff will ensure every student is safe by keeping classroom doors locked at all times, by never propping exterior doors open, by taking their card key with them at all times, and by always following the procedures for a lockdown if required to lock down. Teachers will review lockdown procedures with their students so they are aware of the procedures. Teachers will monitor their students closely during restroom breaks, in the cafeteria, and at recess. Teachers will monitor students at recess if they have to use the restroom. All gates on the fence will remain locked during the school day. **Staff Responsible for Monitoring:** Bonham Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Weekly door sweeps are conducted by the Assistant Principal and custodian and weekly reports uploaded and entered into Sentinel. week out to staff as well as **Staff Responsible for Monitoring:** Campus Admin., Teachers			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Bonham will foster a positive culture and climate in order to provide a safe learning environment, which supports academic success.

Performance Objective 3: Provide opportunities for students to develop self-awareness skills and coping strategies to positively impact them academically, socially and physically.

Evaluation Data Sources: Discipline referral data

Strategy 1 Details	Reviews		
Strategy 1: Continue to develop an effective Foundations team. Team will develop an action plan for the implementation of Foundation and share with staff during August PD and throughout the school year as needed.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Decreased behavior referrals, increased student achievement, positive and safe school culture **Staff Responsible for Monitoring:** Team BUCS and teachers			

Strategy 2 Details	Reviews		
Strategy 2: All staff will be trained on the components of Foundations, with a focus on the implementation and communication of the school's Guidelines for Success of SAIL.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Decreased behavior referrals, increased student achievement, positive and safe school culture **Staff Responsible for Monitoring:** Team BUCS			

Strategy 3 Details	Reviews		
Strategy 3: Staff will implement Foundations school-wide policies & Guidelines for success as a tool to communicate campus-wide behavior expectations for common areas.i	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Decreased behavior referrals, increased student achievement, positive and safe school culture **Staff Responsible for Monitoring:** Team BUCS, Teachers, and counselor			

Strategy 4 Details	Reviews		
Strategy 4: Foundations team will meet monthly to analyze data, report on progress/needs, determine impact of implementation and discuss focus for each subcommittee.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Decreased behavior referrals, increased student achievement, positive and safe school culture **Staff Responsible for Monitoring:** Team BUCS			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Continued implementation of CHAMPS and components of Foundations as a means to promote positive behavior and develop self-management and accountability. **Strategy's Expected Result/Impact:** Decreased behavior referrals, increased student achievement, positive and safe school culture **Staff Responsible for Monitoring:** Team BUCS, teaches			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Appropriate staff will receive CPI training annually in order to develop skills for de-escalation and coping in crisis situations. **Strategy's Expected Result/Impact:** Decreased bullying and violent incidents **Staff Responsible for Monitoring:** Campus Admin., couselor			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Bonham will actively engage our families, staff, and the community with our students in order to nurture positive partnerships and communications to ensure high academic achievement and the successful development of students.

Performance Objective 1: Continue to improve communication with all students, staff, community, and the media by fostering positive relationships, increasing parent involvement, and promoting meaningful community relations.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Campus Performance Improvement Committee meeting to take place where members will revise, evaluate, and approve the campus plan, parent family and engagement policy, and compact at the beginning of the school year, and the plan will be posted on the school website and can be available in the language of the home and shared at the Title 1 meeting. **Strategy's Expected Result/Impact:** Demonstrate attainment and progress towards meeting goals and objectives on CIP. **Staff Responsible for Monitoring:** Principal, CPIC			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: All Bonham parents will be invited to attend parent meetings, school activities to include Meet the Teacher, Open Houses, Title I meeting, Reading, Math, and Science Nights, Transition Meetings--PK to K and 4th to 5th. etc. Parents will receive accountability information, Title I requirements, Title I Family Engagement Activities, Classroom and School-wide Expectations, Parent involvement policy (campus and district), Campus improvement plan (if requested), and home/school compact. Nutritional snacks will be provided. Parent and Family Engagement activities related to reading, math, science activities, games, and events that provide parents teaching tips/ ways in the language of the home to support their child's achievement with a focus on: the state's academic content and academic achievement standards; state and local assessments; requirements of Title I, Part A; and ways to work with educators to improve their child's achievement that include resources to take home, question/answering sessions and allowing the parents an opportunity to lead discussions. **Strategy's Expected Result/Impact:** Increased parent/ family engagement. Keeping parents involved in their child's/children's education. **Staff Responsible for Monitoring:** Counselor, Admin team, parent and family engagement committee, Bonham staff **Funding Sources:** Family Engagement materials, resoureces - Title I, A - $2,442, SMART Snacks - Title I, A - $1,000, Childcare for parental involvement - Title I, A - $100			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: All stakeholders will have multiple opportunities (surveys, events, forums) to provide feedback to the principal and leadership team as to their satisfaction with our responsiveness and in meeting the needs of their child. **Strategy's Expected Result/Impact:** Increase school-parent-community partnership. **Staff Responsible for Monitoring:** Bonham Leadership Team			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: All parents will be invited to a parent-teacher conference once a year to discuss student achievement and social progress. Parents should be aware of whether or not their child/children are meeting state standards. More than one conference should be held for any child who is struggling to make academic progress. The home-school compact will be completed at the first parent-teacher conference for the year. **Staff Responsible for Monitoring:** Admin. Team, Teachers			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: All communication, parent involvement policy, home school compact, invitations, newsletters, permission letters, etc., will be sent home in English and Spanish **Strategy's Expected Result/Impact:** Communication in the language of the home so parents/guardians are informed. **Staff Responsible for Monitoring:** Admin Team, Teachers, Office Staff			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: A minimum of two transition meetings will be held for parents during the school year (preKindergarten to kindergarten and 4th grade to intermediate school--5th grade) that will prepare them for learning experiences that will enable them to meet academic standards. **Strategy's Expected Result/Impact:** Successful transition to Kindergarten and Intermediate School confidently with increased parental involvement. **Staff Responsible for Monitoring:** PreKindergarten, Kindergarten, 4th Grade Teachers, Counselor, Administrators			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Parents of special education and 504 students will be invited to attend a minimum of one ARD or 504 meeting to discuss student progress and instructional decisions to include IEPs, accommodations, supplemental aids, interventions, placement, least restrictive environment, etc. **Strategy's Expected Result/Impact:** Parent/ Guardian involvement in 504/ARD process and ensure students are successful based on needs being met. **Staff Responsible for Monitoring:** SPED staff, ARD Facilitator, Teachers, ARD Administrator, Counselor			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: There will be 2 Title 1 Meetings offered in both English and Spanish that will be offered at different times and days of the week to Bonham Families. At the first meeting, parents will be provided the opportunity to ask questions and make suggestions based on the agenda items covered. The second Title 1 meeting parents will have a more in-depth look at how they can help, support and make suggestions while having the opportunity to jointly look at Title 1 plan, family engagement policy and compact while particularly focusing on addressing the needs of children at risk of failing or most at-risk of failing state assessments to ensure needs are being addressed and offer suggestions while communicating to them that the policy, compact and CIP can be provided in a language that they can understand. It will be communicated that the reviewed documents will be available online and provided in a language that they can understand. **Staff Responsible for Monitoring:** Admin. Team. **Funding Sources:** - Title I, A			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: The campus will provide annual training to staff on the value of parent input and family engagement. **Funding Sources:** - Title I, A			

Strategy 10 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 10: Bonham will encourage parents to participate in their child's education by providing events at different dates and times. Every grade level will have its own Reading, Math, Science night, and a STAAR Night. **Strategy's Expected Result/Impact:** Increased parent involvement			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Bonham will actively engage our families, staff, and the community with our students in order to nurture positive partnerships and communications to ensure high academic achievement and the successful development of students.

Performance Objective 2: Build spirit, pride, commitment, and ownership within Bryan ISD and Bonham Elementary.

Evaluation Data Sources: Evaluation Data Source(s) :Documentation of media postings. Communication logs. Number of calendared events/activities. Minutes from meetings. Measured by an increase in attendance, participation, and feedback on the events.

Strategy 1 Details	Reviews		
Strategy 1: Provide district and local media with positive information and newsworthy items about our campus.	Formative		Summative
Strategy's Expected Result/Impact: To foster positive relationships with families and community.	Nov	Mar	June
Staff Responsible for Monitoring: Campus Admin, office staff			

Strategy 2 Details	Reviews		
Strategy 2: Maintain campus webpage, Facebook and Class Dojo to share current information and celebrations with parents/community	Formative		Summative
Strategy's Expected Result/Impact: Improve engagement percentage.	Nov	Mar	June
Staff Responsible for Monitoring: Principal, AP			

Strategy 3 Details	Reviews		
Strategy 3: Provide consistent home/school communication through Class Dojo, Parent Link, Tuesday folders, email, flyers, marquees, and online family newsletters.	Formative		Summative
Staff Responsible for Monitoring: Teachers, Administration and Secretary	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Identified students will participate in the Food Backpack program in partnership with the local food bank.	Formative		Summative
Staff Responsible for Monitoring: Counselor	Nov	Mar	June

Strategy 5 Details	Reviews		
Strategy 5: Increase parent and teacher participation in PTO through increased involvement in special events, as board members, and in attendance at regular PTO meetings.	Formative		Summative
Strategy's Expected Result/Impact: Increased attendance and participation at events.	Nov	Mar	June
Staff Responsible for Monitoring: Leadership Team, PTO			

Strategy 6 Details	Reviews		
Strategy 6: All teachers will make positive contact with each student's parents/guardians within the first three weeks of school to let the parents know how excited they are to have his/her child in their room and to ascertain the best method of communication. **Staff Responsible for Monitoring:** Teacher, counselor and AP	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 7 Details	Reviews		
Strategy 7: Recognize two students from each grade level each six weeks as Amazing Students of Character following district guidelines. **Strategy's Expected Result/Impact:** Amazing Students of Character Awards student lists **Staff Responsible for Monitoring:** Counselor, Campus Admin.	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 8 Details	Reviews		
Strategy 8: Increase student participation in community-wide competitions to include UIL, art contests, writing contests, and Spelling Bee. **Staff Responsible for Monitoring:** Principal, Assistant Principal, teachers, counselor	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 9 Details	Reviews		
Strategy 9: Grade level music programs and art galleries held throughout the school year to showcase student talents. **Strategy's Expected Result/Impact:** Increased communication and family/community engagement Parent buy-in Positive student reinforcement **Staff Responsible for Monitoring:** Specials team, teachers	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 10 Details	Reviews		
Strategy 10: Support PTO in the planning, preparation, and implementation of various campus initiatives. **Strategy's Expected Result/Impact:** Increase family and community engagement	**Formative**		**Summative**
	Nov	**Mar**	**June**

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Bonham will maintain a high-quality workforce to support student success.

Performance Objective 1: Support the district/campus recruitment plan to ensure hiring of high-quality individuals for Bonham Elementary with a focus on retention by providing instructional supports and professional development.

Evaluation Data Sources: PLC sign ins, walk-throughs, PEIMS reports, IC Coaching plans

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Campus-based Teacher Mentoring program, "Newbies" will continue for the 2025-26 school year. This program will focus on New to Bryan teachers. The mentor program will be led by lead mentors and campus mentors to recruit highly effective teachers. **Strategy's Expected Result/Impact:** Teacher retention rates. Mentors Assigned. Meeting agendas and attendance. Informal observations. **Staff Responsible for Monitoring:** Principal Instructional Coaches Teacher Mentor Team			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide professional development to support instructional staff to integrate new line boards for grades, **Strategy's Expected Result/Impact:** Enhance instruction through use of 21st century technology. **Staff Responsible for Monitoring:** Campus Admin., Tech assigned person to conduct PD, IC's			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers will attend District Horizontal meetings, "Collaboratives" or outside professional development professional opportunities for professional growth in their speciall area for opportunities, as well as, to be involved in the making of decisions to the overall instructional program. **Strategy's Expected Result/Impact:** Increase and enhance teacher content knowledge. **Staff Responsible for Monitoring:** Campus Admin., IC's			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: All teachers will be evaluated with T-TESS or B-TESS. Walkthroughs will be completed and feedback provided for every teacher. SLOs and goals will be developed by teachers. All instructional assistants will be evaluated annually and provided feedback. All professional staff will be evaluated a minimum of one time per year. **Strategy's Expected Result/Impact:** Increase teacher effectiveness and provide staff feedback. **Staff Responsible for Monitoring:** Classroom teachers and staff, Instructional assistants, Professionals, Administrators			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Teachers will receive stipends if eligible (Bilingual, ESL, SAIL, RESOURCE and BEST) for hard to fill positions to promote retention rates of teacher **Strategy's Expected Result/Impact:** Increase teacher retention rates **Staff Responsible for Monitoring:** Principal			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: The Teacher Incentive Allotment (TIA) will be implemented to promote teacher retention through financial rewards and recognition for high quality teaching which will be measured through T-TESS and student growth measures. **Strategy's Expected Result/Impact:** Increase in teacher retention rates. **Staff Responsible for Monitoring:** Instructional leadership team.			

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Bonham will maintain a high-quality workforce to support student success.

Performance Objective 2: 100% of teachers serving ELL students will be bilingual certified for the 2025-2026 school year.

Evaluation Data Sources: HR reports, Staff reports on PEIMS, State board of education certificates

Strategy 1 Details	Reviews		
Strategy 1: Bilingual Teachers will be eligible for the bilingual stipend that Bryan ISD offers.	Formative		Summative
Strategy's Expected Result/Impact: Compensation for Bilingual teachers	Nov	Mar	June
Staff Responsible for Monitoring: Administrators, Bilingual teachers			

Strategy 2 Details	Reviews		
Strategy 2: All teachers serving ELL will be ESL certified and eligible for ESL stipend.	Formative		Summative
Strategy's Expected Result/Impact: Compensation for ESL teachers.	Nov	Mar	June
Staff Responsible for Monitoring: Administrators, ESL teachers			

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Bonham Elementary School

Total SCE Funds: $42,712.00
Total FTEs Funded by SCE: 0.14
Brief Description of SCE Services and/or Programs

Bonham will use SCE funds for .14 IC, tutors, and instructional resources to supplement the regular education program for students who are at risk for dropping out of school.

Personnel for Bonham Elementary School

Name	Position	FTE
IC	Math	0.14

Title I Personnel

Name	Position	Program	FTE
Computer Lab	IA		1
IC	ELA		1
Leslie Sebesta	Interventions		.62

Campus Funding Summary

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional/Reading Interventionist		$0.00
1	1	2			$1,592.00
1	1	3	Professional for support		$25,000.00
1	2	4			$33,793.00
1	4	3	Pebble Go		$3,000.00
1	4	4	Language Arts and Foundational support materials to support foundational skills and literacy in small groups		$2,500.00
1	5	7	Instructional Resources		$3,000.00
1	6	12			$25,000.00
3	1	2	SMART Snacks		$1,000.00
3	1	2	Childcare for parental involvement		$100.00
3	1	2	Family Engagement materials, resoureces		$2,442.00
3	1	8			$0.00
3	1	9			$0.00
				Sub-Total	$97,427.00

Bryan Independent School District

Bowen Elementary School

2025-2026 Campus Improvement Plan



Mission Statement

District Mission

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Bowen Mission

Bowen Elementary will provide engaging, real-world learning experiences in a supportive environment in order to prepare students for success today and in the future.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2024, a committee of stakeholders made up of parents, staff and community members met to conduct a comprehensive needs assessment of the entire school. Data reviewed by the committee included NWEA MAP, STAAR preliminary, district benchmark data, RtI, attendance, discipline, demographics, at-risk, SPED, GT and surveys from parents, students and staff. As a result of the assessment, the following areas of strengths and needs emerged.

Strengths

- We are committed to equipping our students to collaborate with and accept all people regardless of race, ethnicity or disability
- More consistent writing instruction across all grades and subject areas
- Leadership opportunities for teachers and staff
- Strong parent and community partnerships

Needs

- insufficient number of students showing academic growth according to NWEA MAP
- students struggling to gain reading skills
- continued training for teachers in phonics and reading instruction to increase student reading proficiency
- parents surveyed expressed that work schedules prevent them from attending school events.

Due to the assessment, ELAR interventions and parent and family engagement were identified as targeted areas of need. We will continue to build on our strengths while adding accountability through monitoring to continue to grow and improve as a campus.

Title I, Element 1

Demographics

Demographics Summary

Bowen is a PreK-4th grade campus of approximately 400 students. Of those students, 34% are Hispanic, 22% African-American, 34% White, 6% Two or more races and 2% Asian. Approximately 5% of our students are English Language Learners, 47.4% are at-risk of dropping out of school, and 64.74% of our students qualify for and/or participate in the free/reduced lunch program. Bowen is Bryan ISD's elementary site for the Brazos Valley Regional Day School for the Deaf, where we serve deaf and hard of hearing students from 31 school districts spread over 8 counties.

We currently serve 51 Special Education students, 15 GT students, 8 students identified as homeless.

The staff at Bowen is comprised of approximately 70 employees. We have 28 teachers, 2 administrators, 7 professional support staff, 18 paraprofessionals and 5 itinerant staff. Of are paraprofessionals,14 of the 18 are instructional assistants. We continually strive to recruit and hire a school staff that is representative of the diversity of our district.

Demographics Strengths

- Our campus has a diverse population that spans various demographic groups including race, ethnicity, socioeconomic status and educational needs (ie general education, special education, deaf education).
- We are committed to equipping our students to collaborate with and accept all people regardless of race, ethnicity or disability.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our special programs students consistently struggle academically on district assessments, screeners and STAAR.
Root Cause: General Ed teachers lack professional development in differentiating instruction for all learners.

Problem Statement 2 (Prioritized): Student growth in ELAR among all Tier I students remains inconsistent.
Root Cause: Lack of consistent progress monitoring and data-driven, targeted first instruction.

Problem Statement 3 (Prioritized): PTO membership has been low for the last 5 years.
Root Cause: Families struggle to commit to long term commitments such as PTO

Student Learning

Student Learning Summary

Bowen instituted PLC/team planning each week to develop and nurture teacher content knowledge and discuss ideas for lessons, stations, reteach and extension ideas. We hired professional tutors to deliver targeted reading and math interventions in our neediest classrooms. We rearranged schedules to incorporate a daily intervention class period to target ELAR changes and HB4545 Needs.

Student Learning Strengths

- Increase in students k-4 who meet their projected growth measure in ELAR areas
- More consistent writing instruction across all grades and subject areas
- Teachers provide regular small-group instruction in both reading and math at grades K-4
- Campus consistently allocates funding to purchase supplemental instructional materials to improve the academic achievement of low-achieving students, including students with disabilities and English language learners

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student growth in ELAR among all Tier I students remains inconsistent.
Root Cause: Lack of consistent progress monitoring and data-driven, targeted first instruction.

Problem Statement 2: K - 4 graders who are on or above grade level in math and ELAR lack consistent projected growth according to NWEA MAP
Root Cause: Lack of training in rigor accountability and student specific data tracking.

Problem Statement 3 (Prioritized): PTO membership has been low for the last 5 years.
Root Cause: Families struggle to commit to long term commitments such as PTO

Problem Statement 4 (Prioritized): Our special programs students consistently struggle academically on district assessments, screeners and STAAR.
Root Cause: General Ed teachers lack professional development in differentiating instruction for all learners.

School Processes & Programs

School Processes & Programs Summary

CURRICULUM & INSTRUCTION
Bowen utilizes the curriculum developed by Bryan ISD. Fidelity to the curriculum is monitored through walkthroughs and lesson plan reviews. Teachers also use mastery checks, concept quizzes and district-based unit assessments as formative progress monitoring tools. Most assessments provided by the district to ensure alignment between what is written, taught and tested. Data analysis from these instruments is used to monitor student progress and plan for necessary interventions.

RECRUITING & RETAINING QUALITY STAFF
Bowen strives to recruit and hire highly qualified teachers and staff. Most campus interviews are conducted with a panel of teachers and staff who ask specific scenario-based questions to ensure the right fit for each available position. Interviews include questions from Patrick Lencioni's "The Ideal Team Player" to determine if applicants embody the virtues of humility, hunger and people smarts. Our future goal is to include students on the interview committee when possible.

Quality embedded professional development, in-class model teaching, and support is provided by instructional coaches. Bowen also offers a weekly PLC, that is built into the school day once a week, for data digs and professional development to help grow and support our teachers.

SCHOOL ORGANIZATION
The campus' goals are aligned to district goals, with the target areas being literacy and discipline/classroom management. The following data sources will be utilized throughout the year to monitor progress: assessment data (district and state), BOY, MOY and EOY benchmark data (DRA, ISIP), discipline data (including referrals, ISS, OSS and PBIS implementation).

Bowen's master schedule is developed to maximize instructional time for students, while also providing common planning and collaboration time for teachers. PLC is held weekly and includes professional development, planning support and data analysis. The master schedule document includes grade level schedules, specials schedule, duty rosters, lunch/recess schedules, dyslexia schedule, SPED/Resource schedule, as well as LLI intervention times.

TECHNOLOGY
Technology is integrated into instruction daily. Students utilize technology for programs such as: Imagine Math, iStation and iReady. The ratio of devices for students has steadily increased over the last several years. The focus will now be ensuring that teachers have current technology available to further enhance instruction. Our top priority is ensuring that all students have access to quality technology regardless of the chosen mode of instruction.

FAMILY ENGAGEMENT
Parent engagement committees plan regular and varied events for students, parents and the community, and while these events are held at a variety of times and locations to ensure that parents are provided opportunities to become involved, fewer familes are able to be involved and participate. New, revitalized programs and activities are needed to reenergize parent and family engagment at Bowen.

School Processes & Programs Strengths

- Collaborative planning
- Leadership opportunities for teachers and staff
- Strong parent and community partnerships

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PTO membership has been low for the last 5 years.
Root Cause: Families struggle to commit to long term commitments such as PTO

Problem Statement 2 (Prioritized): Student growth in ELAR among all Tier I students remains inconsistent.
Root Cause: Lack of consistent progress monitoring and data-driven, targeted first instruction.

Problem Statement 3 (Prioritized): Our special programs students consistently struggle academically on district assessments, screeners and STAAR.
Root Cause: General Ed teachers lack professional development in differentiating instruction for all learners.

Perceptions

Perceptions Summary

Surveys were conducted during the year to gather information regarding school culture and climate from students, parents and staff. Data collected will be utilized by the leadership team to determine how to best continue the commitment to focus on building meaningful relationships with students, colleagues, parents and community members.

Of the 60 respondents to the parent survey, 91% of parents surveyed feel welcome at Bowen. In terms of communication, 85% of parents feel they are kept informed about their child's academics, 85% feel informed about school events. 52% of parents expressed that work schedule was the greatest barrier preventing them from participating in school activities

11 staff members responded to the the employee survey. Responses indicate that teachers feel supported by instructional coaches and administration, and are satisfied with the resources and professional development that is provided. Concerns dealt with lack of time and resources to provide interventions, as well as interruptions to instructional time. When given the opportunity to provide additional comments, some staff members felt strongly that BISD needs to address the issue of classroom behavior.

When reviewing student surveys, the students value school, but are not always engaged or excited about the learning. Students feel that most teachers are supportive and have high expectations for their academics and behavior, but expressed that students are not always treated equitably. Students generally feel safe at Bowen, but wish that disruptive students were handled differently instead of students being held accountable for one anothers' behavior.

Perceptions Strengths

- We will continue to focus on positive reinforcement that recognizes students for both academic and behavioral achievement.
- There are many events held throughout the school year which provide opportunities for parents and community members to participate.
- Parents feel Bowen is safe and provides many opportunities for both academic and extracurricular activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents surveyed expressed that work schedules prevent them from attending school events.
Root Cause: The majority of school events are planned at the start of the day or during the day as a come-and-go.

Problem Statement 2 (Prioritized): Student growth in ELAR among all Tier I students remains inconsistent.
Root Cause: Lack of consistent progress monitoring and data-driven, targeted first instruction.

Problem Statement 3 (Prioritized): PTO membership has been low for the last 5 years.
Root Cause: Families struggle to commit to long term commitments such as PTO

Problem Statement 4 (Prioritized): Our special programs students consistently struggle academically on district assessments, screeners and STAAR.
Root Cause: General Ed teachers lack professional development in differentiating instruction for all learners.

Priority Problem Statements

Problem Statement 1: Student growth in ELAR among all Tier I students remains inconsistent.
Root Cause 1: Lack of consistent progress monitoring and data-driven, targeted first instruction.
Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Our special programs students consistently struggle academically on district assessments, screeners and STAAR.
Root Cause 2: General Ed teachers lack professional development in differentiating instruction for all learners.
Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: PTO membership has been low for the last 5 years.
Root Cause 3: Families struggle to commit to long term commitments such as PTO
Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Bowen will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement

Performance Objective 1: All Bowen teachers will implement best practices in order to ensure all students exhibit growth on assessments as evidenced by STAAR, district assessments and universal screeners (MAP, mClass {K only}, CIRCLE {PK only}) by May 2025.

Evaluation Data Sources: STAAR, MAP, mClass, DBA and other district assessments

Strategy 1 Details	Reviews		
Strategy 1: Effective implementation of district curriculum in every classroom through quality Tier I instruction.	Formative		Summative
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Principal/AP, ICs **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Weekly PLC with a focus on lesson planning, instructional strategies and effective small group instruction.	Formative		Summative
Strategy's Expected Result/Impact: Increased teacher content knowledge Increased student achievement **Staff Responsible for Monitoring:** Principal/AP, ICs **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Small group instruction for reading, writing and math in all PK-4 classrooms in order to provide opportunities for all children to meet challenging state academic standards.	Formative		Summative
Strategy's Expected Result/Impact: Progress monitoring Increased student achievement **Staff Responsible for Monitoring:** Principal/AP, ICs **Funding Sources:** Materials for tutoring - Title I, A	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Ensure the Fine Arts program (Art & Music) is aligned to district objectives and fosters exceptional student performance opportunities. **Staff Responsible for Monitoring:** Art teacher, Music teacher, Principal/AP **Funding Sources:** - Local Funds - Campus	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 5 Details	Reviews		
Strategy 5: Students will participate in moderate to vigorous physical activity for a minimum of: 30 minutes daily, 135 minutes per week, or 225 over 2 weeks. Parents will receive Fitness Gram results each academic year. **Strategy's Expected Result/Impact:** Positive influence on student health, decrease in off-task behavior in classrooms **Staff Responsible for Monitoring:** PE teacher, classroom teacher **Funding Sources:** - Local Funds - Campus	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 6 Details	Reviews		
Strategy 6: Ensure that GT and high achieving students are clustered in order to provide an enriched and accelerated instruction. **Strategy's Expected Result/Impact:** Increased student achievement Progress monitoring **Staff Responsible for Monitoring:** Principal, ICs, counselor **Funding Sources:** - Local Funds - Campus	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 7 Details	Reviews		
Strategy 7: Provide and integrate technology into all content areas to enhance instruction. **Strategy's Expected Result/Impact:** Increased student engagement **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** Technology - Title I, A	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Tutorials (during and after-school) will be conducted to increase the amount and quality of learning time and provide intensive instruction for students based on individual need. **Strategy's Expected Result/Impact:** Increased student achievement, individualized instruction **Staff Responsible for Monitoring:** Principal/AP ICs Teachers **Funding Sources:** Tutors (certified and classroom teachers) and smart snacks - Title I, A, Tutors and Smart Snacks - State Comp			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: To address the needs of all students, particularly those at-risk of failing state assessments, Instructional Coaches will support teachers and students by providing ongoing professional development, assisting in lesson plan development, conducting model lessons and providing feedback. **Strategy's Expected Result/Impact:** Increased student achievement Increased teacher content knowledge **Staff Responsible for Monitoring:** Principal/AP **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** IC, 1 FTE - Title I, A			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Bowen will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement

Performance Objective 2: All teachers will regularly and effectively monitor and review assessment data in order to determine appropriate interventions and/or enrichment.

Evaluation Data Sources: RtI data (Branching Minds)
Assessment data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Regularly progress monitor as a grade level in order to identify struggling students and to track progress of high-achieving students. **Strategy's Expected Result/Impact:** Use of multiple data sources Increased student achievement **Staff Responsible for Monitoring:** Principal/AP ICs Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Regular MTSS meetings will be held for students struggling academically or behaviorally in order to plan for and monitor the effectiveness of research-based Tier 2 and 3 interventions. **Strategy's Expected Result/Impact:** Targeted and timely interventions Identification of students for SPED, dyslexia or GT referrals Increased student achievement **Staff Responsible for Monitoring:** Principal/AP Counselor Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
Strategy 3: Utilize Branching Minds program to track the RtI process for struggling students.	Formative		Summative
Strategy's Expected Result/Impact: Consistency and accountability for the RtI process resulting Increased student achievement	Nov	Mar	June
Staff Responsible for Monitoring: Principal/AP, Counselor Teachers **Funding Sources:** - Local Funds - District			

Strategy 4 Details	Reviews		
Strategy 4: Data from universal screeners will be used to determine student groups for Tier 2 or Tier 3 intervention.	Formative		Summative
Strategy's Expected Result/Impact: Targeted interventions Increased student achievement	Nov	Mar	June
Staff Responsible for Monitoring: ICs Reading interventionists **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
Strategy 5: Provide professional development through PLC, faculty meetings and district training to educate teachers on differentiated instructional strategies implemented to address needs of a range of learners (to include special education students) in order to increase the quality of instructional time.	Formative		Summative
Strategy's Expected Result/Impact: Increased student achievement	Nov	Mar	June
Staff Responsible for Monitoring: Principal/AP, Special Education teachers General Education teachers ICs **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Professional development materials - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Bowen will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement

Performance Objective 3: Increase the percentage of 3rd and 4th grade students scoring "Meets" & Masters on STAAR Reading/ELA to keep a Domain I or III scale score of an 80 or higher.

Evaluation Data Sources: DBA data, MAP data, STAAR results

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: 3rd & 4th grade teachers will use reading computer programs to supplement reading instruction. (iRead, EPIC Imagine Learning and Learning A-Z) **Strategy's Expected Result/Impact:** Increased reading fluency and basic reading skills Increased exposure to rich literature **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** Technology-based instructional resources - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: K-2 grade teachers will conduct MAP 3 times at the beginning, middle and end of the school year. **Strategy's Expected Result/Impact:** Consistent progress monitoring Identify struggling students Identify high achieving students **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: K-2 grade teachers will provide daily small group reading lessons. Groups will be determined based on BOY, MOY, and EOY MAP results, along with running records. **Strategy's Expected Result/Impact:** Increased reading proficiency Increased student achievement Differentiation **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Use of differentiated reading stations to meet the diverse needs of students. **Strategy's Expected Result/Impact:** Increased student achievement Differentiation **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Bowen will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement

Performance Objective 4: Increase the percentage of 3rd and 4th grade students scoring "Meets" on STAAR Math to keep a Domain I or III scale score of an 80 or higher.

Evaluation Data Sources: DBA data, MAP data, STAAR results

Strategy 1 Details	Reviews		
Strategy 1: Students will utilize Imagine Math to supplement math instruction and provide targeted intervention.	Formative		Summative
Strategy's Expected Result/Impact: Increased math skills Increased performance on 3rd & 4th grade Math STAAR	Nov	Mar	June
Staff Responsible for Monitoring: Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
Strategy 2: K-4 teachers will utilize small groups daily to provide targeted math instruction.	Formative		Summative
Strategy's Expected Result/Impact: Increased math achievement Targeted math instruction Differentiation	Nov	Mar	June
Staff Responsible for Monitoring: Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers will utilize unit concept quizzes and daily mastery checks to determine the instructional focus for small group instruction and re-teach. **Strategy's Expected Result/Impact:** Increased math achievement Timely intervention and re-teach **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Interventionist will provide targeted Tier 2 instruction for students struggling in math & ELAR **Strategy's Expected Result/Impact:** Targeted intervention Increased student achievement **Staff Responsible for Monitoring:** ICs Interventionists **Funding Sources:** - Local Funds - Campus			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Bowen will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all groups show the state growth requirement

Performance Objective 5: The percentage of K-2 students demonstrating at least one year's growth in reading, as measured by MAP will increase by 5% from BOY to EOY spring 2025.

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: K-2 teachers will use reading computer programs to supplement reading instruction. (iRead, Accelerated Reader and Learning A-Z). **Strategy's Expected Result/Impact:** Increased reading fluency and basic reading skills Increased exposure to rich literature **Staff Responsible for Monitoring:** Principal/AP IC Teachers Librarian **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Teachers will conduct MAP at beginning, middle and end of the school year. **Strategy's Expected Result/Impact:** Consistent progress monitoring Identification of struggling/at-risk students **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers will provide daily guided reading to leveled groups determined by student performance levels determined from results on results from BOY, MOY EOY MAP and running records. **Strategy's Expected Result/Impact:** Increased reading proficiency Increased student achievement Differenttiation **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Use of small group reading stations to meet the diverse needs of students. **Strategy's Expected Result/Impact:** Increased student achievement Differentiation **Staff Responsible for Monitoring:** Principal/AP IC Teachers **Funding Sources:** - Local Funds - Campus			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Bowen will foster a positive culture and climate in order to provide a safe learning environment which supports academic success and student attendance.

Performance Objective 1: Maintain a student attendance rate of 95% and above.

Evaluation Data Sources: attendance data, audit of truancy data

Strategy 1 Details	Reviews		
Strategy 1: Educate parents on attendance requirements and the importance of attendance in regard to student academic achievement.	Formative		Summative
Strategy's Expected Result/Impact: Increased parental awareness of attendance policies Increased student attendance Increased academic achievement **Staff Responsible for Monitoring:** Principal/AP Attendance clerk Teachers **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Regular attendance committee meetings to monitor attendance and track at-risk students who are not meeting attendance requirements.	Formative		Summative
Strategy's Expected Result/Impact: Increased student attendance Increased academic achievement **Staff Responsible for Monitoring:** Principal/AP Attendance committee **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Conduct parent conferences with administration to discuss attendance concerns.	Formative		Summative
Strategy's Expected Result/Impact: Increased parental awareness of attendance policies Increased student attendance Increased academic achievement **Staff Responsible for Monitoring:** AP Attendance clerk **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Create and maintain incentives for student attendance. (Book Vending Machine, HOT Tickets) (Here ON Time) **Strategy's Expected Result/Impact:** Increased student attendance Increase Parent attendance awareness **Staff Responsible for Monitoring:** Principal Counselor Attendance Clerk			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Bowen will foster a positive culture and climate in order to provide a safe learning environment which supports academic success and student attendance.

Performance Objective 2: Provide opportunities for students to develop self-awareness skills and coping strategies to positively impact them academically, socially and physically.

Evaluation Data Sources: Discipline referral data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Continue to develop an effective Foundations team. Team will develop an action plan for the implementation of Foundation and share with staff during August PD and throughout the school year as needed. **Strategy's Expected Result/Impact:** Decreased behavior/violent incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** Foundations team Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: All staff will be trained on the components of Foundations, with a focus on the implementation and communication of the school-wide matrix. **Strategy's Expected Result/Impact:** Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** Foundations team Counselor **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Staff will implement the Foundation school-wide policy & guidelines for success to communicate campus-wide behavior expectations for common areas. **Strategy's Expected Result/Impact:** Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** Foundations team Teachers Counselor **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Teachers will teach Essential 8 lessons once per week and social skills lesson 4 days per week. **Strategy's Expected Result/Impact:** Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** PBIS team Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Foundations team will meet monthly to analyze data, report on progress/needs, determine impact of implementation and discuss focus for each subcommittee. **Strategy's Expected Result/Impact:** Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** Foundations team **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
Strategy 6: All staff will utilize the campus behavior tracker to document skills which need to be practiced, and provide reinforcement system to encourage positive behaviors.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** Foundations team Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
Strategy 7: Continued implementation of CHAMPS and components of Foundations as a means to promote positive behavior and develop self-management and accountability.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** Foundations team Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
Strategy 8: Provide interventions and supports for students who are identified as behaviorally and instructional at-risk of dropping out of school through MTSS.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture Targeted interventions for struggling students **Staff Responsible for Monitoring:** Principal/AP Counselor Teachers **Funding Sources:** - State Comp			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: Appropriate staff will receive CPI training annually in order to develop skills for de-escalation and coping in crisis situations. **Strategy's Expected Result/Impact:** Principal/AP Counselor Teachers **Staff Responsible for Monitoring:** Principal/AP **Funding Sources:** - Local Funds - District			

Strategy 10 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 10: Any reports of bullying will be promptly investigated and handled according to district guidelines and protocol. Reports may be anonymously reported through BeSafe App. **Strategy's Expected Result/Impact:** Decreased bullying and violent incidents **Staff Responsible for Monitoring:** Principal/AP Counselor Behavior management specialist **Funding Sources:** - Local Funds - Campus			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Bowen will foster a positive culture and climate in order to provide a safe learning environment which supports academic success and student attendance.

Performance Objective 3: Support the district recruitment plan to hire and retain highly qualified staff with a focus on providing instructional supports and ongoing professional development.

Evaluation Data Sources: Observation data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Assemble interview teams to conduct interviews to recruit highly effective teachers and ensure the best possible match for campus and grade level needs. **Strategy's Expected Result/Impact:** Diverse staff Increased recruitment of teachers **Staff Responsible for Monitoring:** Principal/AP **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Make every effort to hire highly qualified staff (professional and paraprofessional). **Strategy's Expected Result/Impact:** Highly qualified staff Increased student achievement **Staff Responsible for Monitoring:** Principal/AP **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Work to assemble a culturally diverse staff which is representative of the student population. **Strategy's Expected Result/Impact:** Diverse staff **Staff Responsible for Monitoring:** Principal/AP **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
Strategy 4: Implement team building activities regularly during PLC and faculty meetings.	Formative		Summative
Strategy's Expected Result/Impact: Increased employee retention Positive school climate	Nov	Mar	June
Staff Responsible for Monitoring: Principal/AP PBIS team **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
Strategy 5: Provide opportunities for on-site and off-campus professional development for teachers and paraprofessionals based on campus needs identified through assessment data, staff input and walkthroughs.	Formative		Summative
Strategy's Expected Result/Impact: Increased teacher quality Retention of highly qualified staff	Nov	Mar	June
Staff Responsible for Monitoring: Principal/AP ICs **Funding Sources:** Staff Development (conference attendance or contracted services) - Local Funds - Campus			

Strategy 6 Details	Reviews		
Strategy 6: Teachers will attend district collaborative meetings for professional growth in their content area(s).	Formative		Summative
Strategy's Expected Result/Impact: Increased teacher content knowledge Increased student achievement	Nov	Mar	June
Staff Responsible for Monitoring: Principal/AP ICs **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
Strategy 7: Continue to develop and encourage a collaborative Professional Learning Community through weekly meetings to address student and campus needs.	Formative		Summative
Strategy's Expected Result/Impact: Increased teacher content knowledge Increased student achievement	Nov	Mar	June
Staff Responsible for Monitoring: Principal/AP ICs **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
Strategy 8: Foundations Student and Staff Acknowledgement Sub-Committee will regularly meet to discuss and plan for ways to acknowledge staff for implementing campus policy with fidelity.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Increased teacher satisfaction Increased teacher support Increased teacher performance Regular support and coaching for teachers Retain highly qualified staff **Staff Responsible for Monitoring:** Foundations team **Funding Sources:** - Local Funds - Campus			

Strategy 9 Details	Reviews		
Strategy 9: Utilize TTESS evaluation system to evaluate all teachers. SLO/Goal-Setting meetings, pre and post conferences will be held to provide regular, targeted feedback for teacher growth through reinforcement and refinement.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Increased teacher performance Regular support and coaching for teachers Retain highly qualified staff **Staff Responsible for Monitoring:** Principal/AP **Funding Sources:** - Local Funds - Campus			

Strategy 10 Details	Reviews		
Strategy 10: Conduct regular classroom walkthroughs.	Formative		Summative
Strategy's Expected Result/Impact: Increased teacher performance Regular support and coaching for teachers Retention of highly qualified staff **Staff Responsible for Monitoring:** Principal/AP ICs **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 11 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 11: Principal and Assistant Principal will participate in regular district level Professional Learning Committees in order to gain knowledge and skills in school leadership. **Strategy's Expected Result/Impact:** Increased leadership capacity Increased teacher performance Regular support and coaching for teachers Retention of highly qualified staff **Staff Responsible for Monitoring:** Principal/AP Secretary **Funding Sources:** - Local Funds - Campus			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Bowen will actively seek to engage family, students staff and community in order to increase communication and provide a positive school environment.

Performance Objective 1: Instill in Bowen students a sense of spirit, pride and ownership in their learning.

Evaluation Data Sources: Discipline data
Event sign-in sheets
Student group rosters (Safety Patrol, Student Council)

Strategy 1 Details	Reviews		
Strategy 1: Student participation in Kindergarten Promotion Celebration.	Formative		Summative
Strategy's Expected Result/Impact: Family engagement	Nov	Mar	June
Staff Responsible for Monitoring: Principal/AP Secretary Pre K Kindergarten teachers **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
Strategy 2: 4th Grade Scheduling Process to assist students in making informed decisions for intermediate school schedules.	Formative		Summative
Strategy's Expected Result/Impact: Informed decisions for intermediate school courses and programs (Aspire, Fine Arts, etc.)	Nov	Mar	June
Staff Responsible for Monitoring: Counselor 4th Grade Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
Strategy 3: Student participation in 4th Grade Promotion Celebration.	Formative		Summative
Strategy's Expected Result/Impact: Family engagement	Nov	Mar	June
Staff Responsible for Monitoring: Principal/AP 4th grade teachers Specials teachers **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
Strategy 4: Behavior Management Specialist will assist students in need of self-management skills.	Formative		Summative
Strategy's Expected Result/Impact: Decreased behavior incidents Increase in student use self-regulation strategies **Staff Responsible for Monitoring:** AP PBIS team **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 5 Details	Reviews		
Strategy 5: Student participation in UIL, Spelling Bee, ArtFest and other academic and extracurricular events.	Formative		Summative
Strategy's Expected Result/Impact: Increased communication and family/community engagement Positive student reinforcement **Staff Responsible for Monitoring:** Principal/AP Assorted staff **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Bowen will actively seek to engage family, students staff and community in order to increase communication and provide a positive school environment.

Performance Objective 2: Provide opportunities to foster positive relationships between students, parents, community, staff and the school.

Evaluation Data Sources: Survey data

Strategy 1 Details	Reviews		
Strategy 1: Provide consistent home/school communication through Tuesday folders, Blackboard, Emails & Newsletter flyers	Formative		Summative
Strategy's Expected Result/Impact: Increased communication	Nov	Mar	June
Staff Responsible for Monitoring: Principal Secretary Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
Strategy 2: Regularly update school website and social media.	Formative		Summative
Strategy's Expected Result/Impact: Increased communication and family/community engagement	Nov	Mar	June
Staff Responsible for Monitoring: Principal Secretary Art teacher **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
Strategy 3: Update school calendar to reflect events and important dates.	Formative		Summative
Strategy's Expected Result/Impact: Increased communication and family/community engagement	Nov	Mar	June
Staff Responsible for Monitoring: Principal Secretary **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
Strategy 4: Grade level orientation nights held during first six weeks of school.	Formative		Summative
Strategy's Expected Result/Impact: Increased family engagement	Nov	Mar	June
Staff Responsible for Monitoring: Principal Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
Strategy 5: Parent/Teacher conferences and home visits held during fall and spring semesters.	Formative		Summative
Strategy's Expected Result/Impact: Increased communication and family/community engagement	Nov	Mar	June
Staff Responsible for Monitoring: Principal/AP ICs **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
Strategy 6: Regular CPIC meetings held to review campus plan and school's progress toward set goals.	Formative		Summative
Strategy's Expected Result/Impact: Increased communication and family/community engagement Parent buy-in	Nov	Mar	June
Staff Responsible for Monitoring: CPIC CNA			

Strategy 7 Details	Reviews		
Strategy 7: The campus improvement plan is made available in both English and Spanish at the Title I annual meeting, on the campus webpage and parent kiosk.	Formative		Summative
Strategy's Expected Result/Impact: Access to school resources	Nov	Mar	June
Staff Responsible for Monitoring: Principal Secretary **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
Strategy 8: Parent and family engagement policy and Home/School Compacts jointly developed and agreed upon by parent and school. Documents are made available to be distributed in English and Spanish.	Formative		Summative
Strategy's Expected Result/Impact: Increased communication and family/community engagement Parent buy-in	Nov	Mar	June
Staff Responsible for Monitoring: CPIC			

Strategy 9 Details	Reviews		
Strategy 9: Host Family Academic Nights (one per semester) and two annual Title I meetings, the first during the first 9-weeks of school.	Formative		Summative
Strategy's Expected Result/Impact: Increased communication and family/community engagement	Nov	Mar	June
Staff Responsible for Monitoring: Principal Parent Involvement Committee **Funding Sources:** Snacks for parent engagement activities and events - Title I, A - $500, Materials for parent engagement activities and events - Title I, A - $572, Childcare offered to encourage parent attendance - Title I, A - $200			

Strategy 10 Details	Reviews		
Strategy 10: Grade level music programs held throughout the school year to showcase student talents.	Formative		Summative
Strategy's Expected Result/Impact: Increased communication and family/community engagement Parent buy-in Positive student reinforcement	Nov	Mar	June
Staff Responsible for Monitoring: Specials team Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 11 Details	Reviews		
Strategy 11: Support PTO in the planning, preparation and implementation of various campus initiatives.	Formative		Summative
Strategy's Expected Result/Impact: Increase family and community engagement	Nov	Mar	June
Staff Responsible for Monitoring: Principal/AP Parent Involvement Committee Social Committee **Funding Sources:** - Local Funds - Campus			

Strategy 12 Details	Reviews		
Strategy 12: Encourage parents to complete the parent/community survey provided by Bryan ISD.	Formative		Summative
Strategy's Expected Result/Impact: Increased family and community input Parent input Ownership in the school community	Nov	Mar	June
Staff Responsible for Monitoring: Principal PBIS team **Funding Sources:** - Local Funds - Campus			

Strategy 13 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 13: Offer a flexible number of family engagement events offered at a variety of times to provide opportunities for parents to attend and interact with their child and campus staff at school. **Strategy's Expected Result/Impact:** Increased family and community input Parent input Parental ownership in the school community **Staff Responsible for Monitoring:** Parent Involvement Committee Principal **Funding Sources:** SMART snacks for family events - Title I, A			

No Progress | Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	4			$0.00
1	2	5	Professional development materials		$0.00
1	3	1	Technology-based instructional resources		$0.00
1	3	2			$0.00
1	3	3			$0.00
1	3	4			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	3			$0.00
1	5	4			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	2	1			$0.00
2	2	2			$0.00

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	3			$0.00
2	2	4			$0.00
2	2	5			$0.00
2	2	6			$0.00
2	2	7			$0.00
2	2	10			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	3			$0.00
2	3	4			$0.00
2	3	5	Staff Development (conference attendance or contracted services)		$0.00
2	3	6			$0.00
2	3	7			$0.00
2	3	8			$0.00
2	3	9			$0.00
2	3	10			$0.00
2	3	11			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
3	2	5			$0.00
3	2	7			$0.00
3	2	10			$0.00
3	2	11			$0.00

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	12			$0.00
				Sub-Total	$0.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3			$0.00
2	2	9			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Tutors and Smart Snacks		$0.00
2	2	8			$0.00
				Sub-Total	$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Materials for tutoring		$0.00
1	1	7	Technology		$0.00
1	1	8	Tutors (certified and classroom teachers) and smart snacks		$0.00
1	1	9	IC, 1 FTE		$0.00
3	2	9	Materials for parent engagement activities and events		$572.00
3	2	9	Snacks for parent engagement activities and events		$500.00
3	2	9	Childcare offered to encourage parent attendance		$200.00
3	2	13	SMART snacks for family events		$0.00
				Sub-Total	$1,272.00

Bryan Independent School District

Branch Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Goal 1: Branch Elementary will establish and implement a consistent, teacher-driven MTSS process by providing professional development and structured planning protocols, resulting in 100% of teachers actively planning and delivering Tier 2 interventions during designated intervention periods, as evidenced by intervention plans and progress monitoring data. 15
Goal 2: Branch Elementary will improve reading performance campus-wide by ensuring that at least 60% of students in grades K-2 meet their projected growth on MAP, and that STAAR Reading scores increase by 10% in approaches, meets, and masters performance levels, through implementation of a consistent Tier 1 reading framework and early intervention system. 18
Goal 3: Branch Elementary will increase overall campus attendance to 96% or higher and reduce chronic absenteeism in Pre-K and Kindergarten by at least 20% through the implementation of proactive family outreach, early intervention systems, and consistent messaging about the importance of daily attendance in early childhood education. 24
Goal 4: Branch Elementary will foster a positive and respectful school climate by increasing the percentage of 3rd and 4th grade students who report that "people get along well at school" from 30% to at least 60%, and by reducing classroom-based discipline referrals by 25%. This will be accomplished through the implementation of a structured, campus-wide SEL program, consistent classroom management systems, targeted professional development, and intentional opportunities for students to build social and relationship skills. 28
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Comprehensive Needs Assessment

Revised/Approved: June 9, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

As part of our continuous improvement efforts, Branch Elementary conducted a comprehensive needs assessment with input from a diverse committee of teachers, parents, and community members. The committee met on June 2, 2025, and June 9, 2025, to review a variety of campus data, including academic performance, attendance, behavior, and demographic trends. This collaborative analysis informed the development of the 2025–2026 Campus Improvement Plan, ensuring that our goals and strategies are aligned with the unique needs of our campus community.

Identified Strengths:

- **High teacher retention rate**, supporting campus stability and instructional continuity
- **Veteran teaching staff**, with nearly half of teachers having more than six years of experience
- **Strong academic performance in mathematics**, indicating effective instructional practices
- **Improved parent perception**, with a noted increase in family engagement and overall satisfaction with the school climate

Identified Areas of Need:

- **Low attendance rate**, currently at 94.6%, impacting student learning and engagement
- **Low student perception on survey data**, indicating a need for a focus on campus-wide social skills program.
- **Low reading performance**, both in terms of students reading on grade level and STAAR assessment results
- **Overrepresentation of special education students** in comparison to students receiving 504 accommodations, suggesting a need for more balanced and early intervention supports

Due to needs assessment findings, improvement in reading and development of a social skills program, were identified as targeted areas of need. We will continue to build on our strengths while adding an emphasis on improved reading performance and lowered student discipline to continue to grow and improve as a campus for the 2025-26 school year.

Title I, Element 1

Demographics

Demographics Summary

Branch Elementary serves a diverse community of approximately 470 students supported by 31 dedicated teachers. As a Bilingual campus, we are proud to serve a linguistically rich population, with 18.3% of our students identified as Emergent Bilingual and 17.45% participating in the Bilingual education program.

Our student body reflects a broad spectrum of backgrounds:

- 49.15% Hispanic
- 27.02% African American
- 16.83% White

We are committed to supporting students facing additional challenges, with 61.08% of our students identified as At-Risk and 73.98% classified as Economically Disadvantaged.

Our teaching staff also reflects a range of experiences and backgrounds. Of our 31 teachers:

- 14 have more than 6 years of teaching experience
- 17 have between 0–5 years of experience

In terms of staff diversity, our team includes:

- 2 African American educators
- 11 Hispanic educators
- 19 White educators

Branch Elementary remains committed to fostering an inclusive, equitable, and academically enriching environment for all students and staff.

Demographics Strengths

One of Branch Elementary's key strengths lies in the experience and stability of our teaching staff. Nearly half of our teachers have more than six years of classroom experience, bringing a wealth of knowledge, instructional skill, and deep understanding of student needs. Additionally, we are proud to maintain a low staff turnover rate going into the upcoming school year, which fosters continuity in instruction, strong relationships with students and families, and a cohesive campus culture. This stability, paired with our diverse and dedicated team, positions us to effectively support student growth, implement campus initiatives with consistency, and maintain a positive and collaborative working environment.

Another strength can be found in the cultural diversity of Branch Elementary students, enriching the campus environment and broadening perspectives for both students and staff. With a student population that includes 49.15% Hispanic, 27.02% African American, and 16.83% White students, our school community reflects a rich tapestry of backgrounds, languages, and traditions. This diversity fosters an opportunity for more inclusive learning experience, encourages cultural awareness, and helps prepare all students to thrive in a global society. It also provides daily opportunities for students to learn from one another, build empathy, and develop a deeper understanding of the world around them—creating a school culture that is vibrant, respectful,and connected.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a low participation rate of students being referred to and participating in the Gifted and Talented (GT) program.
Root Cause: Our teachers need more support planning for differentiation and rigorous instruction to supplement curriculum expectations and we need to establish a system in which previous years' teachers are indicating the need for a referral to GT testing.

Problem Statement 2 (Prioritized): As a campus, we have a disproportionate representation of students being served through Special Education in comparison to 504.
Root Cause: There is a lack of structured professional development and clearly communicated expectations for teacher-led intervention planning within the MTSS framework.

Student Learning

Student Learning Summary

For 2024, Branch Elementary STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made.

Students performed at or above the state average at Meets Grade Level in the following areas:

Math across most grade levels, including strong results from 3rd and 4th grade Bilingual students in both math and reading.

Math remains a campus strength, with consistent student growth shown in both STAAR and MAP data. Preliminary 2025 data also indicates growth in reading, though overall reading performance continues to lag behind math across all grade levels. A significant number of students, especially in 1st and 3rd grades, began the year not reading on grade level. Reading is identified as a priority area for improvement.

The CNA also revealed an achievement gap for African American students, who are underperforming in all tested areas compared to other subgroups. In addition, students identified as at risk of dropping out, who make up over 60% of the campus population, demonstrate greater need in foundational reading skills, consistent attendance, and behavioral support.

The following academic support programs are available on campus:

Bilingual/ESL Instruction

Special Education Services including Resource & ICS

Tiered Intervention (RTI/MTSS)

Small Group Instruction

Instructional Coaching and PLC Support

There continues to be a need for a comprehensive data program to assist with managing data from multiple sources so that the campus can effectively monitor student performance and provide differentiated instruction. Additional professional development is needed to ensure all staff are equipped to analyze and act on data, plan for rigorous reading instruction, and support historically underserved student populations.

Branch Elementary remains committed to strengthening instruction in reading, closing subgroup performance gaps, and ensuring equitable academic opportunities for all students.

Student Learning Strengths

- 4th grade math continues to be an area of high growth; 29 Accelerated Growth, 41 Expected Growth.
- Continued strong performance in TELPAS in 3rd & 4th grade.
- Continued strong performance in Bilingual 3rd & 4th on both RLA & Math.
- 4th grade Reading growth; 14 Accelerated Growth, 44 Expected Growth.
- Improvement overall as a campus with Math MAP growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not developing strong early literacy skills, which impacts their long-term academic success and overall achievement.
Root Cause: Campus instructional focus has leaned toward math due to previous success, and systems for literacy were not equally developed.

Problem Statement 2: African American students on our campus are not performing to the same level as their same aged peers.
Root Cause: Subgroup data was not previously disaggregated or analyzed deeply enough to guide specific, equity-based instructional planning.

School Processes & Programs

School Processes & Programs Summary

Mary Branch uses hiring practices that include a committee interview utilizing predetermined questions for teacher positions and Instructional Assistant positions. This year in March, Mrs. Lopez sent out a google form asking staff to state if they are returning to Branch the following year and whether they would like to stay in their current position or try something new. Teachers are able to rank their 1st, 2nd and 3rd choices for grade levels, knowing that the decision is ultimately made by Mrs. Lopez based on what is in the best interest of all students at Mary Branch.

Staff are evaluated annually according to district policy. Support is provided to staff based on need. The Branch administrative team conducts T-TESS evaluations one time per year and walkthroughs on each classroom teacher throughout the year. Feedback is given to help provide ideas/suggestions to improve teacher performance and ultimately improve student achievement. Administrators and ICs meet weekly to discuss teacher performance and put plans in place to provide support to teachers most in need. Mary Branch follows the district mentoring program to ensure we are supporting our novice teachers.

Professional development is planned based on district incentives, observation results, student academic performance, teacher needs, etc. This year, Mary Branch participated in the following professional development opportunities: Foundations, Reading Horizons, CHAMPS, Special Education, BEST program, data analysis, MTSS, SummitK12, school safety, the importance of planning.

For the current school year, participation in various programs can be seen in the table below:

Program	Participation Rate
Special Education	19.15%
ESL/EB	.64%/18.3%
Economically Disadvantaged	81.49%
Gifted & Talented	1.7%
Dyslexia	7.45%
Section 504	1.91%
Migrant	.86%
Homeless	.65%

In general, the number of discipline incidents has decreased as compared to prior years. The frequent offenses at Mary Branch were: Punching/Hitting/Kicking; Dangerous Conduct; Disobeying School Rules on Buses. The campus continues to implement Safe and Civil Schools. Additionally, Mary Branch uses the following procedures to reduce the overuse of discipline practices: Early Stage Interventions like planned discussions, teacher managed/office managed behaviors, ensuring we are implementing accommodations for all students receiving special services, and involving parents as partners in the discipline process.

All staff participate in annual mandate courses over topics such as sexual harassment, bullying, violence, school safety, and suicide to ensure we know what red flags to look for in our Bears to ensure we are keeping them safe at all times. We have a security guard on campus to help ensure our safety. Mr. Eddie is responsible for walking the building throughout the day to ensure exterior doors are locked, interior doors are closed and locked, and keeping an eye on the perimeter of the building. All visitors are required to check in at the front office and be scanned through our Raptor System. Visitors who are not following these procedures are escorted back to the front office to ensure they are checked in and given a badge. We are in our 4th year of implementation of Foundations with Safe and Civil Schools which has allowed us to review policies and procedures to ensure we are providing a safe environment for all of our students.

School Processes & Programs Strengths

- The addition of extracurricular opportunities like the Chess Club and Musical points to an intentional effort to increase student engagement and sense of belonging, which research supports as a contributor to academic motivation and social-emotional development.
- The increase in campus attendance is a strong indicator of improved student engagement, communication with families, or health/safety protocols. Higher attendance rates generally support better academic outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although overall attendance at Branch Elementary has improved from 92.49% to 94.61%, chronic absenteeism remains a persistent issue, particularly among Pre-K and Kindergarten students.
Root Cause: Campus-wide attendance initiatives have focused more on compliance and reporting than on early intervention, parent education, and wraparound support services.

Perceptions

Perceptions Summary

Student Engagement:

In general, the number of discipline incidents has decreased as compared to prior years. The frequent offenses at Mary Branch were: Punching/Hitting/Kicking; Dangerous Conduct; Disobeying School Rules on Buses. The campus continues to implement Safe and Civil Schools. The staff has worked to refine the levels of misbehavior to better clarify teacher managed versus office managed behavior incidents.

The results from student surveys indicate that 98% feel that the adults on campus treat them with kindness, while only 30% felt that people get along well with others on campus. The survey data indicates as well that students feeling safe at school is trending up from previous years. This year we incorporated student school wide assemblies for programs and awards ceremonies. As well we have incorporated more opportunities for students to get involved including; Robotics, Branch Honor Choir, UIL, Chess Club, and Dance.

Staff Engagement:

During the 2024-2025 school year we had new administration, both the principal and assistant principal. The staff survey data from the Fall of 2024 indicated a decline in culture and climate, however the Spring of 2025 saw a significant positive increase in staff feedback on the survey. To conclude the year, we had only one teacher resign due to losing a position on campus. We had another teacher accept a promotion within the district to become the assistant band director at a high school campus. And maintained a very low teacher turnover rate for the coming school year given the dynamics of working through new leadership.

Parent Engagement:

During the 2024-2025 school year we had new administration, both the principal and assistant principal. Similar to the staff survey data from the Fall of 2024, the parent survey data indicated a decline in perceptions; however the Spring of 2025 saw a significant positive increase in parent feedback on the survey as well.

As a campus we implemented a consistent means of communication with parents through Class Dojo this year, which increased parent and teacher communication. This was directly a result of parent input from the previous school year which suggested that the different methods by the teacher felt difficult to maintain. Overall parent feedback was positive that we moved to Class Dojo from parents and staff.

We continue to seek ways to engage our parents as partners in their child's education, working to establish parent involvement times that can be more accessible to our parents and engage the families to encourage attendance. Our survey indicates that parents face barriers like work schedules, family schedules, and lack of communication about events.

Perceptions Strengths

- Improved teacher retention and minimal staffing changes support continuity of instruction and school culture.
- Increased family engagement, particularly at STEM Night, demonstrates that families are eager to connect when events are accessible.
- Increased family engagement, particularly at STEM Night, demonstrates that families are eager to connect when events are accessible.
- Positive discipline trends in areas supported by Safe & Civil Schools indicate that the model is working and should be expanded.
- The rebound in parent and staff perception data shows the school's ability to respond to concerns and improve climate mid-year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Classroom settings are the primary location for discipline referrals.
Root Cause: Some teachers may need more support in planning and implementing proactive classroom management systems, including clear behavior expectations, consistent consequences, and relationship-building strategies.

Problem Statement 2 (Prioritized): Student to student relationships, only 30% of 3rd & 4th grade students feel like people get along well at school.
Root Cause: Explicit instruction in social-emotional learning (SEL) and consistent opportunities to practice peer-to-peer communication may not be fully embedded across the

campus or aligned to students' developmental needs.

Priority Problem Statements

Problem Statement 1: As a campus, we have a disproportionate representation of students being served through Special Education in comparison to 504.

Root Cause 1: There is a lack of structured professional development and clearly communicated expectations for teacher-led intervention planning within the MTSS framework.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are not developing strong early literacy skills, which impacts their long-term academic success and overall achievement.

Root Cause 2: Campus instructional focus has leaned toward math due to previous success, and systems for literacy were not equally developed.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Although overall attendance at Branch Elementary has improved from 92.49% to 94.61%, chronic absenteeism remains a persistent issue, particularly among Pre-K and Kindergarten students.

Root Cause 3: Campus-wide attendance initiatives have focused more on compliance and reporting than on early intervention, parent education, and wraparound support services.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student to student relationships, only 30% of 3rd & 4th grade students feel like people get along well at school.

Root Cause 4: Explicit instruction in social-emotional learning (SEL) and consistent opportunities to practice peer-to-peer communication may not be fully embedded across the campus or aligned to students' developmental needs.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Classroom settings are the primary location for discipline referrals.

Root Cause 5: Some teachers may need more support in planning and implementing proactive classroom management systems, including clear behavior expectations, consistent consequences, and relationship-building strategies.

Problem Statement 5 Areas: Perceptions

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- Male / Female performance, progress, 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.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: June 16, 2025

Goal 1: Branch Elementary will establish and implement a consistent, teacher-driven MTSS process by providing professional development and structured planning protocols, resulting in 100% of teachers actively planning and delivering Tier 2 interventions during designated intervention periods, as evidenced by intervention plans and progress monitoring data.

Performance Objective 1: 100% of instructional staff will receive professional development on the MTSS framework, including identifying students in need of Tier 2 supports, designing interventions, and using progress monitoring tools.

Strategy 1 Details	Reviews		
Strategy 1: Schedule and deliver targeted MTSS training during back-to-school professional development and PLCs.	Formative		Summative
Strategy's Expected Result/Impact: Improved teacher understanding of MTSS procedures & processes **Staff Responsible for Monitoring:** Principal, AP, & IC **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Utilize instructional coaches to support modeling and co-planning for Tier 2 interventions.	Formative		Summative
Strategy's Expected Result/Impact: Support teachers in planning for Tier 2 intervention. **Staff Responsible for Monitoring:** Principal, AP **Funding Sources:** Instructional Coach - Title I, A	Nov	Mar	June

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Classroom instructional materials and technology will be purchased to supporting tutoring and interventions for at-risk students at the level of rigor required for mastery of skills and to support attainment in reading and math. **Strategy's Expected Result/Impact:** Improved academic achievement Student growth on targeted/identified needs. **Staff Responsible for Monitoring:** Principal, AP, & IC **Title I:** 2.51, 2.52 **Funding Sources:** Instructional Resources - Title I, A - $3,000, Instructional Subscriptions - Title I, A - $6,676			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Branch Elementary will establish and implement a consistent, teacher-driven MTSS process by providing professional development and structured planning protocols, resulting in 100% of teachers actively planning and delivering Tier 2 interventions during designated intervention periods, as evidenced by intervention plans and progress monitoring data.

Performance Objective 2: Implement a campus-wide MTSS intervention planning protocol that includes structured collaboration during PLCs for Tier 2 intervention design.

Evaluation Data Sources: PLC, Branching Minds

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Develop and distribute an MTSS planning template that includes student need identification, specific intervention strategies, responsible staff, frequency, and progress monitoring methods. **Strategy's Expected Result/Impact:** Targeted instructional teacher practices Increased teacher knowledge of students academic needs **Staff Responsible for Monitoring:** Principal, AP **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Conduct monthly data meetings to review progress monitoring results and adjust interventions as needed. **Strategy's Expected Result/Impact:** Increased awareness of student academic needs **Staff Responsible for Monitoring:** Principal, AP **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Branch Elementary will improve reading performance campus-wide by ensuring that at least 60% of students in grades K-2 meet their projected growth on MAP, and that STAAR Reading scores increase by 10% in approaches, meets, and masters performance levels, through implementation of a consistent Tier 1 reading framework and early intervention system.

Performance Objective 1: implement a clearly defined Tier 1 reading instructional framework aligned to the Science of Reading, ensuring 100% of classrooms deliver high-quality core instruction daily.

Evaluation Data Sources: Reading Horizons
MAP
STAAR

Strategy 1 Details	Reviews		
Strategy 1: Provide training for all K-3 teachers on Reading Horizons, the district-adopted Tier 1 reading framework, including structured literacy practices.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Improved student literacy across campus **Staff Responsible for Monitoring:** Principal, AP, & IC **Funding Sources:** Reading Horizons - Local Funds - District			

Strategy 2 Details	Reviews		
Strategy 2: Conduct classroom walk-throughs to monitor fidelity of implementation and provide timely coaching feedback.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Program fidelity Improved student literacy **Staff Responsible for Monitoring:** Principal, AP, & IC **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
Strategy 3: Use PLCs to unpack priority TEKS, align instructional strategies, and analyze curriculum materials for rigor and alignment.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Increased teacher knowledge of standards Improved student literacy **Staff Responsible for Monitoring:** Principal, AP, & IC **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Branch Elementary will improve reading performance campus-wide by ensuring that at least 60% of students in grades K-2 meet their projected growth on MAP, and that STAAR Reading scores increase by 10% in approaches, meets, and masters performance levels, through implementation of a consistent Tier 1 reading framework and early intervention system.

Performance Objective 2: All K-2 classrooms will implement daily structured small-group reading instruction informed by MAP and foundational skills assessments.

Evaluation Data Sources: MAP

Strategy 1 Details	Reviews		
Strategy 1: Train teachers in using MAP data, phonics screeners, and running records to group students effectively.	Formative		Summative
Strategy's Expected Result/Impact: Teacher awareness of student instructional needs Targeted instructional practices	Nov	Mar	June
Staff Responsible for Monitoring: Principal, AP, & IC **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
Strategy 2: Monitor small-group plans during weekly PLCs and provide coaching on differentiation.	Formative		Summative
Strategy's Expected Result/Impact: Improved student literacy Improved classroom rigor and student achievement	Nov	Mar	June
Staff Responsible for Monitoring: Principal, AP, & IC **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Branch Elementary will improve reading performance campus-wide by ensuring that at least 60% of students in grades K-2 meet their projected growth on MAP, and that STAAR Reading scores increase by 10% in approaches, meets, and masters performance levels, through implementation of a consistent Tier 1 reading framework and early intervention system.

Performance Objective 3: Early intervention system will be in place for students in K-2 not on track with reading benchmarks, including regular progress monitoring and targeted support.

Evaluation Data Sources: MAP
MAP Fluency
Reading Horizons

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Identify and train tutors and educational aide to deliver evidence-based reading interventions (e.g., phonological awareness, decoding). **Strategy's Expected Result/Impact:** Increased effectiveness of tutors/educational aide Increased student literacy **Staff Responsible for Monitoring:** Principal, AP, & IC **Title I:** 2.51, 2.52 **Funding Sources:** - Title I, A - $85,514			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Utilize progress monitoring tools aligned with foundational reading components (Reading Horizons, MAP Skills). **Strategy's Expected Result/Impact:** Increased teacher awareness of targeted student needs Increased student literacy **Staff Responsible for Monitoring:** Principal, AP, & IC **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Branch Elementary will improve reading performance campus-wide by ensuring that at least 60% of students in grades K-2 meet their projected growth on MAP, and that STAAR Reading scores increase by 10% in approaches, meets, and masters performance levels, through implementation of a consistent Tier 1 reading framework and early intervention system.

Performance Objective 4: 100% of Tier 1 reading instruction in grades 3-4 will integrate TEKS-aligned strategies for comprehension, vocabulary, and test readiness to improve STAAR performance.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Provide ongoing professional development focused on writing, complex text, close reading routines, and STAAR-aligned question stems. **Strategy's Expected Result/Impact:** Improved student literacy (reading & writing) Increased student performance in meets & masters on STAAR **Staff Responsible for Monitoring:** Principal, AP, & IC **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Utilize district, campus and state assessment data to target instructional practices. **Strategy's Expected Result/Impact:** Improved student literacy (reading & writing) Increased student performance in meets & masters on STAAR **Staff Responsible for Monitoring:** Principal, AP, & IC **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Classroom instructional materials and technology will be purchased to supporting tutoring and interventions for at-risk students at the level of rigor required for mastery of skills and to support attainment in reading. (RLA Mastery) **Strategy's Expected Result/Impact:** Improved student literacy (reading & writing) Increased student performance in meets & masters on STAAR **Staff Responsible for Monitoring:** Principal, AP, & ICs. **Title I:** 2.51, 2.52 **Funding Sources:** Instructional Materials - Title I, A, Instructional Subscriptions - Title I, A			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Branch Elementary will increase overall campus attendance to 96% or higher and reduce chronic absenteeism in Pre-K and Kindergarten by at least 20% through the implementation of proactive family outreach, early intervention systems, and consistent messaging about the importance of daily attendance in early childhood education.

Performance Objective 1: Launch a campus-wide attendance awareness campaign that clearly communicates expectations, goals, and the importance of daily attendance in early childhood.

Evaluation Data Sources: Skyward Attendance Data

Strategy 1 Details	Reviews		
Strategy 1: Develop and distribute monthly newsletters, flyers, and social media posts promoting strong attendance habits.	Formative		Summative
Strategy's Expected Result/Impact: Increased parent awareness of importance of student attendance Increased communication between teacher & parent **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Include attendance goals and messaging in classroom newsletters (Class Dojo) and morning announcements.	Formative		Summative
Strategy's Expected Result/Impact: Increased student attendance Increased communication with parents **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Branch Elementary will increase overall campus attendance to 96% or higher and reduce chronic absenteeism in Pre-K and Kindergarten by at least 20% through the implementation of proactive family outreach, early intervention systems, and consistent messaging about the importance of daily attendance in early childhood education.

Performance Objective 2: Implement an early warning system to identify and support students at risk of chronic absenteeism in Pre-K and Kindergarten.

Evaluation Data Sources: Skyward Attendance Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Monitor weekly attendance data and flag students with 2 or more absences in a month. **Strategy's Expected Result/Impact:** Decreased chronic absenteeism **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Assign staff members (e.g., counselor, family liaison, or attendance clerk) to conduct phone calls or home visits for students with frequent absences. **Strategy's Expected Result/Impact:** Increased communication between parents & school Decreased student absences **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Branch Elementary will increase overall campus attendance to 96% or higher and reduce chronic absenteeism in Pre-K and Kindergarten by at least 20% through the implementation of proactive family outreach, early intervention systems, and consistent messaging about the importance of daily attendance in early childhood education.

Performance Objective 3: Implement a tiered attendance incentive system to recognize students and classrooms with improved and consistent attendance.

Evaluation Data Sources: Skyward Attendance Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Celebrate daily, weekly, and monthly perfect attendance with certificates, classroom shout-outs, and schoolwide recognition (e.g., bulletin boards, prizes). **Strategy's Expected Result/Impact:** Increased student attendance Improved overall ADA % **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Partner with local businesses or PTO to provide small incentives or experiences (e.g., popcorn parties, books, stickers). **Strategy's Expected Result/Impact:** Increased student attendance Improved overall ADA % **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Branch Elementary will increase overall campus attendance to 96% or higher and reduce chronic absenteeism in Pre-K and Kindergarten by at least 20% through the implementation of proactive family outreach, early intervention systems, and consistent messaging about the importance of daily attendance in early childhood education.

Performance Objective 4: Provide opportunities to foster positive relationships between parents, community, students, staff, and schools to promote a shared partnership in student achievement.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Increase teacher-parent communication through weekly newsletters and the consistent use of Class Dojo across the campus. **Strategy's Expected Result/Impact:** Increased communication **Staff Responsible for Monitoring:** Principal, AP			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide opportunities to involve families in literacy, math, science, and technology through academic nights with resources available to support families. **Staff Responsible for Monitoring:** Principal, AP, Counselor **Funding Sources:** Parent Involvement, Resources - Title I, A - $1,511, Parent Involvement, SMARTsnacks - Title I, A - $1,511			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Branch Elementary will foster a positive and respectful school climate by increasing the percentage of 3rd and 4th grade students who report that "people get along well at school" from 30% to at least 60%, and by reducing classroom-based discipline referrals by 25%. This will be accomplished through the implementation of a structured, campus-wide SEL program, consistent classroom management systems, targeted professional development, and intentional opportunities for students to build social and relationship skills.

Performance Objective 1: Implement a campus-wide, evidence-based SEL program, with 100% of teachers delivering weekly SEL lessons focused on empathy, emotional regulation, and conflict resolution connected to campus Guidelines for Success (BEARS).

Evaluation Data Sources: Student Survey Data
Discipline Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Provide back-to-school professional development on the develop SEL curriculum, "Bear Necessities." **Strategy's Expected Result/Impact:** Improved student behavior **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Include SEL lesson expectations in the master schedule and monitor implementation through lesson plan checks and classroom visits. **Strategy's Expected Result/Impact:** Improved student behavior **Staff Responsible for Monitoring:** Principal, AP, & ICs. **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Branch Elementary will foster a positive and respectful school climate by increasing the percentage of 3rd and 4th grade students who report that "people get along well at school" from 30% to at least 60%, and by reducing classroom-based discipline referrals by 25%. This will be accomplished through the implementation of a structured, campus-wide SEL program, consistent classroom management systems, targeted professional development, and intentional opportunities for students to build social and relationship skills.

Performance Objective 2: Teachers will consistently implement a Tier 1 classroom management system that includes clear expectations, positive behavior reinforcement, and proactive behavior supports.

Evaluation Data Sources: Discipline Data
Branching Minds Incident Report

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Provide back to school professional development on effective Tier 1 behavior systems (CHAMPS) and best practices for a proactive approach to discipline through Early Intervention Strategies. **Strategy's Expected Result/Impact:** Improved student behavior Decreased office referrals Increased teacher knowledge of best classroom management practices **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Use coaching cycles and feedback from leadership team walk-throughs to support teacher growth in classroom management. **Strategy's Expected Result/Impact:** Improved student behavior Decreased office referrals Increased teacher knowledge of best classroom management practices **Staff Responsible for Monitoring:** Principal, AP, & ICs. **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Branch Elementary will foster a positive and respectful school climate by increasing the percentage of 3rd and 4th grade students who report that "people get along well at school" from 30% to at least 60%, and by reducing classroom-based discipline referrals by 25%. This will be accomplished through the implementation of a structured, campus-wide SEL program, consistent classroom management systems, targeted professional development, and intentional opportunities for students to build social and relationship skills.

Performance Objective 3: Targeted students who display frequent behavioral challenges will receive social skills intervention and increased opportunities for structured peer engagement.

Evaluation Data Sources: Student Survey Data
Discipline Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Implement small-group SEL or behavior intervention groups facilitated by counselors or educational aide. **Strategy's Expected Result/Impact:** Decrease in student referrals Improved student emotional regulation **Staff Responsible for Monitoring:** Principal, AP **Title I:** 2.53, 2.533 **Funding Sources:** Educational Aide - Title I, A			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Develop and use a behavior intervention plan template for students with 3+ discipline referrals. **Strategy's Expected Result/Impact:** Decrease in student referrals Improved student emotional regulation **Staff Responsible for Monitoring:** Principal & AP **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	2	1			$0.00
1	2	2			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	3	2			$0.00
2	4	1			$0.00
2	4	2			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	3	1			$0.00
3	3	2			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	2	1			$0.00
4	2	2			$0.00
4	3	2			$0.00
				Sub-Total	$0.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Reading Horizons		$0.00
				Sub-Total	$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Instructional Coach		$0.00
1	1	3	Instructional Resources		$3,000.00
1	1	3	Instructional Subscriptions		$6,676.00
2	3	1			$85,514.00
2	4	3	Instructional Materials		$0.00
2	4	3	Instructional Subscriptions		$0.00
3	4	2	Parent Involvement, SMARTsnacks		$1,511.00
3	4	2	Parent Involvement, Resources		$1,511.00
4	3	1	Educational Aide		$0.00
				Sub-Total	$98,212.00

Bryan Independent School District

Bryan Collegiate High School

2025-2026 Campus Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the summer of 2025, the Bryan Collegiate High School CNA Planning Team met on June 16, June 17, and June 19, 2025 to conduct a comprehensive needs assessment of the entire school. The planning team was made of Bryan Collegiate High School stakeholders including teachers, parents, students, and campus administrators. Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs. Data sources analyzed by the committee included school demographics including enrollment data, EDI, AR, Special Populations and race/ethnicity; staff information including staff retention; STAAR Scores, TELPAS Scores, TELPAS, Blinn course completion; Attendance rates, Drop Out Rates, Graduation Rates, Empirical data from student and staff surveys; CCMR data, AP Participation, professional practices as a campus, student retention, and ICU Data.

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Emergent Bilingual population is qualifying for exit
- Recruitment of Early College target populations has improved
- Retention of students at the junior and senior grades has increased
- EOC performance for all five subjects outscored the state average for "Meets" grade level
- Students feel safe at school

Needs

- Closing the achievement gaps needs to improve by increasing the "Meets" standards on STAAR
- Student retention from year-to-year needs to continue to improve.
- Parent engagement needs to improve.
- Student attendance needs to improve when compared to other early college high schools.

Due to needs assessment findings, student achievement and attendance were identified as targeted areas of need. As we continue to build on our strengths while continuously monitoring progress, we hope to improve academic achievement for all students and several specific sub-groups of students, including our chronically absent students. Through effective instructional practices such as implementation of the College Board curriculum (Advanced Placement and Pre-Advanced Placement) in several core content area, using the TTESS rubric to strengthen Tier I instruction, along with the monitoring of student data (pre/post tests, district assessments, TSIA, Advanced Placement scores, failure rates, and dual credit data), we will continue to grow and improve as a campus for the 2025-26 school year.

Key strategies to implement this year to increase student achievement are the full implementation of Advancement Via Individual Determination (AVID) program, implementation of a No Zero Program for freshmen and sophomore students, continued professional development for staff with AVID and other leadership professional development opportunities, as well as providing various resources for students to use such as usage of interactive technologies such as document cameras, general instructional supplies, implementation of the Positive Physics System for AP Physics students, the usage of LanSchool to help monitor student progress and productivity, and printed resources such as PreAP Materials, Personal Finance Workbooks, and AP practice books.

We will continue to build on our strengths to continue to grow and improve as a campus for the 2025-2026 school year.

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Demographics Summary

Demographics Summary

Bryan Collegiate High School is located in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 104,487 people. Of these individuals, 14% are African American, 42% are White, and 39% are Hispanic. The median household income for Bryan, TX is $59,315 with 20.7% of the people living in poverty. In this community 83.9% of individuals over 25% have a high school diploma and 29% have a Bachelor's degree or higher.

For the 2024-2025 school year, we had 465 students in grades 9-12. Of our 465 students, 20 (4%) were African American, 79 were White (17%) and 352 (76%) were Hispanic. These percentages have remained stable over the past three years. The following programs are housed on our campus: dyslexia, gifted and talented, Section 504, Special Education, Emergent Bilingual, and English as a Second Language.

Looking at other information, we see that we had 74% that are economically disadvantaged and 18% that were emergent bilingual students. We had 4% students in our dyslexia program, 8% in our Section 504 program along with 18% and 3% in our Gifted and Talented and Special Education programs respectively. These percentages have mostly remained stable over the past three years. The exception is that our emergent bilingual program has decreased over 10% in the last three years as more students are qualifying to exit the program through English language attainment/proficiency.

There are 22 total teachers at BCHS. Of that number 0% are African American, 76% are White, and 24% are Hispanic.

Demographics Strengths

Demographics Strengths

- The EB program is showing progress as students are qualifying to exit the program.
- Student attendance rate over time has improved.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student retention from 9th grade to 12th grade is less than 80%
Root Cause: All students in the respective cohorts are not utilizing the additional supports in place to experience academic success.

Student Learning

Student Learning Summary

Student Academic Achievement Summary

For 2024, BCHS STAAR/EOC results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made.

Students performed at or above the state average at Meets Grade Level for the following grades/subjects: 9th grade Algebra I, 9th grade Biology, 9th grade ELA I, 10th grade ELA II, and 11th grade U.S. History.

- BCHS students are achieving, but more students need to be at masters: Algebra 1=23%; Biology=17%; ELA I=43%; ELA II=25%; US History=40%
- When looking at masters, there is a gap for Hispanic students. In Algebra 1 the gap between white and hispanic students is 18 points; Biology the gap between white and hispanic is 34 points and between black and hispanic is 27 points; ELA I the gap between white and hispanic is 38 points; ELA II the gap between white and hispanic is 22 points; and U.S. History the gap between white and hispanic is 38 points and between black and hispanic is 45 points.
- The biggest support that can be provided is to disaggregate data for the teachers to better understand and address the gaps in students' learning.

The following academic support programs are available on campus: BCHS teachers offer tutorials, we have a zero tolerance policy regarding work, and we have a Go Center where students can work/study if they have an open period.

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.

Spring 2025 Data

	ELA I EOC	ELA II EOC	Alg I EOC	Bio EOC	USH EOC
Did Not Meet	5 (4%)	3 (2%)	3 (8%)	2 (2%)	2 (2%)
Approaches	10 (8%)	7 (6%)	23 (59%)	19 (19%)	22 (20%)
Meets	69 (59%)	92 (72%)	7 (18%)	56 (57%)	46 (41%)
Masters	32 (28%)	25 (20%)	6 (15%)	21 (21%)	41 (37%)
Total	**116**	**127**	**39**	**98**	**111**

Overall, students at Bryan Collegiate continue to perform well on state assessments. However, when reviewing the data as part of the campus improvement process, there is a discrepancy between Algebra I performance and other subject areas. Algebra I will be a focus for improvement for next year.

Student Learning Strengths

Our STAAR achievement data continues to remain strong when compared to state and district data.

Our course failure rate remains steady and we have seen significant drops in course failure rates due to the ICU/CCU program.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At-Risk subgroups and students who exhibit a learning gap continue to under perform compared to students who are not part of these groups.
Root Cause: STAAR, TSIA and failure data shows that academic gaps exist in both literacy skills and numeracy skills.

School Processes & Programs

School Processes & Programs Summary

Processes & Programs Summary

BCHS follows the lead of HR to recruit, hire, and place staff. Through job fairs, Frontline, and the district excess/voluntary transfer lists we look for staff and then a committee (usually Team Leaders) interview and make hiring decisions together.

Staff are evaluated annually according to district policy. Support is provided to staff based on need. BCHS also offers weekly professional development on Fridays that is determined by the needs of the campus at the moment.

Professional development is planned based on district initiatives, observation results, student academic performance, teacher needs, etc. This year, virtually staff participated in our weekly PD sessions that included topics such as: Safe and Civil Schools, Literacy, AVID, WICOR strategies, grade level meetings to address student needs, school safety, team building, assessments, community service projects, and more.

For the current school year, participation in various programs can be seen in the table below:

Program	Participation Rate
Special Education	2.80%
ESL/EB	13.77%
Economically Disadvantaged	73.98%
Gifted & Talented	18.49%
Dyslexia	3.66%
Section 504	7.96%
Migrant	.86%
Homeless	.65%

In general, the number of discipline incidents has decreased as compared to prior years. The frequent offenses for the 2024-2025 year are 36 incidents compared to 66 the previous year. The campus continues to implement Safe and Civil Schools. Scholastic Dishonesty was the highest incident count in the 2045-2025 year with 14, and 28 the previous year. There are programs in place to assist staff in catching scholastic dishonesty and more conversations are being had with students about the appropriate use of AI.

School Processes & Programs Strengths

The campus has worked very hard to ensure that there are multiple layers of support for students both academically and social-emotionally. Some of the support structures that we have in place are ICU, grade level teaming, the AVID course sequence, and multiple academic intervention courses.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus overall attendance rate is almost 1% to 1.5% lower when compared to other early college high schools.
Root Cause: Students lack a sense of urgency for course attendance on the high school side, specifically at the senior level.

Perceptions

Perceptions Summary

BCHS Summary - Perceptions

Student Engagement

In general, the number of discipline incidents has remained stable as compared to prior years. The frequent offense at BCHS is scholastic dishonesty.

Staff Engagement

The teacher turnover data as reported on the most recent TAPR was 70.8%, which is down 10.8% from the prior year rate of 80.8%.

Almost 100% of the staff feel the school has a positive culture, that everyone in the building is respectful, and that the administration is supportive.

Student Engagement

Results from the student survey indicate that 97% of the adults in the building care about them and treat them with kindness. Almost 100% of students believe the campus has a positive atmosphere and that they belong at BCHS.

Family/Parent Engagement

About 95% of the families feel welcomed at the school and that the staff cares about their child. They feel the school is friendly and safe.

Though there are few barriers to parents attending school events/meetings, they include: transportation, timing, and language. Overall, families feel welcome to the campus. We have bilingual staff and hold family sessions in Spanish.

Overall, BCHS is perceived as a friendly and welcoming campus. Families and staff have created a partnership with each other to support student success!

Perceptions Strengths

- Discipline rates and incidents are low
- Overall positive campus culture

- Teachers feel equipped to handle most classroom discipline issues

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We have low parent involvement in multiple school activities. While we invite all parents to various meetings and events throughout the year, our participation rate is about 10%.
Root Cause: The lack of parent activities that provide time/topic that attracts all parents.

Priority Problem Statements

Problem Statement 1: Student retention from 9th grade to 12th grade is less than 80%
Root Cause 1: All students in the respective cohorts are not utilizing the additional supports in place to experience academic success.
Problem Statement 1 Areas: Demographics

Problem Statement 2: At-Risk subgroups and students who exhibit a learning gap continue to under perform compared to students who are not part of these groups.
Root Cause 2: STAAR, TSIA and failure data shows that academic gaps exist in both literacy skills and numeracy skills.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: The campus overall attendance rate is almost 1% to 1.5% lower when compared to other early college high schools.
Root Cause 3: Students lack a sense of urgency for course attendance on the high school side, specifically at the senior level.
Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Dyslexia 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions tests by the end of the current school year.

Performance Objective 1: STAAR EOC data will reflect at least a 3% increase across all tests for the "Meets Grade" Level

Evaluation Data Sources: Spring semester STAAR Results

Strategy 1 Details	Reviews		
Strategy 1: All teachers will conduct at least one peer walkthrough every two weeks to learn from others as well as provide peer feedback for improvements. Data from these walk-throughs will be used for coaching and professional development.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Increase in TTESS scores and student achievement **Staff Responsible for Monitoring:** Principal and Principal's Secretary **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
Strategy 2: 9th and 10th grade core teachers will require all of their students to read a novel or collection of scholarly/expository essays or articles with their curriculum during the school year.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Principal and Lead ELA Teacher **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
Strategy 3: All teachers will have at least one high stakes writing assignment in the fall and one in the spring.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Principal and Associate Principal **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: AVID classes will utilize AVID trained tutors across multiple grade levels on a weekly basis to address the learning loss and close the learning gap. **Strategy's Expected Result/Impact:** Increase in achievement and decrease in failure rate. **Staff Responsible for Monitoring:** AVID Site Coordinator **Funding Sources:** AVID Tutors - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions tests by the end of the current school year.

Performance Objective 2: The percentage of students earning meets performance level for Algebra I EOC will grow from 47% to 62%.

Evaluation Data Sources: Spring semester STAAR Results

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Depending on need (based on STAAR scores or teacher recommendations) students will be enrolled High School Math Lab for either Algebra I or Geometry **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Principal and Lead Counselor **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: EOC teachers will offer EOC tutorials and prep sessions after school and on Saturdays during the spring semester to support the needs of our at-risk learners. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** EOC Tutoring - State Comp - $500			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions tests by the end of the current school year.

Performance Objective 3: The percentage of students earning meets performance level for English I EOC and English II EOC will reach 90% or above.

Evaluation Data Sources: Spring semester STAAR results

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Students who show evidence of reading skill below grade level will be enrolled in Reading 180 as a small group Tier 2 intervention. **Strategy's Expected Result/Impact:** Increase in lexile scores from BOY to EOY. **Staff Responsible for Monitoring:** Principal and Lead Counselor **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: EOC teachers will offer EOC tutorials and prep sessions after school and on Saturdays during the spring semester to support the needs of our at-risk learners. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** EOC Tutoring - State Comp - $1,000			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: A practical writing course or other ELAR elective will be offered to at least two sections of 10th grade students that have not shown success on TSIA or English I STAAR. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Principal and Lead Counselor **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions tests by the end of the current school year.

Performance Objective 4: Increase the retention rate of 9-12th grade students by 4% as determined by students who leave for academic reasons from September 1 - June 1.

Evaluation Data Sources: Leaver information.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Tutoring Services outside of the regular school day as well as during Saturday school to support the needs of at-risk students by providing accelerated instruction as indicated in a student's Accelerated Instructional Plan (AIP). **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** Saturday and After School Tutorials - State Comp - $1,350			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Intensive Care Unit/Critical Care Unit - At-risk students who do not turn in their homework will be assigned to ICU during the lunch block. At-Risk students will be assigned to CCU on Friday afternoon and be required to complete any outstanding missing assignments. **Strategy's Expected Result/Impact:** Decrease in failure rate **Staff Responsible for Monitoring:** Principal **Funding Sources:** CCU Tutorials - State Comp - $1,800			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: All students will be enrolled in AVID to learn academic skills such as organization, time management, AVID WICOR, as well as college/career research, higher ed admissions, and financial aid. **Strategy's Expected Result/Impact:** Decrease in failure rates, Increase in student achievement **Staff Responsible for Monitoring:** Lead Counselor			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Teachers will use technology and resources to enhance their instruction and progress monitor as appropriate such as Math XL, Mastery Prep, LandSchool, Positive Physics, Turn It In, etc. to address learning loss and close the learning gap that occurred during school closures. **Strategy's Expected Result/Impact:** These various platforms will continue to address learning loss by implementing progress monitoring and providing immediate feedback for students and their teachers. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Technology resources - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: At each three week grade pull teachers will contact parents in regards to failures. **Strategy's Expected Result/Impact:** Decrease in failure rates, increase in parent contacts & participation **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Grade level teams will meet periodically during weekly PD time every three weeks to review failure reports **Strategy's Expected Result/Impact:** Decrease in failure rates **Staff Responsible for Monitoring:** Principal and Associate Princiapal **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Implementation of a No Zero Program, called ICU/CCU, for freshmen and sophomore students to increase student achievement and address learning loss and close the learning gap that occurred during school closures. The campus will contract with an independent contractor to update the ICU/CCU framework to ensure the program is up to date and run with fidelity. **Strategy's Expected Result/Impact:** Decrease in failure rates **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** No Zero Program Independent Contractor - State Comp - $1,000			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Implementation of school wide AVID program. **Strategy's Expected Result/Impact:** Decrease in failure rates; increase in retention **Staff Responsible for Monitoring:** Principal and Associate Principal **Funding Sources:** AVID Membership - Local Funds - District			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: A team of professional staff will be trained on the implementation of the school wide AVID initiative to address the learning loss and close the learning gap that took place during COVID. **Strategy's Expected Result/Impact:** Decrease in failure rates; increase in retention **Staff Responsible for Monitoring:** Principal and Associate Principal **Funding Sources:** AVID Professional Development - Statewide - State Comp - $3,280			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions tests by the end of the current school year.

Performance Objective 5: By the end of the school year passing rates for TSIA/TSI will increase by 5% in reading at the 9th & 10th grade level and 5% in math & writing at the 11th grade level.

Evaluation Data Sources: TSIA Data Benchmark at BOY and EOY

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Students will be enrolled in Practical Writing if they have not passed the grade level appropriate section of TSIA for reading or writing. **Strategy's Expected Result/Impact:** Increase in TSIA passing rates **Staff Responsible for Monitoring:** Principal and Lead Counselor **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Students will be enrolled in AP PreCalculus if they have not passed the grade level appropriate section of TSIA for mathematics. **Strategy's Expected Result/Impact:** Increase in TSIA passing rates **Staff Responsible for Monitoring:** Principal and Lead Counselor			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: The BCHS Associate Principal will create a testing calendar to target TSIA testing so that instructional time is maximized to allow students to receive as much instruction as possible before testing each semester. **Strategy's Expected Result/Impact:** Increase in TSIA passing rates **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions tests by the end of the current school year.

Performance Objective 6: Increase AP exam participation to 25% of total student enrollment in each respective AP course.

Evaluation Data Sources: AP Score Rosters for academic year.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Enroll Native Spanish speakers to take the AP Spanish Language and Culture exam. **Strategy's Expected Result/Impact:** Increase in AP participation and increase in AP scores **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide AP test prep sessions for students that sign up for AP exams to support the needs of our at-risk learners. **Strategy's Expected Result/Impact:** Increase in AP scores **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** AP Prep Sessions - State Comp - $1,000			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Assist students in paying for AP exams. **Strategy's Expected Result/Impact:** Increase in AP participation rates **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** AP Exam Subsidy (campus based) - Local Funds - Campus - $750			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions tests by the end of the current school year.

Performance Objective 7: Increase the campus ACT average composite score by 1 point and increase the campus SAT average combined score by 25 points.

Evaluation Data Sources: SAT and ACT aggregate score reports.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: All 9th, 10th and 11th grade students will take PSAT during the fall semester. **Strategy's Expected Result/Impact:** Increase in SAT participation **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: All 11th grade students will participate in the SAT school day in the spring semester **Strategy's Expected Result/Impact:** SAT Participation Increase **Staff Responsible for Monitoring:** Associate Principal and Junior AVID Teacher **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: All 11th grade students will participate in the ACT school day in the spring semester **Strategy's Expected Result/Impact:** ACT Participation Increase **Staff Responsible for Monitoring:** Associate Principal and Junior AVID Teacher			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Bryan Collegiate will hold Saturday mock ACT and mock SAT tests to familiarize students with test timing and format **Strategy's Expected Result/Impact:** Increase in ACT and SAT participation **Staff Responsible for Monitoring:** Principal and Junior AVID Teacher **Funding Sources:** Proctor for mock exams - Local Funds - Campus - $250			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions tests by the end of the current school year.

Performance Objective 8: 100% of students will have all necessary courses, documents, tests, service hours, etc. to create competitive college and scholarship applications.

Evaluation Data Sources: 100% of seniors accepted to at least one four-year university.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Beginning with a student's freshman year, students will create and upkeep a graduation portfolio. **Strategy's Expected Result/Impact:** Increase in the number of students who have competitive college and scholarship applications. **Staff Responsible for Monitoring:** AVID Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: All students will participate in college trips to career and cultural events to assist them in college/career decisions and goals at least once per year to support the needs of our at-risk learners in May. **Strategy's Expected Result/Impact:** Increase in the number of students who have competitive college and scholarship applications. **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** Transportation - State Comp - $6,000, Meals - Local Funds - Campus - $1,000			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Seniors will enroll and participate in the Foundations of Personal Finance curriculum to understand the role finances will play to address the learning loss and close the learning gap that took place during COVID. **Strategy's Expected Result/Impact:** Increase in number of students participating in a financial literacy course. **Staff Responsible for Monitoring:** Senior AVID Teacher **Funding Sources:** Printed Workbooks - Local Funds - Campus - $1,000			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: BCHS will hold a FAFSA/Financial Aid night in the fall semester with the assistance of the Financial Aid offices from Texas A&M University and Blinn College. **Strategy's Expected Result/Impact:** Increase in FAFSA completion rates and increase in parent engagement **Staff Responsible for Monitoring:** Principal and Senior AVID Teacher **Funding Sources:** Food and Refreshments - Local Funds - Campus - $200			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Students will demonstrate college readiness, success in course work, and competitive scores on college admissions tests by the end of the current school year.

Performance Objective 9: 100% of students will complete the necessary community service requirements by the conclusion of the school year.

Evaluation Data Sources: Number of community service hours completed.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: BCHS will use the X2VOL system to keep track of service hours for each student. **Strategy's Expected Result/Impact:** Increase in community engagement via community service. **Staff Responsible for Monitoring:** Principal and AVID Department **Funding Sources:** X2VOL License - Local Funds - Campus - $1,250			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: AVID teachers will contact parents in danger of not completing their yearly service requirements. **Strategy's Expected Result/Impact:** Increase in community engagement via community service. **Staff Responsible for Monitoring:** AVID Department **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: AVID III Students will participate in the Junior Service Project Symposium to present a unique commuinty service project. **Strategy's Expected Result/Impact:** Increase in community engagement via community service. **Staff Responsible for Monitoring:** AVID III Teacher and Associate Principal			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: The BCHS Campus will provide supplies to help implement community service during the May Community Service Day **Strategy's Expected Result/Impact:** Increase in community service engagement. **Staff Responsible for Monitoring:** Principal and Lead AVID Teacher **Funding Sources:** - Local Funds - Campus - $500			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Recruit and retain a highly effective faculty and support them with on-going quality professional development to support teacher self-efficacy and student success.

Performance Objective 1: 100% of teachers at BCHS will be highly qualified and effective.

Evaluation Data Sources: Teacher SBEC Certifications and local trainings.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status to ensure that minority and low-income students are taught at the same rate as other students. **Strategy's Expected Result/Impact:** Increase in student achievement and increase in staff retention **Staff Responsible for Monitoring:** Principal			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Campus will reimburse teachers for certifications that are needed to serve our students. **Strategy's Expected Result/Impact:** Increase in student achievement and increase in staff retention **Staff Responsible for Monitoring:** Principal **Funding Sources:** Certification Reimbursements - Local Funds - Campus - $500			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers will complete professional development in August/September to address sexual harassment, bullying prevention policies and procedures, and CPS procedures. **Strategy's Expected Result/Impact:** Increase in student efficacy and increase in staff retention **Staff Responsible for Monitoring:** Principal			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Teachers will attend AVID summer training for learn about college readiness strategies for at-risk students. **Funding Sources:** AVID Professional Development - Statewide - State Comp			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Campus Leadership will attend CCRSM Regional Convenings to engage in Professional Development focused on At-risk student recruitment and retainment, Family Support and Engagement, and Crosswalk Development **Strategy's Expected Result/Impact:** Increase in achievement in target populations, namely at-risk students. **Staff Responsible for Monitoring:** Principal **Funding Sources:** Registration Fees and Travel Reimbursement - Local Funds - Campus - $1,500			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Recruit and retain a highly effective faculty and support them with on-going quality professional development to support teacher self-efficacy and student success.

Performance Objective 2: Retain at least 80% of BCHS faculty and staff.

Evaluation Data Sources: Number of faculty and staff returning for the 2023-2024 school year.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Weekly professional development for teachers to implement research based instructional strategies such as 7 Steps to a Language-Rich Interactive Classroom and AVID WICOR strategies. **Strategy's Expected Result/Impact:** Increase in student achievement and increase in staff retention **Staff Responsible for Monitoring:** Principal			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Create a positive environment through weekly staff celebrations and affirmations. **Strategy's Expected Result/Impact:** Increase in staff morale and increase in staff retention **Staff Responsible for Monitoring:** Principal and Associate Principal			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Vote on Teacher of the Month by staff and students. **Strategy's Expected Result/Impact:** Increase in staff morale and increase in staff retention **Staff Responsible for Monitoring:** Associate Principal			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Provide professional development for teachers to assist in addressing the needs of students who are homeless, suicidal, in conflict, experience dating violence, dyslexia programs and pregnancy related services. **Strategy's Expected Result/Impact:** Increase in student efficacy **Staff Responsible for Monitoring:** Lead Counselor			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Recruit and retain a highly effective faculty and support them with on-going quality professional development to support teacher self-efficacy and student success.

Performance Objective 3: 100% of teachers at BCHS will have their ESL certification by the end of the school year.

Evaluation Data Sources: Teacher SBEC Certifications

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Prep courses will be offered through out the summer and school year for teachers to prepare for the ESL examination to support the needs of our at-risk learners. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Principal			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Campus administration will provide class coverage for all employees that want to participate in an ESL prep course and to test. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Principal			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Develop and nurture school-family-community partnerships and communications to ensure high academic achievement and successful development of students.

Performance Objective 1: At least 95% of students and teachers will agree that they feel physically, emotionally and academically safe in the school environment.

Evaluation Data Sources: Empirical district survey results in Spring

Strategy 1 Details	Reviews		
Strategy 1: All teachers will receive training from Safe & Civil Schools regarding the implementation of CHAMPS, positive behavior supports and early stage interventions.	Formative		Summative
Strategy's Expected Result/Impact: Increase in the number of students and teachers that feel physically, emotionally and academically safe in the school environment.	Nov	Mar	June
Staff Responsible for Monitoring: Principal and Associate Principal			

Strategy 2 Details	Reviews		
Strategy 2: The campus safety committee will meet once a month to review the safety of our facility.	Formative		Summative
Strategy's Expected Result/Impact: Increase in the number of students and teachers that feel physically, emotionally and academically safe in the school environment.	Nov	Mar	June
Staff Responsible for Monitoring: Associate Principal			

Strategy 3 Details	Reviews		
Strategy 3: The Safe & Civil Schools Team will meet at least once per month to review campus discipline data, procedures, culture and climate. They will review discipline reports.	Formative		Summative
Strategy's Expected Result/Impact: Increase in the number of students and teachers that feel physically, emotionally and academically safe in the school environment.	Nov	Mar	June
Staff Responsible for Monitoring: Principal			

Strategy 4 Details	Reviews		
Strategy 4: Teachers will be trained in August (and an update in January) to know what resources are available and how to handle crisis and special situations such as (but not limited to) mental health intervention, suicide prevention, conflict resolution, drug and violence prevention, dyslexia treatment, pregnancy related services, and homeless services.	Formative		Summative
Strategy's Expected Result/Impact: Increase in the number of students and teachers that feel physically, emotionally and academically safe in the school environment.	Nov	Mar	June
Staff Responsible for Monitoring: Lead Counselor			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: "Families" will meet every Friday for 40 minutes. This mixed grade level group will allow for peer mentoring, team building, character development lessons, as well as social-emotional learning. **Strategy's Expected Result/Impact:** Increase in the number of students and teachers that feel physically, emotionally and academically safe in the school environment. **Staff Responsible for Monitoring:** Principal			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Develop and nurture school-family-community partnerships and communications to ensure high academic achievement and successful development of students.

Performance Objective 2: By the end of the academic school year, the year-to-date the attendance rate will be at least 98%.

Evaluation Data Sources: EOY PEIMS documentation.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: The Safe & Civil Schools team will come up with incentives and rewards for students who have perfect attendance each six weeks. These rewards will be advertised to students. **Strategy's Expected Result/Impact:** Increase in overall attendance rate and decrease int he number of chronically absent students **Staff Responsible for Monitoring:** Associate Principal **Funding Sources:** PBIS Awards Purchases - Local Funds - Campus - $750			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Data validation team will monitor, attendance data, drop out roster and leaver codes and make recommendations to prevent dropouts. **Strategy's Expected Result/Impact:** To not have any drop-outs **Staff Responsible for Monitoring:** Associate Principal			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: The data validation team will implement truancy prevention measures as appropriate for students who are truant from school. **Strategy's Expected Result/Impact:** Increase in overall attendance rate and decrease int he number of chronically absent students **Staff Responsible for Monitoring:** Associate Principal			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: The Associate Principal will determine who the "Chronically Absent Students" are using data from Skyward and will meet with the students and their parents before the school year begins to mitigate any absenteeism reasons . **Strategy's Expected Result/Impact:** Increase in overall attendance rate and decrease int he number of chronically absent students **Staff Responsible for Monitoring:** Principal			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: The attendance clerk will submit an end of day absenteeism report to the principal and associate principal for them to review each day to monitor attendance and to track Chronically Absent Students. **Strategy's Expected Result/Impact:** Increase in overall attendance rate and decrease int he number of chronically absent students **Staff Responsible for Monitoring:** Principal			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Develop and nurture school-family-community partnerships and communications to ensure high academic achievement and successful development of students.

Performance Objective 3: Develop and nurture school and community partnerships.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Students in the 12th grade and that are at least 18 years old may participate in the "Success Powered By You" program hosted by the Texas A&M AgriLife Extension Agency **Strategy's Expected Result/Impact:** Increase in soft skill acquisition. **Staff Responsible for Monitoring:** Principal			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Develop a college-going culture in which staff and students are academically challenged and supported in a safe and positive environment.

Performance Objective 1: At least 50% of BCHS parents will take part in volunteer opportunities, PTSO, attend open house, school events and/or other parent nights.

Evaluation Data Sources: Event sign in sheets with parent signatures.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Hold Open House in early October for all students and parents to attend. **Strategy's Expected Result/Impact:** Increase in parent engagement **Staff Responsible for Monitoring:** Principal			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Hold a "New to BCHS and AVID" freshman parent meeting before the first day of school in August to help orient parents on what to expect as a BCHS parent. **Strategy's Expected Result/Impact:** Increase in parent engagement **Staff Responsible for Monitoring:** Principal			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Provide an English and Spanish room for each parent meeting held at BCHS. **Strategy's Expected Result/Impact:** Increase in parent engagement **Staff Responsible for Monitoring:** Principal **Funding Sources:** Translation Services - Local Funds - Campus - $250			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Hold a grade level AVID nights during the fall semester for sophomore and junior parents to cover important topics and information for parents and students. **Strategy's Expected Result/Impact:** Sign in sheets and agendas. **Staff Responsible for Monitoring:** Principal			

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Develop a college-going culture in which staff and students are academically challenged and supported in a safe and positive environment.

Performance Objective 2: School to family communication will occur at least twice a month.

Evaluation Data Sources: Copies of parent communications and ParentLink records

Strategy 1 Details	Reviews		
Strategy 1: Parent link will be used at least once a month to communicate important information to parents **Strategy's Expected Result/Impact:** Increase in parent engagement **Staff Responsible for Monitoring:** Associate Principal	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: The main BCHS website as well as club sites will display relevant and up to date information. **Strategy's Expected Result/Impact:** Increase in parent and community engagement **Staff Responsible for Monitoring:** Principal	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Use the campus Twitter accounts to update parents and students on the events and Good Things at BCHS. **Strategy's Expected Result/Impact:** Increase in parent and community engagement **Staff Responsible for Monitoring:** Principal	Formative		Summative
	Nov	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Develop a college-going culture in which staff and students are academically challenged and supported in a safe and positive environment.

Performance Objective 3: All incoming freshmen will participate in a summer bridge program.

Evaluation Data Sources: Rosters of students

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: All incoming 9th grade students will participate in a summer bridge program in August before school starts. **Strategy's Expected Result/Impact:** Increase in student efficacy and student agency **Staff Responsible for Monitoring:** Principal and Counselor **Funding Sources:** Lunches - Local Funds - Campus - Student Activity - $500			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Develop a college-going culture in which staff and students are academically challenged and supported in a safe and positive environment.

Performance Objective 4: All students will engage in community service on a consistent and ongoing basis throughout the school year.

Evaluation Data Sources: Volunteerism Tracking Software

Strategy 1 Details	Reviews		
Strategy 1: All 9th grade students will complete at least 10 hours of community service before the end of the academic year. **Strategy's Expected Result/Impact:** Increase in volunteerism. **Staff Responsible for Monitoring:** AVID I Teacher	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 2 Details	Reviews		
Strategy 2: All 10th grade students will complete at least 30 hours of community service before the end of the academic year. **Strategy's Expected Result/Impact:** Increase in volunteerism. **Staff Responsible for Monitoring:** AVID II Teacher	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 3 Details	Reviews		
Strategy 3: All 11th grade students will complete at least 60 hours of community service and complete a project to present at the Service Project Symposium in the spring semester. **Strategy's Expected Result/Impact:** Increase in volunteerism. **Staff Responsible for Monitoring:** AVID III Teacher	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 4 Details	Reviews		
Strategy 4: All 12th grade students will complete at least 100 hours of community service before the end of the academic year. **Strategy's Expected Result/Impact:** Increase in volunteerism. **Staff Responsible for Monitoring:** AVID IV Teacher	**Formative**		**Summative**
	Nov	**Mar**	**June**

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Develop and maintain an advisory committee, that includes Blinn College administration, that meets regularly to address issues of ECHS design, implementation, ongoing implementation, and sustainability.

Performance Objective 1: The advisory committee will meet at least once per long semester to discuss implementation and sustainability of the ECHS.

Evaluation Data Sources: Agendas and sign in sheets.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Identify members and the role each member in the steering committee. **Strategy's Expected Result/Impact:** Increase in knowledge of ECHS practices and increase in engagement with ECHS stakeholders on the IHE side. **Staff Responsible for Monitoring:** Principal			

No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4	AVID Tutors		$0.00
1	2	1			$0.00
1	3	1			$0.00
1	3	3			$0.00
1	4	4	Technology resources		$0.00
1	4	5			$0.00
1	4	6			$0.00
1	5	1			$0.00
1	5	3			$0.00
1	6	1			$0.00
1	6	3	AP Exam Subsidy (campus based)		$750.00
1	7	1			$0.00
1	7	2			$0.00
1	7	4	Proctor for mock exams		$250.00
1	8	1			$0.00
1	8	2	Meals		$1,000.00
1	8	3	Printed Workbooks		$1,000.00
1	8	4	Food and Refreshments		$200.00
1	9	1	X2VOL License		$1,250.00
1	9	2			$0.00
1	9	4			$500.00
2	1	2	Certification Reimbursements		$500.00
2	1	5	Registration Fees and Travel Reimbursement		$1,500.00

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	PBIS Awards Purchases		$750.00
4	1	3	Translation Services		$250.00
4	3	1	Lunches	Student Activity	$500.00
				Sub-Total	$8,450.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	8	AVID Membership		$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	EOC Tutoring		$500.00
1	3	2	EOC Tutoring		$1,000.00
1	4	1	Saturday and After School Tutorials		$1,350.00
1	4	2	CCU Tutorials		$1,800.00
1	4	7	No Zero Program Independent Contractor		$1,000.00
1	4	9	AVID Professional Development - Statewide		$3,280.00
1	6	2	AP Prep Sessions		$1,000.00
1	8	2	Transportation		$6,000.00
2	1	4	AVID Professional Development - Statewide		$0.00
				Sub-Total	$15,930.00

Bryan Independent School District

Bryan High School

2025-2026 Campus Improvement Plan



Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

BHS Campus Needs Assessment Summary

In the spring of 2024, the Bryan High School CNA Planning Team met on May 7, 9 and 13 of 2024 to conduct a comprehensive needs assessment of the entire school.

Travis B. Bryan High School is a high school in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 84,000 (Census Bureau, 2020). Of these individuals, 18% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is $49,181 with 23.5% of the people living in poverty (Census Bureau, 2020). Just over 80% of individuals over 25 have a high school diploma and 28% have a Bachelor's degree or higher.

As of the 2022-2023 school year, we have 2,295 students in grades 9-12. Of our 2,295 students, 424 (18.5%%) are African American, 550 are White (24%) and 1,285 (56%) are Hispanic. These percentages have been changing over the past three years with our Hispanic population continuing to grow. The following programs are housed on our campus: International Baccalaureate, Advanced Placement, New Arrival Center, Gifted and Talented, 18 PLUSS,

Looking at other information, we see that we have almost 70% that are economically disadvantaged and 21% that are limited emergent bilingual students. We have 71% students in our Career and Technology program, 15% in our Gifted and Talented program along with 13% and 14% in our Special Education and 504 programs respectively. These percentages have slowly increased over the past three years. Our economically disadvantaged numbers have continued to grow as well as our numbers in Special Education. Our numbers in CTE and GE have remained relatively stable. We also have a high mobility rate, with 17% of our students who are classified in this category. There are 172 total teachers at Bryan High School. Of that number 9.3% are African American, 76% are White, and 10% are Hispanic. The average experience of our teachers is 12.3 years which is slightly higher than last year's average of 11.9 years.

The planning team was made up of the following stakeholders: Parents, community members, teachers, paraprofessionals, and students.

Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs.

Data sources analyzed by the committee included Parent, Student, and Staff surveys, attendance, demographic, discipline, academic, and accountability data.

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- We have a high number of teachers with 5 to 10 years of experience.
- CCMR numbers continue to grow each year for accountability. `
- Students and Parents feel that they are cared for by their teachers.
- Parent perceptions about the campus are high.
- Most teachers are comfortable with campus administration.`
- We are implementing a New Arrival Center to meet increased ESL/EB learners.

Needs

- We have a large number of freshmen not earning enough credits to move to the next grade level.
- We are losing teachers with 2 to 4 years of experience.
- 2024 English EOC scores showed some students who did not advance/grow and some who were previously at meets and masters regress.
- Sophomores and Juniors seem to struggle with Algebra 1 and English 1 EOC retakes.
- Students don’t have a sense of belonging.
- Students don’t feel that there is a positive atmosphere.
- We have seen an increase in aggressive behaviors.
- We need more ESL/Dual language speaking teachers to help EB learners be more successful.
- Our NAC numbers are increasing to the point where we need more staff to effectively run the program.

Due to needs assessment findings, we will focus on campus climate and culture, finding ways to decrease aggressive behavior, and continue to focus on academic growth through accountability. We will continue to focus on our strengths by working with our parents, students, staff and community and making them feel welcome and wanted on campus. We will also continue to focus on retaining high quality teachers and continue to provide as many opportunities for CCMR for our students. We will also continue to find ways to engage teacher leaders on campus to provide opportunities for them to have a voice and have ownership of their classrooms, hallways, and campus. Our student ambassadors will also be a part of this as they need to be better utilized to help improve our climate and culture among our students and staff.

Fights

- 2017-18 = 22
- 2018-19 = 23
- 2019-2020 = did not finish year
- 2020-21 = asynchronous attendance
- 2021-22 = 30
- 2022-23 = 38

Disruptive Behavior

- 2017-18 = 149
- 2018-19 = 197
- 2019-2020 = did not finish year
- 2020-21 = asynchronous attendance
- 2021-22 = 220
- 2022-23 = XX

Serious Disruption

- 2017-18 = 40
- 2018-19 = 45
- 2019-2020 = did not finish year
- 2020-21 = asynchronous attendance
- 2021-22 = 50
- 2022-23 = XX

Demographics

Demographics Summary

Total enrollment: 2,446

9th Grade: 737

10th Grade: 644

11th Grade: 558

12th Grade: 507

Female: 1,194

Male: 1,252

Enrollment by Race/Ethnicity:

African American: 20%

Hispanic: 58%

White: 21%

Other: 1%

Economically Disadvantaged: 72%

Special Education: 14%

Emergent Bilingual: 17%

Attendance Rate: 92%

Staff:

Full-time Teachers: 172

Teachers by Years of Experience:

0 years: 8%

1-5 years: 32%

6-10 years: 19%

11-20 years: 21%

21-30 years: 13%

30+ years: 7%

Teacher-Student ratio: 14.1

Problem Statements Identifying Demographics Needs

Problem Statement 1: We are losing teachers who have 2 to 5 years of experience at a high rate.
Root Cause: New teachers are not being prepared adequately to enter the profession equipped with the tools they need.

Problem Statement 2: We continue to see large increases in NAC students and we do not have enough space and/or Spanish speaking staff to accommodate these numbers and we continue to receive students who are 17 years and older who are wanting to enroll.
Root Cause: There is no plan for handling the large increases in the numbers of students we are experiencing and haven't had a plan to accommodate the older students who are wanting to enroll.

Student Learning

Student Learning Summary

2025 STAAR/EOC Results			
Content	Approaches	Meets	Masters
Algebra I	58%	22%	5%
Biology	86%	45%	9%
English I	56%	39%	8%
English II	65%	47%	6%
US History	92%	63%	36%

2025 Accountability Summary				
	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**77**	**C**	
Student Achievement		**77**	**C**	**0%**
STAAR Performance	42	71		
College, Career and Military Readiness	88	90		
Graduation Rate	93.9	65		
School Progress		**82**	**B**	**70%**
Academic Growth	65	65	D	
Relative Performance (Eco Dis: 71.5%		82	B	
Closing the Gaps	**41**	**64**	**D**	**30%**

Problem Statements Identifying Student Learning Needs

Problem Statement 1: English 1 and 2 struggled with moving students forward and keeping students at masters level.
Root Cause: Not enough time is being devoted to the basics.

Problem Statement 2: We still have a large number of EOC re-testers.
Root Cause: We are not consistently following the curriculum and focusing on the basics with giving time for reading and writing, with effective feedback. .

Problem Statement 3: TELPAS scores did not increase from 2023 to 2024.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- Local Accountability Systems (LAS) 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
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- Male / Female performance, progress, 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
- STEM and/or STEAM 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: August 25, 2025

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: BHS will increase the student performance on the English 1 and 2 EOC to a Domain 1 scaled score of 73.

High Priority

Evaluation Data Sources: Spring EOC scores
DBAs
Pre/post tests
Benchmarks

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teachers will provide quality Tier 1 instruction daily in their classrooms by effectively planning and implementing lessons aligned to the district curriculum documents and state-adopted resources. Lesson plans will be turned in on a weekly basis. **Strategy's Expected Result/Impact:** 80% of students should show success in learning. The other 20% will be provided remediation or reteach. **Staff Responsible for Monitoring:** Instructional Coaches Admin District C&I **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Instructional Subscriptions and Instructional supplies - State Comp - $93,000, IC's - State Comp - $355,325			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Teachers will utilize instructional technology and other resources to improve reading comprehension in the Read 180 course. Teachers will be tracking student data and differentiate based on need. Students will set differentiated goals which teachers will monitor their progress for growth. **Strategy's Expected Result/Impact:** Improve instruction and improved ENG 1 & 2 EOC scores **Staff Responsible for Monitoring:** Instructional Coaches Admin **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Edgenuity Lab, student computers - State Comp - $10,000			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: We will provide remediation opportunities for ELA to increase the EB students' passing rate on the English 1 and 2 EOC. **Strategy's Expected Result/Impact:** Increased academic achievement in ENG 1 & 2 EOCs **Staff Responsible for Monitoring:** Teachers IC's Admin **Funding Sources:** Professional tutors, Instructional Materials and computers - State Comp - $15,000			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: English 1 & 2 teachers will implement the district EOC review to strengthen students' knowledge and skills before the EOC administration. **Strategy's Expected Result/Impact:** Reinforce skills and knowledge prior to taking the EOC. Improve EOC scores in all groups. **Staff Responsible for Monitoring:** ICs Teachers Admin **Funding Sources:** Items for students as they show progress - Local Funds - Campus - $500			

No Progress Accomplished Continue/Modify Discontinue

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: BHS will increase the student performance on the Algebra I EOC to a Domain 1 Scaled score of 55.

High Priority

Evaluation Data Sources: Spring EOC scores
DBAs
Concept Quizzes
Pre/post tests
Benchmarks

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teachers will provide quality Tier 1 instruction daily in their classrooms by effectively planning and implementing lessons aligned to the district curriculum documents and state-adopted resources. Lesson plans will be turned in on a weekly basis. **Strategy's Expected Result/Impact:** 80% of students should show success in learning. The other 20% will be provided remediation or reteach. **Staff Responsible for Monitoring:** IC's Teachers Admin **TEA Priorities:** Build a foundation of reading and math			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Assign students to classes which will meet their 1416 requirement. **Strategy's Expected Result/Impact:** Strategically schedule students into TIA designated classes to meet the 1416 requirements. Differentiate instruction based on student needs. **Staff Responsible for Monitoring:** Teachers IC's Counselors Admin **TEA Priorities:** Build a foundation of reading and math			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Math carnival held in the spring during class periods to provide students a fun, educational Algebra review. **Strategy's Expected Result/Impact:** Increased performance on Algebra EOC as well as district benchmark assessments **Staff Responsible for Monitoring:** Teachers IC's Admin **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Items for students who win games and make improvements - Local Funds - Campus - $500			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Teachers will utilize instructional technology to improve mathematical skills by tracking student data and differentiate based on need and student goals **Strategy's Expected Result/Impact:** Improve Tier 1 Instruction **Staff Responsible for Monitoring:** IC's Admin Teachers **TEA Priorities:** Build a foundation of reading and math			

No Progress Accomplished Continue/Modify Discontinue

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: BHS will provide PD to improve safety protocols utilizing CHAMPS, AVID, and Foundations resources

Evaluation Data Sources: Administrative walkthroughs
Behavior Referral data
Attendance tracking

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: All exterior doors will be checked weekly to ensure that all locks are functioning and doors are secured. **Strategy's Expected Result/Impact:** Improve safety by decreasing chances of someone being able to enter the building through an exterior door **Staff Responsible for Monitoring:** Admin Custodial SRO			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Teachers will lock interior doors to rooms when classes are in session **Strategy's Expected Result/Impact:** Improve interior safety and decreased direct access to classrooms. **Staff Responsible for Monitoring:** Teachers Admin Monitors			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Staff will choose their area of professional development based on individual need during campus PD days **Strategy's Expected Result/Impact:** Increased stakeholder buy in and ownership of professional growth. **Staff Responsible for Monitoring:** Admin			

No Progress Accomplished Continue/Modify Discontinue

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: Increase attendance rate from the 2024-25 school year.

High Priority

Evaluation Data Sources: Attendance Reports, TAC.

Strategy 1 Details	Reviews		
Strategy 1: Teachers implementing Viking Visits (individual meeting with students) to discuss attendance, discipline, and academics.	Formative		Summative
Strategy's Expected Result/Impact: Improvement in all three areas.	Nov	Mar	June
Staff Responsible for Monitoring: Teachers Admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Reviews		
Strategy 2: BHS staff members will engage families through phone calls and home visits of chronically absent students.	Formative		Summative
Strategy's Expected Result/Impact: Get students back in school. Improve attendance. Improve grades.	Nov	Mar	June
Staff Responsible for Monitoring: Admin **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Reviews		
Strategy 3: Attendance will be monitored and expectations communicated home through truancy and tardy emails.	Formative		Summative
Strategy's Expected Result/Impact: Increased parental communication	Nov	Mar	June
Staff Responsible for Monitoring: Sheri Parker/APs **TEA Priorities:** Improve low-performing schools			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Attendance committee will review student attendance as it pertains to "Loss of Credit Hours". Students can earn hours back by attending school for 5 consecutive days **Strategy's Expected Result/Impact:** Weekly attendance reports. **Staff Responsible for Monitoring:** Admin Team			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Equip all students with the knowledge and skills necessary for postsecondary success.

Performance Objective 1: Increase the number of students meeting CCMR standards by 3 percentage points as compared to 2025.

High Priority

Evaluation Data Sources: CCMR tracker; CCMR yearly summary; TEA CCMR score

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teachers will design and deliver rigorous, college-level instruction after attending PD sessions related to their topic areas. **Strategy's Expected Result/Impact:** Increase the percentage of students who score a 3 or higher on AP exams, and increase the number of students earning an IB Diploma. **Staff Responsible for Monitoring:** All Teachers			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Increase the number of IB Diploma candidates. **Strategy's Expected Result/Impact:** Retain a higher number of students in junior and senior-level IB courses.			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Equip all students with the knowledge and skills necessary for postsecondary success.

Performance Objective 2: BHS will increase the number of TSI tests given to 11th grade students throughout the year.

Evaluation Data Sources: TSI data collection

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Utilize AVID strategies to increase the number of students attending tutorials **Strategy's Expected Result/Impact:** Improve student note taking and study skills. Improve student's knowledge about post secondary opportunities. **Staff Responsible for Monitoring:** Admin Teachers GEAR UP staff			

 No Progress  Accomplished  Continue/Modify  Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will provide quality Tier 1 instruction daily in their classrooms by effectively planning and implementing lessons aligned to the district curriculum documents and state-adopted resources. Lesson plans will be turned in on a weekly basis.
1	1	2	Teachers will utilize instructional technology and other resources to improve reading comprehension in the Read 180 course. Teachers will be tracking student data and differentiate based on need. Students will set differentiated goals which teachers will monitor their progress for growth.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will provide quality Tier 1 instruction daily in their classrooms by effectively planning and implementing lessons aligned to the district curriculum documents and state-adopted resources. Lesson plans will be turned in on a weekly basis.

State Compensatory

Budget for Bryan High School

Total SCE Funds: $129,710.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Items for students as they show progress		$500.00
1	2	3	Items for students who win games and make improvements		$500.00
				Sub-Total	$1,000.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	IC's		$355,325.00
1	1	1	Instructional Subscriptions and Instructional supplies		$93,000.00
1	1	2	Edgenuity Lab, student computers		$10,000.00
1	1	3	Professional tutors, Instructional Materials and computers		$15,000.00
				Sub-Total	$473,325.00

Bryan Independent School District

Crockett Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Revised/Approved: May 23, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

I

In the spring of 2025, the Crockett Elementary CNA Planning Team met on April 21 and May 23, 2025 to conduct a comprehensive needs assessment of the entire school. The planning team was made of the following stakeholders: principal, assistant principal, counselor, Instructional coaches, teachers, instructional assistants, parents, and community members.

Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs. Data sources analyzed by the committee included BISD Parent/student surveys, CKH surveys, Student survey data, academic data (STAAR reports, TELPAS, MAP) discipline trends data for the previous 5 years. As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Positive School Morale
- Decrease in discipline referrals
- Increase in reading/math STAAR performance in 3rd grade
- Strong partnerships exist between school and families
- Consistent teaching staff with experience

Needs

- Lower performance on TELPAS domains (Writing/Speaking)
- Gap in achievement from 3rd to 4th grade based on STAAR results
- Lower attendance rates for PK/Kindergarten compared to entire campus
- Increase in number of students that qualify for SPED supports-Behavior, AU, & Dyslexia

Due to the needs assessment, achievement gaps, attendance, and training of new staff were identified as targeted areas of need. We will continue to build on our strengths while adding additional staff training with CKH, academic interventions and instructional coaching to target academic gaps, and attendance goals/incentives to continue to grow and improve as a campus for the 2025-26 school year.

Our goal this year is to increase student academic achievement and build on the community of learning at Crockett Elementary. (Title I, Element 1)

Demographics

Demographics Summary

Crockett Elementary School is an elementary school in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of B 2020). Of these individuals, 18% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX 80% of individuals over 25 have a high school diploma and 28% have a Bachelor's degree or higher.

For the 2025-2026 school year, we have 421 students in grades PK-4. Of our 421 students, 64 (14.65%) are African American, 42 are White the past three years. The following programs are housed on our campus: Dual Language, Bilingual, BEST, ESL

Looking at other information, we see that we have 91.5% that are economically disadvantaged and 47% that are limited emergent bilingual st along with 4.58% and 14.65% in our Gifted and Talented and Special Education programs respectively. These percentages have remained s

There are 35 total teachers at Crockett Elementary. Of that number 8% are African American, 35% are White, and 57% are Hispanic. The ave

Demographics Strengths

- Technology is 1 to 1 for all students
- Grade 4 Students performed higher than previous school year.
- TEA distinctions earned in Growth and Post Secondary Success

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increased class sizes and new staff to Crockett will need additional support for the upcoming school year in content they have taught in the previous school year.
Root Cause: With additional classrooms across many grade levels that will be teaching self-contained there will be more staff that will need targeted support.

Problem Statement 2 (Prioritized): As new teachers are hired there is a need to continually train staff in Capturing Kids Hearts and PBIS supports to increase the effective time for students in TIER 1 instruction.
Root Cause: Capturing Kids Heart Training is no longer a part of new teacher training. Students have deficits in social and emotional skills and it is impacting their performance in the classroom.

Student Learning

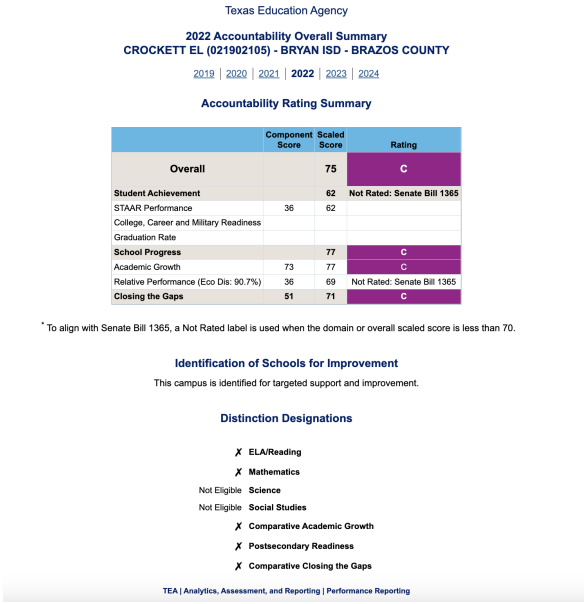
Student Learning Summary

For 2025, Crockett Elementary School had an Overall Domain Rating of 80. The Student Achievement Rating was C (72) , the School Progress Rating was B (81) (select highest of IIA or IIB), and the Closing the Gaps Rating was C (76).

The campus earned Distinction Designation in the following areas:

STAAR/EOC results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made.

Students performed at or above the state average at Meets Grade Level for the following grades/subjects: 3rd and 4th Grade Math



Texas Education Agency

2022 Accountability Overall Summary
CROCKETT EL (021902105) - BRYAN ISD - BRAZOS COUNTY

2019 | 2020 | 2021 | **2022** | 2023 | 2024

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		**75**	**C**
Student Achievement		**62**	**Not Rated: Senate Bill 1365**
STAAR Performance	36	62	
College, Career and Military Readiness			
Graduation Rate			
School Progress		**77**	**C**
Academic Growth	73	77	C
Relative Performance (Eco Dis: 90.7%)	36	69	Not Rated: Senate Bill 1365
Closing the Gaps	**51**	**71**	**C**

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

- ✗ **ELA/Reading**
- ✗ **Mathematics**
- Not Eligible **Science**
- Not Eligible **Social Studies**
- ✗ **Comparative Academic Growth**
- ✗ **Postsecondary Readiness**
- ✗ **Comparative Closing the Gaps**

TEA | Analytics, Assessment, and Reporting | Performance Reporting

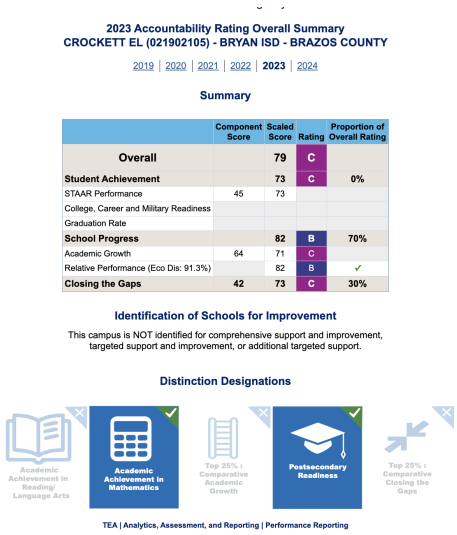
Students showed strong gains in the area of reading. Math and TELPAS continue to be a focus for student growth. Students and teachers benefit from tracking student progress data throughout the school year.

The following academic support programs are available on campus: Intervention Blocks for each grade level, Imagine Math (during school/ after), Tutorials during the school day and afterschool. Use of Summit K-12 software for students in Grade 2-4.

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

- Increases in reading scores as measured by STAAR
-



2023 Accountability Rating Overall Summary
CROCKETT EL (021902105) - BRYAN ISD - BRAZOS COUNTY

2019 | 2020 | 2021 | 2022 | **2023** | 2024

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		79	C	
Student Achievement		73	C	0%
STAAR Performance	45	73		
College, Career and Military Readiness				
Graduation Rate				
School Progress		82	B	70%
Academic Growth	64	71	C	
Relative Performance (Eco Dis: 91.3%)		82	B	✓
Closing the Gaps	42	73	C	30%

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

Academic Achievement in Reading/ Language Arts | **Academic Achievement in Mathematics** | Top 25% : Comparative Academic Growth | **Postsecondary Readiness** | Top 25% : Comparative Closing the Gaps

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Increase in TELPAS scores (earned 4 of 4 points)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Limited number of students making expected academic growth in TELPAS and STAAR from 3rd to 4th grade. Decrease in math performance levels from previous year.
Root Cause: Lack of focus on aligned interventions and monitoring of student progress of skills through out the school year.

Problem Statement 2: Lower performance of EB students compared to other student groups.

Root Cause: Lack of consistent high expectations for all students.

School Processes & Programs

School Processes & Programs Summary

Crockett Elementary uses the following practices to recruit, hire, and place staff: Team/Grade level interview team, mentoring program

Staff are evaluated annually according to district policy. Support is provided to staff based on need. Instructional coaches support teachers to provide high quality instruction.

Professional development is planned based on district incentives, observation results, student academic performance, teacher needs, etc. This year, all staff participated in the following professional development opportunities: Safe and Civil Schools, Reading Horizons, Capturing Kids Hearts

For the current school year, participation in various programs can be seen in the table below:

Program	Participation Rate
Special Education	14.87%
ESL	1.14%
EB	47.14%
Eco Dis	91.53%
GT	4.58%
Dyslexia	3.89%
504	1.37%

In general, the number of discipline incidents has decreased as compared to prior years. The frequent offenses were: failure to follow classroom rules. The campus continues to implement Safe and Civil Schools. Additionally, Crockett uses the following procedures to reduce the overuse of discipline practices:

Capturing Kids Hearts

Social Skills Lessons

Students participate in guidance lessons from the school counselor every two weeks to build character, social skills, study habits, and positive self image.

School Processes & Programs Strengths

- Decrease in discipline referrals
- Consistent teaching staff with experience

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): As new teachers are hired there is a need to continually train staff in Capturing Kids Hearts and PBIS supports to increase the effective time for students in TIER 1 instruction.
Root Cause: Capturing Kids Heart Training is no longer a part of new teacher training. Students have deficits in social and emotional skills and it is impacting their performance in the classroom.

Problem Statement 2 (Prioritized): Increased class sizes and new staff to Crockett will need additional support for the upcoming school year in content they have taught in the previous school year.
Root Cause: With additional classrooms across many grade levels that will be teaching self-contained there will be more staff that will need targeted support.

Perceptions

Perceptions Summary

In general, the number of discipline incidents has decreased as compared to prior years. The frequent offenses were: Failure to follow school rules.

Truancy incidents were recorded for 7 referrals this school year.

Staff Engagement

The teacher retention data as reported on the most recent TAPR was 72.9%, which is down 12% from the prior year rate of 84.21%.

Results from the student survey indicate that more than 90% of students feel safe at school. There was a decrease (6%) in the rate of how people get along at school.

Family/Parent Engagement

Parent/family participation in campus events has increased as compared to prior years. The most attended events were: Trunk or Treat and Grade level events. The attendance rate for each event increased. Student attendance rates the day of grade level events was above 98%.

Perceptions Strengths

- Positive School Morale
- Strong partnerships exist between school and families
- National Showcase CKH School Designation

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some barriers prevent participation for parents to engage with school events.
Root Cause: Limited resources for child care, transportation, language, times of day.

Priority Problem Statements

Problem Statement 1: Increased class sizes and new staff to Crockett will need additional support for the upcoming school year in content they have taught in the previous school year.

Root Cause 1: With additional classrooms across many grade levels that will be teaching self-contained there will be more staff that will need targeted support.

Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: As new teachers are hired there is a need to continually train staff in Capturing Kids Hearts and PBIS supports to increase the effective time for students in TIER 1 instruction.

Root Cause 2: Capturing Kids Heart Training is no longer a part of new teacher training. Students have deficits in social and emotional skills and it is impacting their performance in the classroom.

Problem Statement 2 Areas: Demographics - School Processes & Programs

Problem Statement 3: Limited number of students making expected academic growth in TELPAS and STAAR from 3rd to 4th grade. Decrease in math performance levels from previous year.

Root Cause 3: Lack of focus on aligned interventions and monitoring of student progress of skills through out the school year.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS 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

Goals

Revised/Approved: July 31, 2025

Goal 1: Improve academic performance of each individual student by providing a strong system of tiered instruction in a structured environment of accountability and support.

Performance Objective 1: Support the effective implementation of the district curriculum in every classroom .

Evaluation Data Sources: Report Card Grades, EOY student data, STAAR scores, Walk through data, MAP results.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Improved differentiation strategies will be utilized by classroom teachers to ensure all students meet the state's proficient and advanced levels of performance. Particular focus on meeting the needs of students where there is an achievement gap, based on data that will be used to guide instruction. **Strategy's Expected Result/Impact:** Walkthroughs and Observations **Staff Responsible for Monitoring:** Principal, Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Local Funds - District, Author visit - Title I, A - $2,900			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Coordinate and integrate Title 1 funds with other funds to support the implementation of aligned lesson plans and the use of best practices through ongoing support for classroom teachers through coaching and modeling with the instructional coaches to plan for all students to meet state standards aligned to the TEKS. **Strategy's Expected Result/Impact:** Agendas, meeting records, walkthroughs **Staff Responsible for Monitoring:** Instructional Coaches **Funding Sources:** Instructional Coaches - Title I, A			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Conduct weekly grade level meetings and department meetings to discuss interventions provided, the needs of the students, lesson plan review, RTI, and other information to be shared. During individual teacher meetings, review disaggregated student data (with a monitoring of LEP, Sp-Ed, 504, homeless, and at-risk students). **Strategy's Expected Result/Impact:** Agendas, meeting records, walkthroughs **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Address the needs of all students, particularly those at-risk of failing state assessments by improving implementation and documentation of MTSS through individual teacher meetings, grade level meetings, and faculty meetings. **Strategy's Expected Result/Impact:** Walkthrough, observation data, Branching Minds Records **Staff Responsible for Monitoring:** Principal, AP, Counselor MTSS Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Academic Support Specialists FTE - Title I, A			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Tutoring will be held at times that are best to meet the needs of low-achieving students without interrupting instructional time (with a monitoring of LEP, Sp-Ed, and at-risk students). **Strategy's Expected Result/Impact:** Schedule, plan developed, progress notes **Staff Responsible for Monitoring:** Principal, AP **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Tutors-Professional - Title I, A - $12,000			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Utilize research-based materials in tutoring and small group instruction for extended practice to target specific objectives for improvement. Imagine Math, RLA STAAR Readiness Reading AtoZ, Summit K-12, and technology equipment to build student academic skills. Include measures to hold students accountable for independent learning. **Strategy's Expected Result/Impact:** Walkthrough, observation data **Staff Responsible for Monitoring:** Principal, AP, Instructional coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** Tutorial Resources - Title I, A - $4,000, Tutors-Para - Title I, A - $17,747			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Purchase classroom instructional materials/subscriptions and materials for use at home to support small group instruction and tutoring for at-risk students at the level of rigor and appropriate alignment required for mastery of skills. Spanish Leveled libraries for additional dual language classrooms **Strategy's Expected Result/Impact:** Items purchased, walkthroughs, observations **Staff Responsible for Monitoring:** Principal, AP, Instructional Coaches **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instructional Materials-Summit K-12 - Title I, A - $4,800			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Implement and monitor the data of individual plans for students who are predicted to not meet the states' proficient levels of performance on the 2025 STAAR/TELPAS assessments. Review failure report each 6 weeks (with a monitoring of LEP, Sp-Ed, 504, and at-risk students). **Strategy's Expected Result/Impact:** Plan developed, agenda/notes **Staff Responsible for Monitoring:** Principal, AP, 3rd-4th grade teachers Teachers of LEP students **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funds - Campus			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: Utilize research-based materials in tutoring and small group instruction for extended practice to target specific objectives for improvement. Imagine Math, RLA STAAR Readiness Reading AtoZ, Summit K-12, and technology equipment to build student academic skills. Include measures to hold students accountable for independent learning. **Strategy's Expected Result/Impact:** Walkthrough, observation data **Staff Responsible for Monitoring:** Principal, AP, Instructional coaches **Funding Sources:** Tutorial Resources - Title I, A - $4,000, Tutors-Para - Title I, A			

No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Limited number of students making expected academic growth in TELPAS and STAAR from 3rd to 4th grade. Decrease in math performance levels from previous year. **Root Cause**: Lack of focus on aligned interventions and monitoring of student progress of skills through out the school year.

Goal 2: Crockett will determine the professional development and support needs of our staff to ensure high expectations for our diverse district are achieved.

Performance Objective 1: Support/retain staff at Crockett Elementary

Evaluation Data Sources: Exit survey, staff retention data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Support 0-year experience teachers by attending new teacher institute meetings throughout the school year. Support 1-2 year experience teachers by attending beginning teacher institute meetings throughout the school year **Strategy's Expected Result/Impact:** Support and retention of highly effective teachers **Staff Responsible for Monitoring:** Principals, Instructional Coaches **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: A team leader will be assigned to every grade level providing assistance on curriculum planning, school district procedures, teaching strategies, and classroom management. New staff will be provided a mentor and attend monthly mentor support meetings for the school year. **Strategy's Expected Result/Impact:** Support and retention of highly effective teachers **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Crockett will determine the professional development and support needs of our staff to ensure high expectations for our diverse district are achieved.

Performance Objective 2: Create a working environment at Crockett that is conducive to retaining high quality employees.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Shared responsibilities in conducting faculty meetings - have others participate in leading welcome, good things, needs list, team building activities, and launches. Follow up training for all staff in CKH (new and returning) in order to address the needs of all students, particularly those at-risk of failing state assessments. Process Champions Training for teacher leaders on campus. **Strategy's Expected Result/Impact:** Agendas, increased participation in meetings **Staff Responsible for Monitoring:** Leadership team **Funding Sources:** CKH Premium & Process Champions Training - Title I, A - $7,050			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Continue to utilize Eduphoria --STRIVE walkthrough form to provide individual, specific feedback to teachers. **Strategy's Expected Result/Impact:** Walkthroughs completed **Staff Responsible for Monitoring:** Principals **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers will attend district collaborative meetings for (A) professional growth opportunities, and (B) involvement in making decisions to the overall instructional program. **Strategy's Expected Result/Impact:** Attendance **Staff Responsible for Monitoring:** Principals, Instructional Coaches **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Provide opportunities for all students to meet state standards by implementing professional development plan to include all faculty and staff members based on needs identified through data and staff input with an ongoing and follow-up component through planning days, grade level and department meetings, and other professional development as identified in professional goals and TTESS. Attend staff development that provides strategies for teachers to use in working with students from poverty. Training for staff on working with families completed via video at Back to School PD. **Strategy's Expected Result/Impact:** Plan developed, certificates, agenda, meeting records **Staff Responsible for Monitoring:** Principals, Instructional Coaches **Funding Sources:** Staff Development Supplies - Title I, A, Staff Development RH Coaching Days - Title I, A - $7,000			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Campus and district administrators will work collaboratively to ensure that 100% of teachers and paraprofessionals are effective. **Strategy's Expected Result/Impact:** Teacher certification **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: 100% of Crockett teachers who teach in core classes will meet state license requirements. 100% of paraprofessionals at Crockett will meet the HQ requirements. 100% of classes and students at Crockett will be taught by highly qualified teachers, to ensure that minority and low income students are taught by effective teachers at the same rate as other students. **Strategy's Expected Result/Impact:** Teacher certification **Staff Responsible for Monitoring:** Principal, HR director **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Crockett staff will attend professional development and implement strategies to target violence prevention and drug use prevention. **Strategy's Expected Result/Impact:** Referral Reports, counselor referrals, **Staff Responsible for Monitoring:** Principal, AP, Counselor **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: School counselor will provide meaningful opportunities for students to explore college/career options through out the school year. **Strategy's Expected Result/Impact:** Guidance Lessons, Career Day Materials **Staff Responsible for Monitoring:** Counselor, Principal, AP **Funding Sources:** - Local Funds - Campus			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: Address the needs of all students, particularly those at-risk of failing state assessments by providing lessons to students on resolving conflict and self manage during the school day with interactions/lesson with counselor, behavior management specialist. Social skills instruction bi-weekly for students using the Change Makers Curriculum. **Strategy's Expected Result/Impact:** Counselor referrals, Office Referrals, Behavior room logs, Increased time in classrooms **Staff Responsible for Monitoring:** Principal, AP, Counselor, Behavior Management Specialist, Social Skills Interventionist			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Crockett will optimize the use of operational systems to foster relationships with students, staff, and families.

Performance Objective 1: By implementing an attendance incentive, student attendance will improve by 1%.

Evaluation Data Sources: Individual class attendance records, daily reports, DVT

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Weekly attendance reports, classroom incentives for perfect attendance, no tardy celebrations. Share attendance progress **Strategy's Expected Result/Impact:** Increase attendance rate **Staff Responsible for Monitoring:** Attendance clerk, AP, teachers **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Implement attendance challenge with other elementary school **Strategy's Expected Result/Impact:** Increase student attendance rate and student academic performance due to increased instructional time. **Staff Responsible for Monitoring:** AP, attendance clerk, teachers **Funding Sources:** - Local Funds - Campus			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Crockett will optimize the use of operational systems to foster relationships with students, staff, and families.

Performance Objective 2: Increase parent involvement at all school events.

Evaluation Data Sources: Parent surveys, sign in sheets, discipline data, climate and culture

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Activities to increase family involvement during all school events by multiple methods of communication. (school marquee, Blackboard, Flyer) PE teacher will incorporate family fitness component to promote health. **Strategy's Expected Result/Impact:** Increased involvement of all families, increased attendance/academics **Staff Responsible for Monitoring:** Teachers, principal, PE, AP, Counselor **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Family Night resources/activities - Title I, A - $2,500			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: All parents will be invited to meetings, Title 1 Annual Meetings, Parent Orientation, Academic Night, Reading Night, PTO, etc that are offered at flexible times on different days and times to increase the number parents able to attend. Parent input will be highly encouraged and play a role in developing the and revising the CIP **Strategy's Expected Result/Impact:** Building school/home partnerships **Staff Responsible for Monitoring:** Principal/AP/Teachers **Funding Sources:** Snacks provided for events - Title I, A - $500, Materials for PFE Meetings - Title I, A - $899			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Family Engagement Policy created jointly with parents during spring CNA/CIP meetings. The policy and CIP will be made available at Title I Annual meetings and campus website to ensure all have opportunity to attend and provide input. The policy made available in English and Spanish and CIP available in other languages upon request. **Staff Responsible for Monitoring:** Principal/AP **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Materials for PFE meetings - Title I, A - $899			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Home-school compacts jointly created/reviewed in Spring with CNA team. Parents and staff discuss shared responsibilities for improved student achievement. Compacts shared at Title 1 meeting and parent-teacher conferences. Revise as needed to continue to meet the needs of students **Funding Sources:** - Local Funds - Campus			

No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Crockett Elementary

Total SCE Funds: $109,571.00
Total FTEs Funded by SCE: 0.29
Brief Description of SCE Services and/or Programs

Instructional Coach, 29% Academic Support FTE, Tutors to support students that are at risk of dropping out or who have not performed satisfactorily on an end of course assessment.

Personnel for Crockett Elementary

Name	Position	FTE
Regena Nelson	IA	0.29

Title I Personnel

Name	Position	Program	FTE
ELA IC	IC	Instructional Coach ELA	1
Math IC	IC	Instructional Support Math	1

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	8			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	2	2			$0.00
2	2	3			$0.00
2	2	5			$0.00
2	2	6			$0.00
2	2	7			$0.00
2	2	8			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	2	4			$0.00
				Sub-Total	$0.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
				Sub-Total	$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Author visit		$2,900.00
1	1	2	Instructional Coaches		$0.00
1	1	4	Academic Support Specialists FTE		$0.00
1	1	5	Tutors-Professional		$12,000.00
1	1	6	Tutors-Para		$17,747.00
1	1	6	Tutorial Resources		$4,000.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Instructional Materials-Summit K-12		$4,800.00
1	1	9	Tutors-Para		$0.00
1	1	9	Tutorial Resources		$4,000.00
2	2	1	CKH Premium & Process Champions Training		$7,050.00
2	2	4	Staff Development RH Coaching Days		$7,000.00
2	2	4	Staff Development Supplies		$0.00
3	2	1	Family Night resources/activities		$2,500.00
3	2	2	Snacks provided for events		$500.00
3	2	2	Materials for PFE Meetings		$899.00
3	2	3	Materials for PFE meetings		$899.00
				Sub-Total	$64,295.00

Bryan Independent School District

Arthur L. Davila Middle School

2025-2026 Campus Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

2023-2024

Attendance- 94.16% (2022- 92.75%, 2023- 94.88%)

Chronically Absent- 16.9% (2022- 24.49%, 2023-11.84%)

The committee met on May 26, 28, and June 1 which included administrators, counselors, teachers, paraprofessionals, parents, students, and community members. A 3-year longitudinal study of trends was reviewed. The committee considered demographics, student achievement, processes in place, and perceptions. Demographically the HIS/ELL population continues to grow even though the overall campus population has dropped by approximately 58 students (5%). The campus mobility rate has increased from 17.1% to 20.93%. The number of scholars who are eligible to receive instructional and testing accommodations has decreased to 53.5%. After much thought and consideration, with no new STAAR results, it was determined by the CNA committee that the majority of the findings are the same as they were last year during this process. The CIP was developed to meet the needs of all students, with a focus on those students identified as at-risk of failing state assessments. Scholars identified as GT fell from 13.73% to 5.7%. Our staff population decreased to 82 certified staff members. Davila Counselors, Administrators, and Instructional Coaches remained the same.

The campus strives to continue to seek staff input with the viable BISD curriculum by allowing for tested content areas to have a planning/PLC period during the school day. Professional development needs of the campus are continually assessed while the focus is always to meet the findings of the previous year's CNA. An effort was made to ensure that administrators kept PLC/Planning time as a focus for the teachers. and school activities did not affect the schedule. This includes, however, is not limited not pulling teachers from planning for class coverage, ARD committee meetings, or 504 meetings. Campus data also reflects that 67% of our teaching staff continues to have five or fewer years of teaching experience.

Student achievement continues to be a large area of concern. Students have demonstrated growth in the areas from "Approaches Grade Level" standards to "Meets Grade Level" standards as well as the "Meets Level " to the "Masters Level" standard. The teachers feel the growth is not as substantial as it should be. The data also indicated that the gap of students moving from the level of "Not Approaching" grade-level standards to the "Approaches Level" is low and inconsistent. The data indicates the campus should continue to focus on the following two sub-populations in tested areas: ELL and African American. It was further stated that the majority of focus should be on ELL students which would in turn positively impact the Hispanic and ED sub-populations. Focusing on

growth for the AA sub-population would also benefit ED and 7th grade Special Education. All of these sub-populations will show marked improvement through a continued focus on first-time instruction as well as student ownership of individual academic growth. This past school year we successfully increased instructional time in class, with the new campus-wide tardy system. This system will be continued.

For five years, the campus has worked to maximize instructional time in class by utilizing Seidlitz strategies, station rotations, direct vocabulary instruction and assessments, and implementation plans to deliver content. In an effort to continue to support these efforts we will continue the purchase of additional technology to support all scholars in face-to-face and the online-at-home learning format (Newline 75" Display with HD Camera and New Tango HD camera). Teachers will continue to plan for the meaningful use and consistent student utilization of Quill for writing intervention, in addition to Imagine Math, Compass, Progress Learning, StemScopes, and Doceri. Other technologies purchased to aid in classroom small group instruction are headphones with microphones, calculators, noise-canceling headphones, Whisper-Phones, math manipulatives, and other web-based learning programs such as Flippity, and Flip-Grid. After DBAs, each team conducts a data dig in which they discuss low Student Expectations that need to be retaught or covered. Purchase of LanSchool Program for all students used with district devices. This will be used to increase classroom engagement and Ignite student potential. LanSchool's classroom teaching software puts technology to work for both students and educators. Our suite of solutions enables engaging one-on-one learning experiences and powerful collaboration in connected classrooms. Cost is $6513.80 from Title I-A. Purchase of eHallPass for 1050 licenses. E-Hallpass **makes security more manageable and more efficient**. The passes are tracked in real time, so the school would instantly know who is out of class and their location if an emergency were to happen. E-Hallpass also allows administrators to restrict certain students from being out of class simultaneously. Davila will purchase 15 additional ipads to be used instructionally with Doceri---Doceri is the professional iPad interactive whiteboard and screencast recorder with sophisticated tools for hand-drawn graphics and built-in remote desktop control. The cost is $7,060 from Title One budget. April Family Fun Game Night where parents are given strategies to help support their child in all academic areas including social . Snacks will be provided along with manipulatives and supplies to assist parents at home. $3,500 from Title One Parent Engagement.

Saturday STAAR days will begin in March/April --goldfish and water will be provided for after-school tutorials. $1200 from Title One budget. SUMMIT K-12 PURCHASED FOR all ED students (420)-- The district is paying $9,000 this year. Sumitt k-12 will Empower Learners. Support Accelerate Achievement. From English learners, multilingual students, bilingual students and dual language learners who are struggling to rea Summit K12's online, standards-based supplemental curriculum will close gaps and ensure growth for all students. SCE money of $10,000 fo School and Family Learning Activities to increase academic achievement of students identified as at-risk. -- during summer school students wi composition books- 1 for ELA, 1 for Math, and 1 for journaling. Students will be given dice and a set of cards for math. For ELA students will b note pads and index cards. Each SS teacher will be given 5 times to use as journaling groups (no talking-- just journal your thoughts for 5 minu Dry erase boards, markers/erasers will be used for small group response boards. Table tents will be used 4/classroom. Dice games with playi introduce kids to strategic thinking and planning.

Lesson Design Institute (LDI) is offered outside of normal school hours for teachers with core content subjects to further plan out their curriculum and ensure that risk students' academic needs are met. In order to increase scholar, reading comprehension is it suggested we become a campus of literary awareness through the purchase of supplemental novels, Texans Read, “Reading Millionaire” Million Words Club, teacher books studies, the additional purchase of novel

for classroom libraries and the continued use of Scope and Action Scholastic Magazines. The campus will continue to research other instructional strategies/ practices and discuss implementation in the 2024-25 school year as needed to supplement classroom instruction for at-risk learners. As we move to online lessons and testing the campus will need more technology in Chromebooks, chargers and headphones. As the campus continues to grow we want to expand the opportunities for students to grow academically. The campus needs to order Atlases for student use. Fall Family Festival will occur in November where $1100 will be used on smart snack items given to families. Each Core content will have a game table where smart snacks are given away. April Family Fun Game Night where parents are given strategies to help support their child in all academic areas including social .

Additional ipads will be purchased for students to use in classrooms SCE budget will be used $8,000. These ipads will be used in small group projects and for students to practice using accessibility features for STAAR and TELPAS. .

AVID teachers (2) will attend Summer Training. Teachers will have sessions on inspirational experiences to discover new strategies and network with a community of your peers who share similar interests in providing equitable opportunities for all students. $1000 of TITLE ONE staff professional development budget.

STAAR FOCUS groups will be created after Fall Benchmark data is analyzed and students will be staying after school February-April for review rotations with teachers and instructional IC's. Nutritional snacks will be provided to students through Title One budget-- $3,000.

Campus Demographics for 2023-24

Grade 07 462 Grade 08 504
African American 17.29% American Indian 0.10%

Asian American 0.52% Hispanic 66.87%

Multi-Racial 2.07% White 13.04%

At-Risk 3.52% LEP 33.18%

Economically Disadvantaged 38.61%

SPED 13.31%

Characters : 9338

2025 Accountability Prediction Report Card - 2025 STAAR

Enter Name of Campus	Davila Middle School							
Assessment Name	2025 STAAR							
Enter % EcoDis - Fall 2023 Snapshot	86.5%							
	Raw Score	Scale Score*	Letter Grade		Overall Grade Components		Weight	Total
Domain I - Student Achievement	33	62	D		Best Scale Score: Domain I OR Domain II-A OR Domain II-B	73	70%	51.1
Domain II - School Progress [Overall Scale Score is the BETTER of Part A or Part B]		73	C					
Part A - Academic Growth	63	73	C					
Part B - Relative Performance	33	70	C					
Domain III - Closing the Gaps	46.7	75	C		Domain III Scale Score	75	30%	22.5
Academic Achievement (30%)	9.3							
Academic Growth (50%)	28							

2025 Accountability Prediction Report Card - 2025 STAAR

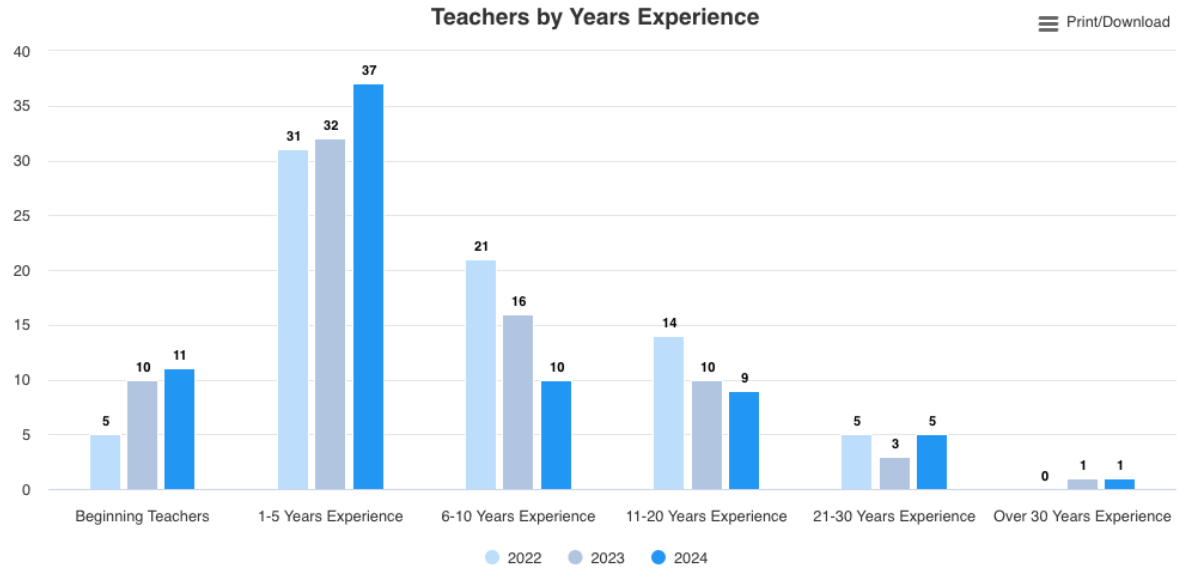
EL Proficiency (10%)	7.5		
Student Success (10%)	1.9		
		Overall Score	74
Updated Scaling Tool		Overall Letter Grade	C

Demographics

Demographics Summary

School Population	Count	Percent
Student Total	**983**	**100%**
7th Grade	494	50.25%
8th Grade	489	49.75%

Student Demographics	Count	Percent
Gender		
Female	490	49.85%
Male	493	50.15%
Ethnicity		
Hispanic-Latino	697	70.91%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	3	0.31%
Black - African American	168	17.09%
Native Hawaiian - Pacific Islander	2	0.20%
White	95	9.66%
Two-or-More	18	1.83%


Teachers by Years Experience
Print/Download
40
35
30
25
20
15
10
5
0
5
10
11
31
32
37
21
16
10
14
10
9
5
3
5
0
1
1
Beginning Teachers
1-5 Years Experience
6-10 Years Experience
11-20 Years Experience
21-30 Years Experience
Over 30 Years Experience
2022
2023
2024

Student Learning

Student Learning Summary

Davila Middle School									
2025 STAAR									
Student Achievement - STAAR Performance									
			All Students	Af Amer	Hisp	White	EcoDis	EL	SpEd (Current)	High Focus

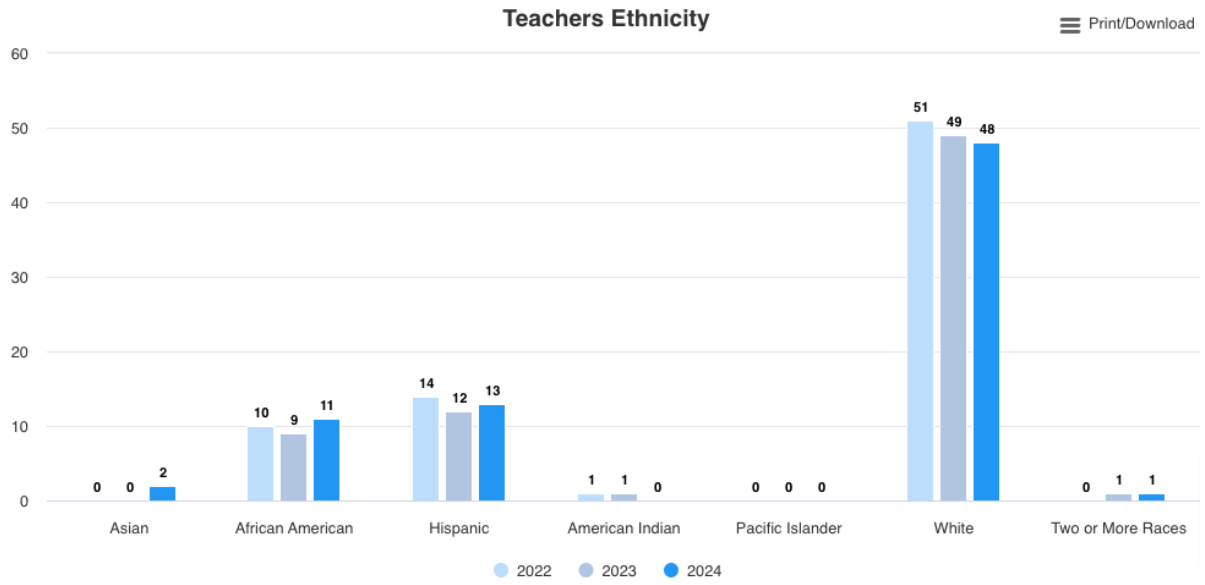
Davila Middle School

STAAR

All Subjects	**Total Tests**	**2840**	**559**	**2329**	**287**	**2471**	**1289**	**516**	**2584**
	# Approaches or Above	**1615**	**192**	**1177**	**217**	**1341**	**759**	**155**	**1409**
	# Meets or Above	**897**	**83**	**634**	**161**	**721**	**407**	**86**	**750**
	# Masters	**305**	**17**	**182**	**94**	**209**	**124**	**17**	**218**
	% Approaches or Above	**57**	**34**	**51**	**76**	**54**	**59**	**30**	**55**
	% Meets or Above	**32**	**15**	**27**	**56**	**29**	**32**	**17**	**29**
	% Masters	**11**	**3**	**8**	**33**	**8**	**10**	**3**	**8**
	AVERAGE | Domain I STAAR Component Score	**33**	**17**	**29**	**55**	**30**	**34**	**17**	**31**
	Scaled Score:	**62**							
Reading	**Total Tests**	**923**	**152**	**661**	**89**	**804**	**417**	**172**	**833**
	# Approaches or Above	**573**	**75**	**420**	**68**	**481**	**250**	**55**	**501**
	# Meets or Above	**297**	**29**	**210**	**52**	**240**	**124**	**24**	**245**
	# Masters	**122**	**7**	**77**	**33**	**87**	**50**	**4**	**87**
	% Approaches or Above	**62**	**49**	**64**	**76**	**60**	**60**	**32**	**60**
	% Meets or Above	**32**	**19**	**32**	**58**	**30**	**30**	**14**	**29**
	% Masters	**13**	**5**	**12**	**37**	**11**	**12**	**2**	**10**
	AVERAGE STAAR Component Score	**36**	**24**	**36**	**57**	**34**	**34**	**16**	**33**
	Scaled Score:	**67**							

Performance										
	Math	Total Tests	919	151	658	89	800	416	169	842
		# Approaches or Above	548	67	405	68	460	265	57	486
		# Meets or Above	325	28	239	52	268	157	35	282
		# Masters	104	6	65	30	74	45	6	80
		% Approaches or Above	60	44	62	76	58	64	34	58
		% Meets or Above	35	19	36	58	34	38	21	33
		% Masters	11	4	10	34	9	11	4	10
		AVERAGE STAAR Component Score	35	22	36	56	34	38	20	34
		Scaled Score:	65							
	Science	Total Tests	541	88	380	62	465	250	91	490
		# Approaches or Above	359	37	262	53	295	180	30	312
		# Meets or Above	224	20	159	39	180	108	18	190
		# Masters	58	2	34	19	36	23	4	39
		% Approaches or Above	66	42	69	85	63	72	33	64
		% Meets or Above	41	23	42	63	39	43	20	39
		% Masters	11	2	9	31	8	9	4	8
		AVERAGE STAAR Component Score	39	22	40	60	37	41	19	37
		Scaled Score:	71							

	Social Studies	Total Tests	457	168	630	47	402	206	84	419
		# Approaches or Above	135	13	90	28	105	64	13	110
		# Meets or Above	51	6	26	18	33	18	9	33
		# Masters	21	2	6	12	12	6	3	12
		% Approaches or Above	30	8	14	60	26	31	15	26
		% Meets or Above	11	4	4	38	8	9	11	8
		% Masters	5	1	1	26	3	3	4	3
		AVERAGE STAAR Component Score	15	4	6	41	12	14	10	12
		Scaled Score:	44							



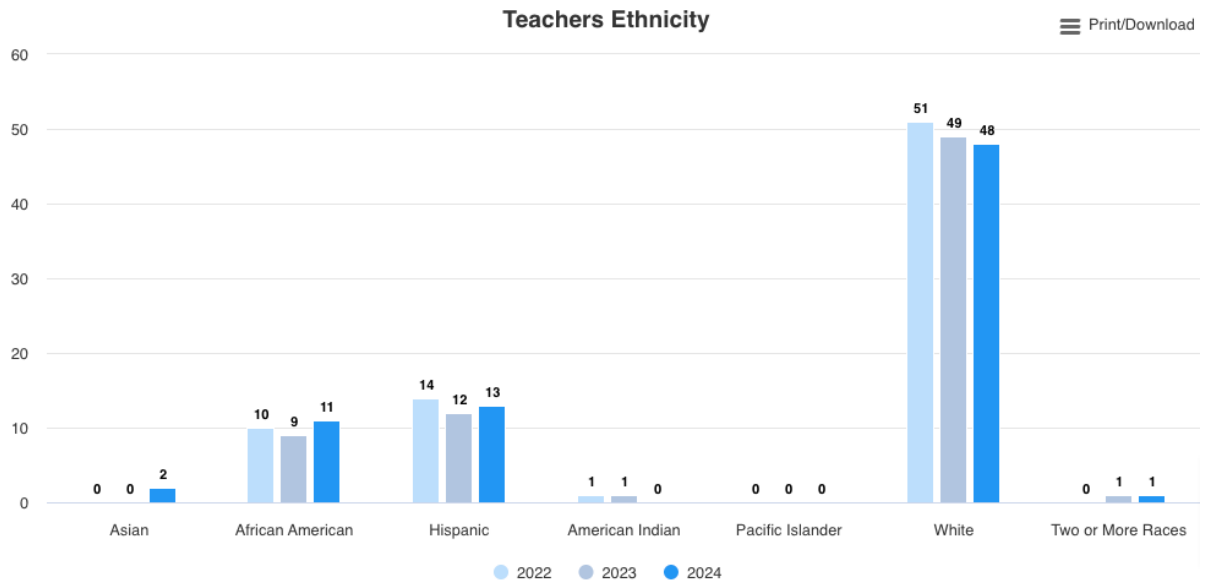
Student Programs	Count	Percent
Dyslexia	74	7.53%
Gifted and Talented	55	5.60%
Regional Day School Program for the Deaf	0	0.00%
Section 504	83	8.44%
Special Education (SPED)	184	18.72%
Bilingual/ESL		
Emergent Bilingual (EB)	405	41.20%
Bilingual	0	0.00%
English as a Second Language (ESL)	405	41.20%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	983	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

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Title I Part A		
Schoolwide Program	983	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators	Count	Percent
At-Risk	832	84.64%
Foster Care	6	0.61%
IEP Continuer	0	0.00%
Immigrant	32	3.26%
Intervention Indicator	549	55.85%
Migrant	11	1.12%
Military Connected	30	3.05%
Transfer In Students	3	0.3052%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	859	87.39%
Free Meals	575	58.49%
Reduced-Price Meals	23	2.34%
Other Economic Disadvantage	261	26.55%
Homeless and Unaccompanied Youth		
Homeless Status Total	14	1.42%
Shelter	2	0.20%
Doubled Up	12	1.22%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	13	1.32%
Is Unaccompanied Youth	1	0.10%

Perceptions

Perceptions Summary



Goals

Goal 1: To support every scholar by addressing the quality Tier I instruction in all core academic areas (paying specific attention to the needs of at-risk students in the areas of reading and math).

Performance Objective 1: Support the effective implementation of the district curriculum in every classroom. Improve/supplement and enhance the Bryan ISD viable curriculum that is being taught across all departments in order to meet the needs of all students and those identified as at-risk as measured by a 3-5% growth in all STAAR tested areas to be evaluated by May 2026.

High Priority

Evaluation Data Sources: STAAR data, BOY TIA Assessments, and District-Based Assessments

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Increase the academic performance of all students and supplement the BISD viable curriculum across all departments by utilizing programs to meet the state-required level of proficient and advanced levels of performance for all students with an emphasis on meeting the needs of low achieving students: to enable teachers to utilize differentiated/sheltered instruction/active cognitive engagement activities such as visual aids, blended learning materials, math manipulatives, etc. to ensure a coordinated effort to maximize the impact of resources.			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Purchase of evidence-based instructional and technology resources to enhance the BISD viable curriculum to supplement for all students and allow for differentiated instruction (blended learning) by core subject area classroom teachers to engage students in evidence-based instructional strategies.			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Use a data monitoring system to identify students with academic needs, triage their support, and plan effective interventions. Schedule and host meetings about students in the lowest performance range academically to assure differentiation and support. **Strategy's Expected Result/Impact:** RTI referrals, CBA and DBA data, TIA Assessment data, and STAAR results			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Provide ongoing professional development for staff (administrators, instructional coaches, teachers) in the areas of but not limited to, working with all students including those of poverty and culturally diverse backgrounds, classroom management, data dis-aggregation, how to analyze data, as well as support for planning instruction (LDI). LDI will be focused on student small group interventions based on student needs (looking at MOY MAP, benchmark).			

Strategy 5 Details	Reviews		
Strategy 5: The campus will continue to implement a mentoring program for new teachers to the profession and district. **Strategy's Expected Result/Impact:** Increased retention of first-year teachers from 2025-2026	Formative		Summative
	Nov	Mar	June

Strategy 6 Details	Reviews		
Strategy 6: English Language Learners (ELLs) and migratory students are scheduled with ESL certified teachers who are Seidiltz trained. A team of professionals will be trained to support ELL's in AVID Excel that supports 4th year+ Emergent Bilingual students (paid for from Bilingual Department). AVID teachers (2) will attend Summer Training. Teachers will have sessions on inspirational experiences to discover new strategies and network with a community of peers who share similar interests in providing equitable opportunities for all students. $1000 of TITLE ONE staff professional development budget. **Strategy's Expected Result/Impact:** Support for ELL students in their academic classes as measured by reduced failure rate among ELL students	Formative		Summative
	Nov	Mar	June

Strategy 7 Details	Reviews		
Strategy 7: Gifted and Talented training and/or continuation of professional development with increase the use of differentiation to meet the needs of the GT student and to enrich and accelerate the curriculum to ensure all children meet the state's proficient and advanced levels of performance. **Strategy's Expected Result/Impact:** Teachers will enrich and accelerate curriculum to provide differentiated lessons	Formative		Summative
	Nov	Mar	June

Strategy 8 Details	Reviews		
Strategy 8: The campus will implement the use of Project Based Lessons as developed and implemented by the Global Leadership Team in the Inquire Program.	Formative		Summative
	Nov	Mar	June

Strategy 9 Details	Reviews		
Strategy 9: The campus will provide a Dean for instruction and a math interventionist to address the needs of all students as well as professional tutors for student interventions to reach the requirement for House Bill 1416. This will increase learning time by allowing teachers to spend more time with a well-balanced education with blended learning and small groups. **Strategy's Expected Result/Impact:** Increased academic achievement	Formative		Summative
	Nov	Mar	June

Strategy 10 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 10: Implement the Texas Instructional Leadership (TIL) Observation Feedback component to strengthen instructional leadership practices, ensuring teachers receive timely, actionable, and supportive feedback aligned to student learning goals. **Strategy's Expected Result/Impact:** Increased teacher effectiveness **Staff Responsible for Monitoring:** Principal **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** Region 6 Resources and Training - LASO Grant - Grant			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: To support every scholar by addressing the quality Tier I instruction in all core academic areas (paying specific attention to the needs of at-risk students in the areas of reading and math).

Performance Objective 2: Increase reading performance across the campus for all scholars to the approaches grade-level state standard. This will be measured by at least 5% growth for scholars on STAAR to be evaluated by May 2026.

Evaluation Data Sources: STAAR data, District-Based Assessments, and District Benchmarks

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: A data monitoring system will identify students with academic needs, guide targeted support, and inform interventions. Routine meetings will focus on students performing in the lowest ranges to ensure differentiation. Beginning in February, teachers will hold afterschool tutorials three times per week, with Saturday STAAR sessions starting in March and April. Based on Fall Benchmark data, STAAR Focus Groups will be created, and students will participate in review rotations with teachers and Instructional Coaches from February through April. Nutritional snacks will be provided during sessions. **Strategy's Expected Result/Impact:** Teachers will learn to use data as a tool for student learning and planning as needed for small group instruction. **Funding Sources:** Snacks for after school and Saturday tutoring - Title I, A - $1,000			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: All teachers will progress monitor student growth (Data will be evaluated at the campus, class, and individual student level). Focus made at scheduled meetings and weekly planning with Instructional Coaches. Teachers will guide students on using colored pencils, highlighters, post it notes in order to help analyze data in their data folders. **Strategy's Expected Result/Impact:** Data will be evaluated on the campus, class and individual student level. Focus made at bi-weekly meetings and weekly planning with instructional coaches.			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: To support every scholar by addressing the quality Tier I instruction in all core academic areas (paying specific attention to the needs of at-risk students in the areas of reading and math).

Performance Objective 3: Increase Emergent Bilingual scholar performance through best practices on STAAR test subjects by 5% growth in all STAAR tested areas to be evaluated by May 2026.

Evaluation Data Sources: STAAR, District-Based Assessments, and District Benchmark data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teachers will identify instructional support needed for English Language Learners and migratory students by data collection and design their implementation plan and delivery with the guidance of the content Instructional Coach to meet the needs of the at risk ELL learners. SUMMIT K-12 PURCHASED FOR all ED students (420)-- The district is paying $9,000 this year. Summitt k-12 will Empower Learners. Support Teachers. Accelerate Achievement. From English learners, multilingual students, bilingual students and dual language learners who are struggling to read or write, Summit K12's online, standards-based supplemental curriculum will close gaps and ensure growth for all students.			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Conduct purposeful planning and implementation of The Seven Step to a Language Rich Classroom by John Seidlitz as well has ensure all ELL scholars have access to Spanish/English Dictionaries. **Strategy's Expected Result/Impact:** Improved benchmark scores (fall to spring) and STAAR data			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: After professional development teachers will progress monitor identified Emergent Bilingual students throughout the year to support students as identified. **Strategy's Expected Result/Impact:** Improved benchmark scores (fall to spring), STAAR data, TELPAS scores			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: To support every scholar by addressing the quality Tier I instruction in all core academic areas (paying specific attention to the needs of at-risk students in the areas of reading and math).

Performance Objective 4: Increase African American scholars' performance through best practices on STAAR-tested subjects by 5% growth in all STAAR-tested areas to be evaluated by May 2026.

Evaluation Data Sources: STAAR, District-Based Assessments, and District Benchmark data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Davila will provide opportunities for all students to meet state standards by using data to plan unit tests, mastery checks, and student interventions. Data will be evaluated at the campus, class, and individual student levels. Support will include focus meetings with the principal or dean, as well as planning sessions with Instructional Coaches. **Strategy's Expected Result/Impact:** Improved results on STAAR, District-Based Assessments, and District Benchmark data			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: All teachers will progress monitor student growth through a campus wide Google document during IDT. (Data will be evaluated on the campus, class and individual student level.) Focus made at bi-weekly meetings and weekly planning with Instructional Coaches **Strategy's Expected Result/Impact:** Improved results on STAAR, District-Based Assessments, and District Benchmark data			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: To build the climate and culture of the campus by reducing discipline referrals and improve academics so that each scholar reaches his or her potential by "owning their learning and behavior" as measured by a reduction in discipline referrals and improved attendance rate.

Performance Objective 1: Provide support for scholars for life-long learning through improved ownership of learning as measured by improving academics for a 3-5% growth in STAAR tested areas campus-wide across all subgroups to be evaluated by May 2026.

Evaluation Data Sources: Increased use of mediation, reduction of discipline referrals monthly from August to May

Strategy 1 Details	Reviews		
Strategy 1: Monitor and provide support for possible middle school dropout reduction.	Formative		Summative
Strategy's Expected Result/Impact: Improved attendance for potential MS drop outs	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Through the use of Essential 8 and Save and Civil Schools throughout the campus, discipline will improve as measured by a reduction in referrals for this school year.	Formative		Summative
Strategy's Expected Result/Impact: Decreased referrals	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Prevention and education of unwanted physical and verbal aggression will be provided in the areas of sexual harassment, and bullying.	Formative		Summative
Strategy's Expected Result/Impact: Decreased office visits and referrals for aggressive behavior	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Continue use of the Transition Committee to implement best practices for students as they move to 7th grade and matriculate to high school. Texan Round-Up, 6th to 7th and 8th to 9th Orientation Night(s), and visits of special HS programs to the DMS campus.	Formative		Summative
Strategy's Expected Result/Impact: Increased number of students at Transition Nigh	Nov	Mar	June

Strategy 5 Details	Reviews		
Strategy 5: All students will receive academic advising with regard to course choice and individual interests and make informed curriculum choices	Formative		Summative
Strategy's Expected Result/Impact: Documentation in which all students have received academic advising as seen in 4-year plans and course selection **Staff Responsible for Monitoring:** counselors	Nov	Mar	June

Strategy 6 Details	Reviews		
Strategy 6: Students will have the opportunity to explore different career paths through CTE courses which will provide meaningful instruction **Strategy's Expected Result/Impact:** Increased number of students with CTE course requests	Formative		Summative
	Nov	Mar	June

Strategy 7 Details	Reviews		
Strategy 7: Utilize the Branching Minds program to ensure at-risk students in need of RTI intervention (academic and behavioral) needs are monitored. **Strategy's Expected Result/Impact:** Decreased behavior referrals and increased academic success for students identified as at-risk.	Formative		Summative
	Nov	Mar	June

Strategy 8 Details	Reviews		
Strategy 8: Administrative team, counselors, instructional coaches and teachers will work collaboratively to support students with specific needs through the Instructional Data Team/RTI process, but not limited to Special Education, Section 504, LEP, Pregnancy/ parenting related services, dyslexia, career and technology, suicide prevention, homeless, conflict resolution, violence prevention/ intervention, and bullying plus support their transition into/out of specific programs to reduce at-risk numbers. **Strategy's Expected Result/Impact:** Increased academic performance on DBAs and District Benchmarks	Formative		Summative
	Nov	Mar	June

Strategy 9 Details	Reviews		
Strategy 9: Focus on inclusion of Special Education students in the least restrictive environment by providing in-class support training, co-teach, and inclusion training for life skills students with their elective teachers. **Strategy's Expected Result/Impact:** Special Education students placed in the least restrictive classroom setting appropriate for learning style	Formative		Summative
	Nov	Mar	June

Strategy 10 Details	Reviews		
Strategy 10: Monitoring student discipline data to recognize needs, triage support, and plan effective interventions. Routine team meetings about students in need of support. **Strategy's Expected Result/Impact:** Improved Tier 1 Instruction	Formative		Summative
	Nov	Mar	June

Strategy 11 Details	Reviews		
Strategy 11: Monitor student attendance for possible dropouts and discuss thorough the campus DVT **Strategy's Expected Result/Impact:** Assistant Principals and Juvenile Case Manager	Formative		Summative
	Nov	Mar	June

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Be proactive to improve communication and the perception of Davila Middle School by engaging the scholars, families, community, and employees as measured by increase involvement by 5% at events and activities for the school year.

Performance Objective 1: Actively communicate the accomplishments of Arthur L. Davila Middle School students and staff by showing an increase in faculty retention of 75% by June 1, 2026.

Evaluation Data Sources: Increased faculty retention as measured on June 1, 2026

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Utilize the district communications office to publicize Davila activities and Texan Proud Moments. **Strategy's Expected Result/Impact:** Share student success at DMS			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: To build a climate and culture for faculty and staff by showing an increase in faculty retention by July 1, 2026, from the past years

Performance Objective 1: Build spirit, pride, commitment, and ownership within Arthur L. Davila Middle School through parent education and support.

Evaluation Data Sources: Review staff attendance at campus events by sign-in sheets

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Communications sent home to parents will be presented in the parent's home language. **Strategy's Expected Result/Impact:** Improved relationships between DMS and families in order to encourage more positive behaviors			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Parent events will provide opportunities to work with the educators to improve student achievement in the areas of reading and math. Information will also be disseminated regarding individual student needs at SSI, 504, LPAC, and Sp Ed meetings. **Strategy's Expected Result/Impact:** Improved student achievement through the use of events to support family learning			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: To build a climate and culture for faculty and staff by showing an increase in faculty retention by July 1, 2026, from the past years

Performance Objective 2: Celebrate and communicate the stories of Arthur L. Davila: who we are, what we do, and why we are so amazing.

Evaluation Data Sources: Review of published events through Facebook , X, and Bryan ISD website to show an increase from the 2024-2025 school year.

Strategy 1 Details	Reviews		
Strategy 1: Teacher of the Month recognition program-Teachers of the week will then be eligible of nomination to Teacher of the Month of the District. Teacher will be recognized through campus social media sites. **Strategy's Expected Result/Impact:** Improved culture of the professional staff	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Davila staff will create internal opportunities to represent the campus and district at community events. **Strategy's Expected Result/Impact:** Improved relationships with the community and creating a positive association with DMS	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: The DMS Foundations team, through Teacher Recommendations, will select students who exhibit the qualities of a student to be Texan PROUD by using the TEXAN 200 program to recognize students who will receive accolades and be recognized on campus. **Strategy's Expected Result/Impact:** Improved relationships among staff and students	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Increase social media presence by developing a calendar to actively serve our community as volunteers and publicize Davila's commitment to the community as a whole and the scholars it serves. **Strategy's Expected Result/Impact:** Increased social media presence	Formative		Summative
	Nov	Mar	June

No Progress Accomplished Continue/Modify Discontinue

Goal 4: To build a climate and culture for faculty and staff by showing an increase in faculty retention by July 1, 2026, from the past years

Performance Objective 3: Support the district recruitment plan to ensure hiring and retention of qualified individuals for Arthur L. Davila Middle School, as shown by an increase of teacher retention by 5%.

Evaluation Data Sources: Review of retention data by June 1, 2026

Strategy 1 Details	Reviews		
Strategy 1: All teachers will be qualified in their subject area. **Strategy's Expected Result/Impact:** Increase in student achievement from STAAR data	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Teachers will participate in quality ongoing professional development as provided during PLC meetings and other professional development opportunities provided on campus or in the district. **Strategy's Expected Result/Impact:** Quality Tier 1 instruction will increase student achievement on District Based Assessments, District Benchmarks, TIA Assessments, and STAAR	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: All teachers with a teaming period will meet 1 day per week to discuss instructional strategies based on data from unit tests and mastery checks to improve academic performance for all students after being provide appropriate ongoing professional development. **Strategy's Expected Result/Impact:** Increased student achievement on District Based Assessments, District Benchmarks, TIA Assessments, and STAAR	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Davila staff will create internal opportunities to represent the campus and district at community events such as Hispanic Forum, Books and Blankets, participate in the Christmas parade, BISD Showcase, and select First Friday events. **Strategy's Expected Result/Impact:** Improved relationships with the community and creating a positive association with DMS	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
Strategy 5: Participate in district recruitment activities, maintain accurate communication with the Human Resources office regarding vacancies to ensure that minority and low income students are taught by highly qualified teachers at the same rate as other students. **Strategy's Expected Result/Impact:** Increased student achievement on District Based Assessments, District Benchmarks, TIA Assessments, and STAAR	Formative		Summative
	Nov	Mar	June

Strategy 6 Details	Reviews		
Strategy 6: Campus implementation of New Teacher Institute (NTI) program to support and retain new teachers. **Strategy's Expected Result/Impact:** To build a stronger relationship of support for new teachers in order to retain a higher percentage of first year teachers.	Formative		Summative
	Nov	Mar	June

Strategy 7 Details	Reviews		
Strategy 7: Provide instructional coaches to support teacher growth and professional development in the core content areas. The coaches will provide professional development, modeling, and coaching to teachers. **Strategy's Expected Result/Impact:** Improve instruction in the classroom	Formative		Summative
	Nov	Mar	June

Strategy 8 Details	Reviews		
Strategy 8: Involve teachers in assessment making decisions concerning the overall instructional program paying specific attention to identified safeguard areas indicated within sub populations of African American, ELLs,and special education students. **Strategy's Expected Result/Impact:** Improved quality of instruction in all classrooms where teachers are knowledgeable of assessment decisions **Staff Responsible for Monitoring:** Administration, Dean of Curriculum & Instruction, Instructional Coaches	Formative		Summative
	Nov	Mar	June

Strategy 9 Details	Reviews		
Strategy 9: Provide professional development for para-professionals in order to reach highly qualified status and continue growing as professionals **Strategy's Expected Result/Impact:** Support para-professionals in their professional growth and reach the level of teacher, in interested	Formative		Summative
	Nov	Mar	June

Strategy 10 Details	Reviews		
Strategy 10: Provide professional development for teachers in Inquire/Aspire in order to reach highly qualified status and continue growing as professionals. Teachers will take the GT certification test and attend GT specific professional development such as Project Based Learning **Strategy's Expected Result/Impact:** Improved growth and achievement for Inquire/Aspire students	Formative		Summative
	Nov	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Campus Funding Summary

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Snacks for after school and Saturday tutoring		$1,000.00
				Sub-Total	$1,000.00

Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10	Region 6 Resources and Training - LASO Grant		$0.00
				Sub-Total	$0.00

Bryan Independent School District

Fannin Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Goal 2: The campus staff will increase community and parent participation and attendance in everyday school functions and decision-making processes, as evidenced through scheduled family engagement activities and social-emotional learning initiatives which contribute to the overall academic and social-emotional health of each child. 26
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The 2025–2026 CNA was developed throughout the previous academic year by a **diverse and collaborative team** consisting of parents, staff, teachers, administrators, community members, and school counselor. The team met five **times** over the course of the year to review a wide range of data, including:

- Improvement planning data
- Accountability ratings
- Student achievement and growth data
- Employee and staffing data
- Parent and community engagement data
- Support systems and instructional programs

Through this collaborative and data-informed process, the team identified the following **strengths** and **areas of need**:

Strengths

- **Positive School Culture:** Significant improvement in classroom environments and staff-student relationships, with 88–90% of classrooms at Level 1 for culture and climate.
- **Student Academic Growth:** Steady progress in Reading and Math STAAR performance, including a campus accountability rating increase to a **B (score of 83)**.
- **Dedicated Staff and Leadership:** Strong commitment from instructional staff, coaches, and leadership to professional growth and student outcomes.
- **Tutoring and Intervention Systems:** Effective support for struggling learners, including SPED students, through structured intervention blocks and targeted tutoring.
- **Family Engagement Momentum:** Increasing participation in school events and growing parent interest in academic nights and student-centered activities.

Areas of Need

- **Consistent Attendance:** Student attendance remains a concern and requires strategic efforts to build relationships and motivate regular attendance.
- **SPED Monitoring and Accountability:** Increased need for focused monitoring and support of the SPED population to ensure academic growth and compliance.
- **Technology Integration:** Continued training and accountability in the effective use of instructional technology across grade levels.

- **Leadership Development:** Ongoing support and training needed for campus leaders to strengthen instructional leadership and team-building.
- **Family & Community Partnerships:** More structured opportunities are needed to deepen family engagement and community involvement in student learning.

Strengths and areas of need that emerged were the following:

LEADERSHIP (includes Demographics, Processes and Programs)

As we look ahead to the 2025–2026 school year, Fannin Elementary will focus on building strong partnerships with families to increase engagement and create a more connected school community. We are committed to growing and maintaining positive relationships with all stakeholders by opening our doors and inviting others to b part of our Falcon family.

We believe that when families and the community are actively involved in the life of the school, student success is greatly enhanced. Our goal is to create intentional opportunities for families to engage meaningfully in the academic and social-emotional growth of their children.

In addition, our campus leadership team is committed to growth. Administrators will seek out targeted professional development opportunities to increase their leadership capacity and better support teachers, students, and families.

By focusing on family engagement and leadership development, we will continue building a culture of collaboration, growth, and excellence at Fannin.

Foundations Climate and CULTURE (includes Perceptions)

Our primary focus during the 2024–2025 school year was to strengthen the culture and climate within our school community. Through strategic planning, targeted support, and ongoing coaching, we saw significant progress—88% to 90% of our classrooms reached Level 1 on our campus culture rubric.

This growth reflects the collective effort and dedication of our staff to create safe, welcoming, and structured learning environments that support both academic and social-emotional success.

While we are proud of this achievement, we also recognize that this work must continue into the upcoming school year. Sustaining and deepening a strong culture of learning will remain a key priority as we build on this momentum and strive for 100% of our classrooms consistently meeting expectations.

Attendance

Improving student attendance is a continuous priority at Fannin Elementary. We recognize that strong, consistent relationships with families are key to motivating students to attend school regularly. When students are present, they are more likely to experience academic success and stay on track throughout the year.

In addition to improving attendance, we are committed to increasing the engagement of families and community members. Our goal is to build and maintain positive, trusting relationships by being more visible, accessible, and responsive to parent and community needs. Through open communication and meaningful involvement, w aim to create a supportive environment where every student thrives.

ACADEMICS (includes Student Academic Achievement)

At Fannin Elementary, we believe that goal setting—for both teachers and students—is a powerful driver of academic improvement. By clearly defining our goals and consistently monitoring progress, we can better align instruction to student needs and ensure that everyone is working with purpose and intention.

We also recognize the importance of accountability, not just for outcomes but for the quality and impact of instruction happening in every classroom. This includes effective implementation of technology, thoughtful lesson planning, and alignment to standards. We will continue to use tools such as the T-TESS rubric and regular analysis of student data—including MAP, DRA/EDL, district assessments, and benchmarks—to reflect, adjust, and grow.

After reflecting on our work and discussions this year, we've identified our three major priorities—the "big rocks"—for the 2025–2026 school year:

1. **Academic Growth Through Data and Goal Setting**
2. **Social-Emotional Learning for All Stakeholders**
3. **Leadership Development and Team Building Among Staff**

While we will continue to build on our strengths, we acknowledge the need to intensify our accountability systems, particularly in support of our SPED population. Through more intentional monitoring, coaching, and feedback, we aim to ensure equitable outcomes and a strong, supportive learning environment for all students.

Together, by staying focused and aligned, we will continue to move Fannin forward.

(Title I, Part A Element I)

The CNA was finalized June 2025

Demographics

Demographics Summary

LEADERSHIP (includes Demographics, Processes and Programs)

With the upcoming school year, Fannin will focus on ways to partner with families to increase engagement. We want to grow and maintain positive relationships with all stakeholders as we open our doors to allow others to be part of our Falcon family.

Fannin has approximately 400 students from grades PK through 4th grade. Fannin is the oldest school in the Brazos Valley, opening its doors in 1880. We are an open enrollment school welcoming a diverse neighborhood population of students.

Fannin's Student Ethnic/ Group Distribution by Percentage:

School Year	2024- 2025	2023-2024	2022-2023	2021-2022	2020-2021
African American	15.93%	17.9%	21.6%	19.2%	16.4%
Hispanic	75.82%	77.6%	68.3%	70.8%	74.2%
White	6.59%	5.2%	8.7%	9.0%	8.5%
American Indian	0.27%	0.6%	0.2	0.2%	0.2%
Asian	0.00%	0	0	0%	0%
Pacific Islander	0.00%	0%	0	0%	0.2%
Two-or-More Races	1.37%	0.8%	1.2%	0.8%	0.4%
Economically Disadvantaged	92.03%	92%	93%	95%	93.9%
English Learners	46.43%	45.3%	42.5%	49.2%	47.4%
Migrant		1%	0.2%	0%	0%
Special Education	0.82%	20%	28.6%	26.2%	29.2%
At-Risk	84.07%	95%	75.1%	81.0%	84.7%

School Year	2024- 2025	2023-2024	2022-2023	2021-2022	2020-2021
Homeless	1.65%	0.6%	5.9	0%	0%
Total Population	364	364	426	480	458

Fannin's Staff Data by Percentage:

	2023-2024		
Number of Years Experience:			
Beginning teachers	7.7%		
1-5 years	42.3%		
6-10 years	15.4%		
11-20 years	30.8%		
Over 20 years	3.8%		
Teachers by Ethnicity:			
African American	20.9%		
Hispanic	46.5%		
White	31.2%		
American Indian	0%		
Asian	0%		
Pacific Islander	0%		
Two or More Races	0%		
Total Staff	48.8		

Demographics Strengths

1. Leadership (includes Demographics, Processes and Programs)
    1. Staff unity is building
    2. SEL is building

The trends in student data have remained relatively stable. Fannin is a small, diverse campus where the majority of students are Hispanic and come from economically disadvantaged backgrounds. Approximately half of the student population are English learners, and about 20% receive special education services. A significant majority—84%—are identified as at risk of dropping out.

For the 2025-2026 school year, the leadership will remain the same, and the staff data trends remain relatively stable. The demographic makeup of the teaching staff has not changed significantly; however, it **does not** reflect the demographics of the student population. There are more White teachers than Hispanic or African American teachers, whereas the opposite is true for the student body. Additionally, the majority of teachers have 10 or fewer years of experience, with relatively few having more than 10 years in the profession.

Fannin is located in the historic community of Bryan, Texas, where residents have worked diligently to preserve the character and integrity of the neighborhood. Many of the neighbors closest to the school are retired. The families served by Fannin largely come from economically disadvantaged backgrounds and tend to have limited involvement with the school beyond sending their children each day. Many families speak Spanish as their primary language, which contributes to the high number of English learners—approximately half of the student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our faculty and staff must be culturally aware of the diverse backgrounds of our students, colleagues, and families in order to foster healthy, respectful relationships both in and out of the classroom throughout the academic year.
Root Cause: Some staff members lack a deep, genuine understanding of individuals from different cultural backgrounds and, as a result, are not always intentional about seeking opportunities to learn from others' perspectives or practice empathy.

Student Learning

Student Learning Summary

ACADEMICS (includes Student Academic Achievement)

Through goal setting for both teachers and students, we aim to improve academic outcomes. It is also essential that we hold ourselves accountable for the quality and impact of instruction taking place in our classrooms. This will be supported by the use of the T-TESS rubric, along with ongoing monitoring of student data such as MAP, DRA/EDL, and district assessments.

Ultimately, after reflecting on our planning meetings, we have identified three major focus areas for the 2024–2025 school year: goal setting, social-emotional learning for all stakeholders, and staff team building. These will serve as our "big rocks." While we will continue to build on our existing strengths, we believe that adding a stronger layer of accountability through intentional monitoring will help drive meaningful improvement at Fannin.

(Title I, Part A Element I)

The 2024–2025 accountability rating for Fannin is a B. Our priority is continued growth, particularly because the accountability system places an 85 percent weight on student progress. Through our ongoing Leader in Me implementation, staff and students will create Wildly Important Goals (WIGs) that address both personal and academic objectives. The master schedule now includes a dedicated FLEX period at every grade level, along with a campus-wide reading block, to provide focused interventions and enrichment aligned with these goals.

The 2024–2025 accountability rating for Fannin is a B. Our priority is continued growth, particularly because the accountability system places an 85 percent weight on student progress. Through our ongoing Leader in Me implementation, staff and students will create Wildly Important Goals (WIGs) that address both personal and academic objectives. The master schedule now includes a dedicated FLEX (data) period at every grade level, along with a campus-wide reading and math block, to provide focused interventions and enrichment aligned with these goals.

Student Learning Strengths

1. Strong ICs to coach/support/guide teachers
2. All experienced teachers in 3rd and 4th grades

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While the number of students approaching grade level in reading and math increased from last year, those meeting grade level is still lagging behind.
Root Cause: STAAR expectations and measures continue to evolve, presenting ongoing challenges for instruction. Teachers are still developing their content knowledge in reading,

writing, and math, particularly in using appropriate resources to create meaningful connections between academic conventions and real-life, authentic learning experiences.

Problem Statement 2: Nearly one-fifth of our student population receives special education services and requires increased academic support within the classroom setting.
Root Cause: We need a cohesive implementation of the available curricula--Reading Horizons, Summit K-12, HMH, Stemscopes, and the district-developed curriculum--to ensure alignment and consistency across grade levels. Additionally, the special education master schedule should be designed to effectively provide in-class support for students requiring specialized instruction and academic support for the paras.

Problem Statement 3: A lack of consistent use of Wildly Important Goals (WIGs) has limited students' ability to set and monitor personal and academic goals, contributing to overall low academic achievement.
Root Cause: Teachers need additional guidance on strategies to extend learning and maintain momentum once students meet their goals, so that students are continually challenged to sustain and exceed their growth.

School Processes & Programs

School Processes & Programs Summary

LEADERSHIP (includes Demographics, Processes and Programs)

With the upcoming school year, Fannin will focus on ways to partner with families to increase engagement. We want to grow and maintain positive relationships with all stakeholders as we open our doors to allow others to be part of our Falcon family.

Fannin has approximately 400 students from grades PK through 4th grade. Fannin is the oldest school in the Brazos Valley, opening its doors in 1880. We are an open enrollment school welcoming a diverse neighborhood population of students.

Fannin's Student Ethnic/ Group Distribution by Percentage:

	2023-2024	2022-2023	
African American	17.9%	21.6%	
Hispanic	77.6%	68.3%	
White	5.2%	8.7%	
American Indian	0.6%	0.2%	
Asian	0%	0%	
Pacific Islander	0%	0%	
Two-or-More Races	0.8%	1.2%	
Economically Disadvantaged	92%	93%	
English Learners	45.3%	42.5%	
Migrant	1%	0.2%	
Special Education	20%	28.6%	
At-Risk	95%	75.1%	
Homeless	0.6%	5.9%	
Total Population	364	426	

Fannin's Staff Data by Percentage:

	2023-2024		
Number of Years Experience:			
Beginning teachers	29.2%		
1-5 years	22.7%		
6-10 years	22.8%		
11-20 years	16.7%		
Over 20 years	8.7%		
Teachers by Ethnicity:			
African American	6.5%		
Hispanic	57.7%		
White	35.8%		
American Indian	0%		
Asian	0%		
Pacific Islander	0%		
Two or More Races	0%		
Total Staff	48.8		

School Processes & Programs Strengths

1. Staff unity is building
2. SEL is building

The trends of the student data are relatively stable. Fannin is a small, diverse school. The majority of the students are Hispanic and come from poverty. About half of the students are English learners and close to one third of the students are in the special education program. The majority of the students are at-risk of dropping out.

The demographics of the teachers have not changed much, but do not match the student demographics. There are more white teachers than African American, and the opposite is true of student data. The majority of the teachers have taught 10 years or less. There are very few teachers with over 10 years experience.

Fannin sits in the historic community of Bryan, Texas. The residents of the neighborhood have worked hard to maintain the integrity of the community. Many of the neighbors closest to the school are retired. The families of Fannin are of poverty and are not very involved with the school beyond sending their children to school. Many of the families speak Spanish as their first language, hence the reason for about half of our students being English learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our social committee needs to create a "master" schedule of events for teachers to be able to schedule time. Coming together in a more organized and uniformed process regarding Leader in Me to promote "buy in" from staff and students.
Root Cause: Staff does not feel always feel connected to each other as a campus.

Perceptions

Perceptions Summary

CULTURE (includes Perceptions)

Strategies to improve student attendance are needed. Through relationships with families, we hope that students will be more motivated to attend school regularly. Through improved attendance students will be more successful academically. We also want to increase engagement of families and community members and hope to grow and maintain positive relationships by being more accessible to parents and community members.

Student Engagement:

The attendance rate at Fannin has improved since COVID years to close to 96% year to date. However, attendance rate is still among our biggest concern. Student discipline is not much of a problem.

Staff Engagement:

Two years ago the majority of the staff left when a principal change was made. Over the last two years, teacher turnover has been low due to “life events”. Teachers getting married, spouses getting another job, etc are reasons why teachers have left Fannin. The impact covid has had on face-to-face gatherings has been negative on relationship building. Many teachers have made comments about that and are hoping next year we will be able to gather.

Parent and Family Engagement

Fannin has not had much engagement from families. This school year we had a PTO, with officers and bylaws, that did a lot for us. We are very pleased with the direction the campus is going with PTO and we’re making plans for family and community engagement.

Perceptions Strengths

1. Students feel safe
2. Students feel loved
3. Students feel like an important part of the school community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Want to build "ownership" within our students for the school. Align discipline even more to Leader in Me ATTENDANCE!!!!
Root Cause: Staff needs to create supportive LIM programs that provide families with the understanding that academic success and campus leadership is easily within their control.

Priority Problem Statements

Problem Statement 1: Our faculty and staff must be culturally aware of the diverse backgrounds of our students, colleagues, and families in order to foster healthy, respectful relationships both in and out of the classroom throughout the academic year.

Root Cause 1: Some staff members lack a deep, genuine understanding of individuals from different cultural backgrounds and, as a result, are not always intentional about seeking opportunities to learn from others' perspectives or practice empathy.

Problem Statement 1 Areas: Demographics

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

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
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

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

Goals

Goal 1: The campus staff and community will improve the academic performance of each individual student by providing strong, structured environment of accountability and support, aligned to TEKS standards, and measured through regular campus-based progress monitoring, and district and state assessments.

Performance Objective 1: Monitor the implementation of a comprehensive MTSS framework to support and improve student achievement.

High Priority

Evaluation Data Sources: Number of students that qualify for Tier II/III interventions at BOY as compared to EOY and universal screener progress for BOY as compared to EOY.
Percentage of special education referred students who qualify for special education services.
STAAR data to current year benchmark. Benchmark data will be analyzed in November and April, STAAR data in June, and number of students qualifying for Tier II/III in June.
RtI coordinators will perform the evaluation.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Monthly MTSS meetings (academics and behavior) are held every 6 weeks to discuss student needs affecting student achievement. **Strategy's Expected Result/Impact:** Increased TIER one and two student achievement through the use of classroom and testing accommodations and supplemental materials in reading and math. **Staff Responsible for Monitoring:** Administrators, Counselor and Teachers			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Fannin will address the needs of all students, particularly those at-risk of failing State standards by providing interventions (Reading Horizons and LLI) with qualified tutors and an interventionist. Learning time will be increased by providing before, during, and after school tutoring and interventions as well as grade level educational field trips and Spring bootcamp instructional resources, supplies, and snacks ensuring a well rounded education is received. **Strategy's Expected Result/Impact:** Increase student achievement and bridging the GAP. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Teachers, and Tutors **Funding Sources:** Tutors, - Title I, A - $20,161, Snacks - Tutoring - Title I, A - $3,524, transportation/field trips - Title I, A - $5,500			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers will provide differentiated instruction/materials (i.e. online resources such as Summit K-12, Learning A to Z) to meet the needs of low achieving students and enrich the curriculum for high achieving students to provide opportunities for all students to meet challenging state academic standards. Differentiated that is aligned to STAAR and will provide to our EB students. **Strategy's Expected Result/Impact:** Increased academic achievement on state standards. **Staff Responsible for Monitoring:** Administrators, Teachers, ICs **Funding Sources:** Intervention materials - Title I, A - $20,616			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Fannin will make changes to our masters schedule to include an additional weekly conference meeting for teachers to develop a cadence of looking at student data and performance in order to provide timely and immediate feedback to students . **Strategy's Expected Result/Impact:** Progress monitoring of student data. **Staff Responsible for Monitoring:** Administrators, Teachers, ICs			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: The campus staff and community will improve the academic performance of each individual student by providing strong, structured environment of accountability and support, aligned to TEKS standards, and measured through regular campus-based progress monitoring, and district and state assessments.

Performance Objective 2: Increase academic success of all students.
Reading: At least 75% of our 3rd & 4th grade students will perform Meets or better as measured by STAAR Reading test.
Rationale: All teachers are expected to grow all of their students.
Math: At least 72% of our 3rd & 4th grade students will perform Meets or better as measured by STAAR Math test.
Rationale: All teachers are expected to grow all of their students.

High Priority

HB3 Goal

Evaluation Data Sources: 100% of students will grow in both Math and Reading. 75% or more students will make at least one year of expected growth.
MAP data, DBA's, and benchmark testing data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: ICs will be hired to guide teachers through professional development, classroom and teacher coaching, and designing and delivering high quality lesson plans to increase the academic achievement and close the learning gap of students failing or at-risk of failing state assessments and students identified as at-risk of dropping out of school. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Administrators, ICs, and district personnel			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Opportunities for additional core content experiences will be provided during and after school, including options for book clubs, math clubs, and other content related groups. **Strategy's Expected Result/Impact:** High achievement by all students **Staff Responsible for Monitoring:** Teachers and administrators **Funding Sources:** Library Books - Title I, A - $1,500			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Administrators, teachers, and instructional paraprofessionals will attend professional development focused on meeting student needs and increasing the academic performance of all students, including those identified as at-risk. Specific training from the Leader in Me include: 7 Habits and Launching Leadership to implement with individuals and students. Materials from the Leader in Me include: student guides, teacher/staff guides, classroom materials, and other materials. MAP testing which will align to LiM and data tracking for individual goal setting in Leadership Notebooks! **Strategy's Expected Result/Impact:** Higher achievement by all students. **Staff Responsible for Monitoring:** Administrators, teachers, ICs, and paraprofessionals **Funding Sources:** Registration, travel - Title I, A - $8,881			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Learning/Reading A-Z and Library books will be used in all classrooms to increase the number of grade level, appropriate texts available to students of all reading levels. Activities to include: Author Visit in the fall and One School, One Book in the spring. **Strategy's Expected Result/Impact:** Increased achievement in core content areas, through reading and writing. **Staff Responsible for Monitoring:** Teachers and administrators **Funding Sources:** Instructional materials/books - Title I, A - $7,000			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: In our intervention and testing center, third and fourth-grade-level intervention blocks will focus on teaching students how to interact with the new STAAR test items in Reading and Math. Interventions will take place in the cafeteria, where campus testing occurs. ICs, tutors, and teachers will systematically roll out the different question types(two at a time) on a weekly basis and teach students the skills and content of each question type. The rationales for going over these types of questions in this setting are: The New types of test questions, such as non-multiple-choice question types, are more like the kinds of questions teachers ask in class and give students more ways to show understanding. More cross-curricular reading passages: Reading comprehension test questions reference topics students have learned about in other classes. Evidence-based writing incorporated into reading language arts tests: Combined reading and writing tests better support the interconnectedness of learning across content. Along with intervening for students, parents will be taught using this same system and format, and in doing so, partner with the school in intervention. **Strategy's Expected Result/Impact:** Students will increase performance on district and state assessments, in particular on the new item designs. **Staff Responsible for Monitoring:** Administrators, teachers, ICs, and tutors			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: The campus staff and community will improve the academic performance of each individual student by providing strong, structured environment of accountability and support, aligned to TEKS standards, and measured through regular campus-based progress monitoring, and district and state assessments.

Performance Objective 3: Increase the use of technology to deliver instruction to all students in order to provide more practice to students completing work and testing on computers.

Evaluation Data Sources: Classroom ratio of students to devices will be at 1:1, including laptops and tablets.
Each classroom will have one Newline board and one document camera, plus relevant software (i.e., Raz Kids).

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Technology, projectors, and document cameras will be used to project whole-group classroom instruction. Projectors will also be used to project lessons from the computer. Teachers will have access to professional development to integrate technology into daily classroom instruction. **Strategy's Expected Result/Impact:** Increased access to curriculum, resulting in increased student achievement. **Staff Responsible for Monitoring:** Classroom teachers, ICs, administrators, and district technology staff. **Funding Sources:** Technology - Title I, A - $25,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: The campus staff will increase community and parent participation and attendance in everyday school functions and decision-making processes, as evidenced through scheduled family engagement activities and social-emotional learning initiatives which contribute to the overall academic and social-emotional health of each child.

Performance Objective 1: Family engagement events will be planned throughout the year to increase parent's participation in their child's core academic content areas. These activities will be intentionally planned to give parents timely notice. (i.e., reading/literacy night, word parade, monthly campus updates, student-led conferences, PTSO, parent corner, Parent STAAR night, STEM night, etc.)

Evaluation Data Sources: Agenda and calendar of events
Sign-in sheets
Helpful home tips
Photographs of events
Parent survey results

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Parents/families will be asked to participate in the development and evaluation of the Title I School-Wide Program, the Home-School Compact, and the Family Engagement Policy through CPIC meetings and surveys. **Strategy's Expected Result/Impact:** Increased family and community involvement and engagement. **Staff Responsible for Monitoring:** Administrators, counselor, and teachers **Funding Sources:** Materials for parent information - Title I, A, Materials for Literacy Night - Title I, A - Parent Invovlement			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Two Annual Title I meetings will be held in the fall, one at open house and the other at a family fun event, at which parents/ families will be informed of the school's participation in Title I School-Wide Program and of their rights to be informed and involved and the Parent Engagement Policy will be distributed. The plan, compact and policy will be made available in English and Spanish, via the Parent Kiosk and on the campus web page. **Strategy's Expected Result/Impact:** Increased family engagement **Staff Responsible for Monitoring:** Administrators and teachers **Funding Sources:** PFE - snacks and parent materials located in the parent corner - Title I, A - $627			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Transition activities will be offered to parents and families of participating students for kindergarten and 4th grade. Childcare will be available and the activities will be provided in both English and Spanish. **Strategy's Expected Result/Impact:** Higher level of parent comfort and trust in the school system. **Staff Responsible for Monitoring:** Administrators, counselor, and teachers **Funding Sources:** PFE - translation services - Title I, A - $286			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Teachers will conduct and document timely communication with parents/families for any student failing or not showing academic progress including progress on district based assessments that are aligned with state assessments. (Home visits, conferences in person or by phone will be completed when necessary.) **Strategy's Expected Result/Impact:** Stronger level of school/home trust. **Staff Responsible for Monitoring:** Administrators and teachers			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: The counselor will attend statewide trainings in order to increase knowledge about the issues and trends of families so that the campus can increase our ability to engage parents and build trust. **Strategy's Expected Result/Impact:** Increased genuine school-family partnership. **Funding Sources:** - Title I, A - $500			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Monthly meetings will held to increase family engagement and SEL. The fall initiatives will include: data digs, publishing parties, literacy night, spirit of reading, Families, and a word parade. The spring initiatives will include: data digs, tutoring, spirit of reading, Families, and a math night. **Funding Sources:** PFE Materials - Title I, A - $1,100, PFE snacks to encourage parent attendance - Title I, A - $464, PFE, registration and travel expensive - Title I, A - $250			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: The campus will synergize to implement and build leadership skills to empower all students and parents who enter the Fannin Falcon family.

Performance Objective 1: To utilize the The Leader in Me 7 Habits daily in our personal and professional lives.

Evaluation Data Sources: Implementation of a "leadership" culture through Families, news crew, safety patrol, etc, and The Falcon's Nest. Leadership Notebooks with academic and personal goals, celebrations, and leadership opportunities.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Staff and students will continuously monitor personal Leadership Notebooks and track their WIGS. **Strategy's Expected Result/Impact:** Academic growth and school pride **Staff Responsible for Monitoring:** All staff and students **Funding Sources:** Instructional resources geared for student growth that is level appropriate - Local Funds - Campus - $5,500			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Parents will be involved in learning the 7 Habits with their student(s) at home through"Habit Homework" to include Leader in Me books for guidance. **Strategy's Expected Result/Impact:** Academic growth, school pride, increase school-family relationships, and infuse the Fannin community with the 7 Habits. **Staff Responsible for Monitoring:** All staff and students, lead by the Adult Learning & Modeling Action Team. **Funding Sources:** Books, materials, and annual membership - Title I, A - $500, Books and other materials - Local Funds - Campus - $500			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers will be trained on how to recognize, served, and meet the needs of diverse student groups. **Strategy's Expected Result/Impact:** Increased Identification of GT, high achieving, and students' leadership skills. **Staff Responsible for Monitoring:** Administrators, Teachers, ICs			

 No Progress  Accomplished  Continue/Modify  Discontinue

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Instructional resources geared for student growth that is level appropriate		$5,500.00
3	1	2	Books and other materials		$500.00
				Sub-Total	$6,000.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Snacks - Tutoring		$3,524.00
1	1	2	Tutors,		$20,161.00
1	1	2	transportation/field trips		$5,500.00
1	1	3	Intervention materials		$20,616.00
1	2	2	Library Books		$1,500.00
1	2	3	Registration, travel		$8,881.00
1	2	4	Instructional materials/books		$7,000.00
1	3	1	Technology		$25,000.00
2	1	1	Materials for parent information		$0.00
2	1	1	Materials for Literacy Night	Parent Invovlement	$0.00
2	1	2	PFE - snacks and parent materials located in the parent corner		$627.00
2	1	3	PFE - translation services		$286.00
2	1	5			$500.00
2	1	6	PFE Materials		$1,100.00
2	1	6	PFE, registration and travel expensive		$250.00
2	1	6	PFE snacks to encourage parent attendance		$464.00
3	1	2	Books, materials, and annual membership		$500.00
				Sub-Total	$95,909.00

Bryan Independent School District

Henderson Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2025, the Henderson Elementary CNA Planning Team met on April 10 and May 13 to conduct a comprehensive needs assessment of the entire school. The planning team was made up of the following stakeholders:

Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs. Data sources analyzed by the committee included: Accountability data, STAAR data, TELPAS data, discipline data, MAP data, Attendance - including chronically absent, District student, staff, and parent survey data, CKH student, staff, and parent survey data, Staff demographic data, Student enrollment data.

As a result, the team identified the following areas of **strengths:**

- Good balance between teacher/staff and student ratio when it comes to ethnicity.
- We still have veteran teachers/staff.
- We are identifying students' needs and providing an IEP.
- We are celebrating all cultures
- We are teaching Essential 8 lessons and The Spot lessons to help students

As a result, the team identified the following areas of **weaknesses:**

- Overall, the student population is going down, and the ratio of Sped. population is going up, therefore more staff is needed, or staff needs more training to meet the needs of the Sped. students
- Teacher retention is not where we want it to be.
- More PD for teachers with 1-5 years of experience is needed/wanted, on topics like Sped and Social-emotional.
- We want to try different things to solidify the home-school partnership and bring in more parents to school
- MAP scores need to increase
-

The team found targeted areas of need:

- Student achievement in the State Assessments, TELPAS, STAAR, and the District Assessment, MAP, is not where we want it.
- Students come to us lacking social skills; therefore, all teachers and staff require more training to teach the skills needed.

For the 2025-2026 school year, we will work on the following areas:

- Keep the PD on Social/Emotional skills
- Improve the MTSS system we have in place
- Provide a choice to teachers on the type of PD given according to their needs and the needs of the students.
- Continue to have different opportunities for parents to come to the school, such as grade level nights, STAAR, and TELPAS nights.
- Continue to implement Safe & Civil Schools.

Demographics

Demographics Summary

Henderson Elementary is a PreK-4th-grade school with approximately 510 students. We have 9.57% African American, 0.56% American Indian, 0.56% Asian American, 79.36% Hispanic, 3% Multi-Racial, and 7.3% White. 74.79% of our students are At-Risk, and 80.43% are Economically Disadvantaged. 47.93% of our students are LEP, and 12.77% are SPED.

We have 2 SAILS classrooms for students with significant cognitive disabilities in grades K-4th grade.

We have 39 teachers, including 3 Specials teachers and 2 SPED teachers who don't have a homeroom. All teachers are highly qualified.

Teachers by grade level:

3 PK teachers

4 Kinder teachers

4 1st-grade teachers

4 2nd-grade teachers

5 3rd-grade teachers

5 4th-grade teachers

2 SAILS Teachers

2 SPED In-class support/Resource teachers

1 BEST Teacher

3 Specials teachers: 1 music, 1 art, 1 PE

2 Long-term substitutes

We have:

4 PK Assistants

1 PE Assistant

1 Library Assistant

5 SAILS Assistants

1 Academic Support

2 BEST Assistants

1 Principal Secretary

1 Registrar

1 Counselor

1 Principal

1 Assistant Principal

2 Instructional Coaches- 1 Language Arts and 1 Math

17 of our teachers are Hispanic, 21 are White. We have three male teachers, and the rest are female.

Student Learning

Student Learning Summary

	RLA	Math
3rd Grade	50%	43%
4th Grade	47%	47%

	3rd Math	3rd RLA	4th Math	4th RLA
All Students	39%	47%	54%	37%
Black/African American	25%	63%		
Hispanic	36%	43%	51%	37%
White	75%	75%	82%	36%
Eco Dis	35%	41%	51%	38%
EB	25%	45%	46%	38%
SPED	29%	29%	39%	11%

Our students are doing well on TELPAS. Most of them are growing each year.

Student Learning Strengths

4th Math scored high

Math is heavily tested throughout the year, which could explain the high scores.

1st Grade moves Beginning TELPAS students to higher levels.

Overall, TELPAS is a strength.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in 3rd didn't score high on the Math STAAR test.
Root Cause: New teachers were teaching the content.

Priority Problem Statements

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 all students, including Emergent Bilingual, Special Education, and At-Risk students, achieving Meets Grade Level on STAAR Reading/Language Arts and Math by 3 percentage points on the Spring 2026 STAAR assessments compared to Spring 2025.

High Priority

Evaluation Data Sources: STAAR Results; DBA sand Benchmark Results

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Henderson Elementary will increase academic support by providing a reading interventionist, professional tutors, and teacher tutors to support all students, especially those identified as at-risk, and to increase academic achievement. **Strategy's Expected Result/Impact:** Increase in STAAR Scores **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Title II, A - $70,000			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Henderson Elementary will provide students, including those identified as At-Risk, Special Education, and Emergent Bilingual, with instructional resources, instructional technology, and online programs to strengthen reading, math, and overall academic knowledge, while also supporting their social-emotional needs. **Strategy's Expected Result/Impact:** Increase STAAR Scores **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Title I, A			

No Progress Accomplished Continue/Modify Discontinue

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.

High Priority

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

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Provide developmentally appropriate curriculum, targeted instructional resources, and ongoing professional development for PreK teachers to ensure a high-quality learning environment that supports early literacy, numeracy, and social-emotional development for all students.			

 No Progress  Accomplished  Continue/Modify  Discontinue

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: Ensure all students receive high-quality, standards-aligned instruction to increase academic achievement and mastery of the TEKS.

Evaluation Data Sources: Mastery checks, concept checks, DBAs, Benchmarks, STAAR and TELPAS

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teachers will review data during PLC and create lesson plans that follow the district's curriculum. Instructional Coaches and teachers will work together to ensure alignment with the TEKS and to meet the needs of the students.			

 No Progress  Accomplished  Continue/Modify  Discontinue

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 student engagement and understanding of academic concepts by connecting classroom instruction to real-world experiences for all PK-4 students.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Henderson Elementary will provide rich opportunities outside the school for all students in PK-4 grades. These opportunities will be in the form of Field trips such as Camp Allen, Aggieland Safari, The Gardens at Texas A&M, OPAS at Texas A&M, and others, and will help students to make connections between real-life applications and the classroom			

 No Progress  Accomplished  Continue/Modify  Discontinue

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% to 95.0% by May 2026.

High Priority

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

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		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Counselor will create a schedule that allows her to conduct her lessons in all classrooms. All students will benefit from seeing the counselor.			

No Progress Accomplished Continue/Modify Discontinue

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: Students and staff will report on the annual survey that they 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		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teachers and Staff will implement PBIS strategies around Henderson. Teachers will be able to manage student behavior and aid the students who need extra support, the behavior interventionist will also support those students. Teachers and staff will be able to refer students to MTSS to create a plan for students who need more a intensive plan			

 No Progress  Accomplished  Continue/Modify  Discontinue

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		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teachers and staff will receive a training and reminders throughout the year on confidentiality.			

No Progress Accomplished Continue/Modify Discontinue

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		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teachers will obtain support and professional development on and off campus during the year to gain knowledge on strategies to improve academic achievement. **Strategy's Expected Result/Impact:** Principal **Funding Sources:** - Title I, A			

No Progress Accomplished Continue/Modify Discontinue

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 XX% in 2024-2025.

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

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: At the beginning of the year, teachers and staff will receive training on various topics, including PBIS, data, lesson planning, safety and security, TTESS, etc. More training will be provided during the year at PLC. These topics will be selected based on the needs of teachers and students. **TEA Priorities:** Recruit, support, retain teachers and principals			

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Increase employee satisfaction with professional learning opportunities in Bryan ISD by 3 percentage points as reflected on the annual staff survey as compared to the Spring 2025 Survey.

Evaluation Data Sources: Annual staff survey data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: As a campus, we will celebrate the successes of teachers and staff during the year through daily affirmations during morning announcements, weekly affirmations in the newsletter, and staff shout-outs on Class Dojo.			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: All first-year teachers will be supported by the BISD Mentoring and New Teacher Academy.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Based on needs, teachers will receive a campus or district mentor to provide additional training and ongoing support throughout the school year.			

 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 1: Connect every Bryan ISD campus with a faith-based partner to build community relationships.

Evaluation Data Sources: Volunteer reports, mentoring program guidelines, partnering organizations directory, campus partner reports

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Henderson will work with First Presbyterian Church during the year.			

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: 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		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Henderson will participate in community-based events, such as the Fiestas Patrias Parade and Relay for Life, to build and enhance community connections.			

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 3: 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. Staff development activities.

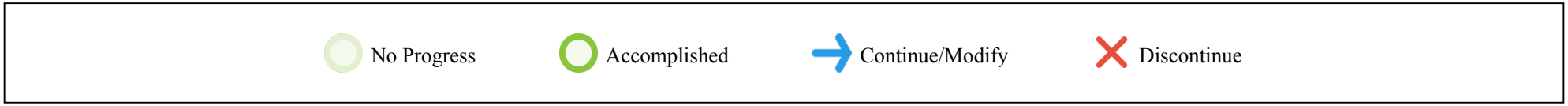
Strategy 1 Details	Reviews		
Strategy 1: Henderson teachers and staff will create and foster a sense of community, family, spirit, pride, and ownership, and create positive relationships with families by providing flexible meetings, opportunities for parents to be in contact with their students' teachers, and providing nutritional snacks to encourage attendance. Parents are provided with communication in their native language	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Henderson will provide two Title 1 meetings at different times and dates to parents to learn about Title 1. The presentation in Title 1 Crate will be used to ensure all topics are covered **Funding Sources:** Snacks to encourage attendance - Title I, A - $500	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Henderson will encourage parents to participate in their child's education by providing events at different dates and times. Every grade level will have their own Reading and/or Math night, STAAR Night, and a TELPAS Night. **Funding Sources:** Meeting materials and Snacks to encourage attendance - - Title I, A - $2,000	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Henderson will provide parents the opportunity to provide input on the Campus Needs Assessment, Campus Improvement Plan, Policy, and Compact through parent surveys and schedule meetings in the Fall and Spring Semesters. **Funding Sources:** Smart Snacks to encourage attendance - - Title I, A - $500	Formative		Summative
	Nov	Mar	June

Strategy 5 Details	Reviews		
Strategy 5: Henderson will participate in the "Read by 3rd' program that engages students and families in literacy activities, provides targeted reading support, and offers resources and strategies to help students achieve grade-level reading proficiency by the end of 3rd grade. **Funding Sources:** - Title I, A	Formative		Summative
	Nov	Mar	June


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 5: Ensure all students are equipped with the necessary tools for postsecondary success.

Performance Objective 1: Growth on "Meets" level of mastery of the STAAR test in Reading and Math in 3rd and 4th grade

Evaluation Data Sources: TEA Cohort list, TEA graduation report, Benchmark data

Strategy 1 Details	Reviews		
Strategy 1: MTSS Meetings will be held for students who are struggling academically, behaviorally, socially, or have a medical condition. The committee will make recommendations and will create a plan for interventions, accommodations, supplemental aids, counseling services, etc. Branching Minds will be used to document. Follow up meetings will be scheduled.	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Teachers and staff will track data in an effort to intervene early. ICs will guide teachers on how to keep track of the data as mastery checkts, DBAs, benchmarks will be used. Data talks with Mrs. Chupp occur during the year.	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Teachers will set goals with students individually on AR, DBA, Benchmarks, MAP, Imagine Math, TELPAS and STAAR.	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Campus data updates will be provided monthly during faculty meetings. Principal, AP, and ICs will monitor academic data in order to provide support. Attendance data will be monitored by the principal, AP, attendance clerk, with the help of teachers. Parents will be informed of these updates.	Formative		Summative
	Nov	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Ensure all students are equipped with the necessary tools for postsecondary success.

Performance Objective 2: Henderson Elementary will implement AVID strategies across campus in all PreK-4th grade classrooms.

Strategy 1 Details	Reviews		
Strategy 1: Provide AVID Elementary lessons and supports to equip students with the skills, strategies, and habits necessary to be successful in middle school and beyond.	Formative		Summative
	Nov	Mar	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Campus Funding Summary

Title II, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$70,000.00
				Sub-Total	$70,000.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
2	5	1			$0.00
4	3	2	Snacks to encourage attendance		$500.00
4	3	3	Meeting materials and Snacks to encourage attendance -		$2,000.00
4	3	4	Smart Snacks to encourage attendance -		$500.00
4	3	5			$0.00
				Sub-Total	$3,000.00

Bryan Independent School District

Houston Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Houston Elementary serves students in grades PK–4 within Bryan ISD and continues to demonstrate strong overall performance and growth. The campus earned an overall accountability rating of 92 (A) for 2025, reflecting success in student achievement, academic progress, and closing performance gaps. The school is not identified for any state or federal improvement requirements, underscoring the effectiveness of current practices.

Demographics show that Houston has a diverse student population of 495 students, with the majority identifying as White (62.8%) and Hispanic (29.1%), and smaller percentages identifying as African American (2.2%), Asian (1.0%), and Two or More Races (4.9%). The campus serves a moderate population of Economically Disadvantaged students (32.1%), a small number of English Learners (2.4%), and a significant percentage of students receiving Special Education (20.6%), Gifted and Talented (8.5%), and Dyslexia services (7.7%). Enrollment has remained stable, with balanced distribution across grade levels. Staff demographics reflect a blend of experienced and early-career teachers, with cultural representation aligned to the student body.

Student Learning data highlight strong outcomes, particularly in Reading/Language Arts, where 88% of students scored at Approaches Grade Level, 65% at Meets, and 32% at Masters. Mathematics results, while solid, remain an area of focus, with 82% Approaches, 60% Meets, and 28% Masters. The Academic Growth domain earned a score of 93 (A), showing that Houston students are making significant progress from year to year. Gifted and Talented students excelled, with 97% meeting grade level and 78% achieving Masters, while Economically Disadvantaged students scored below their peers, highlighting the need for continued focus on differentiation and targeted instructional practices.

Processes and programs at Houston are well established. The master schedule allows for common planning, and small group instruction occurs daily across classrooms. Tutors and an Instructional Specialist provide additional academic support, and professional development is aligned to district and campus needs, including CHAMPS, Reading Horizons, MTSS, Foundations, and data analysis. The school has effectively implemented Safe and Civil Schools practices, leading to a decline in discipline incidents and consistent reinforcement of positive student behavior through the Raven Family recognition system.

Perceptions data reflect strong relationships and a positive culture. Parent surveys consistently show 98–100% satisfaction, with families reporting that staff care about their children and that Houston is a welcoming, safe environment. Student surveys confirm strong connections with teachers, with 94–97% of students reporting that their teachers care for them and treat them with kindness. While staff surveys highlight pride in the campus culture, results also indicate opportunities to strengthen communication, collaboration, and consistent support in behavior management. Teacher retention has fluctuated in recent years, suggesting a continued need to focus on staff support and recognition.

In summary, Houston Elementary excels in student achievement, growth, and family engagement, with clear strengths in Reading, gifted education, and school climate. The most pressing needs include increasing mathematics rigor, strengthening differentiation for Economically Disadvantaged students, and enhancing staff collaboration and communication structures to support retention and consistency.

Demographics

Demographics Summary

Houston is a PreK-4th-grade campus of approximately 485 students. Of those students, 27% are Hispanic, 2% African-American, 62% White, and 5% two or more races. Approximately 1% of our students are English Language Learners. 30% of our students qualify for and participate in the free/reduced lunch program. In addition to our general education classes, we serve 93 Special Education Students. We also have a SAILS program and a B.E.S.T. program for grades K - 4.

Houston is a diverse campus, where our demographics continue to evolve with our growing community.

Demographics Strengths

Houston Elementary staff is committed to a focus on understanding the needs of all subpopulations and providing necessary training to meet the challenges of a continually changing population. They have an unwavering commitment to a diversity of ideas, talents, and experiences. For example, this past year, we tied service learning projects or events around the Essential 8 and planned school-wide events such as Family Movie Night, Pastries for Parents, 50's day, and 100th day of school.

Houston Elementary has a very supportive PTO that provides all students and staff members with school spirit shirts, monthly lunches for the staff, transportation for field trips, snacks for tutoring, run club race entry fees, inflatables for field day, and numerous other activities and volunteering.

Houston Elementary offers multiple extra-curricular activities to our students, such as Art Club, Music Club, Run Club, Ambassadors, and other classroom-specific activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The gap between our economically disadvantaged students and our lowest-performing sub-population has seen inconsistent growth in the last three years.
Root Cause: Lack of effective use of data to monitor and adjust instruction to meet All Students' needs.

Problem Statement 2: Attendance and arriving on time has dipped from previous years. Although this is in line with the district attendance rate, we are believers that students must be present to learn.
Root Cause: Parent education regarding the importance of seat time for students daily and throughout the year.

Student Learning

Student Learning Summary

Houston Elementary earned an overall accountability rating of 92 (A) for 2025, reflecting strong performance in student achievement, progress, and closing gaps. The campus is not identified for comprehensive, targeted, or additional targeted support and improvement, showing that no student groups have missed indicators for three consecutive years.

On the STAAR assessment, Houston students performed well overall. Across all subjects, 85% of tests scored at Approaches Grade Level or above, 63% at Meets, and 30% at Masters. Reading/Language Arts results were especially strong, with 88% Approaches, 65% Meets, and 32% Masters, while Mathematics results showed 82% Approaches, 60% Meets, and 28% Masters. Performance among White and Hispanic students was comparable at the Meets standard (63–67%), while subgroup results for African American and Special Education students reflected smaller sample sizes and lower percentages, underscoring the need for targeted support.

The Academic Growth domain earned a score of 93 (A), indicating that students are making significant year-over-year progress. Relative to its 32.2% economically disadvantaged population, Houston performed above expectations, earning a Relative Performance score of 79 (C).

Closing the Gaps indicators were rated 90 (A), with strengths in student group progress and achievement. Gifted and Talented students achieved particularly high results, with 97% at the Meets standard and 78% at Masters. In contrast, Special Education students scored 36% at Meets and 10% at Masters, highlighting an area for continued instructional focus and support.

Overall, Houston Elementary demonstrates strong student learning outcomes, particularly in reading and growth measures, while opportunities remain to increase rigor in mathematics and to strengthen support for students served in Special Education and small subgroups where performance variability impacts accountability.

Student Learning Strengths

Houston Elementary demonstrates strong student achievement and progress, earning an overall A rating with a score of 92. Across all STAAR assessments, 85% of students scored at Approaches Grade Level or above, 63% at Meets, and 30% at Masters, reflecting consistent academic success. Reading/Language Arts performance is a particular strength, with 88% Approaches, 65% Meets, and 32% Masters. The Academic Growth domain score of 93 (A) highlights the campus's effectiveness in accelerating learning for students across grade levels.

Gifted and Talented students excelled, with 97% meeting grade level expectations and 78% achieving the Masters standard. White and Hispanic student groups performed comparably at the Meets standard, indicating equitable access to grade-level instruction. The Closing the Gaps domain earned an A (90), showing that the campus is effectively addressing performance differences among student groups. These results reflect a campus culture focused on rigorous instruction, continuous growth, and strong student outcomes.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Although Houston Elementary demonstrates strong overall performance, gaps remain between Economically Disadvantaged students and their non-economically disadvantaged peers, particularly in mathematics. Differentiated instruction is not consistently applied to ensure that all students, regardless of background, are fully supported in reaching grade-level mastery.
Root Cause: This challenge exists because opportunities for intentional differentiation in small group and whole group instruction are not always fully maximized. By strengthening the use of targeted scaffolds, enrichment, and varied instructional strategies, teachers can better address the diverse needs of Economically Disadvantaged students and ensure they thrive alongside their peers.

School Processes & Programs

School Processes & Programs Summary

The school day at Houston Elementary begins at 7:30 AM and ends at 3:05 PM. The master schedule is designed to provide common planning periods for all grade-level teams. At Houston, all teachers implement the Bryan ISD curriculum and use data analysis to plan and guide needs-based instruction. Grade levels plan collaboratively, and while this time is used effectively, continued refinement is needed to ensure the focus remains on maximizing instructional impact and aligning lessons tightly to student needs. Small-group instruction occurs daily across classrooms, and the ongoing focus is to ensure this instruction is targeted, rigorous, and fully aligned with state standards (SEs).

Although Houston Elementary is not a Title I campus, additional supports are provided through district funding and state resources to help address student learning gaps. Tutors and an Instructional Specialist work with students in grades PK–4 to provide targeted interventions that strengthen academic achievement.

Houston Elementary uses a structured process to recruit, hire, and place staff. Depending on the position, interview committees may include teachers, the counselor, instructional coaches, and administrators. Standardized interview questions are used to ensure consistency and fairness. We participate in district and university job fairs to attract strong candidates. Each spring, staff complete a survey to share their intent for the following year, including their preferences for grade-level assignments. Final placement decisions are made by the principal with a focus on meeting the overall needs of all Houston students.

Staff members are evaluated annually in accordance with district policy. Administrators conduct T-TESS evaluations once per year, along with frequent classroom walkthroughs. Feedback is provided promptly to guide professional growth, with support plans developed for teachers who need additional coaching. Houston also follows the district mentoring program to ensure novice teachers are supported in their first years of teaching.

Professional development is planned based on district initiatives, student performance, classroom observation data, and teacher-identified needs. This year, staff participated in training on **Foundations (Safe & Civil Schools), Reading Horizons, CHAMPS, Special Education supports, MTSS, data analysis, school safety, de-escalation strategies, and effective planning practices**.

Student Programs Participation

- **Special Education (SPED):** 102 students (20.61%)
- **Dyslexia:** 38 students (7.68%)
- **Gifted & Talented (GT):** 42 students (8.48%)
- **Section 504:** 16 students (3.23%)
- **Emergent Bilingual (EB):** 12 students (2.42%)
- **English as a Second Language (ESL):** 6 students (1.21%)
- **Alternative ESL Program:** 5 students (1.01%)
- **Regional Day School for the Deaf:** 1 student (0.20%)
- **Bilingual Program:** 1 student (0.20%)
- **Title I Homeless:** 1 student (0.20%)

- **Schoolwide Program:** 4 students (0.81%)

Discipline incidents at Houston have decreased compared to prior years. The most frequent infractions are classroom disruptions. The campus implements **Safe and Civil Schools** strategies, emphasizing proactive classroom management, clear CHAMPS expectations, and de-escalation techniques. Staff utilize teacher-managed vs. office-managed behavior guidelines, accommodations for students receiving special services, and social skills instruction to reduce the overuse of exclusionary practices.

All staff complete annual compliance training on sexual harassment, bullying, school safety, child abuse reporting, and suicide prevention. Campus security procedures include a designated security officer who conducts building checks throughout the day, ensuring that doors are locked and the perimeter is secure. All visitors check in through the Raptor system at the front office and must wear identification badges while on campus. The implementation of Foundations with Safe and Civil Schools has strengthened consistency in policies, procedures, and positive student recognition across the campus.

School Processes & Programs Strengths

Houston Elementary benefits from well-structured processes and strong program support systems that ensure students receive individualized instruction and enrichment. The master schedule provides common planning times, allowing grade levels to collaborate and use data to guide instruction. Small group instruction is embedded daily, ensuring students' needs are targeted and supported. The campus offers a wide range of programs, with 20.6% of students receiving special education services, 8.5% identified as gifted and talented, and 7.7% receiving dyslexia support, reflecting Houston's commitment to meeting diverse learner needs. Additional supports are available through ESL and 504 services, as well as district-provided tutors and an Instructional Specialist who help close learning gaps. Professional development is intentionally planned around campus and district needs, with teachers receiving training in CHAMPS, Reading Horizons, MTSS, Safe and Civil Schools, and data-driven practices. These processes and programs, combined with Houston's Raven Family culture and recognition systems, create a safe, supportive, and academically focused environment where students can thrive.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While Houston Elementary has strong processes in place, grade-level collaborative planning is not consistently maximized to ensure that instructional time is used most effectively. Small group instruction occurs daily across classrooms; however, it is not always rigorous, targeted, or tightly aligned to state standards (SEs), which limits the impact on student growth.
Root Cause: This challenge exists because collaborative planning structures, while scheduled, are not always leveraged for deep analysis of student data and alignment of instructional practices. Inconsistent use of planning time and varying levels of teacher expertise in designing targeted, standards-based small group instruction contribute to gaps in instructional rigor and differentiation.

Perceptions

Perceptions Summary

Survey data from parents, staff, and students, along with teacher retention rates, provide insight into the overall climate and culture at Houston Elementary. Parent surveys consistently reflect very high levels of satisfaction. Across multiple years, over 95% of parents report that they feel welcome at the school, that staff care about their children, and that their children are safe. In the most recent survey, 98–100% of parents strongly agreed that Houston is a friendly school that values them as partners in their child's education.

Student surveys also highlight strong relationships and a positive culture. Nearly all students report that adults treat them with kindness and that teachers care about them. In Fall 2024, 97% of students said they feel treated with kindness, and 94% said their teachers care about them. While feelings of safety and peer relationships dipped in Spring 2024, the most recent data show improvement, with 89% of students feeling safe and 82% reporting that people get along well at school.

Staff survey data indicate areas of both strength and growth. The majority of staff believe the school has a positive culture and that staff and students show respect for one another, though percentages dipped in Fall 2023 and 2024 compared to earlier years. Staff feedback shows lower levels of agreement in areas such as discipline management (69%), administrative input (60%), and comfort in bringing concerns forward (73%), suggesting a need to strengthen communication and support systems. Despite these concerns, most staff still enjoy coming to work (88%) and report satisfaction in their roles, although satisfaction with the district overall has trended downward.

Perceptions Strengths

Houston Elementary is recognized by parents, students, and staff as a welcoming and supportive school community. Parent survey results consistently reflect extremely high levels of satisfaction, with 98–100% of families reporting that staff care about their children, that their children are safe, and that the school values them as partners in education. Students also report strong relationships with teachers and staff; in Fall 2024, 97% indicated that adults treat them with kindness, and 94% said their teachers care about them. Parents and students alike describe Houston as a friendly school where they feel supported and connected.

Staff surveys highlight positive culture as a strength, with most teachers reporting they enjoy coming to work and that staff and students show respect for one another. Collectively, the survey results indicate that Houston Elementary excels in building trust with families, fostering caring relationships between staff and students, and maintaining a safe, welcoming school environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although parent and student surveys consistently reflect high levels of satisfaction and strong relationships, student feedback indicates that not all learners consistently feel safe or that peers get along well at school. These perceptions, while improving in Fall 2024, highlight an opportunity to strengthen the overall student experience with safety, behavior, and peer-to-peer interactions.
Root Cause: This challenge exists because some students have not yet developed the full range of social-emotional skills needed to manage conflict, build positive peer relationships, and contribute to a consistently safe learning environment. Strengthening social-emotional learning, behavior supports, and positive peer interaction opportunities will help ensure all students share the same positive perceptions

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- 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
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS 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
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Houston Elementary will meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 1: 100% of teacher will implement a comprehensive MTSS framework to include a system of prevention, screening, and monitoring, structure for accountability and support in an effort to improve student outcomes. DIP

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Instructional Coaches will meet with each grade level weekly to guide and assist teachers with the development of lesson plans and to provide on-going professional development based on student/teacher/campus/district needs. **Strategy's Expected Result/Impact:** Increased teacher content knowledge. Increased student achievement **Staff Responsible for Monitoring:** Kerri Rothell, Admin **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Coach - State Comp			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Houston Elementary will meet the educational needs of every student by continually supporting teaching and learning so all students reach their maximum potential.

Performance Objective 2: 100% of teachers will use multiple data sources (progress monitoring) to inform instruction and intervention decisions to maximize student achievement and to reduce the gaps in student achievement throughout the 25-26 school year. DIP

Evaluation Data Sources: A progress monitoring system will be implemented by 100% of all teachers. 65% of tests taken by Economically Disadvantaged students will be at the current met standard level for the 2025-26 school year.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Houston Elementary will support students identified as at-risk of dropping out of school as well as work to close the learning gap via tutoring during the school day. **Strategy's Expected Result/Impact:** Reducing the drop-out rate **Staff Responsible for Monitoring:** Teachers, Admin **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Professional Tutors - State Comp - $9,300			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Houston Elementary will support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 1: Houston will have a 96% attendance rate for the 2025-2026 school year. DIP

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Educate parents on attendance requirements and the importance of attendance in regard to student academic achievement. **Strategy's Expected Result/Impact:** Increase parental awareness on attendance policies Increase student attendance Increased academic performance **Staff Responsible for Monitoring:** Principal/AP Attendance Clerk Teachers			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Regular attendance committee meetings to monitor attendance and track at-risk students who are not meeting attendance requirements **Strategy's Expected Result/Impact:** Increased student attendance Increased student achievement **Staff Responsible for Monitoring:** Principal/AP Attendance Committee			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Conduct parent conferences with administration to discuss attendance concerns. **Strategy's Expected Result/Impact:** Increase parental awareness of attendance policies Increased student attendance Increased student achievement **Staff Responsible for Monitoring:** AP Attendance Clerk			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Houston Elementary will support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 2: 100% of students will be provided opportunities to increase awareness of issues that affect them and impact them academically and socially. DIP

Strategy 1 Details	Reviews		
Strategy 1: Continue to develop an effective Foundations team. Team will develop an action plan for the implementation of Foundations and share with staff during monthly staff meetings.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Decreased behavior/violent incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** Foundations team Teachers			

Strategy 2 Details	Reviews		
Strategy 2: All staff will be trained on the components of Foundations, with a focus on the implementation and communication of CHAMPS	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** Foundations team Counselor			

Strategy 3 Details	Reviews		
Strategy 3: Teachers will teach Essential 8 lessons once per week and social skills lesson 4 days per week.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** Foundations team Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Foundations team will meet monthly to analyze data, report on progress/needs, determine impact of implementation and discuss focus for each subcommittee. **Strategy's Expected Result/Impact:** Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** Foundations team **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Houston Elementary will support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 3: Provide a systemic framework for offering continuous learning opportunities in sustaining successful educational practices addressing the needs of 100% of our campus staff. DIP

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Implement professional development plan to include all faculty and staff members based on needs identified through data and staff input with an on-going and follow-up component through planning days, grade level meetings, faculty meetings, and other professional development as identified in professional goals and T-TESS. **Strategy's Expected Result/Impact:** plan developed, certificates, agenda, meeting records **Staff Responsible for Monitoring:** Principal, AP, Instructional Coaches			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide on-going support to 0-year experience teachers through attending all meetings/trainings held for new teachers, supporting mentor coordinators, and regular check-ins with new teachers. **Strategy's Expected Result/Impact:** Attendance at meetings. Retention of new teachers. **Staff Responsible for Monitoring:** Principal AP Instructional Coaches			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Houston Elementary will support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 4: Integration of technology in instructional programs in 100% of our classrooms. DIP

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Houston Elementary will integrate technology into 100% of classrooms to increase student engagement and support mastery of standards. Teachers will receive training on digital tools and plan lessons that embed technology for all learners. Administrators will monitor use through walkthroughs and provide feedback to ensure consistent implementation.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Houston Elementary will engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 1: Provide opportunities to foster positive relationships between parents, community, students, staff, and schools by hosting at least 2 events during the school year. At these events we will have parent engagement activities like educational games, books, and materials to promote learning at home. DIP

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Offer a flexible number of parent involvement events on different days and times to increase attendance/engagement through Family Academic Fun Nights, other Family Involvement activities, and parent support activities being sure to include items such as: snacks, games, make-n-take by developing these programs with parent voice/input so that we can build program capacity. **Strategy's Expected Result/Impact:** sign-in, pictures **Staff Responsible for Monitoring:** Principal, AP, Counselor			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: With the help of parents, review and approve campus needs assessment, the campus improvement plan and budget, the parent & family engagement policy, and the compact. This would be achieved through parent & family engagement activities, PTO meetings, campus & district surveys, and additional meetings with parents as needed. **Strategy's Expected Result/Impact:** Plan reviewed and revised **Staff Responsible for Monitoring:** Principal			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: The principal will provide training for faculty and staff at the beginning of the school year to educate school staff on the value of parent contributions and ways to reach out to parents.			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Houston Elementary will engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 2: Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders through parent letters, social media, and other methods at least 3 times each week. DIP

Strategy 1 Details	Reviews		
Strategy 1: Provide consistent home/school communication through Tuesday folders, Blackboard, Emails & Newsletter flyers	Formative		Summative
Strategy's Expected Result/Impact: Increased communication **Staff Responsible for Monitoring:** Principal Secretary Teachers **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Regularly update school website and social media.	Formative		Summative
Strategy's Expected Result/Impact: Increased communication and family/community engagement **Staff Responsible for Monitoring:** Principal Secretary Art teacher **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Update school calendar to reflect events and important dates	Formative		Summative
Strategy's Expected Result/Impact: Increased communication and family/community engagement **Staff Responsible for Monitoring:** Principal Secretary	Nov	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Parent/Teacher conferences and home visits held during fall and spring semesters.	Formative		Summative
Strategy's Expected Result/Impact: Increased communication and family/community engagement **Staff Responsible for Monitoring:** Principal/AP ICs **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Host Family Academic Nights (one per semester). **Strategy's Expected Result/Impact:** Increased communication and family/community engagement **Staff Responsible for Monitoring:** Principal Parent Involvement Committee **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Grade level music and art programs held throughout the school year to showcase student talents. **Strategy's Expected Result/Impact:** Increased communication and family/community engagement Parent buy-in Positive student reinforcement **Staff Responsible for Monitoring:** Specials team Teachers			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Support PTO in the planning, preparation and implementation of various campus initiatives. **Strategy's Expected Result/Impact:** Increase family and community engagement **Staff Responsible for Monitoring:** Principal/AP Parent Involvement Committee Social Committee			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Offer a flexible number of family engagement events offered at a variety of times to provide opportunities for parents to attend and interact with their child and campus staff at school. **Strategy's Expected Result/Impact:** Increased family and community input Parent input Parental ownership in the school community **Staff Responsible for Monitoring:** Parent Involvement Committee Principal **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Houston Elementary will ensure a safe and secure environment for all students, staff, and visitors.

Performance Objective 1: 100% of our staff members will continue to implement campus safety committees and campus-wide discipline management policies and procedures. DIP

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Develop, refine, and implement a campus wide emergency operations plan through meeting with campus committee, safety committee members, and other stakeholders. **Strategy's Expected Result/Impact:** committee meetings **Staff Responsible for Monitoring:** Principal, AP, Counselor			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Continue to implement approved sustainable, positive and preventative discipline management structures including Houston's Guidelines for success, class social contracts/rules, CHAMPS, greeting students at the door, safe place, responsibilities/jobs board, and the Student Code of Conduct. **Strategy's Expected Result/Impact:** Create a positive culture conducive to teaching and learning **Staff Responsible for Monitoring:** Principal, AP, PBIS Team, Counselor			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Houston Elementary will maintain a high-quality workforce to support student success.

Performance Objective 1: Recruit and retain a diverse, highly qualified workforce to ensure high expectations for our diverse district are achieved, so that 100% of our staff members are highly-qualified.. DIP

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Recruit and retain teachers that are highly qualified for every subject and grade level that they teach. **Strategy's Expected Result/Impact:** interviews, SBEC certificates **Staff Responsible for Monitoring:** Principal AP			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Work with HR to aggressively recruit effective teachers by participating in district career fairs, expand partnerships with universities by hosting student teachers/interns, and support the district as a strategic compensation system is developed to ensure the recruitment and retention of effective teachers. **Strategy's Expected Result/Impact:** Participation in district led recruitment activities. **Staff Responsible for Monitoring:** Principal			

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Houston Elementary will maintain a high-quality workforce to support student success.

Performance Objective 2: Provide job embedded professional development to equip 100% of our teachers and staff with the knowledge and skills necessary to increase student achievement. DIP

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Implement professional development plan to include all faculty and staff members based on needs identified through data and staff input with an on-going and follow-up component through planning days, grade level meetings, faculty meetings, and other professional development as identified in professional goals and T-TESS. **Strategy's Expected Result/Impact:** plan developed, certificates, agenda, meeting records **Staff Responsible for Monitoring:** Principal, AP, Instructional Coaches			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Houston Elementary will maintain a high-quality workforce to support student success.

Performance Objective 3: Develop leadership systems to ensure student success and to provide support needed for staff to meet the needs of our students by meeting with stakeholders in a variety of settings at least 4 times per month. DIP

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Develop leadership team members that focuses on continuous improvement and positive change through weekly meetings and other leadership team activities. **Strategy's Expected Result/Impact:** agenda notes plans developed **Staff Responsible for Monitoring:** Principal			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Develop faculty into a team that focuses on continuous improvement and positive change through faculty meetings, walkthroughs, PLCs and other development activities. **Strategy's Expected Result/Impact:** agenda notes plan developed **Staff Responsible for Monitoring:** Principal			

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Houston Elementary

Total SCE Funds: $99,265.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Houston Elementary will provide an Instructional Coach and professional tutors to supplement the regular education program for students who are identified as at-risk of dropping out of school.

Personnel for Houston Elementary

Name	Position	FTE
Instructional Coach	ELA	1

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	3			$0.00
2	2	4			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	4			$0.00
3	2	5			$0.00
3	2	8			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coach		$0.00
1	2	1	Professional Tutors		$9,300.00
				Sub-Total	$9,300.00

Bryan Independent School District

Jane Long Intermediate School

2025-2026 Campus Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the Spring 2025, meetings were held to give input into our campus improvement plan. The meetings were attended by staff, community members, and parents. This plan is the result of those meetings.

Strengths: There are staff on the campus who are passionate about students. More parents participated in events and engaged with staff more than has happened in the past. We have teachers growing students! Our school-home communication increased through teacher and administrator contacts. There were more celebrations of success for both students and staff. Our attendance made small gains and our counseling program had more guidance through the structure of the library.

Needs: We continue to struggle with chronic absenteeism. The campus needs to be intentional on having an instructional focus, bringing in parent partners, and having high expectations for all staff. We need to continue building on SEL for both students and staff. There is an identified need to help train and support new teachers with specific bilingual needs on our campus.

Conclusions drawn - Jane Long plans to address the needs of all students, particularly the needs of low achieving students, emergent bilinguals, and those at-risk of not meeting state standards through student services, mentoring, and the use of MTSS to identify those students who need extra support.

(Title I Element 1)

Demographics

Demographics Summary

Jane Long Intermediate is a 5th and 6th grade intermediate school for the 2025-2026 school year. We are projected to have approximately 900 students enrolled with the following demographics:

82% - Economically Disadvantaged

72% - Hispanic

17% - African American

10% - White

1% - other ethnicity

8% - Gifted & Talented

46% - Emergent Bilingual (EB)

21% - Special Education

Enrollment trends are projected to stay constant. Long's attendance rate for the 2023-2024 was 94.71%, that is higher in comparison to the district average of 93.79%.

Demographics Strengths

Our Hispanic teacher population is representative of our student sub-population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance is below 96% at the campus level.
Root Cause: Families often lack transportation if they miss the bus, do not have a ride, etc. On the student side, students often lack motivation to attend. Families often don't associate the impact attendance has on learning.

Problem Statement 2: We lack bilingual certified teachers in content areas such as Math and Reading for both 5th and 6th Grade.
Root Cause: Bilingual certified candidates move back to their home towns to be with their family or to bigger cities for higher pay.

Student Learning

Student Learning Summary

For 2024, Jane Long Intermediate School had an Overall Domain Rating of 67/D. The Student Achievement Rating was 62/D, the School Progress Rating was 70/C , and the Closing the Gaps Rating was 61/D.

STAAR/EOC results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made.

Our data shows widening gaps from grade to grade. Black students scored the lowest, followed by Hispanic students, with white students scoring the highest. TELPAS results also show speaking as the lowest domain.

Reading gaps are affecting all content areas, though RLA is trending upward compared to math. Intervention and small group instruction are critical to closing these gaps.

This year we implemented a structured intervention program to support language and skill development. We'll continue using Lobo Success, MyPath, and Summit K12 to target student growth while supporting teachers with strategies to close gaps.

Student Learning Strengths

Teachers are becoming more clear about TELPAS testing and providing instructional supports. More students have participated in language domain goal setting and working with more intention towards exiting out of TELPAS. Summit K12 has made a positive impact on our EBs. ICs have supported teachers in creating well-organized lesson plans for all content areas. AVID strategies are being implemented with more fidelity to increase student learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The campus shows minimal growth in student academic achievement for both 5th and 6th grade reading and math.
Root Cause: Staff makeup of DOI teachers, high teacher turnover, lack of experience with teachers in the 1-5 years of experience.

Problem Statement 2: There are large gaps in student achievement among sub populations.
Root Cause: Teacher content knowledge due to experience listed above contributes to these learning gaps.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

Jane Long core teachers have a common planning period each day and they plan collaboratively with their content departments once a week. Planning is used to progress monitor, offer PD, offer trainings, data digs, create lessons, design instruction that focuses on student learning and engagement etc. Instructional coaches and administrators are present during planning. Creation of teacher made, as well as district assessments (which are aligned with STAAR standards) continue to be a focus area. Instructional coaches will provide additional support by monitoring instruction in the classroom and providing feedback to teachers. Curriculum is developed by the district and is aligned to TEKS, ELPS and CCRS. Curriculum delivery and implementation is monitored by administrators, campus instructional coaches and district instructional coaches.

Personnel

100% of teachers are high quality and paraprofessionals are highly qualified. There are 17 new teachers to the campus with all teachers either highly certified or hold a current SOE through their alternative certification program. Due to the addition of a bilingual and dual language program at JLIS, student needs were considered as staff was selected and placed into the various positions. In coopertaion with the Bilingual department a new BL Insturctional Coach was added to the campus to support all learners with a targeted focus on EB learners. This is important because if the high number of EB students we have on our campus and carry for the district. All staff members received CHAMPS and Safe and Civil Schools training. Teachers also received training for and are using positive incentive tracking system for students. New teachers are assigned a mentor to work with. As the needs of the campus have changed, professional development will be held to increase and improve the cultural intellect of our staff such that student academic performance is improved. Administrators and Instructional Coaches will conduct weekly walkthroughs to ensure that PD content is successfully being implemented in classrooms. Model teachers were used as resources for new and/or struggling teachers. JLIS has 2 counselors that provide counseling services and information to students and parents. Our counselors conduct interest surveys, create and implement lessons on post-secondary opportunities, introduce financial planning, and assist students in learning how to fill out applications (for programs, college, work, etc.) Counselors also assist in creating personal graduation plans for students. These plans help students monitor their progress towards graduation and post-secondary education.

Family/Community Involvement

Parents completed a parent survey in Fall 2023. Few families responded to the survey despite multiple reminders being sent using Parentlink and social media. Overall results indicate the parents feel welcome in the school, that communication is somewhat effective and that the teachers are supporting their child's learning. Teachers contact families through phone calls and emails. Families can become involved by volunteering, being on the CPIC or PTO committees, and are welcome on campus any time. Activities for parent involvement may happen throughout the year. Jane Long maintains a FaceBook page and uses social media to help reach parents. All information is translated into the home language. Guest speakers from the community are invited to speak to the students about different professions, vocations and college requirements throughout the school year.

School Context and Organization

The focus at the campus is student academic achievement. Teachers are committed to implementing district curriculum and teaching strategies to ensure that all students are learning. Core teachers have planning time to ensure that they have time to analyze and use student data to make informed decisions in their classroom. Teachers (campus wide) have input in decisions on campus. Each core team has a team leader. The team leader meets with all team leaders, counselors, instructional coaches and administration once a month. Duty rosters are developed by the administrators and given to the staff for feedback. The master schedule ensures that students are receiving the maximum amount of time they can in classrooms.

Technology

Students have technology accessible both through campus classrooms and libraries and also through the use of their personal devices. Instructional materials are approved by the

district instructional materials coordinators. Laptops, desktop computers and ipads are available for student use. Document cameras, projectors and programs such as PearDeck are used to facilitate student learning. We have a parent kiosk in the lobby area of the school for parent use. Students have access to the computers before, during and after school. Students complete an internet safety class early in the school year. Overall, technology is used to provide opportunities for student reading and math intervention through small group instruction. Technology is also used for enrichment activities for students who do not need intervention as a way to extend their learning. Each year, our technology is evaluated and damaged/nonfunctional equipment is replaced.

School Processes & Programs Strengths

Based on input from our CPIC committee and review of student and staff data, these are our celebrations:

Student attendance is slowly increasing which may be due to sharing attendance data with students through morning announcements, with parents through a monthly newsletter and celebrating students with the "star wall" for those who have 97% attendance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: JLIS has a low percentage of parents who participate in activities and at-risk student populations are underrepresented in parent involvement.
Root Cause: Parent involvement drops off as students get older.

Perceptions

Perceptions Summary

Overall, students describe the campus as being a positive place to learn. They believe the school is a safe place and they know who to communicate with when they are having problems. Structure has been greatly increased throughout the campus to address needs as they arise. Changes have been made to daily routines and practices to move students throughout the building more safely and efficiently.

The district has trained staff on restorative practices last school year. This year our PACK team will provide more support and training on implementing consistent structures that promote positive behaviors.

Safety Audits reveal that we are an overall safe campus where students can learn.

There are many campus activities that promote wide-spread student participation. Pre- Athletics are overall inclusive activities along with Band,Choir, Orchestra, Art and Drama. Jane Long also has a Kickstart program which is inclusive to all students who wish to participate. Teachers also initiate activities throughout the year to help involve students such as Pokemon club, chess club, UIL, robotics, student ambassadors, soccer club, basketball club, art club, etc. The campus goal is to include as many students as possible.

Perceptions Strengths

Based on input from our CPIC committee and review of student and staff data, these are our celebrations:

There has been reduced discipline incidents and time out of class due to discipline. Student perception of staff has become more positive. Parents perceive the campus more positively, and views the campus as a "parent partner". The parents also appreciated that the campus offered more engagement opportunities. Parents think that Jane Long is a place that helps their students when they are in need. Jane Long has many teachers in the ASPIRE program that really care for the kids and want to push them to succeed. 98% of parents believe their child is getting a good education at Jane Long. 77% of parents believe Jane Long is a safe school. 86% of parents believe that this school really cars about their child. 86% of parents have attended 2 or more family activities for the year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student academic engagement is low.
Root Cause: Training on learning strategies is needed to create more engaging lesson delivery.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: The campus will achieve a score of 55 or higher in Domain 2A on the state accountability system. The staff of Jane Long Intermediate School will provide a strong system of tiered instruction in a structured environment of accountability and support to promote student growth.

Performance Objective 1: Long will support teachers in increasing individual student growth by effectively planning and implementing lessons aligned to the district curriculum, incorporating Seidlitz strategies in the classroom, and providing targeted, relevant professional development. This support aims to increase the Domain 2A score from 46 in 2025 to 55 or higher by the end of May 2026.

High Priority

Evaluation Data Sources: STAAR/EOC Student Growth Reports
TEA Accountability Reports
Local Assessment Data (e.g., district benchmarks aligned to STAAR)
Curriculum-Based Assessments (CBA) Results
Eduphoria/Aware Data Reports (progress monitoring of student growth)
Professional Development Participation Records (sign-ins, agendas, implementation evidence)
Classroom Walkthrough & Observation Data (TTESS and targeted growth strategy monitoring)

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Provide comprehensive instructional support through Instructional Coaches who will collaborate with teachers to plan and implement lessons aligned to the district curriculum and incorporate Seidlitz strategies. Coaches will model best instructional practices in classrooms, facilitate ongoing targeted professional development, and support data analysis to close achievement gaps among subgroups. This work will include guiding teachers in using Data Growth Trackers for each student, completing self-reflection forms, and applying findings during lesson planning to increase student growth. **Strategy's Expected Result/Impact:** Campus Based Assessments District Based Assessments State Assessments **Staff Responsible for Monitoring:** Instructional Coaches Teachers Assistant Principals Dean of Instruction Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide opportunities for all students, particularly those at-risk of failing state assessments and at-risk of dropping out of school, by supplementing the BISD viable curriculum across all departments by purchasing and utilizing the following programs: AVID, AVID Excel, MyPath, Summit K12, Seidlitz, Tutors, Interventionists, Technology resources, Imagine Math, EdPuzzle, Compass Learning, Read 180, supplemental novels, supplies to enable teachers to utilize differentiated instruction/ACE strategies that supplement curriculum. **Strategy's Expected Result/Impact:** Lesson Plans Campus Based Assessments District Based Assessments State Assessments Higher student achievement in core content areas **Staff Responsible for Monitoring:** Instructional Coaches Reading Specialist Teachers Assistant Principals Dean of Instruction Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Tutors - Title I, A - $9,433			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers will participate in weekly planning meetings to discuss data-driven lesson design, student progress, curriculum scope and sequence, TEKS deconstruction, and common assessments. Teachers will be supported in applying interventions to help individual low achieving students to ensure that all students meet the state's proficient and advanced levels of performance. **Strategy's Expected Result/Impact:** Collaborative planning agendas and meeting notes Lesson plans Higher student achievement More defined and targeted lesson delivery **Staff Responsible for Monitoring:** Classroom teachers, Assistant principals, Principal, Dean of Instruction, Instructional Coaches, ELL specialist, **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Supplemental Curriculum materials for effective planning - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Teachers, instructional coaches, dean of instruction ,counselors and administrators will develop lessons in coordination/ integration with other federal, state and local services, resources and programs to provide comprehensive, well-rounded support and improvement activities related to violence prevention, nutrition and conflict resolution to support at-risk students. Social Skills instruction will be put into place to assist students with their SEL learning to include strategies from Safe and Civil Schools, Coaching CHAMPS, Early Stage Intervention with attention to preplanned meetings to create positive relationships. **Strategy's Expected Result/Impact:** Increased attendance Increased academic achievement Decrease in office referrals **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Instructional Coaches **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Teachers, instructional coaches, dean of instruction,counselors, community resources and administrators will provide interventions related to drug use prevention to support at-risk students and will provide interventions, lessons and information about college and career readiness and CTE programs to support and inform at-risk students in order to provide a well rounded education. **Strategy's Expected Result/Impact:** Increased student achievement Increase in student achievement **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Instructional Coaches **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Fitness assessment data and other indicators recommended by SHAC will be used to help ensure that students are reaching required moderate or vigorous physical activity. **Strategy's Expected Result/Impact:** Increase in academic achievement Increase in attendance **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals Instructional Coaches Counselors Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Teachers will teach Internet safety and appropriate use of technology to all students, including at-risk, to support the appropriate use of technology throughout the year. **Strategy's Expected Result/Impact:** Student online safety Decrease in cyberbullying **Staff Responsible for Monitoring:** Teachers Assistant Principals Principal **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Implement the Texas Instructional Leadership (TIL) Observation Feedback component to strengthen instructional leadership practices, ensuring teachers receive timely, actionable, and supportive feedback aligned to student learning goals. **Strategy's Expected Result/Impact:** Increase in Admin instructional coaching capacity Increased teacher effectiveness Increase in student achievement Decrease in office referrals **Staff Responsible for Monitoring:** Principal **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Region 6 Training - LASO Grant - Grant			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Ensure all students are positioned for post-secondary success.

Performance Objective 1: A highly effective workforce will be recruited and retained by 80% to support student success by May 2026.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Support the District's recruitment plan to ensure the hiring of quality individuals for Long, while also creating an environment that is conducive to retaining effective employees. **Strategy's Expected Result/Impact:** Teacher and staff retention **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Staff including teachers, counselors, administrators, paraprofessionals, and behavior specialists will participate in professional development (August PD, designated PD days, collaboratives, TIL coaching) that will serve to increase and improve the cultural intellect of the staff such that there is a positive impact on student academic performance. **Strategy's Expected Result/Impact:** Increased teacher capacity Increased student achievement **Staff Responsible for Monitoring:** Principal Dean of Instruction **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Ensure all students are positioned for post-secondary success.

Performance Objective 2: Long will encourage a strong campus culture and climate through intentional focus on the value of each staff member, student, and family relationship by increasing parent and family engagement by 10% by May 2026.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Long will involve a significant number of parents in the evaluation/review of the campus needs assessment by offering more than one meeting at different times and days of the week during the Spring to help ensure more parents are able to attend. **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Title I, A - $2,474			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Long will involve parents in the review/development of the campus plan and campus Title I and State Compensatory budgets each Spring at the final CPIC meeting of the year. **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Title I, A - $500			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Long will involve a significant number of parents in the evaluation/review of the parent and family engagement policy and compact by offering more than one meeting at different times and days of the week during the Spring to help ensure more parents are able to attend. We will also include parent nights to involve students and families and provide instruction and materials for take-home activities. These activities will include nights such as Literacy Night, Math Night, Intermediate Night, and Science Night. This will also be intended to increase student attendance. **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education. Increase in attendance Decrease in office referrals Increase in academic achievement **Staff Responsible for Monitoring:** Principal **Funding Sources:** Snacks to encourage attendance and meeting materials - Title I, A - $500, Family Meeting Materials - Title I, A - $1,000			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Long will train staff (teachers, pupil services personnel, principals) on the value of parent and family engagement in at a training held at the beginning of the school year. Parent surveys will be used to provide parents an opportunity to have input on the content of the training. **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Title I, A			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Long will hold two Title I annual meetings at different times and days of the week during the Fall to help insure more parents are able to attend. At the meetings, the campus family engagement policy and campus improvement plan will be made available in understandable languages and multiple formats (digital and print copies). **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Funding Sources:** Snacks to encourage attendance, meeting materials - Title I, A - $500			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Long will make available to parents and families the School-Home compact in multiple formats and understandable languages. Compacts for 5-6 grade will be shared with parents at parent-teachers conferences held during the month of October. **Strategy's Expected Result/Impact:** Increase in number of parents/families involved in their child's education **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Title I, A			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Ensure a safe and supportive climate for students, staff, and the community that is focused on instruction by implementing proactive behavior systems and consistent expectations. The campus will reduce Level 3 behavior referrals, which directly impact student and campus safety, by at least 10% through targeted interventions, staff training, and positive behavior supports.

Performance Objective 1: To improve academic achievement and student attendance.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: This can be done by announcing daily attendance on the morning announcements, give incentives for perfect attendance every 6 weeks through a drawing, and keep parents informed about attendance through a parent newsletter.			

 No Progress  Accomplished  Continue/Modify  Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	1	8	Implement the Texas Instructional Leadership (TIL) Observation Feedback component to strengthen instructional leadership practices, ensuring teachers receive timely, actionable, and supportive feedback aligned to student learning goals.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	8	Implement the Texas Instructional Leadership (TIL) Observation Feedback component to strengthen instructional leadership practices, ensuring teachers receive timely, actionable, and supportive feedback aligned to student learning goals.

State Compensatory

Budget for Jane Long Intermediate School

Total SCE Funds: $203,954.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Instructional Coaches, Tutors, Instructional resources to provide services for students identified at risk of dropping out of school

Personnel for Jane Long Intermediate School

Name	Position	FTE
Instructional Coach	IC	1
Instructional Coach	IC	1

Title I Personnel

Name	Position	Program	FTE
Dean	Dean of Instruction	Instructional Support	.28
Instructional Coach	IC	Instructional Support	3
Instructional Coach	IC		1

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Supplemental Curriculum materials for effective planning		$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
2	1	1			$0.00
2	1	2			$0.00
				Sub-Total	$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Tutors		$9,433.00
2	2	1			$2,474.00
2	2	2			$500.00
2	2	3	Family Meeting Materials		$1,000.00
2	2	3	Snacks to encourage attendance and meeting materials		$500.00
2	2	4			$0.00
2	2	5	Snacks to encourage attendance, meeting materials		$500.00
2	2	6			$0.00
				Sub-Total	$14,407.00

Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Region 6 Training - LASO Grant		$0.00
				Sub-Total	$0.00

Bryan Independent School District

Johnson Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Johnson's CNA Committee met on April 1, April 21 and May 6, 2025, to analyze 2024-2025 data and evaluate campus' strengths and weaknesses. The CNA was finalized on May 6, 2025.

The first meeting was held in April when the team, which was composed of grade level leaders, instructional coaches, campus counselor, professional specialists, administrators, parents and community representatives, gathered roundtable to analyze data in four key areas: demographics, perceptions, processes and programs, and student achievement. Data analyzed included TAPR, student STAAR scores, attendance, MAP, discipline, referrals, and surveys. Once data was reviewed for each category, a variety of trends were identified.

The CNA Committee praised several areas of reinforcement.

Looking at the campus' demographics, Johnson is seeing an increase in the Hispanic population and in the number of students who are identified as "at-risk." There has been a decrease in the number of MTSS referrals from teachers across the board. This showcases teachers implementing student interventions with fidelity. Johnson still holds on to one of the top attendance percentage rate of all elementary campuses.

When visiting with parents and community representatives, affirmations include continued strength in communication between school and home, as well as, a positive increase in overall school culture and climate. Keeping families engaged remains a top priority.

Johnson's processes and programs are continuing to strengthen. Teachers have expressed a need for additional professional development on T-TESS and IEP/ BIP implementation. Johnson just completed year two of the BEST Program and faculty and staff have seen a positive difference in student success in the least restrictive environment.

Another strength is centered around Johnson’s Spring 2025 Benchmark results. Students are performing slightly better in reading vs. math. Intervention blocks are being implemented across grade levels with a small group instruction focus. Student progress data is consistently analyzed and used to drive instruction.

Looking at identified needs for the 2025-2026 school year, intentional weekly PLCs and data digs after formal assessments will remain a high focus area. This campus goal will allow the teachers time to effectively plan as a team and create lessons that help all students experience growth and success.

(Title 1 Element 1)

Demographics

Demographics Summary

Johnson Elementary is a Title 1 campus in Bryan, Texas, in the Bryan ISD School District. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 104,487 people. Of these individuals, 14% are African American, 42% are White, and 39% are Hispanic. The median household income for Bryan, TX is $59,315 with 20.7% of the people living in poverty. In this community 83.9% of individuals over 25 have a high school diploma and 29% have a Bachelor's degree or higher.

For the 2024-2025 school year, Johnson has 445 students in grades Kindegarten to 4th grade. Of our 445 students, 9% are African American, 31% are White and 56% are Hispanic. Even though these percentages have remained stable, our Hispanic population is slightly continuing to increase each year. This falls in line with the increase in the number of families who want to enroll in Johnson's Two-Way Dual Language program.

Looking at other demographics, 53% of our students are economically disadvantaged and 20% are Emergent Bilingual students. As we dig deeper into different programs students are being served in, 10% are receiving Gifted and Talented services, 15% of students are identified under the SPED umbrella and 4% have 504 plans. The number of students receiving Special Education services has increased, however, the number of testing referrals by teachers has decreased. 14 out of 39 total MTSS referrals have been made by teachers. The other 25 requests for testing have been from parents. This shines a light on the fact that teachers are strengthening the implementation of interventions within the classroom setting.

At Johnson there are a total of 31 teachers. Even though there has been a steady pattern of the number of teachers who have 1-5 years of experience, the number of teachers staying in the classroom with 11-20 years of experience has increased from years prior. This is a celebration as a goal is to always retain teachers.

Johnson Elementary continues to rank at the top of the District with a year-to-date attendance of 96.30%. This is slightly lower than last year where we ended with at 96.40% attendance rate. Next year the goal will be to consistently implement attendance incentives throughout the year to help keep students motivated to come to school.

Demographics Strengths

1. YTD attendance is 2nd highest in District! As of 4/29/25, Johnson YTD is 96.33%.
2. The number of teacher MTSS (Multi-Tiered System of Supports) referrals has decreased. 33% of referrals for testing are teacher requests.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 67% of MTSS referrals are parent requests.
Root Cause: Teachers have not been adequately trained on successful implementation of interventions and/or accommodations.

Problem Statement 2 (Prioritized): There has been a repeated pattern of veteran teachers not staying in the classrooms and currently, 42% of teachers at Johnson have 1-5 years experience.
Root Cause: Overidentification of students being served under the SPED umbrella.

Student Learning

Student Learning Summary

For 2024, Johnson Elementary School STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made.

Looking specifically at how students in each ethnicity group performed, our AA students scored much lower at the approaches, meets and masters performance levels.

As far as content areas, students are performing slightly better in reading vs. math. Since COVID, curriculum dedicated to a heavier emphasis on reading instruction continues to be a trend. A perfect example is how there are 125 minutes allotted for ELA instruction daily and only 80 minutes set aside for math. Intervention blocks are also mostly dedicated to Guided Reading small group instruction.

Professional tutors continue to support classroom teachers with Tier 1 instruction by pushing into the classroom setting. Reflecting on Spring 2025 Benchmark data, between tutoring support and intervention time being used effectively, students are demonstrating growth, especially in 4th grade.

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

1. Overall achievement in 3rd and 4th grade is closely aligned.
2. 4th grade reading Domain 1 scaled score is an A/90.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Underrepresentation of AA students in achievement.
Root Cause: The students Johnson serve has evolved from prior demographics and staff training should reflect that.

Problem Statement 2: Masters in math is considerably lower compared to reading in grades 3rd and 4th.
Root Cause: Teachers lack knowledge on how to extend learning for students performing at the masters level.

School Processes & Programs

School Processes & Programs Summary

Johnson Elementary uses the following practices to hire and retain faculty and staff.

All faculty and staff are evaluated annually according to District policy. Support is consistently provided to staff based on need at weekly PLCs, monthly faculty meetings, and/or on the professional development days that are sprinkled throughout the school year.

After reflecting on T-TESS and Summative observations from this year, there is a great need for more professional development on T-TESS. Throughout the course of this school year, there was a high walkthrough focus on CHAMPS implementation which caused a dip in our growth and understanding of the T-TESS rubric. T-TESS is designed with a growth mindset at heart and as a campus, we have to get back to learning more about and gaining greater knowledge of the rubric.

Professional development is planned based on district incentives, observation results, student academic performance, teacher needs, etc. This year, Johnson Elementary participated in the following professional development opportunities: Capturing Kids' Hearts, CHAMPS, Foundations and implementing interventions for Tier 1, Tier 2 and Tier 3 student behaviors.

For the current school year, participation in various programs can be seen in the table below:

Program	Participation Rate
Special Education	15%
ESL/EB	20%
Economically Disadvantaged	53%
Gifted & Talented	10%
Dyslexia	7%
Section 504	4%

In general, the number of discipline incidents has increased as compared to years prior. However, a significant portion of these incidents is concentrated within one grade level where student behaviors have presented challenges that at times disrupted the learning environment. Between the behaviors in this grade level and the affect it has on our BEST students who are in the same grade level, there have been behavioral challenges that at many times have disrupted the learning environment.

Another contributor as to why the number of referrals have increased is because of behaviors on the school bus. Across the District, bus behaviors have significantly increased which has caused the number of referrals to rise. A goal for next year is to find a way to connect school and transportation expectations so all students can have a positive experience riding to and from school on the bus.

School Processes & Programs Strengths

1. Adding additional BEST IA for 2025-2026 school year.
2. Community partnerships such as food bags, “Shoes the Fit”, coat drives, etc. support our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of diversity in programs, celebrations and parental involvement for Johnson's monolingual families.
Root Cause: 56.4% of students at Johnson are Hispanic. 31% white and 9% AA.

Problem Statement 2: Dyslexia percentage increased significantly since 2023-2024 school year.
Root Cause: There is a trend in students experiencing a learning gap during the summer months.

Perceptions

Perceptions Summary

Johnson Elementary has a strong reputation centered around unity and family. Even though Johnson experienced a higher teacher turnover at the end of last school year, the campus' culture and climate has increased significantly. According to the 2024-2025 middle of year BISD family and employee surveys, there was a 30% increase in the number of staff and students showcasing respect, as well as, a 30% increase in Johnson's culture and climate overall.

Another celebration is the increase in the number of faculty and staff feeling like discipline concerns are being addressed. This is year two of implementing the BEST Program at Johnson and together, the faculty and staff is seeing a positive difference in students' success in the classroom setting from the previous school year. There are still some challenges centered around behaviors interrupting Tier 1 instruction, but rearranging the master schedule to allow an increase in the amount of time students are separated in the open-concept environment has helped tremendously.

Moving forward, keeping our families engaged in the school community remains a top priority. Monthly calendars and consistent communication between school and home via Blackboard have helped keep everyone on the same page. Next year, monthly "Pastries with the Principal" will be held to further support this continued goal.

Another area of reinforcement continues to be Johnson's social media presence where daily celebrations and/or affirmations are highlighted. Data shows more people are being reached through our media posts and the engagement remains high.

Finally, the biggest cheers from the middle of year surveys are that 100% of teachers enjoy coming to work and parents feel like partners in their child's education.

Perceptions Strengths

1. Positive school culture and climate provides an uplifting/encouraging learning environment for all students.
2. Teachers feel discipline/behavior concerns are being handled effectively.
3. Parents/Guardians feel like partners in their student(s) education.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student behaviors disrupt Tier 1 instruction in Kindergarten, 2nd, 3rd and 4th grade.
Root Cause: Faculty and staff are not confident in de-escalating behavior and assigning appropriate consequences.

Problem Statement 2: BOY to EOY MAP data in 1st and 2nd grade Two-Way Dual Language shows a decrease in student growth.
Root Cause: Campus administration has struggled with finding and hiring certified bilingual teachers.

Priority Problem Statements

Problem Statement 1: There has been a repeated pattern of veteran teachers not staying in the classrooms and currently, 42% of teachers at Johnson have 1-5 years experience.
Root Cause 1: Overidentification of students being served under the SPED umbrella.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Underrepresentation of AA students in achievement.
Root Cause 2: The students Johnson serve has evolved from prior demographics and staff training should reflect that.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student behaviors disrupt Tier 1 instruction in Kindergarten, 2nd, 3rd and 4th grade.
Root Cause 3: Faculty and staff are not confident in de-escalating behavior and assigning appropriate consequences.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: 67% of MTSS referrals are parent requests.
Root Cause 4: Teachers have not been adequately trained on successful implementation of interventions and/or accommodations.
Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, 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.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Support the effective implementation of the District's curriculum and best practices in 21st century learning to assist all students in meeting State standards.

Performance Objective 1: The Domain 1 scale score for 3rd and 4th grade reading and math will increase by June 2026.

High Priority

Evaluation Data Sources: Informal and formal observations, PLC data digs, District Based Assessments, Fall and Spring Benchmarks, ECRs and SCRs, small group anecdotal teacher notes, individual student growth goals, progress monitoring, STAAR

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: To increase learning time, promote a well-rounded education, and provide opportunities to all students, quality Tier 1 instruction will be provided and protected. **Strategy's Expected Result/Impact:** Improved student achievement data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **Title I:** 2.51, 2.52 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instructional Subscriptions - Title I, A - $1,500			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: All grade level teachers will meet weekly with the administration team and instructional coaches to review, evaluate and analyze student data. An action plan will be created for growing all students, particularly those at-risk for failing State academic standards or dropping out of school. **Strategy's Expected Result/Impact:** Progress monitoring of student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Materials - Title I, A - $1,500			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Support the effective implementation of the District's curriculum and best practices in 21st century learning to assist all students in meeting State standards.

Performance Objective 2: By increasing student-centered experiences and differentiation through small group instruction and interventions, such as tutoring, improvement will be seen in BOY, MOY and EOY District assessments.

High Priority

Evaluation Data Sources: Lesson plans, Branching Minds documentation, informal and formal observations, PLC data digs, District Based Assessments, Fall and Spring Benchmarks, ECRs and SCRs, small group anecdotal teacher notes, individual student growth goals, progress monitoring, STAAR

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Instructional Coaches will continue to meet with teachers to review and analyze BOY, MOY, and EOY data to help all students be successful. **Strategy's Expected Result/Impact:** Improved student achievement data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Coaches - State Comp, Instructional Coaches - Title I, A			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Teachers will track individual student progress through anecdotal notes and monitor interventions being used in Branching Minds. **Strategy's Expected Result/Impact:** Improved student achievement data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Professional tutors will be hired to support interventions and address needs of all students, particularly at-risk. **Strategy's Expected Result/Impact:** Improved student achievement. Closing academic gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Professional Tutoring - Title I, A - $28,200, Professional Tutoring - State Comp, SMART Snacks - Title I, A - $300			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Relational capacity will strengthen between the school community, families, employees and students.

Performance Objective 1: By implementing campus-wide incentives, student attendance will increase to 96.5%.

High Priority

Evaluation Data Sources: Individual class attendance records, daily YTD attendance reports, DVT meeting notes, student academic data, CKH surveys, BISD MOY and EOY surveys

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Implement campus-wide attendance challenges each six weeks. **Strategy's Expected Result/Impact:** Increased learning time. Improved student achievement data. Increase in attendance rate. **Staff Responsible for Monitoring:** Assistant Principal, Teachers, Attendance Clerk **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Student Incentives - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: PBIS acknowledgement system will have additional focuses on student achievement and class attendance to increase learning time. **Strategy's Expected Result/Impact:** Improved student achievement data. Increase campus attendance rate. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Student Incentives - Local Funds - Campus			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Relational capacity will strengthen between the school community, families, employees and students.

Performance Objective 2: Consistent communication across grade levels will increase parent involvement during all family engagement events.

Evaluation Data Sources: BISD family and employee surveys, CKH surveys, discipline data, attendance records, culture and climate

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: All families will be invited to meetings including BOY informational meetings, Title 1 annual meetings, parent orientation, academic events, PTO, etc. that are offered at flexible times, simultaneously online, to meet as many family schedules as possible. **Strategy's Expected Result/Impact:** Reduce barriers to increase family engagement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, all Teachers **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplemental Materials, SMART snacks - Title I, A - $300			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Parent feedback will be highly encouraged through multiple family surveys and requests for input at parent meetings. The Campus Improvement Plan, Parent Family Engagement Policy & Home-School Compacts are jointly developed in Spring with families. Each will be shared at annual Title 1 meetings, BOY informational meetings, as well as, at fall parent-teacher conferences. All will be made available in English and Spanish, be posted on the campus' website, and copies will be made available at the front office upon request. **Strategy's Expected Result/Impact:** Positive family-school partnerships. **Staff Responsible for Monitoring:** Principals, Teachers **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Meeting Materials, Smart Snacks - Title I, A - $300			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Johnson educates teachers, with parent input, on the value of the contribution of parents and how to effectively communicate to work as equal partners at the beginning of the school year by a PFE presentation. **Strategy's Expected Result/Impact:** Postive family-school partnerships. **Staff Responsible for Monitoring:** Assistant Principal, Teachers **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Relational capacity will strengthen between the school community, families, employees and students.

Performance Objective 3: By consistently implementing CKH processes across all grade levels, there will be a decrease in student behaviors disrupting Tier 1 instruction.

High Priority

Evaluation Data Sources: CKH surveys, BISD family and employee surveys, discipline data, attendance records, climate and culture

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Johnson consistently educates and trains teachers on how to routinely and effectively implement CKH processes at monthly faculty meetings. **Strategy's Expected Result/Impact:** Decrease in student behaviors. Positive relational capacity between teachers and students. Increase academic achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, CKH Process Champs, Teachers **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** CKH Professional Development Contract - Local Funds - Campus			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: A highly effective workforce will be recruited and retained to support student success.

Performance Objective 1: Support the District's recruitment plan to ensure the hiring of quality individuals, while also creating an environment that is conducive to retaining effective employees.

High Priority

Evaluation Data Sources: BISD employee surveys, CKH surveys, teacher retention data, campus culture and climate

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Johnson administration will recruit effective teachers and provide support to ensure all students are taught by highly effective teachers and staff. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Assist teachers and paraprofessionals to meet the certification requirements as needed. **Strategy's Expected Result/Impact:** Empowered teachers and students. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Instructional coaches, in coordination with the Principal and Assistant Principal, will provide support for all teachers through classroom observations and feedback, differentiation strategies (including technology), and ongoing PLCs that include PD training/best practices. **Strategy's Expected Result/Impact:** Positive rapport and increased partnership between teachers, instructional coaches and administration to help student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Incorporate more team building activities amongst staff to foster teacher retention. **Strategy's Expected Result/Impact:** Positive work and learning environment. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Sunshine Committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** Teacher Incentives - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Develop and monitor teacher improvement goals through T-TESS system in order to grow and improve teacher performance. **Strategy's Expected Result/Impact:** Growing teachers to increase student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing			

No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Student Incentives		$0.00
2	1	2	Student Incentives		$0.00
2	2	3			$0.00
2	3	1	CKH Professional Development Contract		$0.00
3	1	4	Teacher Incentives		$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Instructional Coaches		$0.00
1	2	3	Professional Tutoring		$0.00
				Sub-Total	$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Subscriptions		$1,500.00
1	1	2	Instructional Materials		$1,500.00
1	2	1	Instructional Coaches		$0.00
1	2	3	SMART Snacks		$300.00
1	2	3	Professional Tutoring		$28,200.00
2	2	1	Supplemental Materials, SMART snacks		$300.00
2	2	2	Meeting Materials, Smart Snacks		$300.00
				Sub-Total	$32,100.00

Bryan Independent School District

Jones Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2025, the Anson Jones Elementary CNA Planning Team met on April 7 and April 23 to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of the following stakeholders:

2025 CNA Team: Anson Jones Elementary

On the rubric below provide the name, role, and responsibility of each individual on the CNA team

Name	Role – Principal, Parent, Teacher, etc.	Responsibility	Name	Role – Principal, Parent, Teacher, etc.	Responsibility
Principal:			**Community/Business:**		
Alma Velez	Principal	data, input	**Sara Miller**	Community	questions, input
Teachers:			**Alice Bost**	Community	questions, input
Terri Buckland	PreK Teacher	input	**Daniel Hernandez**	Business	questions, input
Tami Glenn	Kinder Teacher	input	**Other School Leaders:**		
Jessica Ginn	1st grade Teacher	input	**Demetruis Darnell**	AP	data, input
Katy Derkowski	2nd grade Teacher	input	**Tara Hunter**	AP	data, input
Auxiliadora Cobo	3rd grade Teacher	input	**Paraprofessionals:**		
Yvette Barrera	4th grade Teacher	input	**Margarita Mandujano**	Receptionist	input
Lori Stewart	PE Teacher	input	**Alejandra Gonzalez**	Inst. Assistant	input
Shirley Platt	4th grade Teacher	input	**Pupil Services Personnel:**		
SPED Staff:			**Ellen Crawford**	Counselor	data, input
Rachael Nemec	ECSE Teacher	input	**Rachael Murphy**	Inst. Coach	data, input
Christy Yeats	Resource Teacher	input	**Other:**		
Parents:			**Eunice Gonzalez**	Inst. Coach	data, input
Maria Govea	Parent	questions, input	**Daisy Rodriguez**	4th grade Teacher	input
Maria Nava	Parent	questions, input	**James Wood**	3rd grade Teacher	input
Gabriela Balandran	Parent	questions, input	**Bertha Montanez**	Kinder Teacher	input
Amalia Juarez	Parent	questions, input			

Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs.

Data sources analyzed by the committee included:

- Accountability data

- STAAR data
- TELPAS data
- discipline data
- Attendance - including chronically absent
- District student, staff ,and parent survey data
- CKH student, staff, and parent survey data
- Staff demographic data
- Student enrollment data

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- the campus supports all students' needs
- we have a high number of ESL certified staff
- Teachers and students feel happy at Jones
- According to the staff, parent, and student survey data, we have a positive culture
- Rich Hispanic culture
- Teachers and staff are accessible
- Overall school rating of a "B" with it primarily being represented by a "B" in school progress and closing the gap
- we are showing more students meeting or exceeding their projected MAP growth
- teacher experience - many with 11+ yrs; fewer 0-5yrs;
- attendance is better and so is discipline behavior - possible due to rezoning and increase in attendance
- our sped program
- high retention rate of teachers
- chronic absenteeism has dropped
- behavior improved
- doing house points
- the attendance incentives are working
- teachers calling home when students are absent

Needs

- we do not have many students identified/qualifying as GT
- class sizes and high mobility rate
- there are opportunities to strengthen the home/school partnership in support of student achievement
- 3rd grade math is the lowest of all tested subjects
- Staff to staff - opportunities to increase the culture and climate, building relationships, social opportunities
- EBs not performing well on the speaking portion of TELPAS
- African american sub pop scored lower than any other sub pop
- We scored a "C" on the student achievement domain on our accountability table
- Reading is our lowest content on MAP

Due to the needs assessment, the following were identified as targeted areas of need:

- Student achievement in MAP, STAAR, and TELPAS is not where we need them to be
- Because of many everyday factors, our students have a lack of exposure to conversational skills and academic vocabulary.

- Unclear understanding of GT Identification process and characteristics and the MTSS process

We will continue to build on our strengths while adding the following to continue to grow and improve as a campus for the 2025-2026 school year:

- professional development and instruction to address the academic language needs of our students
- added structures for progress monitoring and accountability of academic instruction for both Tier 1 and Tier 2 instruction
- Continue implementing Capturing Kids Heart by providing new teachers with training and providing returning teachers with a refresher training
- Continue implementing AVID on our campus in grades prek – 4th grade with a stronger focus on WICOR strategies to promote a more in depth and rigorous instruction
- Continue to implement Safe & Civil Schools on our campus with continued development of campus wide procedures and expectations
- Continue implementation of Changemakers curriculum to help equip our students and staff with the coping strategies for social/emotional concerns
- Continue implementation of the House system while also incorporating more opportunities for students to meet in their houses and team build

Title I, Element 1

Demographics

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our students are showing a language deficit and poor day to day vocabulary.
Root Cause: Because of many everyday factors, our students have a lack of exposure to conversational skills and academic vocabulary.

Perceptions

Perceptions Summary

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a deficit of respect between staff members during interactions.
Root Cause: Some staff members have not established adequate relational capacity with all other staff members.

Priority Problem Statements

Problem Statement 1: Our subpopulations are not meeting grade level standards and/or competencies according to on district, standardized, and norm-referenced assessments in reading and math.

Root Cause 1: We have a high number of students from poverty that present with a lack of adequate language development.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our students are showing a language deficit and poor day to day vocabulary.

Root Cause 2: Because of many everyday factors, our students have a lack of exposure to conversational skills and academic vocabulary.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We are referring a large number of students to MTSS needing tiered intervention and not enough studnets for GT services.

Root Cause 3: Staff is not spending the needed time during PLC to plan for intervention and enrichment.

Problem Statement 3 Areas: School 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

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: At least 55% of students will show growth from BOY to EOY (MAP & CIRCLE) in the areas of reading, math, and science by May 2026.

Evaluation Data Sources: MAP, DBAs, Benchmarks, STAAR, CIRCLE, Individual Student Goal Charts/ folders, Attendance in progress monitoring meetings

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: The school will provide the opportunity for all students to meet state standards by providing core content area teachers opportunities to increase their competency in the utilization of detailed lesson planning through planning with instructional coaches (PLC), with the inclusion of mastery checks, district assessments, and the progress monitoring of student mastery. Grade level representation will be in attendance at district collaborative meetings to ensure a well-rounded education where all (EB, SPED, AA, ED) children meet the state's approaches, meets, or masters levels of performance. **Strategy's Expected Result/Impact:** Increase of reading levels, mastery of grade level content shown on mastery checks, concept checks, concept quizzes, MAP testing, DBAs, and STAAR **Staff Responsible for Monitoring:** Classroom teachers, ELA & Math IC, Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title I, A			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Progress monitoring meetings will be held regularly to discuss student progress in reading, math, and science. These meetings will be held after MAP testing (including MAP skills checklists/screenings), DBAs, benchmarks, etc. Instructional changes will be made based on student achievement data. Fourth-grade teachers will closely monitor the students who were at Approaches, Meets, and Masters on the 3rd-grade STAAR in an effort to enrich and accelerate instruction. Students who did not reach approaches on 3rd-grade STAAR or met projected growth on MAP testing (reading, math, science, and language) will be monitored closely by the classroom teachers and instructional coaches. **Strategy's Expected Result/Impact:** Increased academic achievement **Staff Responsible for Monitoring:** Classroom teachers, ICs, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Campus staff will utilize multiple funding sources to include local, Title I, Special ed, SHARS, bilingual funding, donations, and grants to purchase instructional resources, books such as bluebonnet books, library books, along with math and science manipulatives, STEM resources, field trips, technology to include computers, iPads, SMART boards, Elmos, Summit K-12, computer software program subscriptions, consultants, math PD, supplemental positions and any other resources (i.e. headsets) needed to support student academic performance. **Strategy's Expected Result/Impact:** Improved academic achievement in reading Increased love of reading for children Improved reading fluency and comprehension. **Staff Responsible for Monitoring:** Classroom Teachers, ICs, Library assistants, & Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Resources, Raz Kids, Reading A-Z, CKH Premium, etc. - Title I, A - $10,000, Staff development materials - Local Funds - Campus - $5,000			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: The campus will address the needs of all students, particularly those at-risk of failing state standards, with the guidance and monitoring of the Academic Student Specialist. Consistent and strong implementation of the MTSS process will be used to guide teachers with the implementation of intervention strategies that meet the needs of low-performing and at-risk students to include guided reading, LLI, Reading Horizons, Imagine Math, Greg Tang Math, Fast Math, and other research-based math programs, AVID, Project Lead the Way, RAZ Kids, Reading A-Z, Starfall, and Pebble Go. In an effort to ensure strong Tier 1 instruction, there will be increased accountability for the implementation of RLA Mastery and for the continued implementation of Summit K-12 to increase English proficiency, MAP interventions, and small group instruction. These strategies will be implemented and monitored to ensure we align the number of students receiving special education services to the demographic breakdown while increasing the quality of learning time, and help to provide an accelerated curriculum and close the learning gap that occurred during the pandemic. The MTSS meetings and interventions will be documented in Branching Minds. **Strategy's Expected Result/Impact:** Increase achievement of low-performing students, close gaps **Staff Responsible for Monitoring:** Instructional Leadership Team, Academic Student Specialist **TEA Priorities:** Build a foundation of reading and math			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: The campus will provide effective and timely additional assistance to provide opportunities for a well-rounded education to increase the amount and quality of learning times, which may include tutoring/in-class support, and interventions provided by a tutor. Tutoring will be provided before, during, and after school, as needed, to meet the needs of low-performing or at-risk students, including economically disadvantaged, EB, Hispanic, and African American students. **Strategy's Expected Result/Impact:** Increase academic achievement of all student groups **Staff Responsible for Monitoring:** Instructional Leadership Team, Tutors, Academic Student Specialist **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Prof tutors - Title I, A - $5,000			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Assessment for learning will be ongoing, and instructional decisions will be based on data from assessments. MAP testing, mastery checks, concept quizzes/checks, and DBAs will be used along with effective and timely additional assistance for students, as deficiencies are identified. Reading teachers will assign MAP fluency assessments one time per six weeks, as well as Reading Horizons multi-skills checks, and will use a reading tracking sheet to show how students will reach grade-level expectations, as well as show growth. Math teachers will use mastery checks and concept checks to monitor progress. **Strategy's Expected Result/Impact:** Increase student mastery in core content. **Staff Responsible for Monitoring:** Instructional Leadership, Reading Tutors, Educational aid, Academic Student Specialist **Funding Sources:** Interventionists and educational aid - Title I, A - $107,000			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Combine campus funds, Title 1, and district funds to reduce disparity in performance on state assessments between students in at-risk situations and students not identified as at-risk including the utilization of instructional coaches for teacher development and student intervention to strengthen the academic program. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Instructional Leadership **TEA Priorities:** Improve low-performing schools **Funding Sources:** - Title I, A			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 1: All teachers and staff at Jones will provide all students a safe positive learning environment where each child feels valued and a part of a classroom and school family.

Evaluation Data Sources: Classroom Walk Throughs, Discipline data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Emergency procedures will be reviewed during BOY PD as well as throughout the year during faculty meetings. All Jones staff will assure every Jones student is safe by keeping classroom doors locked at all times, by never propping exterior doors open, by taking their card key with them at all times, and by always following the procedures for a lock down if required to lock down. Teachers will review lock down procedures with their students so they are aware of procedures. Teachers will monitor their students closely during restroom breaks, in the cafeteria and at recess. All outside gates will remain locked during the school day. All staff will join the Jones Remind group to ensure emergency messages are received. Anything out of the ordinary will be reported to administrators/police. **Strategy's Expected Result/Impact:** Safe Learning Environment for all students and staff. **Staff Responsible for Monitoring:** All Jones Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: All Jones staff will implement the principles of Capturing Kids Hearts--building relationships with children by learning about them, social contract, greeting at the door, classroom jobs, 4 questions, and launches. All teachers and staff will begin the year by explicitly teaching students the expectations inside and outside of the classroom. Classrooms will develop social contracts and teachers will use the CKH 4 questions. Classrooms will use a Friends and Family Board, Safe Place, Jobs Board and greet students at the door. Teachers will grow their classroom communities by incorporating affirmations and good things. Information from CKH Premium will be shared with staff and students throughout the year. **Strategy's Expected Result/Impact:** A safe positive learning environment where children feel valued. Small number of office referrals. Decrease in DMC placements which increases learning time that will increase academic achievement **Staff Responsible for Monitoring:** All Jones Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** CKH Premium - Title I, A - $4,000			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: All staff will use the Safe and Civil Schools CHAMPS guiding principles and supports and structures learned during previous district PD. Jones staff will continue to implement school wide expectations previously developed as well as further develop common area expectations. The Jones Foundations team will plan, train and monitor implementation of Safe and Civil Schools Foundations and CHAMPS training through August PD and additional trainings throughout the year, monthly meetings, data collection with feedback to the faculty and staff. **Strategy's Expected Result/Impact:** Improve school culture to decrease DMC placements which will increase learning time and improve academic achievement Positive safe learning environment for all students. **Staff Responsible for Monitoring:** Foundations Team, Administrators, Counselor **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Every classroom teacher will spend at a minimum the first 3 days of school teaching the routines, procedures and classroom and school-wide expectations(Safe and Civil Schools, CKH, CHAMPS). Team building activities will be built into the schedule throughout the school year as needed so that children feel a part of a family in each classroom (positive culture). **Strategy's Expected Result/Impact:** Positive and safe classroom environment and culture **Staff Responsible for Monitoring:** All classroom teachers, ICs, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Every teacher will have a morning meeting that will include morning announcements, good things, morning news, E8 Character trait, etc. Every Child will be taught the essential 8 character traits daily and every staff member will model the Essential 8 character traits through their words and their actions--Kindness, Tolerance, Gratitude, Philanthropy, Work Ethic, Optimism, Courage, and Leadership. The counselor will introduce the E8 character trait on Monday mornings. The counselor and teachers will address social emotional health through daily lessons using a tiered model to prevent and address problem behavior and early intervention services. All campus staff and faculty will implement the Essential 8 through modeling expected behaviors, teaching the daily lessons E8 and social skills lessons, setting behavior goals aligned to social contracts or E8 and awarding the E8 student of the month at each six weeks award ceremony. **Strategy's Expected Result/Impact:** Building a positive classroom culture and classroom environment. Positive school culture--teaching students about good character Decrease behavior incidents which will increase learning time **Staff Responsible for Monitoring:** Classroom teachers, Counselor, ICs, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: In an effort to address the social/emotional needs of our students every teacher will take the first 15 minutes of the school day to implement the Changemakers curriculum. The counselor will meet with grade level teams one time per month to review the scope and sequence as well as the lessons for the following month. **Strategy's Expected Result/Impact:** Positive school culture--teaching students about good character Decrease behavior incidents which will increase learning time **Staff Responsible for Monitoring:** Counselor, Classroom teachers, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus, SEL Curriculum - Title I, A - $500			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: All Jones students will have the opportunity to be nominated by their classroom teachers to be the Student of Character for their grade level (Character trait being studied for that month). Classroom teachers will write the nominations. These will be shared with the classroom or school and the child will be recognized by the classroom or school and will receive a Student of Character certificate, and yard sign. Student of character pictures will be hung in the main hall and one will be sent home with the students. **Strategy's Expected Result/Impact:** Recognition of positive behavior and good. character **Staff Responsible for Monitoring:** Classroom Teachers, Counselor, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: The Foundations Committee will meet a minimum of 1 time per month to make sure every teacher has the necessary resources to teach the Safe & Civil Schools classroom and school expectations. The Foundations committee will review discipline data and then will share it with the whole faculty. The Foundations committee will discuss and ensure that all Safe and Civil Schools activities are being monitored and progress is being made. **Strategy's Expected Result/Impact:** Positive school-wide culture **Staff Responsible for Monitoring:** Classroom teachers, Counselor, ICs, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: Bullying will not be tolerated therefore all bullying incidents will be addressed swiftly at the campus. They will be investigated and parents will be notified and consequences issued swiftly. Students, staff and parents will be educated on what bullying is. **Strategy's Expected Result/Impact:** Low number of bullying events, positive school culture and safe learning environment **Staff Responsible for Monitoring:** Classroom Teachers, Counselor, ICs, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 10 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 10: District SCE funds will be used to partially fund a counselor who will provide guidance lessons on career awareness for educational, personal and career development in an effort to increase the achievement of all students including those who are at-risk of dropping out of school. The school counselor will be available to work with any Jones student and the family of the student who is experiencing mental health issues. The counselor will provide ideas and information on community resources to the parents as needed. Guidance lessons will be delivered monthly for a total of 18 lessons provided by the school counselor with a focus on the brain-based Changemakers curriculum, Red Ribbon week, and career education with the goals of reduce the dropout rate, violence, drug use and improve at-risk student performance. The goal is for all children to be successful in the school setting. The counselor will report to the parent any needs identified when working with the children. All district protocols will be followed. **Strategy's Expected Result/Impact:** Students and families who feel supported Improved social and emotional wellness to increase academic achievement Promote a culture and climate of positive character qualities **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 11 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 11: Information will be sent home to parents at the beginning of each semester by the counselor in regards to the B-Safe reporting App as well as information will be sent home in regards to counseling services that the school counselor does and can provide. **Strategy's Expected Result/Impact:** Informed parents **Staff Responsible for Monitoring:** Counselor, Front Office Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 12 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 12: Parents will be kept informed of anything CKH, Safe and Civil Schools, Essential 8, and AVID. Information will be sent home weekly via the campus newsletter about these programs/ activities resulting in parents being able to discuss with their children. In addition, parents will be kept up to date via the campus website and the campus social media page. Parents, students and staff will be surveyed about Safe and Civil Schools, CKH, AVID, and Essential 8. During our Fall open house night parents will be exposed to the AVID binder and teachers will share with them their role in reviewing student planners. **Strategy's Expected Result/Impact:** Keeping Parents informed **Staff Responsible for Monitoring:** All Jones Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 13 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 13: In an effort to create a positive school climate and culture for students and staff. Jones staff will establish a house system based on the Essential 8 character traits and modeled after the Ron Clark Academy House system. Each house will include students from grades K-4and will promote the E8 character trait they are named after. Time will be set aside in the master schedule for houses to meet for team building three times a year. School-side assemblies will be held three times a year to recognize top point winners per house as well as to announce the winning house. **Strategy's Expected Result/Impact:** Promote a culture and climate of positive character qualities School connectedness **Staff Responsible for Monitoring:** All Jones staff: administrators, counselor, teachers and IAs **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Ron Clark House System App - Title I, A - $2,400			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Engage students, families, staff and the community to maximize every student's potential.

Performance Objective 1: Build spirit, pride, commitment, dedication, loyalty, and ownership within the student body, the staff, and the school families. Build positive relationships between the school and the families.

Evaluation Data Sources: Attendance at school events, Parent surveys

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: All parents will be invited to attend a minimum of one parent-teacher conference during the school year. Students' grades in all content areas, reading level, behavior, and attendance will be discussed. At this meeting, the teacher, the parent, and the child will sign the home/school compact. Teachers and parents can request a conference at any time. All parents should be informed if their child is failing in any area. Ideas of how the parent can support the child at home should be discussed. A parent-teacher conference day is scheduled in September 2025. **Strategy's Expected Result/Impact:** Increased parental involvement **Staff Responsible for Monitoring:** Teachers, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: All Jones parents will be invited to attend parent meetings, school activities to include Meet the Teacher, Open Houses, Title I meeting, Reading, Math, and Science Nights, Read by Third meetings, Transition Meetings--PK to K and 4th to 5th. etc. Parents will receive accountability information, Title I requirements, Title I Family Engagement Activities, Classroom and School-wide Expectations, Parent involvement policy (campus and district), Campus improvement plan (if requested), and home/school compact. Nutritional snacks will be provided. **Strategy's Expected Result/Impact:** Increased parental involvement **Staff Responsible for Monitoring:** All Jones Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Resources for parental involvement--snacks, books etc. - Title I, A - $1,000			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Parents will be asked to provide input on the home-school compact, the family involvement policy, and the campus improvement plan. They will also be asked to give input on ways they feel will improve the school. They will also be asked to share what resources they need to be able to help their children at home. All parents will receive a copy of the home-school compact after completing it at the parent/teacher conference. Parents will receive a copy of the family involvement policy once finalized for 2025-2026. The Campus improvement policy will be posted on the campus website and will be available to the parents upon request. The Campus Improvement plan will also be available upon request. **Strategy's Expected Result/Impact:** Increased input and involvement of parents **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Resources for parental involvement--snacks, books etc. - Title I, A - $1,000			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: All communication sent to parents (to include home school compact, family engagement policy, newsletters, invitations, ParentLinks, permission letters, etc.) will be in the language of the family. **Strategy's Expected Result/Impact:** Increased parental involvement and parents being informed in their native language **Staff Responsible for Monitoring:** Teachers, Counselor, ICs, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: All Jones parents will be informed of their child's progress throughout the school year--grades and BOY, MOY, and EOY MAP. Parents will be provided information about HAC (Home Access Center to access grades), and reports will be sent home 3 times per year with MAP results. MTSS (multi-tiered support system) meetings that will include a parent will be held for struggling students to identify interventions, accommodations, and/or request dyslexia/special education testing for the struggling student. **Strategy's Expected Result/Impact:** Improved communication between school and home regarding student academic progress. **Staff Responsible for Monitoring:** Teachers, ICs, Administrators **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: All Jones Parents will be invited to attend sessions, which include Read by 3rd & Pastries with the Principal, that will train them on ways that they can help their children at home with reading, writing, math, and their child's social/emotional health, etc. These meetings will be offered on different days of the week and at different times (during the school day, after school, on Saturdays). Topics will be based on a parent input survey that will be provided at Meet the Teacher Night and Open House. Presenters will consist of teachers, administrators, Texas A&M staff, counselor, Instructional coaches, district staff, community members, etc. **Strategy's Expected Result/Impact:** Well-supported parents are equipped to support their children at home (academically). **Staff Responsible for Monitoring:** All Jones staff **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title I, A - $500			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Jones' parents will be kept informed about Capturing Kids Hearts, Safe and Civil Schools, Essential 8, the B-Safe App, AVID, our House system, Changemakers, and School Counseling opportunities, etc. This information will be sent via newsletters, Parent Link, website, Facebook, text, Remind, etc. **Strategy's Expected Result/Impact:** Well-informed Parents **Staff Responsible for Monitoring:** All Jones Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: The attendance committee, which will consist of all grade level leaders, will develop a system of rewards and incentives(i.e., movie & popcorn parties for six weeks of perfect attendance, and a celebration for all-year perfect attendance) to motivate students and parents to ensure students are in school a minimum of 90% of the time. Attendance will be systematically monitored. Daily attendance reports will be shared with staff and discussed at monthly faculty meetings to increase staff awareness of attendance. Attendance will be monitored at DVT meetings and results shared with the truancy coordinator. **Strategy's Expected Result/Impact:** Increase in student attendance **Staff Responsible for Monitoring:** Assistant Principal, Academic Student Specialist **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Maintain a high-quality workforce to maintain student success.

Performance Objective 1: Retain 85% of teachers and other certified staff each year by providing quality professional development with instructional assistance from instructional coaches, the C & I department, as well as mentoring through the Jones Mentor Program by May 2026.

Evaluation Data Sources: Number of resignations, quality & quantity of mentoring meetings, agendas, and sign-in sheets, and year-end evaluations

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: All staff will be provided beginning of the year training to include the staff handbook, Safe and Civil Schools, CKH, AVID, the MTSS process, Lesson planning, classroom expectations--word wall, social contract, special ed accommodations for students, 504 accommodations for students, Grading Guidelines, etc. All instructional assistants will be provided training on Skyward, Phone Usage, Professionalism, School attire, how to support students, morning, lunch and after school duties etc. **Strategy's Expected Result/Impact:** BOY Expectations Communicate effectively with staff --school expectations **Staff Responsible for Monitoring:** ICs, Counselor, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: All staff to include instructional assistants, teachers, instructional coaches, counselor, and administrators will be provided job specific professional development to include MTSS Training, the GT identification process, state testing, accommodations/designated supports, supplemental aids, manipulatives, special ed, 504, LPAC, classroom management, AVID, Safe and Civil Schools Foundations, Capturing Kids Hearts, CHAMPS training, content specific training, safety as well as other topics where training is needed. All staff will be provided school safety training continuously throughout the year. This will include drills, updates to any safety protocols, how to educate children on school safety, and what can be provided to parents in regards to school safety. **Strategy's Expected Result/Impact:** Well trained and supported staff, Safe, positive school environment for all students and staff **Staff Responsible for Monitoring:** ICs and administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Title I, A - $5,000			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers will receive stipends if eligible (Bilingual , SPED, ESL) for hard to fill positions to promote retention rates of teachers. **Strategy's Expected Result/Impact:** Retain highly qualified staff and increase retention rates **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - District			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: All campus staff will be evaluated annually. All teachers will be evaluated using the T-TESS Rubric and Evaluation document. Teachers will have walk throughs, a formal observation and a summative evaluation. Staff will be provided feedback in regards to performance through walk throughs, observation and summative. Instructional assistants and paraprofessionals will be evaluated using a district evaluation document. Input from teachers will be received and used in the evaluation. The Teacher Incentive Allotment (TIA) will be implemented to promote teacher retention through financial rewards and recognition for high quality teaching which will be measured through T-TESS and student growth measures from MAP assessments. **Strategy's Expected Result/Impact:** Well-Supported staff **Staff Responsible for Monitoring:** ICs and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: All teachers and instructional staff will be encouraged to attend trainings, webinars, book and article studies, etc. in an effort to continue learning and strengthening teaching skills. Teachers and instructional assistants will be encouraged to pursue degrees and gain additional credentials. **Strategy's Expected Result/Impact:** Well-supported and trained staff **Staff Responsible for Monitoring:** ICs and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Registration, travel - Title II, A - $1,000			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Campus mentor coordinators will be trained by the district Coordinator and then will support new teachers on the campus. Campus mentor coordinators will lead new teachers and mentor/mentee meetings and trainings in an effort to train support and retain our Jones teachers. Throughout the year new teachers will be provided training and guidance on everything new teachers need in their first year. All new teachers will also be provided a mentor. **Strategy's Expected Result/Impact:** Retain our Teachers **Staff Responsible for Monitoring:** Mentor Coordinators, ICs, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Academic support specialist will support students, instruction, teachers and staff at the campus by managing/coordinating assessment, attendance and truancy, teacher observations, feedback, etc. Academic feedback will be provided to teachers. Trainings will be provided so teachers are well informed and supported. **Strategy's Expected Result/Impact:** Well supported teachers **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Salary (covered by district) - Title I, A - $59,174, Salary (covered by district) - State Comp - $30,000			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Our staff will take time to celebrate the successes of staff throughout the school year. We will do this through shout outs, notes, gatherings, morning announcements, Facebook posts etc. In addition, staff will meet in house teams to interact as well as plan for house team building with students. **Strategy's Expected Result/Impact:** Well-supported staff **Staff Responsible for Monitoring:** ICs and Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Ensure all students are positioned for postsecondary success.

Performance Objective 1: Overall, 40% of Jones students will meet or master in reading and math on the STAAR assessment through aligned tier 1 instruction and targeted tier 2 interventions by May 2026.

Evaluation Data Sources: DBAs, Benchmarks, MAP, STAAR, CIRCLE, JILT Meeting attendance, Progress Monitoring Meeting attendance

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Student grades will be monitored at progress reports and report cards intervals in an effort to intervene early. Parents will be contacted for failing grades by phone or in person. Students who fail a content area 2 six weeks in a row must complete a contract with the content area teacher --agreements on what each promise to do to get the student to pass the content area. Mastery checks, DBAs, benchmarks, MAP testing, and teacher made tests, projects, and assignments will also be used to monitor student progress. **Strategy's Expected Result/Impact:** Academically successful students **Staff Responsible for Monitoring:** Classroom teachers, ICs, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: MTSS Meetings will be held for students who are struggling academically, behaviorally, socially, or have a medical condition. The MTSS Committee will make recommendations in regards to interventions, accommodations, supplemental aids, counseling services, etc. All information will be documented through Branching Minds. Intervention data will also be stored in Branching Minds. Follow up meetings will be scheduled to follow up on student progress. **Strategy's Expected Result/Impact:** Academically successful students **Staff Responsible for Monitoring:** Teachers, ICs, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: School data to include attendance, discipline and academics will be monitored closely in an effort to make changes, add supports, incentives, etc. to improve data in these areas. Teachers will be provided updates on this data monthly. **Strategy's Expected Result/Impact:** Improved data in attendance, discipline, academics **Staff Responsible for Monitoring:** Teachers, ICs, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: All students in grades PK to 4 will have the opportunity to read independently daily for pleasure in an effort to promote a love of reading. Teachers will develop a system of initiatives to promote literacy to include holding reading conferences to discuss each student's book, read alouds to model good reading, reading nights, book character days, author visits, and a Bluebonnet Book Club. **Strategy's Expected Result/Impact:** Building that love of reading in children, building fluency and comprehension and vocabulary, increas academic achievement **Staff Responsible for Monitoring:** Classroom teachers, Reading IC, library assistant, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Teachers will set goals with students individually on AR, DBA, Benchmarks, MAP, Imagine Math and STAAR with a focus on Meets and Mastered levels of mastery. **Strategy's Expected Result/Impact:** Increase academic achievement **Staff Responsible for Monitoring:** Instructional Leadership Team			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Instructional technology will be integrated into the curriculum via classroom PD and included in planning PLC. Updated or current technology will be available to strengthen the academic program, increase the amount of quality learning time and provide an enriched curriculum including activities to provide a well-rounded education. **Strategy's Expected Result/Impact:** Increase student academic achievement **Staff Responsible for Monitoring:** Instructional Leadership Team **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - District			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Teachers will provide enriched instruction for gifted and high achieving students. Gifted students will receive enriched instruction through a pullout program with a GT coach. Projects will be displayed at Family Reading/Math Nights and the district showcase. New teachers will participate in the 30 hour GT training required by TEA. **Strategy's Expected Result/Impact:** Increase in meets and masters levels on STAAR **Staff Responsible for Monitoring:** GT Coach			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: The instructional leadership team will participate in weekly planning PLC meetings and provide feedback on the implementation of best practices that can be implemented in the classroom. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Instructional Leadership Team			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: Continue the implementation of the AVID program in an effort to foster a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms. A team of teachers will attend a summer conference, revise the implementation plan, then return to the campus and train/update all staff. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** AVID Implementation team **TEA Priorities:** Improve low-performing schools **Funding Sources:** - Title I, A - $5,000			

Strategy 10 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 10: Teachers of emergent bilinguals will continue implementing Summit K-12 in their classrooms to help our EBs be better prepared for the TELPAS assessment as well as to show growth in their English acquisition. Campus administrators will meet with teachers after every six weeks to ensure students are meeting the recommended minutes, as set by the bilingual department and established to ensure growth in the acquisition of English. If minutes are not being met, teachers will have to develop acceleration plans with their administrator to ensure that students are caught up with their minutes on the Summit K-12 platform. **Strategy's Expected Result/Impact:** Increased English proficiency of EBs **Staff Responsible for Monitoring:** Administrators and classroom teachers of EBs **ESF Levers:** Lever 5: Effective Instruction			

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Ensure all students are positioned for postsecondary success.

Performance Objective 2: The Jones Instructional Leadership Team (JILT), which includes instructional coaches, counselor, and administrators, will collaborate and communicate regularly, using instructional data to make instructional decisions resulting in increased academic achievement in every classroom.

Evaluation Data Sources: JILT Meeting attendance, PLC Meeting attendance

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: The Jones Leadership Team will: 1. look at data to include attendance, discipline and academic before meeting with teachers and then making instructional decisions collaboratively, resulting in increased student achievement for students. 2. The Campus Assessment Coordinator and the campus LPAC administrator will support campus staff through training, looking at data, making accommodation /designated support and supplemental aid decisions. 3. Campus administrators will attend and participate in lesson planning sessions, PLCs, and Progress monitoring sessions with teachers and instructional coaches. This data will be used to make instructional decisions. Campus admin will do walk throughs and provide feedback to teachers in an effort to have the best instruction in classrooms. **Strategy's Expected Result/Impact:** Improved academic support and academic achievement. Improved attendance and discipline. **Staff Responsible for Monitoring:** Classroom teachers, ICs, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: The Jones Leadership Team will work together to make the safety of every Jones student and staff the number one priority. This will be done by following safety protocols at the campus, monitoring of the campus, trainings, discussions, drills, updates etc. **Strategy's Expected Result/Impact:** A safe school environment **Staff Responsible for Monitoring:** ICs, Counselor, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Jones Elementary

Total SCE Funds: $39,072.00
Total FTEs Funded by SCE: 0.33
Brief Description of SCE Services and/or Programs

SCE funds will support the purchase of the Accelerated Reader program for all Jones students and RAZ Kids and Reading A-Z programs for grades PK-2. The SCE funds will help support the purchase of instructional math, reading, writing and science resources--$15,000. SCE funds will also assist with the payment of interventionists. It will also support PD opportunities to include CKH, AVID, and Lead4ward.

Personnel for Jones Elementary

Name	Position	FTE
Tara Hunter	Academic Student Support Specialist	0.33

Title I Personnel

Name	Position	Program	FTE
Tara Hunter	Academic Student Support Specialist	Title I	.66

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3	Staff development materials		$5,000.00
2	1	1			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	6			$0.00
2	1	7			$0.00
2	1	8			$0.00
2	1	9			$0.00
2	1	10			$0.00
2	1	11			$0.00
2	1	12			$0.00
3	1	1			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	1	7			$0.00
3	1	8			$0.00
4	1	1			$0.00
4	1	4			$0.00
4	1	6			$0.00
4	1	8			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
5	1	4			$0.00

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	2			$0.00
				Sub-Total	$5,000.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	3			$0.00
5	1	6			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	7	Salary (covered by district)		$30,000.00
				Sub-Total	$30,000.00

Title II, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	5	Registration, travel		$1,000.00
				Sub-Total	$1,000.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3	Instructional Resources, Raz Kids, Reading A-Z, CKH Premium, etc.		$10,000.00
1	1	5	Prof tutors		$5,000.00
1	1	6	Interventionists and educational aid		$107,000.00
1	1	7			$0.00
2	1	2	CKH Premium		$4,000.00
2	1	6	SEL Curriculum		$500.00
2	1	13	Ron Clark House System App		$2,400.00
3	1	2	Resources for parental involvement--snacks, books etc.		$1,000.00
3	1	3	Resources for parental involvement--snacks, books etc.		$1,000.00
3	1	6			$500.00
4	1	2			$5,000.00
4	1	7	Salary (covered by district)		$59,174.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	9			$5,000.00
				Sub-Total	$200,574.00

Bryan Independent School District

Kemp/Carver Elementary

2025-2026 Campus Improvement Plan



Board Approval Date: June 24, 2025

Mission Statement

Kemp-Carver will grant challenging, authentic, real-world learning experiences in a supportive environment in order to prepare students for success today and in the future.

Vision

The vision of Kemp-Carver Elementary is to create a community of learners, where students and teachers want to come to school because of the relationships they form and the academic success they achieve.

Value Statement

Guidelines for Success:

At Kemp-Carver, we:

Are Inclusive

Dedicated

Connected

Celebrate the Wins!

Somos inclusivos

Dedicados

Estamos conectados

Celebramos las victorias!

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Comprehensive Needs Assessment

Revised/Approved: June 24, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

CNA Summary Overview

In the last few months of school, the Kemp-Carver CNA Planning Team met on May 19 and June 3 to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of the following stakeholders:

- Alison Boggan- Principal
- Tina Palasota- Assistant Principal
- Catie Bushman- Counselor
- Elizabeth Strickland- Part time instructional specialist
- Lindsey Mikulec- Teacher
- Charlotte Keifer- Teacher
- Magda Reyes- bilingual teacher
- Krystle Tone- Teacher
- Kristi Hancock- Teacher
- Lindy Warner- Teacher
- Cara Peters- Special Education teacher
- Angelica Seneff- Parent
- Lyndee Harrison- Parent
- Melissa Silva- Community Member
- Robbye Taylor- Community Member
- Aneysha Gray- Instructional Assistant
- Marcus Turner- Behavior Specialist

Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs.

Data sources analyzed by the committee included:

- Student Achievement Data (STAAR, TELPAS, MAP, CIRCLE, benchmarks)
- Attendance data

- Discipline data
- Parent, Student and Staff surveys
- Demographics data (ethnicity, economic status, SPED, EB, GT, homeless, At-risk)
- TAPR Report
- Program Participation Data
- Stakeholders input
- Sign in sheets from parent events

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- KC is an inclusive campus and takes pride in the many sped programs housed here
- Staff turnover rate remains daily low (although our sped department has been hit hard this year due to marriage and moving)
- We serve a diverse population of students
- We improved by 7% in RLA and 8% in Math in 4th grade this year
- Masters % increased lightly
- Tutors are doing a great job of supporting instruction and helping increase student achievement
- 19 kids showed Accelerated growth in 4th Math
- 48 kids showed Expected growth in 4th Math
- 39 kids showed Expected growth in 4th RLA
- Ample resources/technology
- Amazing tutors and interventionists
- STEM activities such as robotics, chess, choir
- Retention of veteran teachers
- Behavior incidents decreased from 23-24
- 96% of staff said KC has a positive school culture

Needs

- Our sped population continues to grow although the number of staff to work with them decreases
- Discipline referrals for AA males continues to be higher than other sub-pops
- Demographics of staff doesn't reflect our student body
- 17 kids showed limited growth in 4th Math
- Only 6 kids showed accelerated growth in 4th RLA
- 38 kids showed limited growth in 4th RLA
- Overall low % of Meets and Masters in 3rd/4th grade RLA/Math
- Only 3 kids in 2nd-4th had an overall composite score of Advanced High on TELPAS
- High number of sped kids in one class makes it difficult to best meet their needs
- Attendance continues to be a struggle
- Too many online programs
- African American students count for 49% of discipline incidents
- General education teachers have a lack of understanding of AU and ED behaviors

Due to needs assessment findings, student academic growth, attendance, behavior for African Americans, and parent engagement for all families were identified as targeted areas of need. We will continue to build on our strengths while adding a bigger focus on differentiating instruction to best meet the needs of all students, increasing attendance, increasing parent engagement and continuing to focus on the social/emotional/behavioral needs of our students (particularly our African American population) to continue to grow and improve as a campus for the 2025-2026 school year.

Title I, Element 1

Demographics

Demographics Summary

Kemp-Carver Elementary School is an elementary school in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 104,487 people. Of these individuals, 14% are African American, 42% are White, and 39% are Hispanic. The median household income for Bryan, TX is $59,315 with 20.7% of the people living in poverty. In this community 83.9% of individuals over 25 have a high school diploma and 29% have a Bachelor's degree or higher.

For the 2024-2025 school year, we have 596 students in grades PreK-4th grade. Of our 596 students, 157 (26%) are African American, 41 are White (7%) and 343 (58%) are Hispanic. These percentages have remained stable over the past three years. The following programs are housed on our campus: Early transition bilingual, ES, Special Education (SAILS, ECSE, BEST, Resource), 504 and Gifted and Talented.

Looking at other information, we see that we have 90% that are economically disadvantaged and 37% that are limited emergent bilingual students. We have 5% students in our dyslexia program, 1.24% in our 504 program along with 3% and 28% in our Gifted and Talented and Special Education programs respectively. These percentages have remained stable over the past three years for bilingual and Gifted and Talented, but have increased for special education.

There are 43 total teachers at Kemp-Carver. Of that number 7% are African American, 63% are White, and 30% are Hispanic. The average experience of our teachers at KC is 6-10 years, which is about the same from last year's average.

Demographics Strengths

Demographics Strengths:

- Retention rate of staff has been higher these past couple of years.
- We are hiring teachers with experience and they are staying at KC.
- Our staff is good at working with a diverse population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers are struggling to meet the varied academic and behavioral needs of our students.
Root Cause: General education teachers lack professional development in differentiating instruction for all learners.

Student Learning

Student Learning Summary

Student Academic Achievement Summary

For 2024, Kemp-Carver Elementary STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made.

Students performed at or above the state average at Meets Grade Level for the following grades/subjects:
We were above the district but below the state in 4th grade math. All other subjects and grade levels, we were below the district and state scores.

There are many things we do right at Kemp-Carver as far as academic achievement goes. However, we still have many gaps in several areas and our kids are continuing to not grow at the rate we expect them to grow. With the implementation of Reading Horizons two years ago, we are seeing growth in the area of our students being able to decode words, but this is not transferring over to our students being able to read fluently. The data shows we have a better understanding of STAAR 2.0 and how to better support our students so they can be successful on ECRs and SCRs. TELPAS continues to be a struggle for us- we are not making the growth at the rate we need to. As we reviewed our student academic data, the following strengths and weaknesses were identified:

Strengths:

- African American performance on STAAR Math in 4th grade is 58% and 67% for RLA
- Only 3 kids in 2nd-4th had an Advanced High composite score on TELPAS
- 24 kids showed limited growth in 4th Math and 32 in 4th RLA
- K/1 students are not showing much growth in the area of reading on MAP
- Overall low % of Meets and Masters in 3rd/4th grade reading and math
- 17 kids showed limited growth in 4th grade math
- Only 6 kids showed Accelerated growth in 4th Reading
- 38 kids showed limited growth in 4th Reading

Weaknesses:

- Only 3 kids in 2nd-4th had an Advanced High composite score on TELPAS
- 24 kids showed limited growth in 4th Math and 32 in 4th RLA
- K/1 students are not showing much growth in the area of reading on MAP
- Overall low % of Meets and Masters in 3rd/4th grade reading and math
- 17 kids showed limited growth in 4th grade math
- Only 6 kids showed Accelerated growth in 4th Reading
- 38 kids showed limited growth in 4th Reading

The following academic support programs are available on campus:

- Resource- Special education students
- ICS- Special education students
- Academic intervention- TIER 2 and Tier 3 students (and students who did not meet expectations on STAAR)
- Thrilling Thursday- begins in February for 3rd and 4th grade students to better prepare them for STAAR

In an effort to meet the needs of students at-risk of failing the state assessments and ensuring all students demonstrate sufficient growth, we have a part time instructional specialist, Elizabeth Strickland, and 6 certified teachers who are providing differentiated instruction in small group settings for intervention. In addition, we also have Thrilling Thursdays that begin in February to provide enrichment for 3rd and 4th grade identified students to better prepare them for the upcoming STAAR tests.

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.

The data continues to show that our students are not growing at the rate we expect them to, starting in PreK. Small group instruction, strong TIER 1 instruction, alignment of student expectations, data analysis, and purposeful planning need to continue to be our focus for the 2025-2026 school year. We will continue working on ensuring that we are planning for the needs of all students and analyze instructional practices to improve differentiation. We also need to put a focus on being intentional about how we track mastery and use that information to guide our instruction.

We continued with the implementation of SummitK12 this year to help prepare our students for the online TELPAS test. We need to do a better job of analyzing TELPAS data to create action plans to improve our student achievement. With only one student achieving Advanced High in speaking in grades 2-4, we have to do things differently and focus on this area more.

Because of the population of students we serve at Kemp-Carver, our students are lacking in real life experiences, even before they start school. We are excited about possibly using Title 1 funds this year to be able to provide life experiences through field trips. The more students get to experience, the better they are able to make connections to new learning.

Student Learning Strengths

Strengths:

- African American performance on STAAR Math in 4th grade is 58% and 67% for RLA
- Only 3 kids in 2nd-4th had an Advanced High composite score on TELPAS
- 24 kids showed limited growth in 4th Math and 32 in 4th RLA
- K/1 students are not showing much growth in the area of reading on MAP
- Overall low % of Meets and Masters in 3rd/4th grade reading and math
- 17 kids showed limited growth in 4th grade math
- Only 6 kids showed Accelerated growth in 4th Reading
- 38 kids showed limited growth in 4th Reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not demonstrating projected academic growth on MAP, STAAR or TELPAS.
Root Cause: Teachers have not been properly trained on how to differentiate instruction.

Problem Statement 2: Only 72% of students met Approaches on STAAR Math and 74% on STAAR Reading this year.
Root Cause: Teachers are not differentiating their instruction to meet the needs of their low kids or their higher achieving students.

School Processes & Programs

School Processes & Programs Summary

Processes and Programs Summary

Our school day at Kemp-Carver begins at 7:35 AM and ends at 3:10 PM. The master schedule has been designed to provide common planning teams for all teams. At Kemp-Carver, all of our teachers implement and teach the Bryan ISD Curriculum. We consistently analyze data to plan and guide our needs-based instruction. Although grade levels plan collaboratively, we need to do some restructuring to ensure this time is maximized and being used effectively to best meet the needs of our students. Small group instruction is happening daily, but we need to put more of a focus on ensuring the instruction is targeted, rigorous and aligned to SE's.

Currently we have 6 part time tutors and an Instructional Specialist who are funded through Title 1, SCE and ESSER funds to provide interventions to fill learning gaps in our students K-4.

Kemp-Carver Elementary uses the following practices to recruit, hire, and place staff: Depending on what position we are hiring for, there is a committee that includes teachers, counselor, ICs, and administrators who participate in the interview process. We have a standard set of questions we ask for teacher interviews and for Instructional Assistant interviews. We participate in the A&M Job Fair if we have openings we need to fill. Every year in March, Mrs. Boggan sends out a google form asking staff to state if they are returning to KC the following year and whether they would like to stay in their current position or try something new. Teachers are able to rank their 1st, 2nd and 3rd choices for grade levels, knowing that the decision is ultimately made by Mrs. Boggan based on what is in the best interest of all students at Kemp-Carver.

Staff are evaluated annually according to district policy. Support is provided to staff based on need. Kemp-Carver administrative team conducts T-TESS evaluations one time per year and walkthroughs on each classroom teacher throughout the year. Feedback is given to help provide ideas/suggestions to improve teacher performance and ultimately improve student achievement. Administrators and ICs meet frequently to discuss teacher performance and put plans in place to provide support to teachers most in need. KC follows the district mentoring program to ensure we are supporting our novice teachers.

Professional development is planned based on district incentives, observation results, student academic performance, teacher needs, etc. This year, Kemp-Carver Elementary participated in the following professional development opportunities: Foundations, Reading Horizons, CHAMPS, Special Education, BEST program, data analysis, MTSS, SummitK12, school safety, the importance of planning, de-escalation strategies, and value of anchor charts.

For the current school year, participation in various programs can be seen in the table below:

Program	Participation Rate
Special Education	27.89%
ESL/EB	2.84%
EB	37.48%
Economically Disadvantaged	90.23%
Gifted & Talented	2.66%
Dyslexia	4.97%
Section 504	1.24%
Migrant	0%
Homeless	1.6%

In general, the number of discipline incidents has decreased as compared to prior years. The frequent offenses at Kemp-Carver were: punching/hitting, action to cause disruption, verbal abuse/derogatory/offensive gestures, elements of assault. The campus continues to implement Safe and Civil Schools. Additionally, Kemp-Carver uses the following procedures to reduce the overuse of discipline practices: de-escalation strategies from Coaching CHAMPS, teacher managed/office managed behaviors, and ensuring we are implementing accommodations for all students receiving special services, daily social skills, Boggan's BINGO to recognize positive behavior, etc.

All staff participate in annual mandate courses over topics such as sexual harassment, bullying, violence, school safety, and suicide to ensure we know what red flags to look for in our Cubs to ensure we are keeping them safe at all times. We have a security guard on campus to help ensure our safety. Mr. Johnson is responsible for walking the building throughout the day to ensure exterior doors are locked, interior doors are closed and locked, and keeping an eye on the perimeter of the building. All visitors are required to check in at the front office and be scanned through our Raptor System. Visitors who are not following these procedures are escorted back to the front office to ensure they are checked in and given a badge. We are in our 3rd year of implementation of Foundations with Safe and Civil Schools which has allowed us to review policies and procedures to ensure we are providing a safe environment for all of our students. Students are acknowledged for their positive behavior through Boggan's BINGO, which we implemented with fidelity this year and will continue to implement for the 25-26 school year.

School Processes & Programs Strengths

Strengths:

- Amazing tutors and interventionist
- Ample resources and technology
- Small group instruction is non-negotiable

- Dyslexia screener is K/1
- STEM activities such as robotics, chess, choir

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our campus attendance rate for the 24-25 school year was 95.13%
Root Cause: Parents do not have an understanding of the impact daily attendance has on their child's academic progress and success.

Perceptions

Perceptions Summary

Student Engagement

Our school and our community has been through several transformations in the past 60 years. Kemp was the Black High School during segregation, so there are very close ties with the community and a lot of history within our building. Through district realignment, Kemp has been a 6th grade campus, a PreK-5th grade campus and now a PreK-4th grade campus.

We have established a wonderful partnership with Declaration Church and Christ's Way Church. They are wonderful mentors to our students and spend countless hours blessing our staff with snacks and goodies. Declaration implemented Kemp PALS (mentoring program) several years ago and will continue with it during the 23-24 school year. This has been a wonderful opportunity for community members to engage on a personal level with our students.

In general, the number of discipline incidents has decreased as compared to prior years. The frequent offenses at Kemp-Carver Elementary were: punching/hitting, action to cause disruption, verbal abuse/derogatory/offensive gestures, elements of assault.

The campus continues to implement Safe and Civil Schools. Additionally, Kemp-Carver uses the following procedures to reduce the overuse of discipline practices: de-escalation strategies from Coaching CHAMPS, teacher managed/office managed behaviors, and ensuring we are implementing accommodations for all students receiving special services, daily social skills, Boggan's BINGO to recognize positive behavior, etc.

Results from the student survey indicate that 100% of the students that completed the survey feel like teachers care about them. 98% of students said that adults at the school treat them with kindness. We were able to get 90% of all 3rd and 4th grade students to take the survey this year.

The teacher turnover data as reported on the most recent TAPR was 74%, which is down from 76% the prior year.

Results from the student survey indicate that staff is generally happy with their job at KC. 96% of staff who completed the survey said that our campus has a positive school culture, which was an increase of 9% from the previous year. 100% of staff enjoy coming to work and 91% are satisfied with their job in Bryan ISD.

Parent/family participation in campus events has stayed about the same as compared to prior years. The most attended events were the Holiday Sing Along and grade level music performances. Hispanic families attend family engagement events at a much higher rate than our African American families.

Parents' work schedules sometimes do not allow them to attend Family Engagement events. Some parents stated in the surveys that they didn't know about events. All communication about events is done through Class Dojo and Black Board with an email and a text message. Teachers also send home reminders about events on their Class Dojo page.

Results from the student survey indicate that 100% of parents feel welcome at KC and feel that the staff truly care about their child. 96% of parents feel the school is overall a friendly place while 100% of parents feel their child is safe while at school.

Perceptions Strengths

Strengths:

- Bilingual parents actively participate in family events
- Retention of veteran teachers
- # of behavior incidents decreased from 23-24
- 96% of staff said KC has a positive school culture

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Discipline referral data is not representative of the campus demographics.
Root Cause: Student's academic, social and emotional needs are not being adequately met.

Problem Statement 2: Relative to our enrollment numbers, we have low parental involvement.
Root Cause: Transportation, language barriers and child care hinder parent's attendance at events.

Priority Problem Statements

Goals

Goal 1: Kemp-Carver will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all sub groups show the state growth requirements.

Performance Objective 1: By the end of the 2025-2026 school year, all Kemp-Carver teachers will implement best practices in order to ensure all students exhibit growth on assessments as evidenced by STAAR, district assessments and universal screeners.

Evaluation Data Sources: STAAR, MAP, CIRCLE, district assessments

Strategy 1 Details	Reviews		
Strategy 1: Ensure GT and High Achieving students are clusted in order to provide an enriched and accelerated instruction.	Formative		Summative
Strategy's Expected Result/Impact: Increased student achievement Progress monitoring	Nov	Mar	June
Staff Responsible for Monitoring: Principal/AP's Teachers IC's **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
Strategy 2: To address the needs of all students, particularly those at-risk of failing state assessments, Instructional Coaches will support teachers and students by providing ongoing professional development, assisting in lesson plan development, model teaching and providing feedback.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Increased teacher content knowledge Increased student achievement **Staff Responsible for Monitoring:** Principal/AP's IC's **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** IC PTE - State Comp, IC - Title I, A			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Provide the least restrictive educational setting appropriate, especially for reading and math, to meet the students' IEP with an intentional effort to increase the amount of time in the general ed classroom by the use of an In-Class support approach, co-teaching and team teaching. **Strategy's Expected Result/Impact:** Increased student achievement of sped students **Staff Responsible for Monitoring:** Principal/AP's Sped Teachers IC's **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Develop and monitor daily schedules designed to increase the amount and quality of learning time and ensure we are providing a well rounded education. **Strategy's Expected Result/Impact:** Review of daily schedules Master schedule **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Provide sufficient opportunities for discovery and inquiry based learning, critical thinking, problem solving and student directed service-learning projects to increase relevancy and ensure a path to graduation and post secondary success via: authentic learning experiences, academic games, field trips for grade levels (possibly for 4th grade to Camp Allen) "real reading" materials/experiences, hands on learning **Strategy's Expected Result/Impact:** Teacher observation data **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** - Title I, A - $4,000			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Campus staff will utilize multiple funding sources to include Title I funds, SCE funds, local budget, ESSER funds, special education and grants to purchase instructional resources, manipulatives, books, technology equipment, consultants and supplemental positions. **Strategy's Expected Result/Impact:** Increased academic performance for all students **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** Library Books - Title I, A - $4,000, Instructional resources - Title I, A - $3,000, Student technology - Title I, A - $1,000			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Quality Tier I instruction will be provided to all students in all classrooms to ensure all students are provided the opportunity to meet state standards. **Strategy's Expected Result/Impact:** Increased student achievement for all students **Staff Responsible for Monitoring:** Principal, Teachers, IC's **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Students will participate in moderate to vigorous physical activity for a minimum of 30 minutes daily, 135 per week, or 225 over 2 weeks. Parents will receive Fitness Gram results each academic year. **Strategy's Expected Result/Impact:** Positive influence on student health decrease in off-task behavior in classrooms **Staff Responsible for Monitoring:** PE teacher			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Kemp-Carver will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all sub groups show the state growth requirements.

Performance Objective 2: All teachers will regularly and effectively monitor and review assessment data in order to determine appropriate intervention and/or enrichment.

High Priority

Evaluation Data Sources: STAAR Data
MAP Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teachers will provide differentiated instruction to meet the needs of low-achieving students and enrich the curriculum for high-achieving students. **Strategy's Expected Result/Impact:** Increased student achievement Teacher observation data Lesson plans **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Regularly progress monitor as a grade level in order to identify struggling students and to track progress of high achieving students. **Strategy's Expected Result/Impact:** Increased student achievement Teacher observation data Student progress monitoring Lesson plans **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers will conduct goal-setting conferences with each student to discuss goals and strategies to improve student achievement. **Strategy's Expected Result/Impact:** Student achievement data Goal setting binder Teacher observation data **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Regular MTSS meetings will be held for students struggling academically or behaviorally in order to plan for an monitor the effectiveness of research-based Tier 2 and Tier 3 interventions. **Strategy's Expected Result/Impact:** Increased student achievement Targeted and timely interventions Identification of students for SPED, dyslexia or GT referrals **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's Part time instructional specialist **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Teachers will provide timely and effective assistance (before and after school, Thrilling Thursdays) to all student groups (AA, Hispanic, SPED, ELL, ED, 504, Homeless, Migrant) who experience difficulty mastering the state standards using appropriate interventions increasing the academic performance of all students, particularly those at-risk students. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's Instructional Specialist			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Thrilling Thursdays will be implemented for 3rd and 4th graders who are at risk of not meeting state standards on STAAR starting in January to provide intense instruction for students based on individual needs. **Strategy's Expected Result/Impact:** Increased student achievement Progress monitoring **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** Tutors - Title I, A - $78,837			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Utilize research-based materials in tutoring, small group instruction and stations for extended practice to target specific objectives for improvement. **Strategy's Expected Result/Impact:** Increased student achievement Progress monitoring **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's Tutors Instructional specialist **Funding Sources:** - Title I, A			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Comprehensive Needs Assessment will be conducted to evaluate student performance with regards to state standards, attendance/discipline data, STAAR results, MAP data, Campus Improvement Plan and parent/staff surveys in order to ensure that needs are met. **Strategy's Expected Result/Impact:** Campus planning Increased student achievement **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's CNA team **Funding Sources:** - Local Funds - Campus			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: Combine campus funds, Title I, SCE and district funds to reduce disparity in performance on state assessment instruments between students in at-risk situations and students not identified as at-risk. **Strategy's Expected Result/Impact:** Increased Student achievement for all students **Staff Responsible for Monitoring:** Principal			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Kemp-Carver will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all sub groups show the state growth requirements.

Performance Objective 3: By the end of the 2026 school year, Kemp-Carver will have at least 46% of students reach "Meets" and 20% of students will reach "Masters" on STAAR.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Provide interventions using part time Instructional Specialists and tutors in the area of reading, writing and math. Interventions will be determined based on data and will be documented through the MTSS process. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's Instructional specialist **Funding Sources:** Instructional Specialist - Title I, A, Smart Snacks - Title I, A, Paraprofessional tutor for academic support - Title I, D - $5,000			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Thrilling Thursday will be implemented for 3rd and 4th graders starting in January to provide intense instruction for students based on individual needs. **Strategy's Expected Result/Impact:** Increased student achievement Progress monitoring **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** Tutors - Title I, A			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Kemp-Carver will meet the needs of individual students by supporting teaching and learning through effective, tiered implementation of the district's curriculum in order to ensure that students in all sub groups show the state growth requirements.

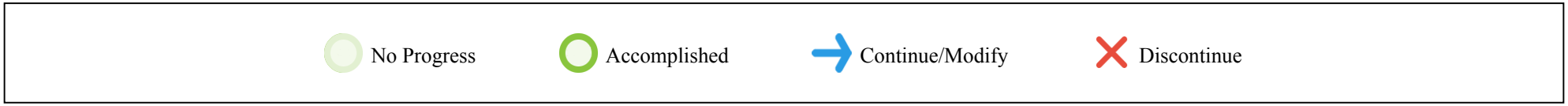
Performance Objective 4: By the end of the 2025-2026 school year, at least 50% of students will meet the expected growth measure of at least one year on EOY Reading MAP testing in K-2 and 75% approaches on 3rd/4th grade STAAR. RLA and Math.

Evaluation Data Sources: STAAR data
MAP data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: K-4 teachers will use reading computer programs such as Story Works, Pebble Go, Summit K12 and RLA Mastery to supplement reading instruction. **Strategy's Expected Result/Impact:** Increase reading fluency and reading skills for all students **Staff Responsible for Monitoring:** Principal Teachers ELA IC **Funding Sources:** Instructional resources - Title I, A - $15,000			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Kinder-3rd grade teachers will explicitly teach phonics daily by using Reading Horizons. **Strategy's Expected Result/Impact:** Increased reading level of students **Staff Responsible for Monitoring:** Principal Teachers ELA IC **Funding Sources:** - Local Funds - District			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Use of small group instruction and stations to meet the diverse needs of students. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal/AP's Teachers IC's **Funding Sources:** - Local Funds - Campus			


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 2: Kemp-Carver will foster a positive culture and climate in order to provide a safe learning environment which supports academic success and student attendance.

Performance Objective 1: By the end of the 2025-2026 school year, Kemp-Carver will maintain an attendance rate of 95%.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Educate parents on attendance requirements and the importance of attendance on academic success, with careful attention to PreK and kinder parents. **Strategy's Expected Result/Impact:** Increase student attendance data **Staff Responsible for Monitoring:** Principal/AP's Attendance Clerk Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Regular attendance committee meetings to monitor attendance and track at-risk students who are not meeting attendance requirements. **Strategy's Expected Result/Impact:** Increased student attendance data Increased student achievement **Staff Responsible for Monitoring:** Principal/AP's Attendance clerk Teachers			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Google form will be completed daily by 8:30 AM by teachers so office staff can make parent phone calls for students who are absent. **Strategy's Expected Result/Impact:** Increased student attendance data **Staff Responsible for Monitoring:** Principal/AP's Attendance clerk Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Create and maintain incentives for student attendance. **Strategy's Expected Result/Impact:** Increased student attendance data Increased parent awareness **Staff Responsible for Monitoring:** Principal/AP's Attendance clerk Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: File truancy in a timely manner when tardies and/or absences become a concern. **Strategy's Expected Result/Impact:** Increase student attendance **Staff Responsible for Monitoring:** Principal/AP's Attendance clerk **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Kemp-Carver will foster a positive culture and climate in order to provide a safe learning environment which supports academic success and student attendance.

Performance Objective 2: Provide opportunities for students to develop self-awareness skills and coping strategies to positively impact them academically, socially and physically.

Evaluation Data Sources: Discipline data
Increased student achievement

Strategy 1 Details	Reviews		
Strategy 1: Staff will recognize positive behaviors through Boggan's BiNGO.	Formative		Summative
Strategy's Expected Result/Impact: Discipline data Increased student achievement **Staff Responsible for Monitoring:** Foundations team Classroom teachers **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: The Paw Patrol team will meet frequently to develop action plans for the implementation of Foundations and share with staff during PD throughout the year as needed.	Formative		Summative
Strategy's Expected Result/Impact: Discipline data Increased student achievement Positive school culture **Staff Responsible for Monitoring:** Foundations team Classroom teachers **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Staff will implement school wide policies and Guidelines for Success as a tool to communicate campus wide behavior expectations for common areas. **Strategy's Expected Result/Impact:** Discipline data Increased student achievement Positive school culture **Staff Responsible for Monitoring:** Principal/AP's Counselor Foundations team **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Teachers will teach Essential 8 lessons once per week and social skills lesson 4 days per week. **Strategy's Expected Result/Impact:** Discipline data Increased student achievement **Staff Responsible for Monitoring:** Foundations team Classroom teachers Counselor **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: The counselor will provide monthly guidance lessons addressing bullying, conflict resolution, violence and drug prevention and character development. **Strategy's Expected Result/Impact:** Discipline data **Staff Responsible for Monitoring:** Principal/AP's Counselor **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Provide student groups led by the counselor with a focus on specific needs identified by the staff, counselor, parents, etc... Specific needs may include homeless, suicide prevention/intervention, or dyslexia treatment programs, pregnancy related services and migrant students. **Strategy's Expected Result/Impact:** Discipline data **Staff Responsible for Monitoring:** Counselor **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: We will conduct professional development focused on understanding how Autism and Emotional Disturbances can manifest in the classroom and strategies to effectively handle these behaviors. **Strategy's Expected Result/Impact:** Discipline data **Staff Responsible for Monitoring:** Principal APs BEST teacher			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Continued implementation of CHAMPS and components of Foundations as a means to promote positive behavior and develop self-management and accountability. **Strategy's Expected Result/Impact:** Decreased behavior incidents Increased student achievement Positive school culture **Staff Responsible for Monitoring:** Foundations Team Teachers			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: Any reports of bullying will be promptly investigated and handled according to district guidelines and protocol. Reports may be anonymously reported through BeSafe App. **Strategy's Expected Result/Impact:** Decreased bullying and violent incidents **Staff Responsible for Monitoring:** Principal AP Counselor Behavior specialist			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Kemp-Carver will foster a positive culture and climate in order to provide a safe learning environment which supports academic success and student attendance.

Performance Objective 3: Support the district recruitment plan to hire and retain highly qualified staff with a focus on providing instructional supports and ongoing professional development.

Evaluation Data Sources: Teacher observation data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Assemble interview teams to conduct interviews to recruit highly effective teachers and ensure the best possible match for campus and grade level needs. **Strategy's Expected Result/Impact:** Diverse staff Increase number of recruited teachers **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Make every effort to hire highly qualified staff (professional and paraprofessional). **Strategy's Expected Result/Impact:** Increased teacher knowledge Teacher observation data **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Seek to diversify the teaching body to reflect the student body to ensure that low income and minority students are taught by Highly Qualified teachers from diverse ethnic groups and cultural backgrounds. **Strategy's Expected Result/Impact:** Diverse staff **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Provide opportunities for on-site and off campus professional development (such as Lead4ward) for teachers and paraprofessionals based on campus needs identified through assessment data, staff input and walkthroughs. **Strategy's Expected Result/Impact:** Increased teacher quality Retention of highly qualified staff **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Title I, A - $3,000			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Teachers will attend district collaborative meetings for professional growth in their content areas. **Strategy's Expected Result/Impact:** Increased teacher knowledge Increased student achievement **Staff Responsible for Monitoring:** Principal IC's **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Continue to develop and enrourage a collaborative Professional Learning Community through weekly meetings to address student and campus needs. **Strategy's Expected Result/Impact:** Increased teacher knowledge Increased student achievement **Staff Responsible for Monitoring:** Principal			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Utilize T-TESS evaluation system to evaluate all teachers. SLO/Goal Setting meetings, and post conferences will be held to provide regular, targeted feedback for teacher growth through reinforcement and refinement. **Strategy's Expected Result/Impact:** Increased teacher performance Regular support and coaching for teachers Retain highly qualified staff **Staff Responsible for Monitoring:** Principal/AP's **Funding Sources:** PD Travel - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Kemp-Carver will engage students, families, staff and the community to maximize every student's potential.

Performance Objective 1: Establish and expand initiatives that promote effective community relations and meaningful two-way communications with all stakeholders.

Evaluation Data Sources: Documentation of media postings, communication logs, minutes from meetings

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Use a variety of methods to communicate (in the child's native language) through weekly newsletters, daily folders, Class Dojo, daily announcements, emails, Facebook, Twitter, and Parent Link calls. **Strategy's Expected Result/Impact:** Newsletters, website, event sign-in sheets/agenda, Parent link logs **Staff Responsible for Monitoring:** Principal Teachers Secretary Counselor **Funding Sources:** - Title I, A - $600			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Kemp will provide two Annual Title I meetings Open House/Family Event will be held in September, one during the day/one in the evening, to explain Kemp-Carver's Title I, Part A participation, our state curriculum, academic assessments and the proficiency levels students are expected to achieve as well as ways to partner with the school to include academic achievement. Other family events will be held throughout the year to engage our KC families. Kemp will reduce barriers to participation by providing snacks, meetings at different dates/times, and child care. **Strategy's Expected Result/Impact:** Sign-in, agenda, meeting minutes **Staff Responsible for Monitoring:** Principal Teachers **Funding Sources:** Meeting Materials - Title I, A - $1,608, Smart Snacks - Title I, A - $2,100			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Parent/Teacher conferences and home visits will be held during the fall and spring semesters. **Strategy's Expected Result/Impact:** Increased communication and family/community engagement **Staff Responsible for Monitoring:** Principal/AP's **Funding Sources:** - Local Funds - Campus			

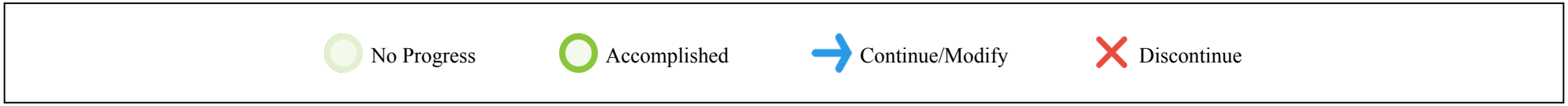
Strategy 4 Details	Reviews		
Strategy 4: Parent and Family Engagement polity and Home/School compacts jointly developed and agreed upon by parent and school. Documents made available to be distributed in English and Spanish and will be posted on the KC webpage.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Increased communication and family/community engagement Parent buy-in **Staff Responsible for Monitoring:** Principal Counselor **Funding Sources:** - Title I, A			

Strategy 5 Details	Reviews		
Strategy 5: Parent trainings focused on PreK/Kindergarten and 4th grade transitions will be conducted. (Morning and evening class scheduled, childcare available, training provided in English and Spanish)	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Sign in sheets **Staff Responsible for Monitoring:** Counselor **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
Strategy 6: Utilize a family engagement committee to incorporate meaningful family engagement activities each semester that educate parents about the curriculum and how they can best support their children at home and at school based on information (needs) collected from parent surveys and observations and input from teachers and staff.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Increase in parent involvement at home and at school Increase in student achievement **Staff Responsible for Monitoring:** Principal Counselor			

Strategy 7 Details	Reviews		
Strategy 7: Offer a flexible number of family engagement events offered at a variety of times to provide opportunities for parents to attend and interact with their child and campus staff at school.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Parent Sign-in Parent Surveys **Staff Responsible for Monitoring:** Principal			

Strategy 8 Details	Reviews		
Strategy 8: Kemp-Carver will provide training on the value of meaningful parent and family engagement on our campus.	Formative		Summative
Staff Responsible for Monitoring: Counselor Principal	Nov	Mar	June


No Progress
Accomplished
Continue/Modify
Discontinue

State Compensatory

Budget for Kemp/Carver Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0.14
Brief Description of SCE Services and/or Programs

Use State Comp funds to provide .7 IC, instructional resources, instructional subscription and student computers to supplement the regular education program for students identified At-Risk for dropping out of school.

Personnel for Kemp/Carver Elementary

Name	Position	FTE
IC	Math IC	0.14

Title I Personnel

Name	Position	Program	FTE
Elizabeth Strickland	Part Time Instructional Specialist		.5
IC	ELA Instructional Coach		1

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	7			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	8			$0.00
1	4	3			$0.00
2	1	1			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	3			$0.00
2	2	4			$0.00
2	2	5			$0.00
2	2	6			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	3			$0.00
2	3	5			$0.00
2	3	7	PD Travel		$0.00
3	1	3			$0.00

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	5			$0.00
				Sub-Total	$0.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	IC PTE		$0.00
				Sub-Total	$0.00

Title I, D					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Paraprofessional tutor for academic support		$5,000.00
				Sub-Total	$5,000.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	IC		$0.00
1	1	5			$4,000.00
1	1	6	Library Books		$4,000.00
1	1	6	Instructional resources		$3,000.00
1	1	6	Student technology		$1,000.00
1	2	6	Tutors		$78,837.00
1	2	7			$0.00
1	3	1	Smart Snacks		$0.00
1	3	1	Instructional Specialist		$0.00
1	3	2	Tutors		$0.00
1	4	1	Instructional resources		$15,000.00
2	3	4			$3,000.00
3	1	1			$600.00
3	1	2	Meeting Materials		$1,608.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	Smart Snacks		$2,100.00
3	1	4			$0.00
				Sub-Total	$113,145.00

Addendums

Directions to Complete the SCE Evaluation Wor

Before beginning work, save this workbook.

* File --> Download --> Microsoft Excel. An Excel icon will appear on the bottom left ha left click. The excel workbook will open, and then you can save it to your computer.

1. To complete the workbook:

* On each grade level worksheet applicable to your campus, enter your Campus Name
* Enter the following from the State Assessment Data for SCE Workbook (will be email
  - The number of students identified as at-risk in the current and previous year
  - Gr K-2: Enter at-risk numbers for grades K-2 contained in the State Assessment D
  - Gr. 3-8: Enter at-risk numbers and percent scores for each subject area from app
  - Gr. 9-12: Enter at-risk numbers, percent scores and completion rates from the H
* **Once data entry is complete, disparity outcomes will auto populate on the worksh**
* **Save.**

2. Use the disparity outcome results from this workbook to complete question 2 of you

3. Once your workbook is complete, save as 2021-22 "Campus Name" Workbook in PDI upload in Plan4Learning:

* Make sure you are in the 2021-22 plan year
* Go to Manage Plan > Addendums
* Enter document title
* Click browse
* Select “Print with Plan”
* Add

4. After you upload your workbook and narrative in Plan4Learning, send a confirmatio

kbook

nd corner of this page. Mouse over it and

.

ed to you when state results are received)

ata workbook. Enter retention data from
ropriate grade level tabs in the State
S EOC and Completion Rates tabs in the
eet.

r SCE Evaluation Narrative.

F format and then

n email to Robin Trowbridge.

SCE Campus Evaluation Worksheet for Grades K-2

Campus:	Kemp-Carver		Instructions: Enter in COLUMN F the percent of students retained in each of the indicated grade levels. According to this result, the disparity outcome between the two groups will display automatically.
2020-21	**Number of Students Identified as At-Risk**	204	
2021-22	**Number of Students Identified as At-Risk**	184	

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year? Data from Previous School Year.

School Year	Grade Level	Description	Percent	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2019-20	2020 Kindergarten	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	0%	**Kindergarten**
				-3%
2020-21	2021 Kindergarten	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	3%	**Disparity increased**
2019-20	2020 Grade 1	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	0%	**Grade 1**
				-5%
2020-21	2021 Grade 1	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	5%	**Disparity increased**
2019-20	2020 Grade 2	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	0%	**Grade 2**
				-4%
2020-21	2021 Grade 2	Percent of students retained per Bryan ISD policy (do not include retention by parent request)	4%	**Disparity increased**

SCE Campus Evaluation Worksheet for Grade 3

Campus:	Kemp-Carver		Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.
2020-21	**Number of Students Identified as At-Risk**	74	
2021-22	**Number of Students Identified as At-Risk**	82	

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2020-21	2020 Math	Percent Score for Students NOT Identified as At-Risk	63%	21%	**Math**
		Percent Score for Students Identified as At-Risk	42%		4%
2021-22	2021 Math	Percent Score for Students NOT Identified as At-Risk	63%	17%	**Disparity decreased**
		Percent Score for Students Identified as At-Risk	46%		
2020-21	2020 Reading/ELA	Percent Score for Students NOT Identified as At-Risk	100%	62%	**Reading/ELA**
		Percent Score for Students Identified as At-Risk	38%		61%
2021-22	2021 Reading/ELA	Percent Score for Students NOT Identified as At-Risk	56%	1%	**Disparity decreased**
		Percent Score for Students Identified as At-Risk	55%		

SCE Campus Evaluation Worksheet for Grade 4

Campus: Kemp-Carver

2020-21	**Number of Students Identified as At-Risk**	68
2021-22	**Number of Students Identified as At-Risk**	65

Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2020-21	2020 Math	Percent Score for Students NOT Identified as At-Risk	57%	2%	**Math**
		Percent Score for Students Identified as At-Risk	55%		-29%
2021-22	2021 Math	Percent Score for Students NOT Identified as At-Risk	88%	31%	**Disparity increased**
		Percent Score for Students Identified as At-Risk	57%		
2020-21	2020 Reading/ELA	Percent Score for Students NOT Identified as At-Risk	57%	19%	**Reading/ELA**
		Percent Score for Students Identified as At-Risk	38%		-26%
2021-22	2021 Reading/ELA	Percent Score for Students NOT Identified as At-Risk	94%	45%	**Disparity increased**
		Percent Score for Students Identified as At-Risk	49%		
2019-20	2020 Writing	Percent Score for Students NOT Identified as At-Risk		0%	**Writing**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Writng	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			

SCE Campus Evaluation Worksheet for Grade 5

Campus: _____

2020-21 Number of Students Identified as At-Risk _____

2021-22 Number of Students Identified as At-Risk _____

Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2019-20	2020 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Math**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Reading/ELA**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Science	Percent Score for Students NOT Identified as At-Risk		0%	**Science**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Science	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			

SCE Campus Evaluation Worksheet for Grade 6

Campus: 0

2020-21 Number of Students Identified as At-Risk

2021-22 Number of Students Identified as At-Risk

Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2019-20	2020 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Math**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Reading/ELA**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			

SCE Campus Evaluation Worksheet for Grade 7

Campus: _____

2020-21 Number of Students Identified as At-Risk _____

2021-22 Number of Students Identified as At-Risk _____

Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2019-20	2020 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Math**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Reading/ELA**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Writing	Percent Score for Students NOT Identified as At-Risk		0%	**Writing**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Writng	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			

SCE Campus Evaluation Worksheet for Grade 8

Campus: 0

2020-21 Number of Students Identified as At-Risk

2021-22 Number of Students Identified as At-Risk

Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2019-20	2020 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Math**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Math	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Reading/ELA**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Reading/ELA	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Science	Percent Score for Students NOT Identified as At-Risk		0%	**Science**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Science	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2019-20	2020 Social Studies	Percent Score for Students NOT Identified as At-Risk		0%	**Social Studies**
		Percent Score for Students Identified as At-Risk			0%
2020-21	2021 Social Studies	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			

SCE Campus Evaluation Worksheet for High School EOC

Campus:

2020-21 Number of Students Identified as At-Risk

2021-22 Number of Students Identified as At-Risk

Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

Performance on State Assessements

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity
2020-21	2021 English I EOC	Percent Score for Students NOT Identified as At-Risk		0%	**English I EOC**
		Percent Score for Students Identified as At-Risk			0%
2021-22	2022 English I EOC	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2020-21	2021 Algebra EOC	Percent Score for Students NOT Identified as At-Risk		0%	**Algebra EOC**
		Percent Score for Students Identified as At-Risk			0%
2021-22	2022 Algebra EOC	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2020-21	2021 Biology EOC	Percent Score for Students NOT Identified as At-Risk		0%	**Biology EOC**
		Percent Score for Students Identified as At-Risk			0%
2021-22	2022 Biology EOC	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2020-21	2021 US History EOC	Percent Score for Students NOT Identified as At-Risk		0%	**US History EOC**
		Percent Score for Students Identified as At-Risk			0%
2021-22	2022 US History EOC	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			
2020-21	2021 English II EOC	Percent Score for Students NOT Identified as At-Risk		0%	**English II EOC**
		Percent Score for Students Identified as At-Risk			0%
2021-22	2022 English II EOC	Percent Score for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Percent Score for Students Identified as At-Risk			

High School Completion (prior year data)

2019-20	2020 Graduation Rates	Graduation Rate for Students NOT Identified as At-Risk		0%	**Graduation Rates**
		Graduation Rate for Students Identified as At-Risk			0%
2020-21	2021 Graduation Rates	Graduation Rate for Students NOT Identified as At-Risk		0%	**Disparity unchanged**
		Graduation Rate for Students Identified as At-Risk			

$$\text{graduation rate} = \frac{\text{graduates}}{\text{graduates + continuers + GED recipients + dropouts}} \times 100$$

STATE COMPENSATORY EDUCATION

PROGRAM EVALUATION NARRATIVE

CAMPUS NAME: KEMP-CARVER ELEMENTARY

NARRATIVE INSTRUCTIONS

BEFORE BEGINNING WORK, SAVE THIS PAGE:
File → Download → Microsoft Word. A Word icon will appear at the bottom left-hand corner of this page. Mouse over it and left click. The narrative template will open and then you can save it to your computer.

TO COMPLETE THIS NARRATIVE:

1. Enter your campus name above.
2. Answer questions 1 and 2 following the directions below.
3. Save as a PDF titled 2021-22 "Campus Name" SCE Narrative.
4. Upload as an attachment in Plan4Learning in the 2021-22 plan year by June 30.
5. Send Robin Trowbridge a confirmation email.

QUESTION 1

List and describe each SCE funded campus strategy/intervention and the cost allocated to each (be sure to include ICs, Bilingual stipends, etc.). Use your EOY SCE budget report and campus improvement plan to gather this information.

STRATEGY/INTERVENTION	DESCRIPTION	COST ALLOCATED
INSTRUCTIONAL COACH(ES)	PD/TEACHER SUPPORT	
PART TIME INSTRUCTIONAL SPECIALIST	PROVIDE INTERVENTION SUPPORT TO STUDENTS AND TEACHER SUPPORT	$21,805
CERTIFIED TUTORS/TUTORING	PROVIDE INTERVENTIONS TO STUDENTS TO HELP FILL LEARNING GAPS	$30,000
NON-CERTIFIED TUTORS	PROVIDE INTERVENTIONS TO STUDENTS TO HELP FILL LEARNING GAPS	$10,000
INSTRUCTIONAL RESOURCES	HANDS ON LEARNING MATERIALS AND MANIPULATIVES FOR SMALL GROUP INSTRUCTION	$20,000
TECHNOLOGY	PURCHASE IPADS, CHROMEBOOKS AND DOCUMENT CAMERAS FOR TEACHER AND STUDENT USE	$30,000
LIBRARY BOOKS	ENHANCE READING MATERIALS FOR STUDENTS PREK-4	$3,000
TRANSPORTATION FOR TUTORING	TRANSPORTATION HOME OFFERED TO STUDENTS WHO STAY FOR	$2,935

	TUTORIALS	
EMPLOYEE TRAVEL/REGISTRATION	PD FOR STAFF	$1,800
TOTAL		$119,540

QUESTION 2

To determine the effectiveness of the strategies/interventions listed in question 1, answer the grade span questions below relevant to your campus.

- Parts A and B - use disparity outcome results from your completed SCE workbook
- Part C - high school completion information results from your completed SCE workbook.

A. Grades K-2: How effective were the interventions in reducing retention rates in this grade span from one year to the next? What is your evidence?

Although the data shows the disparity increased in K-3, it is difficult to do a comparison due to not having accurate data due to COVID. As a campus, we chose not to retain students in 19-20 because we did not have EOY to support retention due to being out of school for COVID. We have several students that should be retained based on lack of growth in reading, but data shows that retention is not always what is best for kids. Data from the past several years shows us that our 2nd grade bilingual students are struggling with not having a strong foundation in either language. AIP's are being created for students who are being retained. We will continue evaluation of our interventions to ensure we are effectively meeting the needs of all of our students.

B. Grades 3-12: How effective were the interventions in reducing any disparity in performance on state assessments between identified at-risk students and those students not identified as at-risk? What is your evidence?

Based on current data, the disparity decreased in 3rd grade for reading and math, but increased in all subject areas for 4th grade students. However, 92% of our 4th graders showed growth from 3rd to 4th grade, which is a sign that we are putting interventions in place to grow kids. Our tutors worked hard with our HB4545 students to ensure their needs were being met and they were growing. We will continue to focus on growing our middle to higher performing students to get them to "Meets" and "Masters" on STAAR. We will continue to closely monitor student progress to determine appropriate interventions based on students' specific needs.

C. Grades 9-12: How effective were the interventions in reducing any disparity in the rates of high school completion between identified at-risk students and those students not identified as at-risk? What is your evidence?

KEEP IN MIND AS YOU PLAN FOR NEXT YEAR:

1. SCE resources must be redirected when evaluations indicate strategies were unsuccessful in producing desired results for students at-risk of dropping out of school, and
2. SCE strategies/interventions must be aligned with the campus comprehensive needs assessment and included in the campus improvement plan along with a fund source and amount.
3. SCE funds may only be used to supplement the regular education program for students identified as at-risk of dropping out of school.

Bryan Independent School District

Mary Catherine Harris School

2025-2026 Campus Improvement Plan

Accountability Rating: C

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

During the spring semester and on April 10th, staff members at MC Harris, DAEP, and JJC provided feedback in several areas --

How are our students doing - what is going well? what needs work?

How are our staff doing - what is going well? what needs work?

Classroom Management - what is going well? what needs work?

Professional Practices - what is going well? what needs work?

HS DAEP - HS DAEP CNA

MS DAEP - MS DAEP CNA

JJC - JJC CNA

MC Harris - MCH CNA

Demographics

Demographics Summary

General Information

Enrollment: 250 Total for MC Harris (9th-12th); DAEP enrollment varies but is usually around 80 for Intermediate, Middle School and High School; JJC enrollment also varies and ranges from 35-48 (ages 10-17).

Our campus is comprised of several different programs. MC Harris is for over-aged and under credited high school students who are sent to our campus from the traditional high schools in the district and beginning in the 23-24 school year, we added true 1st and 2nd year high school students. Our goal is for them to be able to focus with smaller class size and more intense intervention. Beginning with the 2025-2026 school year, CTE pathways were added to MC Harris and our numbers increased to 250 students for our capactiy. Additonally, the Therapeutic Support Program was added to MC Harris. DAEP campus/classrooms receive students from their home campuses who have either a mandatory or discretionary placement to the alternative campus for a set number of days based on the severity and type of offense. JJC is the Brazos County Juvenile Detention Center where students who are 17 and under are incarcerated for period determined by the legal system.

Demographics Strengths

Smaller numbers than traditional campuses.

Student Learning

Student Learning Summary

Projected Score fo the 22-23 school year is an 86 - B.

How Far - 22-23 Projected Score

Still need to work on CCMR and increasing the opportunities at MC Harris for students to earn CCMR.

No accountability ratings for 2020 and 2021.

CCMR has increased to a scaled score of 88 based on district data.

2019 Campus Accountability

Overall: 66-Met Alternative Standard

Domain I: 64.2-Met Alternative Standard

Domain II, Part A: 81-Met Alternative Standard

Domain II, Part B: Not Rated

Domain III: 30 - Did not meet in this domain (need to identify areas where we can gain points).

Accountability Ratings

2019: Met Standard

2018: Met Standard

2017: Met Standard

2016: Met Standard

2015: Met Standard

2014: Met Standard

The following data were used to verify the comprehensive needs assessment analysis: Improvement Planning Data Campus goals Current and/or prior year(s) campus and/or district improvement plans Accountability Data Texas Academic Performance Report (TAPR) data Performance Index Framework Data: Index 1 - Student Achievement Performance Index Framework Data: Index 2 - Student Progress Performance Index Framework Data: Index 3 - Closing Performance Gaps Performance Index Framework Data: Index 4 - Postsecondary Readiness Student Data: Assessments STAAR End-of-Course current and longitudinal results, including all versions Progress of prior year STAAR failures STAAR ELL Progress Measure data Texas English Language Proficiency Assessment System (TELPAS) results Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license) Local benchmark or common assessments data Student failure and/or retention rates Student Data: Student Groups Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups Economically Disadvantaged / Non-economically disadvantaged performance and participation data ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc. Homeless data Response to Intervention (RtI) student achievement data Student Data: Behavior and Other Indicators Completion rates and/or graduation rates data Attendance data Discipline records Employee Data.

Student Learning Strengths

Continue to meet the overall rating, but it dropped from a 77 to a 66.

Improvements in CCMR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Additional opportunities and a plan are needed to increease the CCMR score for MC Harris.
Root Cause: MC Harris has limited opportunities for students to gain CCMR once enrolled.

School Processes & Programs

School Processes & Programs Summary

Administrative - all admin team members are cross-trained on what each person is responsbile for and can take over as needed.

Continued support is provided for Edgenuity and its implementation in all of our programs.

School Processes & Programs Strengths

Only had 1 teacher that we are having to replace in all of our programs. We have 3 paras that we are having to replace. So our continuity of programming will be strong.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Instruction is currenty primarily focused on Edgenuity and none to very limited direct instruction is provided to students.
Root Cause: Teachers have not been provided the training to implement a true blended learning model of instruction.

Perceptions

Perceptions Summary

Since two of our programs are discipline based, they have their own unique perceptions; however, we want people to know that when we do have students at DAEP and/or JJC that we are also working on the social/emotional learning and needs that the students have.

For MC Harris, we are working on establishing ourself as - once you enroll at MC Harris, you are in school year-round until you graduate. We also want people to want to come to MC Harris and not feel like that they were forced to attend MC Harris by their home campus. We get told way too often that they were forced to attend and it makes for a very rocky start to their time at MC Harris.

Perceptions Strengths

The programming that we are now providing at DAEP through social skills is truly addressing the social emotional needs of our students. We do need to continue to grow in this area by adding to it and we have plans for the upcoming school year.

MC Harris graduate numbers continue to grow. Some students are eager to attend MC Harris and we want the number of students that want to come here to continue to grow.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Change the "calendar" through education that once you enroll at MC Harris that we will work with you year-round even during breaks and the summer to get the student to graduation.
Root Cause: We lose students during the summer and breaks and it takes them longer to graduate. We need to keep pushing them to completion.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, 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
- Dyslexia 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
- Student surveys and/or other feedback
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

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: 100% of all teachers will use multiple data sources (progress monitoring) to inform instruction and intervention decisions to maximize student achievement and to reduce gaps in student achievement throughout the 25-26 school year.

Evaluation Data Sources: STAAR raw score will increase from 21 (24-25 school year) to a 25 in the 25-26 school year.

Strategy 1 Details	Reviews		
Strategy 1: Utilize on-line data management systems to track the progress of students. **Strategy's Expected Result/Impact:** Students will complete courses, repair 6 weeks grades, and show growth in STAAR scores. **Staff Responsible for Monitoring:** Principal Assistant Principals	Formative		Summative
	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Data review meetings will be held during weekly PLC meetings to discuss students with regards to interventions, the needs of students, progress and any other information to be shared based on data. **Strategy's Expected Result/Impact:** Student needs will be met through the on-going review process. **Staff Responsible for Monitoring:** Principal Assistant Principals	Formative		Summative
	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Provide on-going training on the use of data management system/progress monitoring to include how to use the information and what to do with the information once you have it. **Strategy's Expected Result/Impact:** Teachers will be able to make informed decisions on what to do next with their students. **Staff Responsible for Monitoring:** Principal Assistant Principals	Formative		Summative
	Nov	Mar	June

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Provide interventions to all students identified through the use of teachers, paraprofessionals, and hourly employees (tutors) in all academic areas. Interventions will be determined based on data and based on students that were not successful on EOC assessments. Funds will be used from federal, state, and local and we will focus on coordinating efforts to maximize the impact of the resources. **Strategy's Expected Result/Impact:** Students will show progress in their course work through course completion; completion of blended learning courses; and through passing rates on STAAR and STAAR EOC. **Staff Responsible for Monitoring:** Principal Assistant Principals **Funding Sources:** Tutoring - State Comp - $9,600, Tutoring - Local Funds - Campus - $2,160, Intervention Materials - State Comp - $4,050, Intervention Materials - Local Funds - Campus - $2,000			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Classroom instructional materials and technology will be purchased to support interventions for identified students at the level of rigor required for mastery of skills and to support skill attainment in all academic areas. **Strategy's Expected Result/Impact:** Items purchased; Students will show progress in their course work through course completion; completion of blended learning courses; and through passing rates on STAAR and STAAR EOC. **Staff Responsible for Monitoring:** Principal Assistant Principals **Funding Sources:** Instructional Materials - Newlines, Drops - Local Funds - Campus - $22,000, Instructional materials - general supplies - Local Funds - Campus - $25,570			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Utilize research/evidence-based materials and practices in teaching, interventions, small group instruction for extended practice to target specific objectives for improvement. Focus staff on small group learning and on blended learning. **Strategy's Expected Result/Impact:** Data review wills how that more students are making progress in their course work. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Monitor instructional practices related to the district-wide curriculum and Edgenuity through walkthroughs, PLCs, and observations. **Strategy's Expected Result/Impact:** Increase in number of students completing courses, gaining/repairing credit. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Ensure that all teachers know any identified needs of their students which includes accommodations, modifications, plans. A program notifier report will be given to teachers at least once a 6 weeks, so that all staff will be aware of students identified as ELL, SpEd, and 504. All staff will acknowledge 504 and Special Education douments. **Strategy's Expected Result/Impact:** Student individual plans and identified needs will be met. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: Direct Teach classes - all classroom tests, DBAs, benchmarks, and any other assessments will be analyzed by SE, skill, process, standard to inform interventions and future instruction. **Strategy's Expected Result/Impact:** Teachers will be able to develop re-teach and intervention lessons based on what each student needs. **Staff Responsible for Monitoring:** Principal APs			

No Progress Accomplished Continue/Modify Discontinue

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: 100% of all staff members will understand the importance and how students earn CCMR. All staff members will encourage and support students toward earning CCMR.

Evaluation Data Sources: CCMR raw score will increase from 30 (24-25 school year) to 35 during the 25-26 school year.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Provide training to all staff members on how students earn CCMR and how it is used in the accountability ratings. As a staff work on expanding opportunities for students to earn CCMR. **Strategy's Expected Result/Impact:** All staff will know how CCMR is earned and what we can do to help students earn CCMR. **Staff Responsible for Monitoring:** Principal			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide staff and students with information about the TSIA on its importance for college entrance, replacement assessments for EOC, and an opportunity for students to earn CCMR. Provide additional support for students that need to pass TSIA. **Strategy's Expected Result/Impact:** Increase in TSIA participation and scores. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Offer variety of test opportunities (TSIA, ASVAB, PSAT, SAT) to all students. **Strategy's Expected Result/Impact:** All students will have several opportunities to take variety of tests. Increase in scores. **Staff Responsible for Monitoring:** Assistant Principals			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Identify the students that are EOC complete, working on an Endorsement plan, and need elective credits or a 4th math class. Meet with students that were identified to target for the College Prep courses. Work with students for successful completion of the College Prep courses. **Strategy's Expected Result/Impact:** Students will complete the College Prep math course, receive credit, and increase score on TSIA. **Staff Responsible for Monitoring:** Assistant Principals and Counselors			

Strategy 5 Details	Reviews		
Strategy 5: Identify teachers to do the blended learning for College Prep Math and College Prep ELA using the College Bridge curriculum. Work with C&I to prepare teachers for College Prep courses. Set up the courses in the Master Schedule. **Strategy's Expected Result/Impact:** Increase in TSIA scores. **Staff Responsible for Monitoring:** Assistant Princpals and Counselors	Formative		Summative
	Nov	Mar	June

Strategy 6 Details	Reviews		
Strategy 6: Develop and implement courses where students have the opportunity to test for certifications. **Strategy's Expected Result/Impact:** Students will earn certificates and gain CCMR credit. **Staff Responsible for Monitoring:** Principal Assistant Principals	Formative		Summative
	Nov	Mar	June

Strategy 7 Details	Reviews		
Strategy 7: Purchase materials needed to implement courses where students have the opportunity to test for certifications. **Strategy's Expected Result/Impact:** Materials will support student learning and mastery of certification tests. **Staff Responsible for Monitoring:** Principal Assistant Principals	Formative		Summative
	Nov	Mar	June

Strategy 8 Details	Reviews		
Strategy 8: Prior to each ARD meeting, review student's IEP to determine if the student receives modified curriculum and if they need IEP goals and objectives for employability skills. Create IEPs as identified. **Strategy's Expected Result/Impact:** Students will receive employability skills. **Staff Responsible for Monitoring:** Principal and SpEd teacher	Formative		Summative
	Nov	Mar	June

Strategy 9 Details	Reviews		
Strategy 9: Provide instruction for employability skills. At each ARD meeting, review student's IEP, document modified curriculum, and discuss and determine if the student has a full-time job(54) or has mastered their IEP goals and objectives related to employability skills(55). **Strategy's Expected Result/Impact:** Increase in identification of SpEd students that are CCMR. **Staff Responsible for Monitoring:** Principal and SpEd teacher	Formative		Summative
	Nov	Mar	June

Strategy 10 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 10: Work with CTE administrators, to identify CTE courses that MC Harris students can participate in at CTEC, Rudder HS, and Bryan HS. **Strategy's Expected Result/Impact:** Increased numbers for CCMR **Staff Responsible for Monitoring:** Assistant Principal, Principal			

Strategy 11 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 11: Arrange transportation for students to be able to attend CTE courses at CTEC, Rudder HS, and Bryan HS. **Strategy's Expected Result/Impact:** Increased certifications and CCMR **Staff Responsible for Monitoring:** Assitant Principal, Principal			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 1: MC Harris will have a 70% attendance rate and DAEP will have a 80% attendance rate for the 24-25 school year by focusing on earlier interventions.

Evaluation Data Sources: Interventions provided to increase daily attendance. Attendance reports

Strategy 1 Details	Reviews		
Strategy 1: Use 1st period attendance to make phone calls home by front office staff.	Formative		Summative
Strategy's Expected Result/Impact: Attendance will increase because we will be able to get some students into school before the official attendance time.	Nov	Mar	June
Staff Responsible for Monitoring: Attendance Clerks Assistant Principals			

Strategy 2 Details	Reviews		
Strategy 2: Provide recognition of staff and students for attendance - to be determined by PBIS committee.	Formative		Summative
Strategy's Expected Result/Impact: Increase in attendance.	Nov	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principals **Funding Sources:** Attendance Incentives - Local Funds - Campus - $400			

Strategy 3 Details	Reviews		
Strategy 3: On a weekly basis, attendance data will be reviewed to identify students that need truancy prevention measures. Letters will be sent, conferences will be held, and interventions will be provided as part of the process. Implement Raawee.	Formative		Summative
Strategy's Expected Result/Impact: Increase in attendance. Truancy filed as needed.	Nov	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principals Attendance Clerks			

Strategy 4 Details	Reviews		
Strategy 4: Attendance data for the campuses and for students will be reviewed during PBIS meetings. Interventions and recognitions will be developed for students through PBIS.	Formative		Summative
Strategy's Expected Result/Impact: Increase in attendance. Plans developed for students.	Nov	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principals			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 2: 100% of students will be provided opportunities to increase awareness of issues that effect them and impact them academically and socially by expanding to include online offerings.

Evaluation Data Sources: Modules completed for Substance Abuse and Anger Management; Social Skills lessons developed and taught.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Provide preventative support, monitor and address specific needs of students for additional supports, such as homeless, suicide prevention, conflict resolution, violence prevention/intervention, dyslexia, and pregnancy related services. **Strategy's Expected Result/Impact:** Documentation of plan and support provided. Students' needs are met. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Social Worker			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Classroom and schoolwide implementation of positive behavior and intervention supports to include, but not limited to: Essential 8, CHAMPS, Safe and Civil Schools to ensure that all students will be educated in a learning environment that is safe, drug free, and conducive to learning by using Foundations to guide plan. **Strategy's Expected Result/Impact:** Decrease in discipline referrals and time out of class. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Provide opportunities for students to identify community service projects to support through student-driven efforts by surveying students to determine how they would like to impact our community. **Strategy's Expected Result/Impact:** Projects completed. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Social Worker **Funding Sources:** Gardening Club - Local Funds - Campus - $500			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Classroom guidance lessons developed based on the needs of our students, trends in behaviors, and the Essential 8 and will be delivered by counselors and classroom teachers, as well as, through online offerings. **Strategy's Expected Result/Impact:** Increase in social skills and character development. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Small group and individual counseling sessions to be held to meet the individual needs of students and to provide preventative care. **Strategy's Expected Result/Impact:** Sessions held; records of who meeting with **Staff Responsible for Monitoring:** Counselor Social Worker			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Counselors will provide guidance for at-risk students, including suicide prevention and providing services for homeless students and expand to include online offerings and provide information on resources available to students. **Strategy's Expected Result/Impact:** Sessions held; records of who meeting with/supporting **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Social Worker			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Social skills instruction will be provided to students to address aggressive behaviors, as well as, drug/alcohol/substance use and abuse. **Strategy's Expected Result/Impact:** Decrease in referrals that involve aggressive behaviors and drug/alcohol/substance use. **Staff Responsible for Monitoring:** Assistant Princpals Counselors			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 3: 100% of students and their families that are impacted by transitioning to another campus will be communicated with and supported to ensure consistent student progress.

Evaluation Data Sources: Records of communication with home campuses for DAEP and JJC students.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Utilize Transtion Specialists to implement plan to transition students from alternative school placements back to their home campus so that recidivism is reduced. **Strategy's Expected Result/Impact:** Number of repeat students to DAEP will decrease. **Staff Responsible for Monitoring:** DAEP APs Principal Counselor			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Transition Specialists will implement plan to transition students from alternative school placements back to their home campus and follow-up on the students to ensure that they continue to be successful and complete documentation through the 45-day process. **Strategy's Expected Result/Impact:** Students will not return to JJC and will receive supports needed on home campus. **Staff Responsible for Monitoring:** Principal Transition Specialist			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Prepare MC Harris students for the next step in their life - college, career, military. Go Center will provide information, supports, and opportunities to visit sites to students and their families. **Strategy's Expected Result/Impact:** Students will know their plan when they graduate and will have the tools needed to be able to implement their plan. **Staff Responsible for Monitoring:** Principal Assistant Principals			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 4: 100% of all staff members will implement campus safety procedures.

Evaluation Data Sources: Drill feedback; monthly safety meeting reports

Strategy 1 Details	Reviews		
Strategy 1: Administrators will respond within 24 hours to all Be Safe reports. Ensure that students are aware of Be Safe app and all of its uses.	Formative		Summative
Strategy's Expected Result/Impact: Reports will be addressed quickly and students will get the support/answers needed.	Nov	Mar	June
Staff Responsible for Monitoring: Principal			

Strategy 2 Details	Reviews		
Strategy 2: Update halls and bulletin boards to promote student performance and pride. Identify specific areas that need to be improved and create plan on what to do for each area.	Formative		Summative
Strategy's Expected Result/Impact: School will reflect what is happening with our staff and students and will contribute to a positive climate.	Nov	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principals			
Funding Sources: Safety and Campus needs - Local Funds - Campus - $300			

Strategy 3 Details	Reviews		
Strategy 3: Be intentional about how we will focus on the implementation the Essential 8 through district lesson plans and use locally-developed social skills lessons to address the needs of our students at each campus.	Formative		Summative
Strategy's Expected Result/Impact: Increase in social skills and character development.	Nov	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principals Counselors			

Strategy 4 Details	Reviews		
Strategy 4: Teach and conduct drills - fire drills - quarterly; lockdown - twice a year; bad weather drill - once a year.	Formative		Summative
Strategy's Expected Result/Impact: Documented drills and forms completed.	Nov	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principals			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Conduct safety meetings in conjuction with PBIS meetings to address any safety concerns on the campuses. Develop task map for what we need to focus on to improve safety and security. **Strategy's Expected Result/Impact:** Safety meeting forms will be submitted. Concerns will be reported. **Staff Responsible for Monitoring:** Principal Assistant Principals			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 5: 100% of all staff members will receive professional development on HR supporting topics which must be completed by a designated timeline.

Evaluation Data Sources: Eduphoria reports to show completion.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Complete bullying, violence prevention/intervention, sexual harassment, sexual abuse and maltreatment of children, and conflict resolution training. **Strategy's Expected Result/Impact:** completion in Eduphoria workshop by date set by district. **Staff Responsible for Monitoring:** Principal Secretary			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Complete Drug/Alcohol module training. **Strategy's Expected Result/Impact:** completion in Eduphoria workshop by date set by district. **Staff Responsible for Monitoring:** Principal Secretary			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Complete Mental Health Awareness, including suicide prevention training. **Strategy's Expected Result/Impact:** completion in Eduphoria workshop by date set by district. **Staff Responsible for Monitoring:** Principal Secretary			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 6: 100% of all staff members and students will participate in PBIS. Plan for continued implementation will be developed from Foundations process.

Evaluation Data Sources: PBIS committee meetings, agendas, minutes. Activities from PBIS.

Strategy 1 Details	Reviews		
Strategy 1: PBIS Committee will continue focus on areas of need as determined through the Foundations process.	Formative		Summative
Strategy's Expected Result/Impact: PBIS committee will function and will address the needs of the campuses.	Nov	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principals			

Strategy 2 Details	Reviews		
Strategy 2: Campus expectations will be updated for common areas through the Foundations process. Review and make any adjustments to the matrixes developed to address schoolwide expectations.	Formative		Summative
Strategy's Expected Result/Impact: Updated matrixes posted and shared with students.	Nov	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principals			

Strategy 3 Details	Reviews		
Strategy 3: Determine what we will recognize students for and develop a calendar for celebrations. Students will be recognized for academic achievements to include, but not limited to honor roll, individual course completion. PBIS Student Acknowledgement committee will identify ways to recognize students for academic achievements.	Formative		Summative
Strategy's Expected Result/Impact: Recognition will be given.	Nov	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principals PBIS Committee **Funding Sources:** Student Acknowledgements - Local Funds - Campus - $400, Staff Acknowledgement - Appreciation Events - Local Funds - Campus - $2,325			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Identify and support plans to reduce the overuse of discipline practices that remove students from the classroom which may include identifying and supporting students with a high rate of discipline concerns. **Strategy's Expected Result/Impact:** Reduction in out of class time due to discipline concerns. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Analyze discipline data by ethnicity and special education, including strategies for improvement with specific attention to ISS, OSS, and DAEP. Create a template for what information will be gathered and reviewed, as well as, how often the information will be reviewed. **Strategy's Expected Result/Impact:** Trends identified in PBIS Committee meetings and plans developed to address trends. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Individual behavior plans and contracts will be developed for specific students when the schoolwide plan does not adequately address their needs. **Strategy's Expected Result/Impact:** Plans developed and followed. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Social Worker			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Schoolwide expected behaviors from the matrix will be taught and revisited throughout the school year by all staff members. Establish a plan for how the matrixes will be taught and reviewed throughout the year. **Strategy's Expected Result/Impact:** Behaviors followed in common areas. **Staff Responsible for Monitoring:** Principal Assistant Principals			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Maintain a high-quality workforce to support student success.

Performance Objective 1: Recruit and retain a diverse, highly qualified workforce to ensure high expectations for our diverse campuses are achieved, so that 100% of our staff members are highly-qualified.

Evaluation Data Sources: Staff certifications; additional endorsements

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Work with HR to ensure that all teachers meet the ESSA effective teacher requirements and support HR by: aggressively recruiting effective teachers by participating in district career fairs and by expanding partnerships with universities by hosting student teachers. **Strategy's Expected Result/Impact:** All staff members will be highly qualified. **Staff Responsible for Monitoring:** Principal			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Recruit and retain teachers that are highly qualified for every subject and grade level that they teach. **Strategy's Expected Result/Impact:** All staff members will be highly qualified. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Work towards having a faculty which is representative of our student body demographics. **Strategy's Expected Result/Impact:** Interviews, notes, rubrics **Staff Responsible for Monitoring:** Principal Assistant Principals			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Maintain a high-quality workforce to support student success.

Performance Objective 2: Provide job-embedded professional development to equip 100% of our teachers and staff with the knowledge and skills necessary to increase student achievement.

Evaluation Data Sources: PLCs, Faculty Meetings, PBIS Meetings, Professional Development- agendas and minutes; Walkthroughs, Observations

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Create and implement professional development plan to include all staff members based on needs identified through data, staff input, goal-setting, and T-TESS with an on-going and follow-up component through planning days, PLC meetings, faculty meetings, and other professional development days. **Strategy's Expected Result/Impact:** PD plans will be developed and conducted. Agendas and minutes to show completion. Evidenced through walkthroughs. **Staff Responsible for Monitoring:** Principal Assistant Principals **Funding Sources:** TASSP Memberships - Local Funds - Campus - $750, Supplies for PD - Local Funds - Campus - $80, Breakfast/Snacks for PD Days throughout school year - Local Funds - Campus - $1,000			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide teachers with the information for training and testing opportunities to complete ESL certification. **Strategy's Expected Result/Impact:** All teachers will be ESL certified. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Utilize district walkthrough system to provide individual, specific feedback to teachers. During leadership team mmetings, at least once a month, discuss what we are seeing in walkthroughs and waht we need to focus on with PD, coaching, and future walkthroughs. **Strategy's Expected Result/Impact:** Feedback given and support given as needed. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Support 0-year experience teachers through the use of the mentor teachers. Provide opportunities for novice teachers to work with mentors and experienced teachers during the school day. **Strategy's Expected Result/Impact:** Increase in teacher confidence and performance. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Purchase items needed to provide professional development for all staff members to include all academic areas. **Strategy's Expected Result/Impact:** Materials purchased and used as evidenced through walkthroughs. **Staff Responsible for Monitoring:** Principal Assistant Principals **Funding Sources:** PD Supplies - Local Funds - Campus - $100			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Provide professional development and support on Blended Learning so that teachers are providing direct instruction to support Edgenuity instruction. **Strategy's Expected Result/Impact:** Increase in course completions **Staff Responsible for Monitoring:** Principal Assistant Principals **Funding Sources:** Guided Notes - Local Funds - Campus - $4,800			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Maintain a high-quality workforce to support student success.

Performance Objective 3: Develop leadership systems to ensure student success and to provide support needed for staff to meet the needs of our students by meeting with stakeholders in a variety of settings at least 4 times per month.

Evaluation Data Sources: PLCs, faculty meetings, PBIS meetings - agendas and walkthroughs

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Shared responsibilities in conducting faculty meetings, PLCs, PBIS meetings - have others participate in leading and teaching/sharing. **Strategy's Expected Result/Impact:** Increased participation in meetings. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Develop leadership team members that focus on continuous improvement and positive change through weekly meetings. **Strategy's Expected Result/Impact:** Shared leadership responsibilities. **Staff Responsible for Monitoring:** Principal			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Develop faculty into a team that focuses on continuous improvement and positive change through PLCs, faculty meetings, feedback meetings, PBIS, walkthroughs, and other PD activities. **Strategy's Expected Result/Impact:** Shared leadership. **Staff Responsible for Monitoring:** Principal Assistant Principals			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 1: Provide opportunities to foster positive relationships between parents, community, students, staff, and schools by hosting at least 4 events in the fall and 4 events in the spring.

Evaluation Data Sources: Documentation of events - flyers, pictures, sign-in pages

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Host at least 4 events in the fall and 4 events in the spring - to incude - Open House, College and Career Fairs, visits to trade schools and colleges. **Strategy's Expected Result/Impact:** Open House and Fair will be held. Students and their families will have the opportunity to get information about college, military, and careers. **Staff Responsible for Monitoring:** Go Center Assistant Principals **Funding Sources:** 2 Post-Graduate Visits - visit TSTC and SHSU - Local Funds - Campus - $1,000			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Teachers will communicate and record contact with parents on a regular basis with regard to their child's academics and behaviors in the classroom. **Strategy's Expected Result/Impact:** Parents will be kept informed of their child's progress. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Celebrate School - identify days to celebrate - 50s day, Mary Catherine Harris' birthday, when students become eligible for graduation, graduation walks and luncheons on a monthly basis to celebrate with families. **Strategy's Expected Result/Impact:** Events held and shared on social media. **Staff Responsible for Monitoring:** Principal Assistant Principals **Funding Sources:** Student Celebrations - Local Funds - Campus - $550, Graduation Walks, Receptions, Golden Tickets - Local Funds - Campus - $1,400			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Administrators provide consistent communication with parents through newsletters, emails, and social media. **Strategy's Expected Result/Impact:** Parents will be kept informed about what is happening at school. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Increase the relational capacity amongst all staff. Communication between adults, communication that includes cafeteria and custodial staff. **Strategy's Expected Result/Impact:** All staff members will know what is going on in their area/campus. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: PBIS Committee will develop and lead us in implementing ways to acknowledge and support students and staff. Identify additional ways for acknowledgement. **Strategy's Expected Result/Impact:** Staff and Student Acknowledgement systems in place. Staff and Student Support systems in place. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Bright Future Fridays at DAEP - bring in community members to talk with our DAEP students to help connect them with others in our community. **Strategy's Expected Result/Impact:** Connections outside of school. **Staff Responsible for Monitoring:** Counselor DAEP AP Transition Specialists			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Engage students, families, staff, and the community to maximize every student's potential.

Performance Objective 2: Establish and expand initiatives that promote effective community relations and meaningful two-way communication with all stakeholders through verbal and written communications, social media and other methods at least 4 times per week.

Evaluation Data Sources: Documentation of parent communications; posting to social media

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Maintain webpage to share current information with parents and ensure that all contact information is current, as well as, news events and pictures. **Strategy's Expected Result/Impact:** Webpage will be current. **Staff Responsible for Monitoring:** Principal Secretary **Funding Sources:** Parade Participaton - Community Engagement - Local Funds - Campus - $400			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Post good news, celebrations, informational items on Facebook, Twitter, and campus website. **Strategy's Expected Result/Impact:** Items shared on social media and website. **Staff Responsible for Monitoring:** Principal Assistant Principals Secretary			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Provide district and local media with information and newsworthy items about our campuses. Identify events to share with Communications Department. **Strategy's Expected Result/Impact:** Items shared and published. **Staff Responsible for Monitoring:** Principal Secretary			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: All staff members will return phone calls, emails, and other communication from parents within 24 hours (school days) to address parents' questions and concerns. **Strategy's Expected Result/Impact:** Communication will improve between school and parents. **Staff Responsible for Monitoring:** Principal Assistant Principals			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Ensure all students are positioned for postsecondary success.

Performance Objective 1: Develop and implement opportunities for our students to gain CCMR. Increase scale score from a 78 (23-24 school year) to a 80.

Evaluation Data Sources: Courses offered, CCMR data page

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Inform all staff members and students about College, Career, and Military Readiness and the pathways that our students can take to ensure that they are prepared. **Strategy's Expected Result/Impact:** All students will have opportunities to show that they have CCMR. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide instruction and materials through courses that will enable students to test for certification(s). **Strategy's Expected Result/Impact:** Students will earn certifications that qualify them for CCMR. **Staff Responsible for Monitoring:** Principal Assistant Principals			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Administrators and Counselors at MC Harris will track students as to if they have received CCMR and if they have not, then a plan will be developed to gain CCMR. **Strategy's Expected Result/Impact:** CCMR percentage will increase to at least 50% of our students. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Ensure all students are positioned for postsecondary success.

Performance Objective 2: Develop and implement electronic data management system for the tracking and monitoring of course completions, credit by exam, 6 weeks credit repair.

Evaluation Data Sources: Data monitoring spreadsheet

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: All teachers and staff will use an electronic data tracking spreadsheet to report needed information for Edgenuity - course completions, credit by exam, 6 weeks credit repair, etc. Develop system for beginning of the year CBEs. **Strategy's Expected Result/Impact:** All staff members that have an educational need to know will be able to see the spreadsheet and know what is happening with each student with having their information reported and posted to their transcript. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: The electronic data tracking spreadsheet will also be used to gather data with regards to the number of course completions, credit by exams, 6 week credit repairs on each campus to help us improve our effectiveness. **Strategy's Expected Result/Impact:** Staff will become aware of how we are doing with student progress in Edge. **Staff Responsible for Monitoring:** Principal			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: The electronic data tracking spreadsheet will be reviewed during PLC meetings on at least a monthly basis to identify any trends or needs that we need to address. **Strategy's Expected Result/Impact:** Interventions and supports will be identified as needed based on data. **Staff Responsible for Monitoring:** Principal Assistant Principals			

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Ensure all students are positioned for postsecondary success.

Performance Objective 3: Increase the graduation rate to 97% for 6-year completion data. Projected scores - 6 yr graduation rate for 23-24 - 96.

Evaluation Data Sources: Students reaching course and test complete. Graduation rate documentation.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Ensure that all MC Harris staff members are aware of what students need that are on the "push list" to graduate. **Strategy's Expected Result/Impact:** Staff will be able to support and encourage students that are almost eligible for graduation. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Identify for each MC Harris student an adult that will support and encourage them within the school setting. The identified adult will check-in with the student to encourage them to keep working and if additional support is needed to advocate for the student. **Strategy's Expected Result/Impact:** Increase in number of students graduating. **Staff Responsible for Monitoring:** Principal Assistant Principals Counselors Social Worker			

No Progress  Accomplished  Continue/Modify  Discontinue

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Tutoring		$2,160.00
1	1	4	Intervention Materials		$2,000.00
1	1	5	Instructional materials - general supplies		$25,570.00
1	1	5	Instructional Materials - Newlines, Drops		$22,000.00
2	1	2	Attendance Incentives		$400.00
2	2	3	Gardening Club		$500.00
2	4	2	Safety and Campus needs		$300.00
2	6	3	Staff Acknowledgement - Appreciation Events		$2,325.00
2	6	3	Student Acknowledgements		$400.00
3	2	1	TASSP Memberships		$750.00
3	2	1	Supplies for PD		$80.00
3	2	1	Breakfast/Snacks for PD Days throughout school year		$1,000.00
3	2	5	PD Supplies		$100.00
3	2	6	Guided Notes		$4,800.00
4	1	1	2 Post-Graduate Visits - visit TSTC and SHSU		$1,000.00
4	1	3	Graduation Walks, Receptions, Golden Tickets		$1,400.00
4	1	3	Student Celebrations		$550.00
4	2	1	Parade Participaton - Community Engagement		$400.00
				Sub-Total	$65,735.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Tutoring		$9,600.00
1	1	4	Intervention Materials		$4,050.00
				Sub-Total	$13,650.00

Bryan Independent School District

Mitchell Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Mitchell Elementary will instill a love of learning.

Vision

Mitchell Elementary will inspire and challenge EVERY learner EVERY day.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

At Mitchell, our Title I needs assessment goes beyond just looking at test scores—we take a comprehensive approach. We track trends in attendance and use district assessments across all content areas, along with ongoing formative assessments, to better understand how our students are doing.

Just as important is the feedback we receive from parents. Through fall and spring BISD surveys, monthly principal meetings, and our Bulldog Parent and Caregivers group (PAC, formerly PTO), families share valuable insights, concerns, and suggestions. Their input helps us address needs directly and strengthen the educational experience for every student. By keeping these lines of communication open, we create a true partnership between home and school.

Our staff's voice is equally important in shaping our direction. Teachers and staff provide input through fall and spring BISD surveys, a January campus survey, and regular collaboration with our targeted leadership teams: Top Dogs = Academics; Hype Hounds + Community Engagement; Bulldog Boosters = Staff Engagement; and Guide D.O.G.S. = Foundations Team. Their feedback highlights challenges and opportunities, helping us make informed decisions that support educators and, in turn, benefit our students. By valuing staff perspectives, we cultivate a positive, collaborative culture that drives continuous growth and improvement.

Needs Assessment Overview

Needs Assessment Overview Summary

The Mitchell CNA team met in the spring of 2025. The team first met on March 19, 2025 and again on April 17, 2025 to conduct a comprehensive needs assessment of the entire school including looking at student data, campus surveys and the vision and mission statements. The planning team included the following stakeholders: Tracey Melvin (teacher), Kyle Whileman (AP), Katie Figueroa (teacher), Morgan Cullen (teacher), Kerry Gray (librarian), Shari Hedstrom (principal), Laura Gannon (teacher), Trish Jordan (teacher), Hilary Vaughn (teacher), Crystal Mahindaratne (teacher), Katie Eckhardt (teacher), Erin Murany (parent), Jessica Pany (IC), Amy Russel (parent), Linda Scroggs (IC), Becky Skelton (counselor). Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs. Data sources analyzed by the committee included surveys (parent, student, and staff); behavior and attendance data; academic data from local assessments, MAP screener, STAAR scores, AREA resources, and TEA accountability ratings. As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Attendance continues to improve (demographics).
- STAAR scores in Reading are improving.
- Mitchell has an effective master schedule that protects instruction (processes & programs).
- Students feel safe and cared about at school (perceptions).

Needs

- ATTENDANCE:
  - Problem Statement: Mitchell's attendance rate is just at 96%. Chronic absenteeism and a high number of late arrivals and early checkouts negatively impacts instruction.
  - Attendance has marginally improved each year since 2021-2022, but we have noticed that parent perception of attendance has changed since COVID. After losing March-May in 2020 and having the option of online learning in 2020-2021, we have seen a decrease in attendance, particularly for students with chronic absenteeism.
- STUDENT LEARNING:
  - Problem Statement: Academic gaps continue to exist between the highest performing student groups and the lowest.
  - Accountability Ratings have improved from a 69 (F) in 2018-2019 to an 80 (B) in 2022-2023. Regardless, we continue to see gaps between the highest- and lowest-performing student groups, starting in primary grades (K-2). Possible reasons include: chronic absenteeism, inadequate Tier 1 Instruction, ineffective interventions, and lack of monitoring.
- SCHOOL PROCESSES & PROGRAMS:
  - Problem Statement: The majority of documented discipline issues occur in the classroom.
  - With increased pressures on teachers and increased social-emotional needs of students, tensions can be high. Although the district has invested in Safe and Civil Schools, some teachers still struggle implementing consistent classroom management protocols and successfully intervening early when issues arise in the classroom.
- PERCEPTIONS:
  - Problem Statement: Parents feel a lack of connection to and communication with the school.
  - Currently, parents can participate through the Bulldog PAC (PTO), classroom volunteering, and monthly Parent and Family Engagement events, but despite the efforts over the years, parents still feel communication between the school and home can be improved.

Secondary areas of need include:

- Staff Diversity
- Grading Protocols
- Inequities for African American students

- Staff and Student Recognitions

As a result of completing the CNA process, we will focus on the following goals:

- Mitchell will meet the academic needs of all students and equip them to achieve post-secondary success.
- Mitchell will foster a positive culture and climate in order to provide a safe and dynamic learning environment.
- Mitchell will employ, empower, and entrust a highly qualified staff to meet the physical, social, and academic needs of students.

We will continue to build on our strengths while adding the following objectives to continue to improve as a campus for the 2025-2026 school year:

- Increase Domain 1, Domain 2, and Domain 3 scores.
- Promote campus pride.
- Increase student attendance rate.
- Reduce the number of referrals.
- Improve school-parent communication.
- Provide growth opportunities for staff.
- Maintain a safe campus.

(Title 1, Element 1)

Demographics

Demographics Summary

Mitchell is an Elementary School in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 84,000 (Census Bureau, 2020). Of these individuals, 18% are Black, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is $49,181 with 23.5% of the people living in poverty (Census Bureau, 2020). Just over 80% of individuals over 25 have a high school diploma and 28% have a Bachelor's degree or higher.

For the 2025-2026 school year, we have 427 students in grades PK-4. Of our 427 students, 101 (24.28%) are African American, 138 (33.17%) are Hispanic, and 139 (33.41%) are White. These percentages have remained stable over the past three years and mirror Bryan's ethnicity. In addition, 244 students (58.65%) are economically disadvantaged.

We serve 9 students (2%) who are identified as LEP, 29 students (7%) in Gifted and Talented, 18 students (4%) in 504, and 86 students (21%) in Special Education. These rates have remained steady over the past three years with the exception of Special Education. This increase is partially the result of all Dyslexia students moving from 504 to Special Education.

Mitchell Elementary has the following staff breakdown:

- Principal - 1
- Assistant Principal - 1
- Counselor - 1
- Librarian - 1
- Instructional Coaches - 2 part time
- Registered Nurse - 1
- Grade-Level Teachers - 21
- Specials Teachers - 3
- Special Education Teachers - 3
- Dyslexic Teachers - 2
- Instructional Paraprofessionals - 8
- Administrative Paraprofessionals - 2

Demographics Strengths

Mitchell has seen a commendable improvement in attendance, rising from 95.1% in the 2023-2024 academic year to 95.65% in 2024-2025. This upward trend not only reflects our commitment to fostering a welcoming and engaging learning environment but also places us as the school with the 5th highest attendance rate in the district. Such a high attendance rate is indicative of the trust and value our students and their families place in the education we provide.

At our school, class sizes typically range from 16 to 25 students. This structure allows teachers to provide personalized attention and deliver instruction that meets the diverse needs of learners. The classroom environment encourages active participation, collaboration, and engagement, all of which are essential for student success.

Our campus is a vibrant tapestry of diversity, with a fairly balanced representation of Hispanic (33.17%), White (33.41%), and Black (24.28%) students. This diversity enriches the educational experience by exposing students to a variety of perspectives and cultures, preparing them for a global society. We are proud to cultivate an inclusive environment where all students feel valued and respected, and where they can learn from one another's unique backgrounds and experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Mitchell's class size hinders effective teaching due to large furniture in a limited space and limited time to manage small group instruction and interventions.
Root Cause: Class rosters are not always balanced by student need.

Problem Statement 2: Mitchell staff does not represent the diversity of students on campus.
Root Cause: Lack of applicants that represent POC and male population.

Student Learning

Student Learning Summary

Accountability data from 2023 STAAR was released. The Domain 1 score was a 77 (C) which was the same as the 2022 Domain 1 score.

Accountability data from 2024 STAAR was released.

Accountability data from 2025 STAAR was also just released.

Comparisons based on the Domain 1 scores is listed below:

	Math				Reading				**Overall**			
	DNM	API	ME	MA	DNM	API	ME	MA	DNM	API	ME	MA
Mitchell 2023	26%	27%	28%	19%	23%	27%	28%	22%	24%	27%	28%	21%
Mitchell 2024	31%	69%	42%	15%	21%	79%	56%	24%	26%	74%	49%	19%
Mitchell 2025	34%	66%	44%	16%	11%	89%	61%	25%	22%	78%	53%	21%

Mitchell Elementary had an identified intervention time for each grade in which students receive a variety of services and also employed five tutors who work with small groups throughout the day to address gaps in learning. Because of funding limitations, Mitchell will not employ additional tutors during the entire 2025-26 school year. We will use some of our Title 1 funding to pay for teacher tutoring outside of the school day.

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

Mitchell's checkpoint scores are closely in line with BISD data, showing that our students are performing on pace with district expectations. This tells us that our curriculum and teaching practices are working well to prepare students for the standards set across the district, ensuring a consistent and strong learning experience.

For several years, our Domain I score have gone from a B (80) in 2022-23, to a C (77) in 2023-24, and in 2024–2025, we were proud to move up to an A. This growth reflects the hard work of our teachers and students, as well as our ongoing focus on providing high-quality instruction in core subjects.

One area where our students truly shine is Reading. At the Masters level, their performance outpaces Math, which speaks to the strength of our literacy programs. It's also a testament to the dedication of our teachers in building a love of reading, while helping students develop the higher-level thinking skills that come with it.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Academic gaps continue to exist between the highest performing student groups and the lowest.
Root Cause: Lack of targeted instructional strategies to fill the gaps.

Problem Statement 2: Student grades do not align with standardized assessment data.
Root Cause: Lack of intentional grading policies fail to provide accurate and meaningful feedback to parents and students.

School Processes & Programs

School Processes & Programs Summary

Mitchell Elementary works to hire, place, and train staff through a collaborative method. Applicants are first selected from a certified pool, and additional applicants are drawn from Alternative Certification Programs. Some teachers have previously been been hired through DOI and are currently working on their certification. Sometimes teachers without a formal educational background lack basic classroom management and instructional pedagogy. Interviews are conducted face-to-face or virtually by a team of administration and grade level teachers. Once hired, new employees are placed in the most appropriate area based on skill level, experience, and occasionally need. Throughout the year, administration and new hires engage in a review of the placement and discuss plans moving forward. Each new employee received support from their team, a mentor teacher, and the administration.

Staff are evaluated annually according to district policy. Support is provided to staff based on need.

Professional development is planned based on district initiatives, observation results, student academic performance, teacher needs, etc. This year, Mitchell Elementary participated in professional development with Safe and Civil School to incorporate CHAMPS into classroom settings, and address behavioral concerns through Early Stage Interventions. Staff also received PD based on the three T-TESS Domains: Classroom Environment, Planning, and Instruction.

In general, the discipline incidents have stabilized from 263 incidents in 2023-2024 to 189 incidents in 2024-2025. The frequent offenses at Mitchell were inappropriate physical contact (27%) and punching, hitting, kicking (29%). Discipline incidents occurred more frequently in the classroom (70%). Second, third, and fourth grades accounted for 73% of all referrals equally, and black students receive 58% of all referrals, which is an increase of 10% from 2023-2024. The most common actions were Phoned Parent (84%), Remove Privileges (40%), Social Skills (22%), and Lunch Detention (18%). Partial or full-day Discipline Management Class was used for 30% of referrals, primarily involving physical contact or aggression.

School Processes & Programs Strengths

At Mitchell, we have developed an effective master schedule that prioritizes and safeguards instructional time. This schedule is meticulously crafted to ensure that each subject receives the attention it deserves, minimizing disruptions and maximizing learning opportunities for our students. By protecting this time, we are able to maintain a consistent and focused educational environment that supports academic success.

We no longer have funding for additional tutors during the school day, however, we have adjusted our schedule to provide longer instructional blocks. These extended periods give teachers more time to identify and address learning gaps, provide targeted support, and ensure students receive the focused attention they need to grow. This approach allows us to continue meeting the diverse needs of our learners and helping every student reach their full potential. In the spring, classroom teachers will offer additional tutoring opportunities outside of regular school hours to support student learning.

Recognizing the importance of physical health in overall student well-being, we ensure that our students receive 180 minutes of physical activity each week. This commitment to physical education not only promotes a healthy lifestyle but also enhances students' ability to concentrate and perform academically. By integrating regular physical activity into our curriculum, we support the development of well-rounded individuals.

Our instructional coaches are integral to our educational approach, working closely with teachers to ensure that the diverse needs of our students are met. These coaches provide valuable guidance and support, helping teachers to refine their instructional strategies and implement best practices in the classroom. Through this collaborative effort, we are able to create a dynamic and responsive learning environment that fosters student achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The majority of documented discipline issues occur in the classroom.
Root Cause: Lack of appropriate strategies to support teachers in managing classroom behaviors.

Problem Statement 2: Black students are overrepresented in discipline referrals and underrepresented in GT.
Root Cause: Lack of equitable learning environments and opportunities for all students.

Perceptions

Perceptions Summary

Mitchell Elementary has become a Dojo School but also uses a variety of tools to enhance communication. Regular information is sent from the administration using flyers, School Dojo, facebook, and calendars. Teachers use Class Dojo and weekly calendars as their primary mode of communication. Daily folders are sent home documenting information from the day. Weekly folders are sent home with information about upcoming events and opportunities.

Mitchell offered a variety of Parent and Family Engagement activities throughout the year. The principal hosted a monthly parent meeting. Each grade hosted a Fine Arts night, highlighting music and art. Parent-Teacher conferences were held in September, and a Student-Led Open House occurred in October. Mitchell opened their doors for a Family Field Day in October, Gratitude Lunch in November and a Santa Event in December. In the Spring, the campus hosted STREAM Night in January and various limited engagements (GT Showcase, Slimefest, Kinder Celebration, 4th Grade Promotion, and Talent Show). Parents often attended Field Trips with their students.

Parents were generally pleased with the level of communication.

Parents are generally pleased with the education their child receives at Mitchell, and most students feel safe and accepted.

Perceptions Strengths

The implementation of Bulldog Blasts has proven to be a highly effective communication tool for both students and staff. These regular shout outs foster a sense of community and shared purpose within our school. By celebrating our students following the Mitchell Mindset, we have been able to enhance the overall educational experience.

Our students consistently report feeling safe and cared for while at school, which is a testament to the nurturing environment we strive to maintain. This sense of security is crucial for their academic and personal development, allowing them to focus on their studies and participate fully in school activities without concern.

We have seen a notable increase in our staff retention rate, which reflects the positive and supportive work environment we have cultivated. By prioritizing professional development and recognizing the contributions of our educators, we have created a workplace where staff feel valued and motivated to continue their careers with us.

The general happiness of our staff is evident in their enthusiasm and dedication to their roles. A content and engaged faculty is essential for delivering high-quality education, and their positive attitude directly impacts student success and school morale.

Parents have expressed their enjoyment of being on campus and generally feel welcome, which strengthens the partnership between home and school. By fostering an inclusive and inviting atmosphere, we encourage parental involvement, which is vital for student achievement and community building.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students and staff are not adequately or consistently recognized for their accomplishments.
Root Cause: Lack of streamlined approach for recognizing students and staff.

Priority Problem Statements

Problem Statement 1: Academic gaps continue to exist between the highest performing student groups and the lowest.
Root Cause 1: Lack of targeted instructional strategies to fill the gaps.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: The majority of documented discipline issues occur in the classroom.
Root Cause 2: Lack of appropriate strategies to support teachers in managing classroom behaviors.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Mitchell's class size hinders effective teaching due to large furniture in a limited space and limited time to manage small group instruction and interventions.
Root Cause 3: Class rosters are not always balanced by student need.
Problem Statement 3 Areas: Demographics

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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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

Goals

Goal 1: Mitchell will meet the academic needs of all students and equip them to achieve post-secondary success.

Performance Objective 1: Increase Domain 1 (Student Achievement) score from scaled score 78% in 2025 to 80% in 2026: Approaches from 78% in 2025 to 83% in 2026, Meets from 53% in 2025 to 55% in 2026, and Masters from 21% in 2025 to 24% in 2026.

High Priority

Evaluation Data Sources: STAAR, Spring Benchmark, DBAs, Concept Quizzes

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Protect Tier 1 instruction by implementing a master schedule that facilitates uninterrupted learning in the least restrictive environment that results in student success. **Strategy's Expected Result/Impact:** Protection of Tier 1 Instruction **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Mitchell will provide opportunities for all students to meet state standards and address the needs of all students, particularly those at-risk of failing state standards, by continuing to increase the effectiveness of (1) phonics instruction in K-3, (2) guided reading or small group math lessons; (3) differentiated instruction for low- and high- achieving students; and (4) rigorous and aligned stations. **Strategy's Expected Result/Impact:** Reduce academic gaps and provide individualized instruction **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Resources for small group intervention - Title I, A - $3,989			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Build reading stamina by providing independent reading for sustained periods of time. Incorporate activities and events that promote and celebrate reading from an early age. Expand library selections by purchasing primary grade books, nonfiction selections, culturally diverse titles, and popular books in a series. Promote reading at home by gifting every student with a book of their choice on their birthday and providing online access to Pebble Go. **Strategy's Expected Result/Impact:** Enhanced comprehension due to extended reading **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Librarian, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** PebbleGo - Title I, A - $1,260			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Mitchell will meet the academic needs of all students and equip them to achieve post-secondary success.

Performance Objective 2: Increase Domain 2A (School Progress-Academic Growth) scaled score from 92% in 2025 to 93% in 2026.

High Priority

Evaluation Data Sources: STAAR, Spring Benchmark, DBAs, MAP

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Track student mastery at the beginning, middle, and end of the year for K-2 Reading and Math using MAP testing and 3-4 using Pretest District Assessment Data and STAAR. Increase achievement scores so that 80% of students score above the 40th percentile, and increase growth scores so that 80% of students meet their growth goals. **Strategy's Expected Result/Impact:** Information necessary for remediation and extension **Staff Responsible for Monitoring:** Instructional Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Conduct and document a parent conference at the end of each 6 weeks for any student failing or not showing academic progress. **Strategy's Expected Result/Impact:** Effective communication and opportunities to partner for school success **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Mitchell will meet the academic needs of all students and equip them to achieve post-secondary success.

Performance Objective 3: Increase Domain 3 (Closing the Gaps) scaled score from 85% in 2025 to 86% in 2026.

High Priority

Evaluation Data Sources: STAAR, Spring Benchmark, DBAs, MAP

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Analyze assessment data (MAP, mastery checks, Concept Quizzes, DBAs, and Spring Benchmark) to gauge progress toward student achievement goals and mastery of essential standards. Track achievement of Meets and Masters for All Students, Black, Hispanic, and Economically Disadvantaged. **Strategy's Expected Result/Impact:** Monitor areas for extended remediation **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide increased learning time, a well-rounded education, and close the learning gap by offering individualized math and reading interventions led by teachers and Education Support Specialist to support students at risk by utilizing research-based resources and strategies. **Strategy's Expected Result/Impact:** Increase foundational skills **Staff Responsible for Monitoring:** Instructional Coaches, Teachers, Education Support Specialist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Education Support Specialist - Title I, A			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Provide after school tutoring and utilize in-class tutoring support for all student with academic needs, especially those at risk for dropping out of school, to target student expectations that benchmark data showed were not mastered by specific students in 3rd Math, 3rd RLA, 4th Math, and 4th RLA. **Strategy's Expected Result/Impact:** Increased growth through targeted interventions by teachers **Staff Responsible for Monitoring:** Instructional Coaches, Teachers, Tutors **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Afterschool Tutoring - Title I, A - $2,068			

No Progress Accomplished Continue/Modify Discontinue

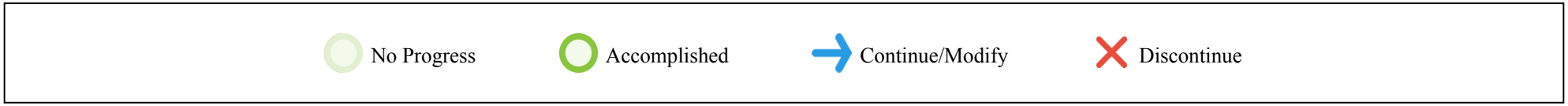
Goal 2: Mitchell will establish ongoing activities to promote an environment that fosters a spirit of pride and reinforces shared vision and goals.

Performance Objective 1: Throughout the year, engage in ongoing activities to foster pride and reinforce shared vision, mission, and goals.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Reinforce foundational ideas through the morning video announcements: Mitchell vision & mission, Essential 8, and Mitchell Mindset, with an ongoing focus in the classroom daily. Share Bulldog Blasts. Celebrate people and events. Establish community pride at Bulldog Rally through campus/grade chants and student/staff recognitions. **Strategy's Expected Result/Impact:** Positive Mitchell culture **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide regular staff affirmations through Mitchell Memo shoutouts, Bulldog Blasts, walkthrough notes, annual team "Thank You" lunches, and monthly morale boosters. **Strategy's Expected Result/Impact:** Positive Mitchell culture **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Provide regular students recognitions: Student Character of the Month, Student Athlete of the Month, Art-itude Award of the Month, Bulldog Blasts, attendance, grades, and growth. **Strategy's Expected Result/Impact:** Positive Mitchell culture **Staff Responsible for Monitoring:** Administration, Counselor, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture			


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 2: Mitchell will establish ongoing activities to promote an environment that fosters a spirit of pride and reinforces shared vision and goals.

Performance Objective 2: By June 2026, Mitchell will increase student attendance rate from 95.3% in 2024-2025 to 95.6% in 2025-2026.

High Priority

Evaluation Data Sources: Attendance data: late arrivals, early check outs, grade level/daily/YTD percentages

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Collect data related to absences, late arrival, and early checkouts. Target strategies for chronic absences. Contact parents of students with chronic absences (less than 90%). **Strategy's Expected Result/Impact:** Improve attendance **Staff Responsible for Monitoring:** Administration, Attendance Team, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Assemble the Attendance Team each six weeks to monitor chronic absenteeism and implement attendance plans. **Strategy's Expected Result/Impact:** Improve attendance **Staff Responsible for Monitoring:** Administration, Attendance Team **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Implement a layered system of incentives that celebrates attendance at the student, grade level, and campus-wide levels. Students will be recognized weekly and monthly through certificates and small prizes for maintaining strong or improved attendance. At the grade level, attendance competitions will foster teamwork and pride, with rewards such as extra recess, parties, and a traveling trophy dog for the highest attendance. Campus-wide celebrations--including pep rallies, raffles, and principal-led challenges--will provide excitement and unify the school around a shared goal. **Strategy's Expected Result/Impact:** Improved Attendance **Staff Responsible for Monitoring:** Administration, Attendance Team, Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Mitchell will establish ongoing activities to promote an environment that fosters a spirit of pride and reinforces shared vision and goals.

Performance Objective 3: By June 2026, Mitchell will reduce the number of classroom referrals from over 150 in 2024-2025 to fewer than 150 in 2025-2026 school year.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teach and model appropriate classroom behavior expectations: Mitchell Mindset, CHAMPS, social contract or treatment agreement, good things and affirmations, safe place, and responsibility centered discipline. Evaluate classroom management approach using S.T.O.I.C. **Strategy's Expected Result/Impact:** Improve classroom management in order to increase learning time **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Guide DOGS, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Utilize the MTSS Framework to track and monitor students' behavior in Branching Minds, including triggers, behaviors, interventions, and parent contacts. **Strategy's Expected Result/Impact:** More efficient documentation and interventions **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Mitchell will establish ongoing activities to promote an environment that fosters a spirit of pride and reinforces shared vision and goals.

Performance Objective 4: By June 2026, Mitchell will improve school-parent communication and involvement opportunities to ensure 100% of parents are able to connect with the school.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Streamline and maintain school to parent communication using Bulldog Bulletin (parent newsletter), monthly calendar highlighting campus events, School Dojo, Class Dojo and Blackboard to build positive relationships and address concerns. **Strategy's Expected Result/Impact:** Increased and improved communication **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Hold Title 1 Meetings two times per year. Provide a copy of the CIP and the Parent and Family Engagement Policy. Parents can request to have the CIP translated into Spanish. **Strategy's Expected Result/Impact:** Understanding of goals **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Provide opportunities for parent and community feedback on programs, campus events, the family engagement policy, parent-school compact, and CNA through surveys, parent meetings, CPIC, and email to build program capacity. Policy and compacts are distributed at meetings, on the website, and in the front office. Policies and compacts are available in the parent's native language upon request if other than English. **Strategy's Expected Result/Impact:** Quality feedback to impact change **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Host family engagement and parent support events once a month that provide fun and engaging learning activities, games and resources focused on how to support their child's academic progress at home. Plan events to specifically meet the needs of various demographics and offer opportunities at a variety of settings and times. **Strategy's Expected Result/Impact:** Positive parent and family relationships **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Materials for STREAM Night, Birthday Books - Title I, A - $2,052			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Mitchell will employ, empower, and entrust a highly qualified staff to meet the physical, social, and academic needs of students.

Performance Objective 1: By June 2026, 100% of staff will demonstrate growth in effective lesson planning, classroom management, instructional strategies, and data analysis.

High Priority

Evaluation Data Sources: Walkthroughs, observations, assessment data, behavior data, PLC discussions

Strategy 1 Details	Reviews		
Strategy 1: Provide effective and consistent staff communication through the HUB, Mitchell Memo, Bulldog Bulletin, and Staff Board.	Formative		Summative
Strategy's Expected Result/Impact: Increase awareness **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Nov	Mar	June

Strategy 2 Details	Reviews		
Strategy 2: Provide professional development based on CNA, district initiatives, and individual teacher and student needs throughout the year during weekly PLC meetings, collaboratives, planning meetings, after school sessions, and/or faculty meetings. Provide ongoing support for new teachers.	Formative		Summative
Strategy's Expected Result/Impact: Improved instruction and classroom management **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Mentor Teacher(s), District Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Nov	Mar	June

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Engage in the evaluation process as a tool for growth. Select and track professional goals and student learning objectives throughout the year and reflect on feedback from walkthroughs and observations. Provide coaching for teachers struggling with learning environment, planning, instruction, or professional practices. **Strategy's Expected Result/Impact:** Increase academic achievement **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Mitchell will employ, empower, and entrust a highly qualified staff to meet the physical, social, and academic needs of students.

Performance Objective 2: During the 2025-2026 school year, there will be zero breaches of security measures in order to ensure a safe learning environment.

High Priority

Evaluation Data Sources: Weekly data charts and monthly safety meetings

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teach the Standard Response Protocol to students and staff using materials from I Love You Guys. **Strategy's Expected Result/Impact:** Student and staff safety **Staff Responsible for Monitoring:** Administration, Office Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Adhere to the following safety protocols: monitor visitors through the Raptor system; conduct daily and weekly exterior door sweeps; and practice monthly emergency drills, including two lockdown drills, in both morning and afternoon classes. Follow up with monthly Safety & Security meetings to discuss procedures and concerns. **Strategy's Expected Result/Impact:** Student and staff safety **Staff Responsible for Monitoring:** Administration, Receptionist, Security Guard, Lead Custodian, Teachers, Bryan PD, Safety and Security Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Meet security expectations during an annual intruder drill for the BISD safety audit. **Strategy's Expected Result/Impact:** Student and staff safety **Staff Responsible for Monitoring:** Administration, ESC 6 **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing			

No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Resources for small group intervention		$3,989.00
1	1	3	PebbleGo		$1,260.00
1	3	2	Education Support Specialist		$0.00
1	3	3	Afterschool Tutoring		$2,068.00
2	4	4	Materials for STREAM Night, Birthday Books		$2,052.00
				Sub-Total	$9,369.00

Bryan Independent School District

Navarro Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Navarro Campus Needs Assessment Summary

In the spring of 2025, the Navarro Elementary CNA Planning Team met on April 24 and May 15th to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of the following stakeholders:

- Dulce Salazar, PK Teacher
- Rebecca Bakalian, Community
- Sarah Dean, Assistant Principal
- Ron Estes, Second Grade Parent
- Lauren Rodriguez, First Grade Teacher
- Kara McClung, Second Grade Teacher
- Brenda Harris, Kindergarten Teacher
- Elizabeth Prado, Third Grade Teacher
- Jessica Leon, Furth Grade Teacher
- Corina Zavala, Specials Teacher
- Kathy Riley, Principal
- McKenna Simpson, SPED Resource Teacher
- Adreana Mendoza, IA

Areas examined during the process included demographics, student academic achievement, perceptions, and processes and programs.

Data sources analyzed by the committee included:

- Staff years of experience, ethnicity, highest degree held
- Student number by Grade, Ethnicity, Emergent Bilingual, SPED, EcoDis and GT
- Longitudinal data for enrollment, ethnicity, EcoDis, EB and SPED
- STAAR Domain Scores 2024-2025
- STAAR Results
- TELPAS Results
- Total Number of Discipline Incidents, Number by Grade Level, Race, Week and Month and Type
- Fall and Spring Student and Staff Survey
- Teacher Retention Rate

As a result of this needs assessment, the following areas of strengths and needs emerged,
Strengths:

- Positive school culture.
- Students and parents feel their teachers care about them.
- Stable staff and student populations.
- Staff is highly qualified, experience and education of the staff.

Needs:

- Students show low growth, with SPED showing extremely low growth.
- Very few students identified GT.
- Growing numbers of SPED students.
- Students report not getting along with each other.
- Students report low scores for the statement, “I like to come to school.”

Due to needs assessment findings, student growth on STAAR, increased focus on SPED identified students, and having students want to come to school and get along with each other were identified as targeted areas of need. We will continue to build on our strengths while adding more targeted interventions for students, an additional SPED teacher and increased strategies for students to use when interacting with other students and adult to continue to grow and improve as a campus for the 2025-2026 school year.

Title I, Element 1

Demographics

Demographics Summary

Navarro Demographic Summary

Navarro is an elementary school in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 84,000 (Census Bureau, 2020). Of these individuals, 18% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is $49,181 with 23.5% of the people living in poverty (Census Bureau, 2020). Just over 80% of individuals over 25 have a high school diploma and 28% have a Bachelor's degree or higher.

For the 2024-2025 school year, we have 451 students in grades PK-4. Of our 451 students, 61 (14%) are African American, 59 (13%) are White, 313 (69%) are Hispanic, and 15 (3%) are multi-racial. These percentages have remained stable over the past three years. The following programs are housed on our campus: BEST and GT pull out.

Looking at other information, we see that we have 86.92% that are economically disadvantaged and 42% that are limited emergent bilingual students. We have 5 students in our BEST program along with 12 (2.66%) and 103 (22.84%) in our Gifted and Talented and Special Education programs respectively. GT has remained fairly stable the last three years while SPED enrollment has increased.

There are 29 teaching staff at Navarro. Of that number 3% are African American, 55% are White and 42% are Hispanic. The average experience of our teachers is about 10 years which is about the same as last year's average.

Most of our community is single family homes. Our students are cared for by a variety of adults including parents, grandparents, older siblings, or extended family members, with a mixture of English and Spanish spoken in the home.

Strengths:

- Stable staff and student population
- Staff is highly qualified due to education and experience.

- Low student counts in each grade level

Weaknesses:

- 77% of students are flagged as At Risk for dropping out.
- 68% of students are flagged for an Intervention Indicator.
- 87% of students are flagged as Economically Disadvantaged.

Problem Statements:

- 68% of students are identified as needing an intervention of some kind.
- 87% of students are identified as economically disadvantaged, which has ramifications for what these students experience in their lives.

Demographics Strengths

- **Strengths:**
  - Stable staff and student population
  - Staff is highly qualified due to education and experience.
  - Low student counts in each grade level

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 68% of students are identified as needing an intervention of some kind.
Root Cause: Students are not being exposed to the real life challenges outside. Staff needs more training and lack of consistency in implementing strategies.

Problem Statement 2 (Prioritized): A large majority of students (87%) are identified as economically disadvantaged, which impacts their daily experiences both in and out of school.
Root Cause: Many families face economic challenges, including long work hours, limited financial resources, and the broader impact of inflation, which can affect the level of academic support students receive at home.

Student Learning

Student Learning Summary

For 2023, Navarro Elementary had an Overall Domain Rating of D. The Student Achievement Rating was D, the School Progress Rating was C, and the Closing the Gaps Rating was F.
For 2024, Navarro Elementary had an Overall Domain Rating of D again. The Student Achievement Rating was also a D, the School Progress Rating dropped to a D, and the Closing the Gaps Rating increased to a D from an F rating.

The campus did not earn Distinctions Designation in any areas.

STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status.

In the 2024 school year, the fourth-grade SpEd population had a low percentage scoring MEETS on STAAR (Reading 5% and Math 10%). Students come to school with large skill gaps. Students struggle to use their accommodations on the tests. Students struggle to type their written responses.

In the 2024 school year, the Hispanic population had a low percentage of students' scores MEETS (4th Math - 34%, 4th Reading - 22%, 3rd Math - 20%, 3rd Reading - 34%) Many parents in the bilingual population face language barriers and significant work commitments, which limit the support they can provide at home. Families may be in 'survival mode,' which can cause schoolwork and practice to be deprioritized.

The campus provides tutorials during the day by retired certified teachers and a full-time bilingual reading interventionist. Monthly PLC meetings are held to discuss progress and additional supports needed by students.

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.

Strengths:

- Economically disadvantaged students in 4th grade
- ELA curriculum growth (Reading Horizons)

Weaknesses:

- Our students' achievement rating was an F
- A large percentage of SpEd students DID NOT MEET in Reading and Math.
- Our Bilingual Population of students is performing significantly lower than the non-bilingual population.

Student Learning Strengths

Strengths:

- Economically disadvantaged students in 4th grade
- ELA curriculum growth (Reading Horizons)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In the 2024 school year, the fourth grade SpEd population had low percentage scoring MEETS on STAAR (Reading 5% and Math 10%). Students come to school with large skill gaps. Students struggle to use their accommodations on the tests. Students struggle to type their written responses.
Root Cause: Difficult to meet individual needs of all students. There are too many gaps to close. Students have less access and experiences.

Problem Statement 2 (Prioritized): In the 2024 school year, the Hispanic population had a low percentage of students' score MEETS (4th Math - 34%, 4th Reading - 22%, 3rd Math - 20%, 3rd Reading - 34%)
Root Cause: Difficult to meet individual needs of all students. There are too many gaps to close. Students have less access and experiences.

School Processes & Programs

School Processes & Programs Summary

When hiring teachers and staff, we conduct a thorough interview process to ensure that new staff are the best fit for our campus, to ensure success for both teachers and students alike. We serve a wide variety of students with vast needs and abilities. 22.84% of our student population qualifies for Special Education, and 10.86% of students are identified with dyslexia. Because of those needs, we want to ensure that we have staff that is able to meet the needs of all of our students to foster appropriate growth academically, socially, and emotionally.

As a staff, we develop professional development based on the needs determined by the data. In the past, we have provided professional development on classroom engagement and small group instruction. We will continue to focus on equipping teachers to confidently teach reading groups and supplementing for students who have an increased need for reading support, while also utilizing the help of tutors and other staff as well.

Our attendance rates have been steady for the past three years. In 2024-2025, Navarro's attendance rate was 94.98%.

Staff will continue to be trained in PBIS strategies and continue to use CHAMPS to foster a positive and safe learning environment for all students. Administration will clearly outline discipline procedures based on our current Foundations training, and teachers will use the leveled behaviors to help manage classroom behavior. Students who feel safe and confident at school are more likely to engage positively in school and attend regularly.

Program	Participation Rate
Special Education	22.84%
Bilingual/ESL/EB	43.69%
Gifted and Talented	2.66%
Dyslexia	10.86%
At-Risk	77.16%

School Processes and Program Strengths

1. Attendance rates have increased over the past 3 years.
2. Our staff are trained through Safe and Civil Schools, CHAMPS, and other programs to meet the educational needs of all our students.
3. Our teachers are dedicated professionals who build positive relationships with their students.

Problem Statements Identifying School Processes and Program Needs

Problem Statement 1: The GT participation rates for 24-25 went down.
Root Cause: The evaluations are lengthy, and the student-to-staff ratio is not sufficient.

Problem Statement 2: Dyslexia and Section 504 participation rates for 24-25 went down.
Root Cause: The student enrollment decreased.

School Processes & Programs Strengths

School processes and Program Strengths

1. Attendance rates have increased over the past 3 years and Navarro is staying close to the district goal.
2. Our staff are trained through PBIS and CHAMPS and other trainings to meet the educational needs of all our students
3. Dedicated teachers who build positive relationships with their students.
4. Food Bank backpacks for families in need, which can be seen as an incentive for families.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The GT participation rates for 24-25 went down.
Root Cause: The evaluation are lengthy and there student to staff ratio is not sufficient.

Problem Statement 2: Dyslexia and Section 504 participation rates for 24-25 went down.
Root Cause: The student enrollment decreased.

Perceptions

Perceptions Summary

In general, the percentage of people getting along is low but has increased from previous years by 19% as perceived by students. The most frequent incident type was punching, hitting, or kicking.

Most of the incidents came from the 2nd grade. This occurrence was due to large class sizes and high behavioral issues. Second grade teachers reported 20 of the 32 total incidents.

There are multiple places to document behavior issues that do not communicate with each other, which causes an overwhelming amount of documentation to be needed. Many behavior incidents or classroom disruptions are reported in Branching Minds and not logged as an official behavior incident. Teachers take a lot of time trying to keep incidents from escalating.

Students report not wanting to come to school and have a general lack of social skills that leads to bullying and negative peer relationships. Teachers struggle to find time to explicitly teach and enforce appropriate social skills related to the needs, due to the intense academic demands of the curriculum, as well as the need to supervise so many students.

The teacher turnover data as reported on the most recent TAPR was 73.68%, which is up 1.46% from the prior year rate of 72.22%.

Results from the staff survey indicate that most staff, 96%, feel Navarro has a positive culture, and 85% feel student discipline and behavior problems are handled effectively. Most concerns are the significant drop in staff feeling comfortable coming to administrators with concerns, and that they are allowed input into decisions.

Parent/family participation in campus events has stayed about the same as in prior years. The most attended events were Fall Festival, grade-level music programs, Black History program, and Dia de Los Niños. 100% of parent surveys reported that they feel their child is safe at school and that we see each other as partners in their child's education.

Strengths:

- Positive school culture.
- Students report “my teachers care about me.”

Weaknesses:

- Students report not getting along with each other.
- Students report low scores for the statement, “I like to come to school.”
- Potentially need more incident reports and behavioral data overall.

Problem Statements:

- Students report low scores for wanting to come to school and for getting along with each other.
- Need more data for incident reports.
- Need more participation in surveys.

Perceptions Strengths

- Positive school culture.
- Students report “my teachers care about me.”

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students report low scores for wanting to come to school and for getting along with each other.
Root Cause: Lack of student relationships. Lack of social skills and emotional regulation. Students not engaged in the classwork and lessons.

Problem Statement 2: Need more data for incident reports and surveys.
Root Cause: Teachers and staff don't always report what occurs. Multiple places to document and the day to day of teaching gets in the way.

Priority Problem Statements

Problem Statement 1: 68% of students are identified as needing an intervention of some kind.

Root Cause 1: Students are not being exposed to the real life challenges outside. Staff needs more training and lack of consistency in implementing strategies.

Problem Statement 1 Areas: Demographics

Problem Statement 2: A large majority of students (87%) are identified as economically disadvantaged, which impacts their daily experiences both in and out of school.

Root Cause 2: Many families face economic challenges, including long work hours, limited financial resources, and the broader impact of inflation, which can affect the level of academic support students receive at home.

Problem Statement 2 Areas: Demographics

Problem Statement 3: In the 2024 school year, the fourth grade SpEd population had low percentage scoring MEETS on STAAR (Reading 5% and Math 10%). Students come to school with large skill gaps. Students struggle to use their accommodations on the tests. Students struggle to type their written responses.

Root Cause 3: Difficult to meet individual needs of all students. There are too many gaps to close. Students have less access and experiences.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In the 2024 school year, the Hispanic population had a low percentage of students' score MEETS (4th Math - 34%, 4th Reading - 22%, 3rd Math - 20%, 3rd Reading - 34%)

Root Cause 4: Difficult to meet individual needs of all students. There are too many gaps to close. Students have less access and experiences.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students report low scores for wanting to come to school and for getting along with each other.

Root Cause 5: Lack of student relationships. Lack of social skills and emotional regulation. Students not engaged in the classwork and lessons.

Problem Statement 5 Areas: Perceptions

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 showing growth on STAAR ELAR and Math from 2024-2025 to 2025-2026.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Fourth grade teachers will analyze student STAAR data from the third grade STAAR to target specific skills students did not show mastery of and make a plan to strengthen those skills. **Strategy's Expected Result/Impact:** More students passing STAAR. **Staff Responsible for Monitoring:** Teachers, IC's, Reading Interventionist, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Increase teacher focus on critical thinking, accountable talk, independent reading and writing. **Strategy's Expected Result/Impact:** Students increased ability to think, talk, read and write across all grade levels and subject areas **Staff Responsible for Monitoring:** Teachers, IC's, Reading Interventionist, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Provide opportunities for all students to meet state standards through weekly PLC meetings with teachers to discuss student progress, instruction, and teaching strategies to support student mastery of objectives. **Strategy's Expected Result/Impact:** Teachers planning more targeted instruction and identifying and implementing interventions in a timely manner to meet the academic needs of students. **Staff Responsible for Monitoring:** Teachers, IC's, Reading Interventionist, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Summit K12 RLA Mastery - State Comp			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Job embedded professional learning during PLC, focusing on guided reading, independent reading, writing about reading, reading wall, classroom book clubs and Storyworks, to improve instruction and keep students from dropping out of school. **Strategy's Expected Result/Impact:** Increased teacher efficacy and student learning. **Staff Responsible for Monitoring:** Teachers, IC's, Reading Interventionist, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Combine campus funds, Title 1, SCE and district funds to reduce disparity in performance on state assessment instruments between students in at-risk situations and students not identified as at-risk. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Administrator **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning			

No Progress | Accomplished | Continue/Modify | Discontinue

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: In grades K-2, the median percentile on MAP assessments will increase from the beginning of year (BOY) to the middle of year (MOY) and the end of year (EOY).

Evaluation Data Sources: MAP, School Profile

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Bi-monthly PLC meetings will be utilized to discuss student progress, instruction and teaching strategies to support student mastery of objectives. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: During bi-monthly PLC's, MAP data, walkthrough data, and alignment of plans to instruction will be analyzed to determine students on target for growth and adjustments made to scaffold interventions for those students not showing growth. **Strategy's Expected Result/Impact:** Increase student achievement **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Staff Development materials - Local Funds - Campus - $1,500			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Address the need of all students, especially those at risk for dropping out of school, by providing additional resources to support whole group and small group instruction, work stations and foster a love of reading, determined by analysis of student levels and math. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Teachers, IA's, Reading Interventionist, IC's, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Small group materials; math materials; Patterns of Power books; Fact Fluency Reflex Math, Math Rocks Concert - Title I, A - $11,908, Reading A-Z; Scholastic StoryWorks - Title I, A - $6,500			

No Progress | Accomplished | Continue/Modify | Discontinue

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: Provide additional academic opportunities to empower students to be academically and socially-emotionally successful.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Encourage reading by having Reading Night, Read Across America, after school and classroom student book clubs for second through fourth grade, additional books for the library, and incentives for students to read throughout the year, to help students find a love of learning so they do not drop out of school. **Strategy's Expected Result/Impact:** Increase student reading ability and foster a love of reading. **Staff Responsible for Monitoring:** Teachers, Reading IC, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Reading Night, student book club books & notebooks, Read Across America, Reading Incentives; Classroom book clubs, Library books - Title I, A - $11,908			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Increase targeted, differentiated instruction and provide well rounded education through additional pull-out and in-class support with tutors and Reading Interventionist, as well as tutoring beyond the school day with teachers, IC's and IA's. **Strategy's Expected Result/Impact:** Increased student mastery of concepts. **Staff Responsible for Monitoring:** Teachers, Tutors, Reading Interventionist, IA's, IC's, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Tutors and Academic Support Instructional Aide; - Title I, A - $45,000			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Support a robust PK program by incorporating engaging teaching to keep students from dropping out of school later in their educational pathway. **Strategy's Expected Result/Impact:** Increased student learning and engagement **Staff Responsible for Monitoring:** Teachers, IA's, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Starfall - Title I, A - $250			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Students will attend educational field trips to transfer school learning to real world learning. **Strategy's Expected Result/Impact:** Students connecting classroom learning to real world. **Staff Responsible for Monitoring:** Teachers, Administrators **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Buses for field trips and all day field trip for fourth graders to Camp Allen, OPAS - Title I, A - $5,994.16			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success to foster a shared responsibility for a positive learning environment.

Performance Objective 1: Increase the student attendance rate from 95% to 96%.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Discuss attendance at weekly administration team meetings as well as monthly attendance committee meetings and DVT. Attendance Postcards will be mailed home when a child has 3 or more absences. **Strategy's Expected Result/Impact:** Increased student achievement due to being at school regularly. **Staff Responsible for Monitoring:** Teachers, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide incentives for students that have exemplary attendance during a grading period. **Strategy's Expected Result/Impact:** Increased student achievement due to being at school regulary. **Staff Responsible for Monitoring:** Teachers, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success to foster a shared responsibility for a positive learning environment.

Performance Objective 2: Reduce referrals and behavior incidents in Branching Minds.

Evaluation Data Sources: Referrals in SkyWard and incident reports in Branching Minds

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Utilize Safe and Civil Schools training on Basic 5 to provide feedback at PLC on implementation based on evaluative and non-evaluative walk throughs and additional coaching based on areas needing improvement. **Strategy's Expected Result/Impact:** Increase student engagement **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Teach and reinforce STRONG expectations and common area expectations. **Strategy's Expected Result/Impact:** Increase student positive behavior and learning **Staff Responsible for Monitoring:** Teachers, IC's, IA's, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success to foster a shared responsibility for a positive learning environment.

Performance Objective 3: Expand family and community involvement in PTO, student learning, and school functions.

Evaluation Data Sources: Sign in sheets

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Create family support learning opportunities during monthly meetings and advertise them in advance so parents can plan to attend. **Strategy's Expected Result/Impact:** Family involvement in their child's education. **Staff Responsible for Monitoring:** Teachers, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Parent Institute Newsletter; Snacks for parent meetings - Title I, A - $2,000			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Offer a variety of school functions to promote family and community involvement. **Strategy's Expected Result/Impact:** Parents and staff building a stronger sense of community and partnership. **Staff Responsible for Monitoring:** Teachers, IA's, Administrators			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Navarro will engage parents in their child's education by providing training to staff on the value of parent and family involvement. **Strategy's Expected Result/Impact:** Staff understanding the value of parents and building strong relationships. **Staff Responsible for Monitoring:** Teachers, IA's, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Navarro will jointly evaluate and review the parent and family engagement policy and compact with the input from a significant number of parents by offering this meeting at different times and days of the week. Navarro will make the policy and compact available to parents and the public by the Title 1 Annual Meeting and campus website. The policy will be available in English and Spanish and other languages upon request. The compact will be made available to parents during Parent/Teacher conferences in September. **Strategy's Expected Result/Impact:** Parents and staff creating a stronger sense of community and partnership. **Staff Responsible for Monitoring:** Teachers, IA's, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Navarro will provide two Annual Title 1 meetings. One during Open House and another at a PTO meeting. These will be offered during the day and in the evening to explain Navarro's Title 1, Part A participation, our state curriculum, academic asessments and the proficiency levels students are expected to achieve as well as ways to partner with the school to increase academic. achievement. **Strategy's Expected Result/Impact:** Increased family engagement. **Staff Responsible for Monitoring:** Teachers, IA's, IC's, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Engage students, families, staff and the community to maximize every student's academic and behavioral success to foster a shared responsibility for a positive learning environment.

Performance Objective 4: Create opportunities for students to develop leadership skills.

Evaluation Data Sources: BISD Ambassadors and Student Council.

Strategy 1 Details	Reviews		
Strategy 1: Utilize third and fourth grade students for safety patrol in the morning to help with student arrival.	Formative		Summative
Strategy's Expected Result/Impact: Students taking ownership of their actions and leading others to make STRONG choices.	Nov	Mar	June
Staff Responsible for Monitoring: Teachers, IA's, Administrators **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Reviews		
Strategy 2: Build student leadership skills and Essential 8 characteristics through student council.	Formative		Summative
Strategy's Expected Result/Impact: Students taking ownership of their actions and leading others to make STRONG choicesl.	Nov	Mar	June
Staff Responsible for Monitoring: Teachers, IA's, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Reviews		
Strategy 3: Utilize teachers to select responsible students for the Sunshine Club, who will be called to show new students around the school and help familiarize them with expectations.	Formative		Summative
Strategy's Expected Result/Impact: Students taking ownership of their actions and leading others to make STRONG decisions.	Nov	Mar	June
Staff Responsible for Monitoring: Teachers, IA's, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Student volunteers are utilized in the library to help shelve books and be part of the library cadre of assistants. **Strategy's Expected Result/Impact:** Students taking ownership of their actions and leading others to make STRONG decisions. **Staff Responsible for Monitoring:** Teachers, IA's, Librarian, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Students from fourth grade will be selected to help anchor Morning Meeting, as well as each grade level class will send students to lead the pledges. **Strategy's Expected Result/Impact:** Sense of pride and ownership in the campus. **Staff Responsible for Monitoring:** Administrators, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Recruit, develop, retain and recognize a highly effective and motivated staff to maximize student engagement and learning.

Performance Objective 1: Support staff through continuous learning and self-reflection to increase their implementation of best teaching practices.

Evaluation Data Sources: Walk-through data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Provide learning opportunities for teachers on CHAMPS Basic 5 and Navarro Expectations along with reflection time on walkthrough data with opportunities to implement in their classroom and observe other classrooms. **Strategy's Expected Result/Impact:** Teachers growing in their profession and teaching skills and feeling supported. **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Recruit, develop, retain and recognize a highly effective and motivated staff to maximize student engagement and learning.

Performance Objective 2: Retain and recognize staff so they feel supported.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Instructional Coaches, Team Leaders, and Administrators will support teachers by listening, asking questions, guiding, and providing observational data to generate conversations around academics and behavior. **Strategy's Expected Result/Impact:** Teachers will have a layer of different people to help answer questions and provide professional and academic assistance. **Staff Responsible for Monitoring:** Teachers, IC's, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Staff will be recognized during morning meeting, planning, PLC, staff meetings and other venues for exhibiting academic and behavioral goals of the campus as well as teacher and staff of the month selected by their peers and recognized monthly. **Strategy's Expected Result/Impact:** Teachers and staff feeling recognized and valued by their colleagues. **Staff Responsible for Monitoring:** Teachers, IA's, IC's, Support Staff, Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

No Progress | Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Staff Development materials		$1,500.00
				Sub-Total	$1,500.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Summit K12 RLA Mastery		$0.00
				Sub-Total	$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Reading A-Z; Scholastic StoryWorks		$6,500.00
1	2	3	Small group materials; math materials; Patterns of Power books; Fact Fluency Reflex Math, Math Rocks Concert		$11,908.00
1	3	1	Reading Night, student book club books & notebooks, Read Across America, Reading Incentives; Classroom book clubs, Library books		$11,908.00
1	3	2	Tutors and Academic Support Instructional Aide;		$45,000.00
1	3	3	Starfall		$250.00
1	3	4	Buses for field trips and all day field trip for fourth graders to Camp Allen, OPAS		$5,994.16
2	3	1	Parent Institute Newsletter; Snacks for parent meetings		$2,000.00
				Sub-Total	$83,560.16

Bryan Independent School District

Neal Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Neal Elementary will be Essential by collaborating with our families and communities to promote excellence in ALL students by providing high quality instruction, developing genuine relationships, and pushing students to soar in a REGAL environment.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2025, the Neal Elementary CNA Planning Team met on May 14 and June 4 to conduct a comprehensive needs assessment of the entire school.

The planning team was made of the following stakeholders:

Mandy Burlin, Pre-K Bilingual Teacher
Gustavo Luna, Kindergarten Teacher
Cariann Zeitman, 1st grade Bilingual Teacher
Kinya Weathersby, 2nd grade Teacher
Maria Jimenez, 3rd grade Teacher
Kim Fuller, 4th grade Bilingual Teacher
Aimee Collins, PE Teacher
Carrie Lundbech-Perry, SPED Teacher
Francisca Torres, Parent
Chelsea Knutson, Parent
Jimmie Gilbert, City of Bryan
Carmen Sanchez, SAILS Instructional Assistant
Sarah D'Olivera, Counselor
Latonya Chambers, ELA Instructional Coach
Nicole Marion, Math Instructional Coach
Joni Bailey, Assistant Principal
Juanita Ontiberos, Principal

Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs.

Data sources analyzed by the committee included: MAP, Benchmark, DBA, STAAR, TELPAS, T-TESS, Rosters (ethnicity, economic status, SPED, EB, GT, migrant, homeless), attendance, discipline, TAPR, and district and campus surveys (parents, students, staff). As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Continued implementation of Foundations (REGAL, CHAMPS, REGAL Mart, Class Dojo)
- Addition of more after school clubs
- Maximizing instructional time
- Fall and spring survey positive from students, staff and parents
- Decrease of percentage of chronically absent students
- Increased student achievement on the 2025 STAAR compared to 2024.
-

Needs

- Increase in student proficiency
- Closing the gap between student sub-populations

- Attendance rate was 95.31%
- We need to find a way to attract more parents to learning events.

Due to the needs assessment, attendance, student proficiency, discrepancy in sub-population student achievement, and finding ways to increase parent attendance at learning events were identified as targeted areas of need. We will continue to build on our strengths while working on providing equity and inclusion professional development, adjusting the master schedule to increase time for planning, focusing on reteach and enrichment, and the creation of a parent involvement committee to continue to grow and improve as a campus for the 2025-26 school year.

Title I, Element 1

Demographics

Demographics Summary

Neal Elementary is an elementary school in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 104,487 people. Of these individuals, 14% are African American, 42% are White, and 39% are Hispanic. The median household income for Bryan, TX is $59,315 with 20.7% of the people living in poverty. In this community 83.9% of individuals over 25 have a high school diploma and 29% have a Bachelor's degree or higher.

For the 2024-2025 school year, we have 323 students in grades Pre-K through 4th grade. Of our 323 students, 54 (16.72%) are African American, 14 are White (4.33%) and 246 (76.16%) are Hispanic. These percentages have remained stable over the past three years. The following programs are housed on our campus: Early Transition Bilingual/ESL, Special Education (ECSE, SAILS, BEST and resource), 504, and Gifted and Talented.

Looking at other information, we see that we have 94.43% that are economically disadvantaged and 40.56% that are limited emergent bilingual students. We have 1.55% students in our 504 program along with 6.81% and 30.34% in our Gifted and Talented and Special Education programs respectively. The percentage of students identified as economically disadvantaged and EB has remained stable over the last 3 years, however, the percentage of students identified as Special Education continues to increase. The percentage of students identified as Gifted and Talented has increased slightly over the last 3 years.

There are 30 total teachers at Neal Elementary. Of that number 17% are African American, 50% are White, and 30% are Hispanic. The average experience of our teachers is 13.7 years which is slightly higher than last year (12.5).

Demographic Strengths:
- Diverse student population
- Experienced Teachers

Our greatest weakness in the area of demographics is the discrepancy between the number of students identified as Special Education and the number of students identified as Gifted and Talented. Teachers struggle to meet the diverse academic and behavioral needs of their students.

Demographics Strengths

- **Experienced teachers**
- **Diverse student population**

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers are struggling to meet the varied academic and behavioral (social) needs of our students.
Root Cause: Teachers are not sure how to or have enough time during PLC to effectively plan for enrichment and remediation when students master or do not master the learning objective.

Student Learning

Student Learning Summary

For 2024, Neal Elementary School had an Overall Domain Rating of D. The Student Achievement Rating and Academic Growth Rating were an F.

Accountability ratings were not released this year. Therefore, we do not have Distinction Designations.

STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status.

We earned 3 out of 4 points for English Language Proficiency based on the 2024 TELPAS results.

As we reviewed our student academic performance, the following strengths and weaknesses were identified:

Strengths:

- 73% approaches on 23-24 STAAR
- 40% Hispanic meets on 23-24 STAAR
- Reading Horizons
- “I Do’ model back in math
- Academic support such as interventionists, ICs, tutorials
- Student goal setting and tracking progress
- 2025 STAAR Data
    - ELA (79%,54%,18%)
        - 4th grade (89%,54%,16%)
    - All tests (73%,48%,18%) > than last year’s STAAR Data

Weaknesses:

- Students not proficient
- African American 0%-Masters and 16%-Meets
- 2025 STAAR Data
    - Math (67%)
    - AA
        - ELA (59%,41%,12%)
        - Math (47%,18%,6%)
    - SPED
        - ELA (50%)
        - Math (29%)

In an effort to meet the needs of students at-risk of failing the state assessment and ensuring that all students demonstrate sufficient growth, we have academic interventionists and instructional coaches that provide pull-out interventions. In addition, teachers have after school tutorials.

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.

As we reviewed additional data such as Circle and benchmark data, we continue to see that our students are not demonstrating sufficient proficiency. Although the percentage of students that attained meets and masters grade level on the 2025 STAAR, we still have room to grow. We will continue working on ensuring that we are planning for the needs of all students and analyze instructional practices to improve differentiation. We will also be intentional about how we track mastery and use that information.

Student Learning Strengths

- **73% approaches on 23-24 STAAR**
- **40% Hispanic meets on 23-24 STAAR**
- **Reading Horizons**
- **"I Do' model back in math**
- **Academic support such as interventionists, ICs, tutorials**
- **Student goal setting and tracking progress**
- **2025 STAAR Data**
    - **ELA (79%,54%,18%)**
        - **4th grade (89%,54%,16%)**
    - **All tests (73%,48%,18%) > than last year's STAAR Data**

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a discrepancy between sub-population performance.
Root Cause: Implicit bias or lack of professional development in equity and inclusion.

Problem Statement 2: Students are not truly mastering math concepts, therefore, are unable to apply them.
Root Cause: Teachers do not have a depth of content knowledge.

School Processes & Programs

School Processes & Programs Summary

Neal Elementary uses the following practices to recruit, hire, and place staff:

- Recruitment
  - Attend job fairs with/HR when we have vacancies.
- Hiring
  - We conduct team interviews which always include at least one teacher.
- Placement
  - If possible, staff have a voice in the placement process. When people are happy, they are more likely to stay and be successful. We also take into account their strengths and weaknesses. More importantly, student needs play a part in the process.

Staff are evaluated annually according to district policy. It is our goal to provide timely, high quality feedback to help teachers grow. Support is provided to staff based on need. We have an ELA and Math Instructional Coach to support teachers with instructional needs. We also implement the district's mentor program for first year teachers. Administration also prioritizes teacher needs and are available to support in whatever way is needed.

Professional development is planned based on district incentives, observation results, student academic performance, teacher needs, etc. This year, Neal Elementary staff participated in the following professional development opportunities:

- Foundations
- Reading Horizons
- MTSS
- Branching Minds
- Productive Struggle
- Student Goal Setting
- District Mandated PD

All teachers implement all components of the district curriculum. We constantly analyze data (DBAs, screeners, benchmarks and formative assessments) to plan needs-based instruction. Grade levels plan collaboratively to design aligned, rigorous and engaging lessons. Small group instruction for reading and math is non-negotiable.

For the current school year, participation in various programs can be seen in the table below:

Program	Participation Rate
Special Education	30.34%
ESL/EB	43.66%
Economically Disadvantaged	94.43%
Gifted & Talented	6.81%

Program	Participation Rate
Dyslexia	6.5%
Section 504	1.55%
Migrant	<1%
Homeless	1%

In general, the number of discipline incidents remained about the same as the previous year. There are no real discipline trends. The campus continues to implement Safe and Civil Schools. Additionally, we use the following procedures to reduce the overuse of discipline practices:

- REGAL Matrix
- CHAMPS
- Daily Social Skills Instruction
- Class Dojo
- REGAL Mart

In addition, the principal and assistant principal are certified in Restorative Practices.

The following practices are in place to address school safety, bullying, drugs, violence, suicide prevention, physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children:

- Safety Drills
- Daily Social Skills Instruction
- Counselor Guidance Lessons
- B-Safe App
- Threat Assessment Team

Our school day begins at 7:35 am and ends at 3:10 pm. Our master schedule provides for common planning periods. Grades 2-4 are departmentalized.

Students are using technology on a daily basis during workstations and intervention time to complement and reinforce instruction.

It is also our goal to develop well-rounded students so we have implemented the following after-school extra-curricular programs:

- Robotics Lego Team
- Art Club
- Choir
- Drum Club
- Baking Club
- Book Club
- Ballet Folklorico
- Student Ambassadors
- UIL

Attendance continues to be a focus for us. Our attendance rate decreased this year from 95.39% to 95.31% and our percentage of chronically absent students decreased from 12.38% to 9.1%.

School Processes & Programs Strengths

- **GT numbers growing**
- **Bringing back clubs & after school activities**
- **Technology still 1:1**
- **Library and guidance lessons as a part of the specials rotation maximize instructional time**
- **MTSS Interventions with Mrs. Townsend**
- **Effective implementation of Foundations**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The percentage of chronically absent students was 9.1% and our end of year attendance rate was 95.31%.
Root Cause: There are no parent consequences for truancy.

Perceptions

Perceptions Summary

Neal Elementary has created a family culture where our students, staff, families and the community feel welcomed and appreciated. Our school is rich in traditions, and all stakeholders have a sense of belonging and ownership.

Student Engagement

In general, the number of discipline incidents are about the same as last year. There are no trends in our data. Our goal this year was to reduce the number of SPED student referrals which we accomplished. That percentage went from 70% to 50%.

This is our eighth year of implementing our daily social skills instruction which includes the Essential Eight, and it is our seventh year of implementing our REGAL matrices, CHAMPS, and student recognition (Class Dojo and REGAL Mart). Our Foundations team leads us in constantly evaluating implementation and our student needs to ensure that our efforts are actually impacting student behavior.

We also have a high number of Special Education students that display challenging behaviors.

This year's student survey indicates that over 98% of our students who completed the survey feel loved at school.

Staff Engagement

The teacher retention rate for this is 81.3% because we lost positions due to low enrollment. Results from the staff survey indicate that 92% of our staff that completed the survey feel that our school has a positive culture and 93% said they enjoy coming to work most days.

Family/Parent Engagement

Parent/family participation in campus events has remained the same as compared to prior years. The most attended events were student performances and social events like Pastries with Parents and holiday parties.

Parents/families listed work schedules as the greatest barrier to participation.

This year's parent survey indicates that 100% of our parents who completed the survey feel:

- Welcome at their child’s school
- Their child is safe
- That staff really cares about their child
- Overall, the school is a friendly place.

Perceptions Strengths

- **No trends with discipline**
- **98% of students feel that adults treat them with kindness**
- **91% of students feel safe at school**
- **92% of parents feel welcome at school**

- **Continued implementation of Foundations**

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Higher parent attendance at social events than at learning events.
Root Cause: The events that we plan may not be meaningful.

Priority Problem Statements

Goals

Revised/Approved: June 24, 2025

Goal 1: By May 2026, we will increase the number of students who attain meets on STAAR from 47.5% to 50% and masters from 18.1% to 20%, the number of African American students who attain approaches will increase from 52.9% to 60% and meets from 29.4% to 35%, and the number of identified SPED students who attain approaches will increase from 39.2% to 45% as a result of effective differentiated instruction including appropriate reteach and enrichment.

Performance Objective 1: 60% of students will meet or exceed projected growth from BOY to EOY assessments by May 2026.

High Priority

Evaluation Data Sources: MAP
District assessment data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teachers will provide differentiated instruction to meet the needs of low-achieving students and enrich the curriculum for high-achieving students. **Strategy's Expected Result/Impact:** Student Achievement Data Teacher Observation Data Lesson Plans **Staff Responsible for Monitoring:** Classroom Teachers ICs Principal **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Teachers will utilize their Newline board and all available technology, including instructional programs, to integrate technology into the content areas as a means of enhancing instructional delivery, therefore, increasing the academic performance of all students including those identified as at-risk. **Strategy's Expected Result/Impact:** Student Achievement Data Teacher Observation Data Lesson Plans **Staff Responsible for Monitoring:** Classroom Teachers ICs Principal/AP **Funding Sources:** RAZ Kids, Pebble Go, Summit K-12 RLA Mastery - Title I, A - $4,700, Summit K-12 - Title III, A - LEP, Headphones, adapters, etc - Title I, A - $1,000			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers will provide timely and effective assistance (before and after school, Saturday School, Friday evening school, etc.) to all student groups (African American, Hispanic, SPED, EB, ED, 504, Homeless, Migrant) who experience difficulty mastering the state standards using appropriate interventions increasing the academic performance of all students at risk of failing state assessments. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Classroom Teachers Principal **Funding Sources:** Interventions through After-School Tutorials - Title I, A - $5,000, IAs- After School Math and Reading Lab - Title I, A - $1,500			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Teachers will continue to increase the effectiveness (rigor, accountability, differentiated) of literacy and math workstations increasing the academic performance of all students including those identified as at-risk. **Strategy's Expected Result/Impact:** Student Achievement Data Teacher Observation Data Lesson Plans **Staff Responsible for Monitoring:** Classroom Teachers ICs Principal/AP **Funding Sources:** Materials for workstations - Title I, A - $1,354			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Teachers will conduct goal-setting conferences with each student to discuss goals and strategies to improve in order to increase student ownership of learning. Goals will be monitored each 6 weeks. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Classroom Teachers Principal/AP **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: All mastery checks will be completed independently by students with no guidance or prompting, and teachers will track daily. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Principal/AP ICs **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: By May 2026, we will increase the number of students who attain meets on STAAR from 47.5% to 50% and masters from 18.1% to 20%, the number of African American students who attain approaches will increase from 52.9% to 60% and meets from 29.4% to 35%, and the number of identified SPED students who attain approaches will increase from 39.2% to 45% as a result of effective differentiated instruction including appropriate reteach and enrichment.

Performance Objective 2: 100% of students will receive high-quality instruction resulting in 60% of students meeting the projected growth from BOY to EOY assessments as a result of needs-based, data driven professional development and recruiting and retaining ESSA qualified teachers by May 2026.

Evaluation Data Sources: MAP data (K-2)
District assessment
Teacher Observation Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teachers and paraprofessionals will attend data-driven professional development facilitated by instructional coaches focused on meeting the specific needs of students and teachers increasing the academic performance of all students including those identified as at-risk. **Strategy's Expected Result/Impact:** Student Achievement Data Teacher Observation Data Lesson Plans **Staff Responsible for Monitoring:** ICs Principal **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Neal Elementary will recruit effective teachers through: hosting methods students and student teachers and attending job fairs. **Strategy's Expected Result/Impact:** 100% Fully staffed with qualified applicants **Staff Responsible for Monitoring:** Principal/AP **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
Strategy 3: Neal Elementary will retain effective teachers through: mentoring program for new teachers, instructional support for all teachers, monthly recognition and celebration of staff, teacher participation in collaborative and professional activities, teacher input in campus decision-making. **Strategy's Expected Result/Impact:** Teacher Retention Rate Teacher Surveys **Staff Responsible for Monitoring:** ICs Principal/AP **Funding Sources:** - Local Funds - Campus	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 4 Details	Reviews		
Strategy 4: Arrangements are made to help ensure that all paraprofessionals attain highly qualified requirements. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 5 Details	Reviews		
Strategy 5: Teachers will participate in professional development focused on developing an in-depth content knowledge including effective strategies to increase student mastery . **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Principal/AP ICs **Funding Sources:** - Local Funds - Campus	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 6 Details	Reviews		
Strategy 6: Teachers will participate in the Lead4ward Rockin' Review professional development focused on developing an in-depth understanding of the state assessment. **Strategy's Expected Result/Impact:** Student Achievement Data **Funding Sources:** Registration and Travel for Teachers- Lead4ward Rockin' Review - Title I, A - $2,500	**Formative**		**Summative**
	Nov	**Mar**	**June**

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Teachers will participate in professional development focused on planning effective reteach and enrichment. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Principal/AP ICs **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: The master schedule will be adjusted to include a block day for PLC to ensure teachers are planning high quality Tier 1 instruction including effective reteach and enrichment and rigorous and differentiated workstations to improve overall academic achievement especially students failing or at risk of failing state assessments. **Strategy's Expected Result/Impact:** Increased Student Achievement **Staff Responsible for Monitoring:** Principal/AP ICs **Funding Sources:** Instructional Coaches - Title I, A			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: Teachers will participate in professional development focused on student equity and inclusion. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Principal/AP ICs **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: By May 2026, we will increase the number of students who attain meets on STAAR from 47.5% to 50% and masters from 18.1% to 20%, the number of African American students who attain approaches will increase from 52.9% to 60% and meets from 29.4% to 35%, and the number of identified SPED students who attain approaches will increase from 39.2% to 45% as a result of effective differentiated instruction including appropriate reteach and enrichment.

Performance Objective 3: 100% of teachers will effectively monitor student progress and determine appropriate interventions and enrichment to ensure that 60% of students meet the projected growth from BOY to EOY assessments by May 2026.

Evaluation Data Sources: Student Achievement Data

Strategy 1 Details	Reviews		
Strategy 1: Student data meetings will be conducted twice per 6 weeks (analyzing tracking for mastery, guided reading binders, and assessment data) and MTSS once per 6 weeks.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Student Achievement Data Discipline Data **Staff Responsible for Monitoring:** Principal/AP ICs Classroom Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
Strategy 2: Educational Instructional Assistant will provide additional academic support for at-risk students in a timely manner.	Formative		Summative
Strategy's Expected Result/Impact: Student Achievement Data **Staff Responsible for Monitoring:** Principal Educational IA **Funding Sources:** - Title I, A	Nov	Mar	June

Strategy 3 Details	Reviews		
Strategy 3: Teachers will provide feedback to ICs regarding district assessments to ensure the validity of student data.	Formative		Summative
Strategy's Expected Result/Impact: Student Achievement Data **Staff Responsible for Monitoring:** Classroom Teachers ICs **Funding Sources:** - Local Funds - Campus	Nov	Mar	June

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: An after school enrichment program will be implemented to ensure we are meeting the needs of GT and High-Achieving students. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Teacher Principal **Funding Sources:** GT Instructional Resources - Title I, A - $500			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: An academic tutor will provide appropriate interventions for students at-risk of failing. **Strategy's Expected Result/Impact:** Student Achievement Data **Staff Responsible for Monitoring:** Principal Tutor **Funding Sources:** Tutor - Title I, A - $9,375			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: By May 2026, we will increase the number of students who attain meets on STAAR from 47.5% to 50% and masters from 18.1% to 20%, the number of African American students who attain approaches will increase from 52.9% to 60% and meets from 29.4% to 35%, and the number of identified SPED students who attain approaches will increase from 39.2% to 45% as a result of effective differentiated instruction including appropriate reteach and enrichment.

Performance Objective 4: 100% of students will develop a life goal plan as a result of increased efforts to produce well-rounded students who are ready to face challenges they face upon graduation by May 2026.

Evaluation Data Sources: Student plans
Student Achievement Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: The PE coach will teach health lessons addressing healthy eating, taking care of your body and fitness goals twice per 6 weeks. **Strategy's Expected Result/Impact:** Student Achievement Data Fitness gram data **Staff Responsible for Monitoring:** PE Coach Principal/AP **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: The counselor will implement guidance lessons addressing bullying, conflict resolution, violence and drug prevention, and character development. **Strategy's Expected Result/Impact:** Student Achievement Data Discipline Data **Staff Responsible for Monitoring:** Counselor Principal/AP **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: The master schedule includes 25 minutes for our daily social skills and Essential Eight lessons. **Strategy's Expected Result/Impact:** Student Achievement Data Discipline Data **Staff Responsible for Monitoring:** Specials Teachers Principal/AP **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: We will continue increasing the number of extra-curricular clubs/teams for students. **Strategy's Expected Result/Impact:** Student Participation Number of groups Student Achievement Discipline Data **Staff Responsible for Monitoring:** Staff **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: By May 2026, we will increase our student attendance rate from 95.31% to 95.5% and decrease the percentage of students who are chronically absent from 9.1% to 8%.

Performance Objective 1: Our student attendance rate will increase to 95.5% by May 2026.

High Priority

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: The attendance committee will seek input for attendance incentives and celebrations. **Strategy's Expected Result/Impact:** Attendance Data **Staff Responsible for Monitoring:** AP Attendance Committee **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Principal will meet weekly with students identified as chronically absent in the 24-25 school year to track attendance and provide incentives. Principal will also maintain constant communication (hand written letters, Class Dojo messages, phone calls, face to face conversations) with their parents. **Strategy's Expected Result/Impact:** Lower percentage of students identified as chronically absent. **Staff Responsible for Monitoring:** Principal Attendance Committee **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: By May 2026, we will increase our student attendance rate from 95.31% to 95.5% and decrease the percentage of students who are chronically absent from 9.1% to 8%.

Performance Objective 2: Discipline referrals will decrease by 25% by May 2026.

Evaluation Data Sources: Discipline Data
Teacher Observations

Strategy 1 Details	Reviews		
Strategy 1: Staff will use ClassDojo as a positive behavior intervention and use a school store (REGAL Mart) for students to spend their ClassDojo points.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Discipline Data Student Achievement Data **Staff Responsible for Monitoring:** Staff Foundations Team **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
Strategy 2: Teachers will teach Essential Eight lessons once per week and REGAL social skills lessons 4 days per week.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Discipline Data Student Achievement Data **Staff Responsible for Monitoring:** Teachers Foundations Team **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
Strategy 3: Staff will implement the REGAL matrix as a tool to communicate expectations.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Discipline Data Student Achievement Data **Staff Responsible for Monitoring:** Staff Foundations Team **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: The Foundations Team will seek input for behavioral interventions and ideas for positive reinforcement. **Strategy's Expected Result/Impact:** Discipline Data Student Achievement Data **Staff Responsible for Monitoring:** Staff Foundations Team **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: We will create a proactive behavior plan for identified students and a coaching plan for their teachers. **Strategy's Expected Result/Impact:** Discipline Data Student Achievement Data **Staff Responsible for Monitoring:** Administrative Team Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: We will conduct monthly PLCs focused on understanding how Autism and Emotional Disturbances can manifest in the classroom and strategies to effectively handle these behaviors. **Strategy's Expected Result/Impact:** Discipline Data **Staff Responsible for Monitoring:** Principal/AP SPED Teachers **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: By May 2026, we will increase our student attendance rate from 95.31% to 95.5% and decrease the percentage of students who are chronically absent from 9.1% to 8%.

Performance Objective 3: The percentage of chronically absent students will decrease to 8% by May 2026.

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: At the end of every 6 weeks, students identified as chronically absent and their parents will be required to attend a Saturday make-up day and training. **Strategy's Expected Result/Impact:** Attendance Rate **Staff Responsible for Monitoring:** Attendance Committee **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: By May 2026, we will increase parent participation in learning opportunities by 10% as a result of planning meaningful and engaging activities.

Performance Objective 1: 100% of teachers will clearly and consistently communicate academic and behavioral performance and progress with parents by May 2026.

Evaluation Data Sources: Title I Audit
Parent Involvement Policy Program Evaluation

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teachers will make a minimum of one positive contact (call, Class Dojo message, text, face-to-face) for each student every 6 weeks and will turn in logs at the end of each 6 weeks. **Strategy's Expected Result/Impact:** Phone Log Parent Surveys Discipline Data Student Achievement Data **Staff Responsible for Monitoring:** Classroom Teachers Principal **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: A copy of the Home School Compact will be completed face to face during the parent conferences held the second six weeks of school and included in each student's take home folder to serve as a reminder of the commitment made by the parent, student and teacher. Compacts will be made available in the language of the home and in multiple formats. **Strategy's Expected Result/Impact:** Completed Home School Compact Parent Surveys Discipline Data Student Achievement Data **Staff Responsible for Monitoring:** Classroom Teachers Principal **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers will conduct and document a parent conference at the end of each 6 weeks for any student failing or not showing academic progress. (Phone conferences or home visits will be completed when necessary.) **Strategy's Expected Result/Impact:** Parent Conference Documentation Parent Surveys Student Achievement Data **Staff Responsible for Monitoring:** Classroom Teachers Principal **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Teachers will utilize ClassDojo to communicate behavioral performance. **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: By May 2026, we will increase parent participation in learning opportunities by 10% as a result of planning meaningful and engaging activities.

Performance Objective 2: Our school will conduct a minimum of 10 meaningful and needs-based parent learning opportunities by May 2026.

Evaluation Data Sources: Title I Audit
Parent Involvement Policy Program Evaluation

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: A parent survey will be sent home to determine topics for parent learning opportunities. Morning and evening activities will be scheduled, childcare available, and training provided in English and Spanish. **Strategy's Expected Result/Impact:** Parent Sign-In Parent Surveys **Staff Responsible for Monitoring:** Principal **Funding Sources:** SMART Snacks, PFE materials - Title I, A			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Parent trainings and family engagement activities that provide learning and resources focused on how they can support their child's academic progress at home will be conducted throughout the school year. Each activity will involve a component that will motivate parents to attend. **Strategy's Expected Result/Impact:** Parent Sign-in Parent Surveys Student Achievement Data **Staff Responsible for Monitoring:** Staff **Funding Sources:** Instructional Resources for parents - Title I, A - $1,406, SMART snacks at PFE activities - Title I, A - $750, Childcare at PFE activities - Title I, A - $250			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Parents will not only be informed about Title I but they will also be asked to meaningfully participate in the decision-making and evaluation process through the following: Annual Title-I Meeting- More than one meeting at different times and days of the week CPIC Evaluation and improvement of Parent Involvement Policy, Parent Involvement Program and Home School Compact. It will be made available in both english and Spanish for the families. Campus will reduce barriers to participation by providing translation services, childcare, SMART snacks and flexible meeting times. **Strategy's Expected Result/Impact:** Parent Sign-in Parent Surveys **Staff Responsible for Monitoring:** Principal **Funding Sources:** SMART Snacks, PFE Materials - Title I, A			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Parent trainings focused on Kindergarten and 4th grade transitions will be conducted. (Morning and evening class scheduled, childcare available, training provided in English and Spanish) **Strategy's Expected Result/Impact:** Parent Sign-in **Staff Responsible for Monitoring:** Counselor **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Title I Personnel

Name	Position	Program	FTE
Beatriz Sifuentes	Educational Instructional Assistant		

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	5			$0.00
1	2	7			$0.00
1	2	9			$0.00
1	3	1			$0.00
1	3	3			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	3			$0.00
2	2	4			$0.00
2	2	5			$0.00
2	2	6			$0.00
2	3	1			$0.00
3	1	1			$0.00

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Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	2	4			$0.00
				Sub-Total	$0.00

Title III, A - LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Summit K-12		$0.00
				Sub-Total	$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	RAZ Kids, Pebble Go, Summit K-12 RLA Mastery		$4,700.00
1	1	2	Headphones, adapters, etc		$1,000.00
1	1	3	IAs- After School Math and Reading Lab		$1,500.00
1	1	3	Interventions through After-School Tutorials		$5,000.00
1	1	4	Materials for workstations		$1,354.00
1	2	6	Registration and Travel for Teachers- Lead4ward Rockin' Review		$2,500.00
1	2	8	Instructional Coaches		$0.00
1	3	2			$0.00
1	3	4	GT Instructional Resources		$500.00
1	3	5	Tutor		$9,375.00
3	2	1	SMART Snacks, PFE materials		$0.00
3	2	2	Childcare at PFE activities		$250.00
3	2	2	SMART snacks at PFE activities		$750.00
3	2	2	Instructional Resources for parents		$1,406.00
3	2	3	SMART Snacks, PFE Materials		$0.00
				Sub-Total	$28,335.00

Bryan Independent School District

Rudder High School

2025-2026 Campus Improvement Plan

Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Revised/Approved: June 24, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

Rudder High School completed the comprehensive needs assessment during the spring of 2025. A committee made up of parents, teachers, other staff, student and community members met several times to collaborate in the review/revision of the needs assessment. Data reviewed included discipline, attendance, TEA reports, STAAR Data, enrollment, drop-out , CCMR, growth progress, and performance data (domain 1A).

Strengths identified:

- Our diverse population allows all students to experience a variety of cultures and perspectives
- Distinctions earned in US History and Social Studies
- Intervention options offered for students experiencing academic challenges
- Support for professional learning at the campus and district level

Areas of Need:

- Low passing rates across the campus in all sub populations
- Wide achievement gaps for all subpopulations compared to state averages
- Large staff turnover in recent years
- Perception of discipline problems

For the 2025-26 school year, Rudder High School will focus on student achievement for first time testers as well as repeaters, closing the achievement gaps between at-risk and non-at risk learners, performance of special education and ELL students, increase the rigor in all classes, prepare students for postsecondary success, an ensure a safe learning environment on campus.

Demographics

Demographics Summary

Rudder High School is in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 84,000 (Census Bureau, 2020). Of these individuals, 18% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is $49,181 with 23.5% of the people living in poverty (Census Bureau, 2020). Just over 80% of individuals over 25 have a high school diploma and 28% have a Bachelor's degree or higher.

For the 2024-2025 school year, we have 1799 students in grades 9, 10, 11, 12. Of our 1798 students, 359 (20.0%) are African American, 258 are White (14.3%), 1132 (62.9%) are Hispanic, and 50 (2.8%) are Multi-Racial. These percentages have remained stable for African American, Hispanic, Multi-Racial, and White over the past three years.

Looking at other information, we see that we have 78.98% that are economically disadvantaged and 30.92% that are limited emergent bilingual students. Along with 4.73% and 16.24% in our Gifted and Talented and Special Education programs respectively. These percentages have remained stable for Special Education and decreased in our Gifted and Talented over the past three years.

Rudder High School's Student Demographics from the 2020-21 school year through 2023-24 school year based on TAPR.

Student Demographics				
Subgroups	23-24	22-23	21-22	20 - 21
Total Number of Students	1692	1769	1723	1683
Female Student Total	836 / 49.4%	876 / 49.5%	856	823 / 48.9%
Male Student Total	856 / 50.6%	893 / 50.5%	867	860 / 51.1%
African American	18.30%	19.10%	19.60%	19.70%
Hispanic	65.50%	64.20%	61.30%	59.00%
White	14.20%	14.50%	16.70%	19.00%
Multi-Racial	1.50%	1.60%	1.90%	1.50%
Economically Disadvantaged	79.30%	76.30%	78.60%	74.50%
LEP	32.20%	29.30%	26.30%	23.00%
SPED	15.50%	16.20%	16.00%	17%
At-Rsk	86.30%	85.00%	85.60%	82.80%
GT	4.80%	7.50%	8.60%	10.6%%

Rudder High School's Attendance Rate from the 2019-20 school year through 2021-22 school year. 2022-25 not available at this time. All based on TAPR.

Attendance Rate					
	22-23	21-22	20 - 21	19-20	18-19
State		92.20%	95%	98.30%	95.40%
District		91.60%	93.10%	98.40%	95.20%
Campus		88.50%	91.80%	98.10%	94.20%

Rudder High School's Graduation Rate from the 2019-20 school year through 2021-22 school year. 2022-25 not available at this time. All based on TAPR.

Graduation Rate					
	22-23	21-22	20 - 21	19-20	18-19
State		89.70%	90%	90.30%	90%
District		90.30%	91%	89.70%	87.10%
Campus		96.80%	96%	94.80%	90%

Demographics Strengths

Rudder High School has a demographic that is representative of the communities unique cultures perspectives.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High percentage of students are identified as at-risk students.
Root Cause: Three quarters of the student population is identified as economically disadvantaged.

Student Learning

Student Learning Summary

Spring 2023 STAAR EOC Results.

Charts 1 and 2 show Rudder HS over a period of time 2020-21 through 2023-24.

Chart 3 look at All Grades All Subjects comparing State, District, Rudder, and Demographics for the Spring 2024 STAAR EOC Results.

Charts 4 - 8 look at each subject individually comparing State, District, Rudder, and Demographics for the Spring 2024 STAAR EOC Results.

Chart 1

EOC STAAR Performance - At Approaches Grade Level or Above				
EOC Course	23-24	22-23	21-22	20 - 21
English I	53	63%	52%	48%
English II	64	66%	60%	51%
Algebra I	63	53%	51%	38%
Biology	87	81%	74%	62%
US History	93	92%	89%	78%

Chart 2

EOC STAAR Performance - At Approaches Grade Level or Above				
All Grades/All Subjects	23-24	22-23	21-22	20 - 21
Campus	70%	70%	64%	55%
African American	64%	62%	60%	43%
Hispanic	71%	69%	62%	54%
White	79%	83%	83%	74%
Two or More Races	-	76%	64%	*

Special Ed (Current)	42%	50%	44%	33%
Econ Disadv	69%	67%	62%	51%
EB/EL (Current & Monitored)	67%	66%	55%	50%

Chart 3

Spring 2024 STAAR All Grades All Subjects Results			
	Approaches	Meets	Masters
State	75%	48%	20%
District	65%	36%	12%
Rudder High School	70%	30%	5%
African American	64%	21%	3%
Hispanic	71%	29%	5%
White	79%	47%	13%
Two or More Races	-	-	-
Special Ed (Current)	42%	14%	3%
Econ Disadv	69%	26%	4%
EB/EL (Current & Monitored)	67%	24%	3%

Chart 4

Spring 2024 STAAR EOC English I Results			
	Approaches	Meets	Masters
State	70%	52%	16%
District	59%	35%	9%
Rudder High School	53%	26%	3%
African American	44%	19%	1%
Hispanic	54%	26%	2%
White	68%	42%	12%
Two or More Races	-	-	-
Special Ed (Current)	28%	10%	2%
Econ Disadv	52%	24%	1%
EB/EL (Current & Monitored)	49%	21%	0%

Chart 5

Spring 2024 STAAR EOC English II Results			
	Approaches	Meets	Masters
State	75%	58%	9%
District	67%	46%	5%
Rudder High School	64%	39%	2%
African American	54%	30%	0%
Hispanic	64%	37%	2%
White	71%	65%	8%
Two or More Races	-	-	-
Special Ed (Current)	22%	11%	0%
Econ Disadv	60%	34%	2%
EB/EL (Current & Monitored)	60%	30%	0%

Chart 6

Spring 2024 STAAR EOC Algebra I Results			
	Approaches	Meets	Masters
State	81%	43%	24%
District	71%	26%	11%
Rudder High School	63%	10%	1%
African American	58%	5%	0%
Hispanic	66%	12%	2%
White	62%	8%	0%
Two or More Races	-	-	-
Special Ed (Current)	62%	8%	2%
Econ Disadv	63%	10%	2%
EB/EL (Current & Monitored)	64%	12%	2%

Chart 7

Spring 2024 STAAR EOC Biology Results			
	Approaches	Meets	Masters
State	91%	56%	19%
District	86%	37%	8%
Rudder High School	87%	27%	4%
African American	81%	16%	3%
Hispanic	89%	28%	2%
White	89%	41%	13%
Two or More Races	-	-	-
Special Ed (Current)	69%	22%	3%
Econ Disadv	87%	24%	2%
EB/EL (Current & Monitored)	90%	26%	1%

Chart 8

Spring 2024 STAAR EOC U.S. History Results			
	Approaches	Meets	Masters
State	96%	69%	37%
District	92%	54%	25%
Rudder High School	93%	50%	21%
African American	94%	36%	12%
Hispanic	91%	46%	20%
White	100%	74%	38%
Two or More Races	-	-	-
Special Ed (Current)	77%	26%	7%
Econ Disadv	92%	44%	15%
EB/EL (Current & Monitored)	89%	42%	15%

Student Learning Strengths

Distinction earn in the area of Social Studies.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students of poverty, especially those who are also English Language Learners and students participating in special education programming struggle with instructional concepts due to limitations in their development of functioning vocabulary.
Root Cause: Vocabulary development is not regularly practiced by all students.

Problem Statement 2: The rigor of classroom instruction is not meeting or exceeding the rigor needed to demonstrate successful academic progress on the STAAR exam.
Root Cause: Critical thinking and justification expectations for responses from students during instruction are limited.

Problem Statement 3: Students struggle to write academically for quality and quantity.
Root Cause: Cross curricular writing opportunities are limited and unstructured.

School Processes & Programs

School Processes & Programs Summary

During the 2024-25 school year, RHS utilized various academic interventions to support students in their identified academic areas of struggle. The campus utilized teacher tutorials before and after school to support students Tier I instruction, while implementing RtI (Response to Intervention) process to reinforce content material for students starting to fall behind. For those students who failed to meet academic performance expectations each six weeks they were provided with an opportunity to recover credit in Edgenuity and night school. Additionally, IGC's (Individual Graduation Committees) were organized to support students in danger of not graduating.

The Class of 2022 4-year graduation rate was 96.8%, up/down from the Class of 2021 rate of 96.0%.

Staff are evaluated annually according to district policy. Support is provided to staff based on need with the use of mentors, PLCs, peer walkthroughs, and optional PD opportunities available throughout the school year,

Professional development is planned based on district incentives, observation results, student academic performance, and teacher needs. This year, Rudder High School participated in the following professional development opportunities: MTSS, Branching Minds, Ellevation, CHAMPs, PBIS Foundations, Instructional AVID Strategies, and content specific opportunities.

For participation in various programs percent ages are for 2023-24 school year can be seen in the table below:

Program	2023-2024 Participation Rates
SPED	15.53%
ESL	24.81%
EB	32.13%
Eco Dis	79.27%
GT	4.84%

Program	2023-2024 Participation Rates
Dyslexia	6.08%
Section 504	10.28%

School Processes & Programs Strengths

The following programs were utilized at RHS to support an increase in student performance:

- District Scope and Sequence
- Lesson Design Institute
- USA Test Prep
- Imagine Math
- Read Ready
- Read Theory
- Read Works
- Read 180
- Quill
- STEMScopes
- Schoology
- GT Training
- Project Lead the Way
- Essential 8
- PBIS
- Champs
- Campus Intervention Coaches
- AVID

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Rudder High School has experienced an increase in the campus dropout rate.
Root Cause: Students falling behind on credits have limited participation in 6-weeks credit recovery and Edgenuity during the school year.

Problem Statement 2: Rudder High School has experienced limited student participation in AP exams and TSIA.
Root Cause: Financial limitations and uninformed students are a factor in the low participation number.

Problem Statement 3: Rudder High School performed lower on STAAR assessments compared to state.

Root Cause: Quality Tier I instruction is not effective for all students resulting in academic disparities.

Perceptions

Perceptions Summary

Student Engagement

In general, the number of discipline incidents has increased as compared to prior years. The top three offenses atRudder High School were: Skipping while remaining on campus, failure to follow classroom/campus rules, and failure to follow directive.

Results from the student survey indicate that 87% of students say adults working on campus treat me respectfully which has increased over the two previous years increasing from 43%. Students say that 78% of teachers are available to talk when they need them, which is a decrease from the prior year rate of 82%.

Staff Engagement

The teacher turnover data as reported on the most recent TAPR was 71.53%, which is down from the prior year rate of 79.29%.

Results from the staff survey indicate that the school has a positive culture at 67% which is up from the prior year rate of 56.7%. 92% say they enjoy coming to work which is an increase from prior year rate of 86.6%. The survey shows that 72% say their administrator regularly seeks staff input when making decisions that impact their work which is up from the prior year rate of 55.6%

Family/Parent Engagement

Results from the parent survey indicate that 85% feel welcomed at their child’s school which is a decrease from prior year rate of 94%. The survey shows that 88% of parents feel their child's school is safe which is up from the prior year rate of 77%. Parents said that the school sees them as a partner with their child’s education with a rate of 94%. This is an increase from the prior year rate of 84%

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

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

Goals

Goal 1: The staff of Rudder will provide a strong system of tiered instruction in a structured environment of accountability in order to improve the Academic Performance of each individual student.

Performance Objective 1: Support the effective planning and implementation of lessons based on the district curriculum to increase the percentage of students who achieve Meets by 5% by May 2026.

High Priority

Evaluation Data Sources: EOC STAAR testing achievement data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Instructional Coaches will provide support during teaming (PLC), model teach in classrooms, work on the district curriculum, analyze student data to decrease achievement gaps between subgroups and increase student growth in all categories and provide ongoing professional development for instructional best practices. **Strategy's Expected Result/Impact:** Teachers will complete the Rudder Data Growth tracker for each student and complete a self-reflection form to utilize during planning. **Staff Responsible for Monitoring:** ICs, Associate Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** IC's - 5 FTE's - State Comp - $355,325			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Teachers will identify instructional support needed forEB learners in their lesson design and delivery by monitoring student progress according to each student's individual language rating. Literacy for Life and 7 Steps strategies will be implemented. **Strategy's Expected Result/Impact:** Individual Intervention plans for EB students will be developed through PLCs. 7 Step strategies will be presented at monthly faculty meetings and artifacts will be collected to monitor the effectiveness of the strategy. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Through Teaming, Lesson Design Institute, planning days and Professional Development, the campus administration and the instructional coaches will work with teachers to improve alignment of lessons to the TEKS, increase differentiation in class, and increase student engagement through real world experiences and connections, with an emphasis on small group instruction. **Strategy's Expected Result/Impact:** Teachers will script questions at the appropriate level of rigor based on the level of the TEK. Teachers will call on students by name and provide wait time on order to increase engagement. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Student-centered instructional practices, with an emphasis on active engagement, such as questioning strategies, and mastery checks will be explicitly planned for and improved on for all teachers. **Strategy's Expected Result/Impact:** Teachers wills script questions at the appropriate level of rigor based on the TEK. Teachers will collect Mastery Check data throughout the class period and reteach or reinforce based on the data.. **Staff Responsible for Monitoring:** Administration Instructional Coaches **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Journaling/ Interactive Notebooks will be used in all core subjects with specific expectations for implementation. **Strategy's Expected Result/Impact:** Encourages the learning environment where students are creative, independent thinkers and writers. Students are allowed to express their own ideas and process information presented in class. **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - State Comp			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Consistent observational feedback of lesson implementation plans/ lesson plans will be provided to teachers for the development of successful instructional practices. **Strategy's Expected Result/Impact:** Instructional Coaches, Administration and Department Heads will provide contingent and timely feedback in order to improve the effectiveness of the lesson. **Staff Responsible for Monitoring:** Administration Instructional Coaches Department Heads **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Lexile development of each student will be addressed in each content core area and developed alongside content. **Strategy's Expected Result/Impact:** Students will utilize HMH online, Writeable, College board online, Quill, and Read 180. **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: AP Capstone teachers will integrate inquiry, research, and argumentation strategies into core instruction to strengthen critical reading, evidence-based writing, and problem-solving skills that directly support growth on EOC Meets/Masters levels and AP exam performance. By embedding Capstone-aligned practices campus wide, **Strategy's Expected Result/Impact:** Rudder will increase the number of students achieving college readiness benchmarks, thereby improving the district's overall CCMR rating. growth on EOC Meets/Masters levels and AP exam performance. **Staff Responsible for Monitoring:** Advanced Academic Coordinator Associate Principal AP Capstone Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: The staff of Rudder will provide a strong system of tiered instruction in a structured environment of accountability in order to improve the Academic Performance of each individual student.

Performance Objective 2: Support student progress through data analysis and the use of specific programs and strategies to increase EOC/STAAR scores 4 points in MEETS grade level, narrow the achievement gap between At-Risk and non At-Risk learners , and decrease the achievement gap between all subgroups by May 2026.

Evaluation Data Sources: EOC STAAR testing achievement data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Data will be analyzed on the campus, class and student level and used when planning for unit tests, mastery checks, and student interventions, in order to increase student growth and reduce the Achievement Gap between sub-groups **Strategy's Expected Result/Impact:** Teachers will analyze data on Rudder Student Growth charts. **Staff Responsible for Monitoring:** Administration Instructional Coaches Teachers **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide support for struggling readers with Read 180 and Systems 44 **Strategy's Expected Result/Impact:** Improvement in Lexile scores and reading grade level. **Staff Responsible for Monitoring:** Administration READ 180/ Systems 44 Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funds - District			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers will implement research based instructional strategies such as TEACH, ACE, SIOP, Literacy for Life and 7 steps. **Strategy's Expected Result/Impact:** Research based strategies will improve differentiation leading to increased student engagement and achievement. **Staff Responsible for Monitoring:** Administration Instructional Coaches **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: At the beginning of the school year, all core teachers will participate in a Data Dig, analyzing previous STAAR data for all students and developing an individualized student plan focusing on the content and the skills that needs further development., especially students that are At-Risk. **Strategy's Expected Result/Impact:** Teachers will analyze data of their incoming students and develop a plan for differentiation and engagement. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Increase the amount of quality learning time and provide enriched and accelerated curriculum, as well as provide support for all students to identify their current level and close the achievement gap using HMH online, Spring Board online, Imagine Math, and Quill. Scholastic Magazines will also be used to improve Lexile scores, reading non-fiction and reading for deeper meaning **Strategy's Expected Result/Impact:** Utilize multiple resources to improve student performance. **Staff Responsible for Monitoring:** Associate Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Resources - State Comp			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: An RTI will be assembled and will discuss student academic and behavior concerns. Student needs, interventions, and RTI monitoring will be addressed and implemented by the teachers and information documented in Branching Minds. **Strategy's Expected Result/Impact:** Utilize multiple interventions to improve student performance. **Staff Responsible for Monitoring:** Associate Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - District			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: A campus-wide vocabulary strategy will be used to build academic vocabulary in all students **Strategy's Expected Result/Impact:** Utilize multiple interventions to improve student performance. **Staff Responsible for Monitoring:** Administration Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - District			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Rudder will employ tutors to support all students as well as focus on closing achievement gaps for At Risk students. Tutors implement support to foster growth for All Students and focus on growth for At Risk students. Transportation will be offered for students in after-school tutoring. **Strategy's Expected Result/Impact:** Utilize multiple interventions to improve student performance. **Staff Responsible for Monitoring:** Associate Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Tutors (prof and paras), intervention materials - State Comp - $14,661			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: The staff of Rudder will provide a strong system of tiered instruction in a structured environment of accountability in order to improve the Academic Performance of each individual student.

Performance Objective 3: AVID team will be selected and trained. They will facilitate strategies to the teachers to be implemented throughout the year.

Evaluation Data Sources: EOC and MAP testing data.

Goal 2: Recruit and retain a highly effective staff by providing ongoing professional development to support student achievement and promote teacher growth.

Performance Objective 1: Support the district recruitment plan by ensuring that all staff are highly qualified in order to improve student scores in Meets by 5% by May 2026.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Maintain and expand district implementation of a comprehensive and formalized staff development program to attract and retain highly qualified staff in the district **Strategy's Expected Result/Impact:** Required staff development hours accumulation **Staff Responsible for Monitoring:** Administration Department Heads **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** Employee travel/registration, staff development materials, and contracted services - State Comp			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide opportunities for currently certified teachers to earn additional teaching credentials, especially in critical needs areas. **Strategy's Expected Result/Impact:** Content experts gaining additional certification for special education to co-teach and ESL for teachers working with EB students **Staff Responsible for Monitoring:** TTESS Appraisers Special Education Department Chair LPAC Team **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** - Local Funds - District			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Recruit and retain highly qualified applicants reflective of district demographics & assign highly qualified teachers in equal proportions to all campuses, including low-income & minority areas **Strategy's Expected Result/Impact:** TAPR Report Reflecting Higher Number of Minority Teachers (Reflecting Campus Demographics) **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Create a teacher-centered culture in order to sustain a high quality Rudder faculty. **Strategy's Expected Result/Impact:** Improve campus culture and retain high quality teachers. CNA- Survey showed teachers wanted to increase activities that improved campus culture. Social committee and Administration purposely planned days to celebrate teachers. **Staff Responsible for Monitoring:** Administration PBIS **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Recruit and retain a highly effective staff by providing ongoing professional development to support student achievement and promote teacher growth.

Performance Objective 2: Implement a culture of ongoing professional growth for all, through professional development for individuals, teams, and campus wide throughout the year, to ensure all staff participate in 20 hours of Professional Development by May 2026.

Evaluation Data Sources: Sign-In sheets. Eduphoria workshop reports

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Staff will implement strategies of Capturing Kids Hearts such as Good Things, Meet and Greet, Launches, Affirmations, and the 4 questions. **Strategy's Expected Result/Impact:** Confirmed Attendance Classroom Observations **Staff Responsible for Monitoring:** Administration PBIS Team Department Heads **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Teachers will complete Professional Development in September to address sexual harassment, bullying prevention policies and procedures, and CPS procedures. **Strategy's Expected Result/Impact:** Awareness of district policy and federal law. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - District			

Strategy 3 Details	Reviews		
Strategy 3: Strategies from the 7 Steps to a Language-Rich Interactive Classroom will be used for increasing engagement in all classrooms	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Administration Instructional Coaches- At each monthly faculty meeting the ICs will present a lesson on 7 Steps. **Staff Responsible for Monitoring:** Administration Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
Strategy 4: Provide In-Class support and Co-Teach training in order to focus on the inclusion of SPED students in their least restrictive environment.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Support for SPED students **Staff Responsible for Monitoring:** Administration Special Education Department Co-Teach logs **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
Strategy 5: All teachers with a Teaming period will meet 5 a days per week to discuss instructional strategies based on data from benchmarks, unit tests and mastery checks to improve academic performance for all students after being provided ongoing professional development	Formative		Summative
	Nov	Mar	June
Staff Responsible for Monitoring: Administration Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Professional Development will be provided for the ELA teachers in the area of Reading and Writing which will focus on the strategies of Reading/ Writing Workshop. **Strategy's Expected Result/Impact:** Improvement in student data in 7th grade writing. **Staff Responsible for Monitoring:** Administration Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funds - District			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Provide professional development for all professional staff in the area of working with students of poverty. **Strategy's Expected Result/Impact:** Decrease in discipline referrals per student and decrease out of class disruptions. **Staff Responsible for Monitoring:** Administration PBIS Team Department Heads **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: All core teachers will gain the Initial 30 hours of GT training or the 6 hour update in order to increase the use of differentiation to meet the needs of the Gifted and Talented students. **Strategy's Expected Result/Impact:** implement strategies to deliver instruction on the appropriate level for a GT student **Staff Responsible for Monitoring:** Associate Principal Department Heads **Funding Sources:** - Local Funds - District			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: Provide supplemental learning experiences for gifted learners supporting enrichment opportunities promoting critical and creative thinking in the Project Lead the Way and AP Capstone programs. **Strategy's Expected Result/Impact:** Increased number of students achieving Mastery on the STAAR testing **Staff Responsible for Monitoring:** Associate Principal **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 10 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 10: Monthly faculty meetings will be scheduled and planned by Admin, PBIS and Instructional Coaches with the purpose of building school culture and improving Tier 1 classroom instruction **Strategy's Expected Result/Impact:** Improve Tier 1 instruction and Mastery Checks Monitor discipline data **Staff Responsible for Monitoring:** Associate Principal Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** - Local Funds - Campus			

Strategy 11 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 11: Meet weekly with Department Heads and monthly with the ILT to create, plan, implement and evaluate departmental and school-wide instructional initiatives. **Strategy's Expected Result/Impact:** Improve staff buy-in and improve morale, and grow leaders from within the school. **Staff Responsible for Monitoring:** Administration Department Heads Instructional Coaches **Funding Sources:** - Local Funds - Campus			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Recruit and retain a highly effective staff by providing ongoing professional development to support student achievement and promote teacher growth.

Performance Objective 3: Sustain a working environment at Rudder High School that is conducive to retaining high quality employees and promote teacher growth by implementing leadership committees, Foundations and the Campus Mentoring Program by May 2026.

Evaluation Data Sources: Teacher turnover rates

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Increase the leadership capacity of the Rudder faculty members and hold all staff accountable for campus expectations through the use of leadership committees, PBIS and the Campus Mentoring Program **Strategy's Expected Result/Impact:** Promote teacher growth within the campus. **Staff Responsible for Monitoring:** Administration PBIS Team Department Head **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Create a positive environment by celebrating and affirming teachers and staff through events such as luncheons, staff night at the park, Shout Outs, and Teacher and Staff of the month and week. **Staff Responsible for Monitoring:** Administration PBIS **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
Strategy 3: Communicate to staff the calendar of events and major activities happening at Rudder in a timely manner.	Formative		Summative
Strategy's Expected Result/Impact: Implement effective communication between administration and the staff.	Nov	Mar	June
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
Strategy 4: Use good things, affirmations and launches at all meetings including faculty meetings	Formative		Summative
Staff Responsible for Monitoring: Administration	Nov	Mar	June
Funding Sources: - Local Funds - Campus			

Strategy 5 Details	Reviews		
Strategy 5: Hold a dinner/ social activity before the school year to increase morale, allow teachers to become acquainted with one another, and instill staff pride in Rudder.	Formative		Summative
	Nov	Mar	June
Staff Responsible for Monitoring: Administration PBIS **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
Strategy 6: RHS Handbook will be located in GOOGLE to allow access by all staff members to be able to reference campus procedures, calendars and expectations	Formative		Summative
Strategy's Expected Result/Impact: Implement effective communication and accountability between administration and the staff.	Nov	Mar	June
Staff Responsible for Monitoring: Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Teacher incentives and acknowledgements will be intentional and purposeful throughout the school year **Staff Responsible for Monitoring:** Administration PBIS Department Heads **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Rudder will implement and supplement the district mentoring program to support new staff. **Strategy's Expected Result/Impact:** Retain new teachers at Rudder High School. **Staff Responsible for Monitoring:** Mentor Coordinators. **TEA Priorities:** Recruit, support, retain teachers and principals - **Funding Sources:** - Local Funds - District			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction and student success.

Performance Objective 1: Establish and sustain strategies and procedures for all stakeholders to develop a culture of respect, effort and success.

Evaluation Data Sources: Stakeholder surveys.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Foundations: All staff and students will adhere to a consistent set of campus expectations. Students will be taught campus expectations in the first week of each semester through the PBIS Expectation lessons. These expectations will be posted, reinforced daily and revisited throughout the school year. The FoundationsCommittee will meet bi-monthly to review discipline data, attendance and level of structure concerns. **Strategy's Expected Result/Impact:** Classroom Observations Reduction of referrals in common areas **Staff Responsible for Monitoring:** Administration PBIS **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: PBIS and CHAMPs will be implemented in all classrooms, increasing student engagement, and decreasing behavior issues. Teachers will be instructed based on the principles of STOIC. Minor Misbehavior forms in Branching Minds will be utilized to document classroom managed behaviors **Strategy's Expected Result/Impact:** Due to increased instructional time and decreased discipline, there will be growth in the Domain 3 Score. Reduced Referral Rate Increased Learning Time Student/ Parent Conferences in Teaming to look at student needs and campus interventions leading to targeted outcomes **Staff Responsible for Monitoring:** Administration PBIS Team Leadership Team Department Heads **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Implement and Sustain a system for Response to Intervention including continuous data analysis, tutorial support and refinement of student support by conducting student planning meetings with parents **Strategy's Expected Result/Impact:** Tier II and III strategies documented Improved Tier I instruction Recommendations for further testing **Staff Responsible for Monitoring:** Administration RtI Committee **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Implement the district discipline system that includes community service, peer mediation, teacher/parent conferences where student behavior is discussed and consequences assigned, discussing student needs through Teaming, MTSS and Foundations each of the methods are to address violence prevention and intervention. **Strategy's Expected Result/Impact:** Decrease repeat discipline incidents per student **Staff Responsible for Monitoring:** Administration MTSS Team Foundations **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Provide comprehensive staff training on Standard Response Protocol & Civilian Response to Active Shooter Events. **Strategy's Expected Result/Impact:** Ensure all staff are trained to respond to a safety crisis, and using Nightlock Devices **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - District			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Foundations Training throughout the school year will increase staff awareness of de-escalation strategies and appropriate measures for discipline utilizing the Core Values. **Strategy's Expected Result/Impact:** class managed vs office managed behaviors. Decrease out of class consequences. Decrease out of class placements leading to loss of Tier 1 instruction. **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Implement Monthly Safety drills and appropriate lock downs. **Strategy's Expected Result/Impact:** Increase safety awareness. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction and student success.

Performance Objective 2: Proactively review student and staff needs to ensure that resources are provided for student success.

Evaluation Data Sources: Stakeholder surveys.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Ensure teachers have all the materials and support they need for quality instruction by discussing needs in department meetings, and implementing procedures for teachers to order supplies. **Strategy's Expected Result/Impact:** Rudder will provide basic supplies for At-Risk students, **Staff Responsible for Monitoring:** Administration Department Heads Office Staff **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Technology software, especially Think through Math, I-Lit, and Quill, will be used in the classroom to increase student engagement and allow for differentiated instruction interventions and re-teach to increase learning time and provide a well rounded education. **Strategy's Expected Result/Impact:** Decrease learning gaps **Staff Responsible for Monitoring:** Administration Instructional Coaches Curriculum Enrichment Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - State Comp			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Prevention and education of unwanted physical and verbal aggression will be provided in the areas of sexual harassment, bullying and online safety through Digital Citizenship lessons. **Strategy's Expected Result/Impact:** Increased student awareness and reduction of discipline incidents involving these issues. **Staff Responsible for Monitoring:** Administration Academic Advisors Foundations committee **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Student Advisory Committee for the district will gather feedback from the students **Strategy's Expected Result/Impact:** Positive feedback in surveys **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - District			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Sustain a systematic plan for purchasing computer hardware, document cameras, cameras and projector materials to ensure that campus hardware capacity remains consistent with campus needs, taking into account life-span of machines in order to support the academic needs of at-risk learners and ameliorate student learning loss. **Strategy's Expected Result/Impact:** Active Inventory Ensuring 10-12 Computers Per Class Which Are Actively Utilized for Rigorous Student Engagement **Staff Responsible for Monitoring:** Administration **Funding Sources:** Student computers - State Comp			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Ensure a safe and supportive climate for students, staff and our community that is focused on instruction and student success.

Performance Objective 3: Develop and nurture school-family-community partnerships and communications to ensure high academic achievement and the successful development of students by hosting one parent/student/community involvement event every month.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Host a Rudder Ranger Camp for incoming freshmen to introduce students to the Rudder Ranger Way and to allow them to become familiar with the new campus. **Strategy's Expected Result/Impact:** Increase student involvement **Staff Responsible for Monitoring:** Administration PBIS Committee **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Communications sent home to parents will be presented in the parent's home language. Rudder will utilize social media to share information and communicate with parents, students and community members via Twitter, Facebook and the school website **Strategy's Expected Result/Impact:** Increase parent involvement **Staff Responsible for Monitoring:** Administration Office Staff **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

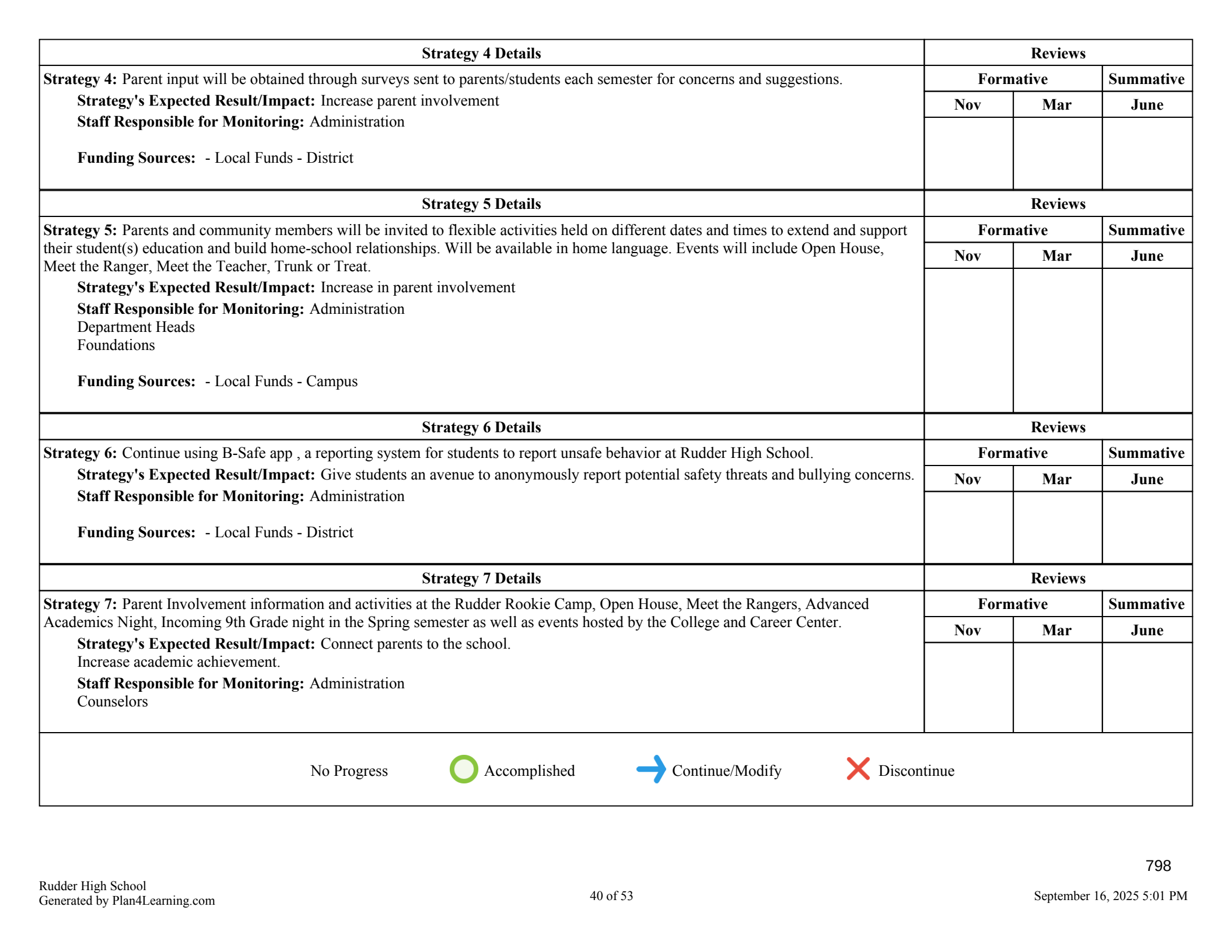
Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: CPIC committee will be established to meet once a quarter to evaluate and update the CIP. Copies of the CIP will made available in the school office and on the campus web page. Parents will be informed that a Spanish version can be made available upon request **Strategy's Expected Result/Impact:** Increased parent involvement **Staff Responsible for Monitoring:** Administration CPIC Committee **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Parent input will be obtained through surveys sent to parents/students each semester for concerns and suggestions. **Strategy's Expected Result/Impact:** Increase parent involvement **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - District			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Parents and community members will be invited to flexible activities held on different dates and times to extend and support their student(s) education and build home-school relationships. Will be available in home language. Events will include Open House, Meet the Ranger, Meet the Teacher, Trunk or Treat. **Strategy's Expected Result/Impact:** Increase in parent involvement **Staff Responsible for Monitoring:** Administration Department Heads Foundations **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Continue using B-Safe app , a reporting system for students to report unsafe behavior at Rudder High School. **Strategy's Expected Result/Impact:** Give students an avenue to anonymously report potential safety threats and bullying concerns. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - District			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Parent Involvement information and activities at the Rudder Rookie Camp, Open House, Meet the Rangers, Advanced Academics Night, Incoming 9th Grade night in the Spring semester as well as events hosted by the College and Career Center. **Strategy's Expected Result/Impact:** Connect parents to the school. Increase academic achievement. **Staff Responsible for Monitoring:** Administration Counselors			



Goal 4: Increase the graduation rate and prepare students for secondary success by increasing the CCMR rating.

Performance Objective 1: Decrease the retention rate of 9th and 10th grade students, and increase student utilization of credit recovery options by May 2026.

Evaluation Data Sources: EDGE courses and 6 weeks recovery completed.
Retention rate of 9th grade to 10 grade students.
Parent Conferences

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Implement Freshman Grad Team Meetings to monitor freshman students who are unsuccessful academically or with regard to attendance. **Strategy's Expected Result/Impact:** Decrease **Staff Responsible for Monitoring:** Administration Academic Advisors EDGE Teachers **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Increase the amount of lessons completed on edge by Rudder Admin working with counselors and EDGE Teacher to enhance out programs assisting students in need of credit recovery **Strategy's Expected Result/Impact:** Increase the amount of lessons completed by EDGE Recovery **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase the graduation rate and prepare students for secondary success by increasing the CCMR rating.

Performance Objective 2: Students will increase the amount of lessons completed in Edge Recovery to remain on track to graduate.

Evaluation Data Sources: Students will complete 6 weeks and credit courses to remain on track to graduate.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Rudder Admin will work with counselors to to enhance our programs assisting students in need of Six Weeks Recovery and Credit recovery. **Strategy's Expected Result/Impact:** Increase graduation rate **Staff Responsible for Monitoring:** Associate Principal, Lead Counselor **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Teachers will facilitate and support students who have failed classes to utilize Edgenuity to redo coursework or retake a course and still earn academic credit to graduate on time and improve the graduation rate due to interrupted learning as a result of COVID. **Strategy's Expected Result/Impact:** Improve Graduation rate **Staff Responsible for Monitoring:** Associate Principal, Lead Counselor **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- Targeted Support Strategy** **Funding Sources:** Intervention Coord. - State Comp			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Administration will employ an Intervention Specialist to decrease student dropouts. The specialist will work with Homeless students, EB students and AT Risk students to increase graduation rate. **Strategy's Expected Result/Impact:** Increase graduation rate. Monitor interventions in Branching Minds.			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Increase the graduation rate and prepare students for secondary success by increasing the CCMR rating.

Performance Objective 3: Administration will partner with the Intervention Specialist to proactively prevent student dropouts, targeting 12th grade students.

Evaluation Data Sources: EDGE, supports, tools, practical writing, math models, tutors, TSIA, attendance data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Drop Out Prevention Specialist will account for all students on the No-Show list. **Strategy's Expected Result/Impact:** Ensure all students are enrolled in school at the beginning of the school year. **Funding Sources:** District SCE funds for 1 FTE - State Comp			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Administration and the Drop Out Prevention Specialist will document student attendance issues and send appropriate truancy letters in a timely manner. **Strategy's Expected Result/Impact:** Decrease students with chronic truancy issues. **Staff Responsible for Monitoring:** Administration Drop Out Prevention Specialist **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Administration and Drop Out Prevention Specialist will hold parent conferences and perform home visits for students with chronic truancy issues. **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Administration and Drop Out Prevention Specialist will file truancy in a timely manner and file remediation of orders when students continue to be absent from school. **Strategy's Expected Result/Impact:** Decrease drop out rate. **Funding Sources:** - Local Funds - Campus			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Increase the graduation rate and prepare students for secondary success by increasing the CCMR rating.

Performance Objective 4: Continue to increase the number of students enrolling in Dual Credit courses, AP courses and taking AP exams.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Recruiting middle school students as well as Rudder students to participate in AP Capstone the program. Increase the number of students earning the AP Capstone Graduation Diploma. **Strategy's Expected Result/Impact:** Increase number of students enrolling in the program. **Staff Responsible for Monitoring:** Testing Coordinator Academic Advisors Capstone Teachers AP Capstone Counselor Administration **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Advance Placement teachers will utilize Collegeboard website and the professional development provided by BISD. **Strategy's Expected Result/Impact:** Increase rigor and relevance in AP classes **Staff Responsible for Monitoring:** Administration Testing Coordinator AP Teachers **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Maintain the College and Career Center with personnel who can assist students with preparing for their futures beyond graduation from Rudder High School. **Strategy's Expected Result/Impact:** Assist students to be college/ career ready when they graduate. **Staff Responsible for Monitoring:** Go Center **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Educate students and parents on the benefits of the Advanced Placement Program through Parent Engagement and informational meetings. **Strategy's Expected Result/Impact:** Increase enrollment in AP classes. **Staff Responsible for Monitoring:** Academic Advisor Testing Coordinator **TEA Priorities:** Connect high school to career and college - **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Rudder will employ an Advanced Academic Coordinator to oversee the AP program, facilitate professional development and offer academic support. **Strategy's Expected Result/Impact:** Increase AP passing percentage. Increase PSAT, SAT and ACT scores.			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: The AVID program will increase academic performance, AP scores, and the CCMR rating by intentionally recruiting a diverse group of students and equipping them with the skills, strategies, and support needed to thrive in rigorous coursework. **Strategy's Expected Result/Impact:** By developing the model AVID student through structured academic practices, goal setting, and college readiness experiences, Rudder will expand the number of students achieving success in advanced courses and postsecondary readiness measures. **Staff Responsible for Monitoring:** AVID Coordinator Administration **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Funding Sources:** - State Comp			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Rudder High School will increase CCMR Bonus points by expanding opportunities for students to earn industry-based certifications, complete CTE pathways, achieve qualifying scores on TSIA, SAT, and ACT, and enroll in or earn credit from advanced academic programs such as AP, Dual Credit, and College Prep courses, ensuring more graduates meet or exceed college, career, and military readiness standards. **Strategy's Expected Result/Impact:** Increase Bonus rate. **Staff Responsible for Monitoring:** Counselor Administration			

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Increase the graduation rate and prepare students for secondary success by increasing the CCMR rating.

Performance Objective 5: End of Year Attendance Rate will be 93% or higher.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Administration and Intervention Specialist will monitor student attendance rates and contact the guardians of students who have chronic attendance issues. **Strategy's Expected Result/Impact:** Improve attendance rate. **Staff Responsible for Monitoring:** Administration Intervention specialist. **Funding Sources:** - State Comp			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Rudder High School will have incentives for students who are nominated by their teacher for character including attending school regularly. **Strategy's Expected Result/Impact:** Increase attendance rate. **Staff Responsible for Monitoring:** Administration PBIS Drop Out Prevention Specialist. **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers will submit accurate and timely attendance. **Strategy's Expected Result/Impact:** Attendance rate will be 93% or higher. Attendance corrections will be minimal. **Staff Responsible for Monitoring:** Administration Attendance Office. **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
4	2	2	Teachers will facilitate and support students who have failed classes to utilize Edgenuity to redo coursework or retake a course and still earn academic credit to graduate on time and improve the graduation rate due to interrupted learning as a result of COVID.

State Compensatory

Budget for Rudder High School

Total SCE Funds: $112,628.00
Total FTEs Funded by SCE: 5
Brief Description of SCE Services and/or Programs

Instructional Coaches, Tutors (professional and paraprofessional), Summer School NOW

Personnel for Rudder High School

Name	Position	FTE
IC	Math	1
IC	ELA	1
IC	Science	1
IC	Social Studies	1
IC	ELA	1

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	2	1			$0.00
1	2	3			$0.00
1	2	4			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	2	1			$0.00
2	2	3			$0.00
2	2	4			$0.00
2	2	5			$0.00
2	2	7			$0.00
2	2	9			$0.00
2	2	10			$0.00
2	2	11			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	3			$0.00
2	3	4			$0.00
2	3	5			$0.00
2	3	6			$0.00
2	3	7			$0.00
3	1	1			$0.00

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	6			$0.00
3	1	7			$0.00
3	2	1			$0.00
3	2	3			$0.00
3	3	1			$0.00
3	3	2			$0.00
3	3	3			$0.00
3	3	5			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	2	1			$0.00
4	3	2			$0.00
4	3	3			$0.00
4	3	4			$0.00
4	4	1			$0.00
4	4	2			$0.00
4	4	3			$0.00
4	4	4			$0.00
4	5	2			$0.00
4	5	3			$0.00
				Sub-Total	$0.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
1	2	6			$0.00
1	2	7			$0.00
2	1	2			$0.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2			$0.00
2	2	6			$0.00
2	2	8			$0.00
2	3	8			$0.00
3	1	5			$0.00
3	2	4			$0.00
3	3	4			$0.00
3	3	6			$0.00
				Sub-Total	$0.00

State Comp					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	IC's - 5 FTE's		$355,325.00
1	1	5			$0.00
1	2	5	Instructional Resources		$0.00
1	2	8	Tutors (prof and paras), intervention materials		$14,661.00
2	1	1	Employee travel/registration, staff development materials, and contracted services		$0.00
3	2	2			$0.00
3	2	5	Student computers		$0.00
4	2	2	Intervention Coord.		$0.00
4	3	1	District SCE funds for 1 FTE		$0.00
4	4	6			$0.00
4	5	1			$0.00
				Sub-Total	$369,986.00

Addendums

STATE COMPENSATORY EDUCATION

PROGRAM EVALUATION NARRATIVE

CAMPUS NAME: RUDDER

NARRATIVE INSTRUCTIONS

BEFORE BEGINNING WORK, SAVE THIS PAGE:
File → Download → Microsoft Word. A Word icon will appear at the bottom left-hand corner of this page. Mouse over it and left click. The narrative template will open and then you can save it to your computer.

TO COMPLETE THIS NARRATIVE:

1. Enter your campus name above.
2. Answer questions 1 and 2 following the directions below.
3. Save as a PDF titled 2021-22 "Campus Name" SCE Narrative.
4. Upload as an attachment in Plan4Learning in the 2021-22 plan year by June 30.
5. Send Robin Trowbridge a confirmation email.

QUESTION 1

List and describe each SCE funded campus strategy/intervention and the cost allocated to each (be sure to include ICs, Bilingual stipends, etc.). Use your EOY SCE budget report and campus improvement plan to gather this information.

STRATEGY/INTERVENTION	DESCRIPTION	COST ALLOCATED
INSTRUCTIONAL COACH(ES)		
PROFESSIONAL SUPP PAY-TUTORS	PROFESSIONAL TUTOR FOR STUDENT INTERVENTIONS	35000
PARAPROFESSIONAL SUPP PAY-TUTORS	PARA FOR TUTORING SUPPORT	3000
CONTRACTED SERVICES INSTRUCTION	ADVANCED PLACEMENT PROFESSIONAL DEVELOPMENT THROUGHOUT THE SCHOOL YEAR,	10000
INSTRUCTIONAL RESOURCES	BOOKS,	13395
STUDENT COMPUTERS/ OTHER EQUIPMENT	INSPIRE CALCULATORS, DOSIRI, IPADS,	48000
STAFF DEVELOPMENTAL MATERIALS	MANIPULATIVES,	10000
TRANSPORTATION-STUDENTS IN TUTORING	TRANSPORTATION	3000
EMPLOYEE TRAVEL/REGISTRATION	COLLEGE BOARD TRAINING	4000

TOTAL	126,395

QUESTION 2

To determine the effectiveness of the strategies/interventions listed in question 1, answer the grade span questions below relevant to your campus.

- Parts A and B - use disparity outcome results from your completed SCE workbook
- Part C - high school completion information results from your completed SCE workbook.

A. Grades K-2: How effective were the interventions in reducing retention rates in this grade span from one year to the next? What is your evidence?

B. Grades 3-12: How effective were the interventions in reducing any disparity in performance on state assessments between identified at-risk students and those students not identified as at-risk? What is your evidence?

The interventions were effective, especially the professional tutoring and the College Board training in decreasing the disparity on the Biology, US History and English II EOC assessments. Disparity increased on the English I and Algebra I EOC assessments. The disparity decreased on the Biology, US History and English II EOC assessments. While the disparity increased, the number of. Students earning Approaches increased for both tests.

C. Grades 9-12: How effective were the interventions in reducing any disparity in the rates of high school completion between identified at-risk students and those students not identified as at-risk? What is your evidence?

The tutoring and snacks were effective, especially when used at the Saturday Opportunity Sessions in decreasing the disparity by 7% for the graduation rates.

KEEP IN MIND AS YOU PLAN FOR NEXT YEAR:

1. SCE resources must be redirected when evaluations indicate strategies were unsuccessful in producing desired results for students at-risk of dropping out of school, and
2. SCE strategies/interventions must be aligned with the campus comprehensive needs assessment and included in the campus improvement plan along with a fund source and amount.
3. SCE funds may only be used to supplement the regular education program for students identified as at-risk of dropping out of school.

SCE Campus Evaluation Worksheet for High School EOC

Campus: Rudder

2020-21 Number of Students Identified as At-Risk

2021-22 Number of Students Identified as At-Risk 1414

Instructions: Enter in COLUMN F the percent score of not at-risk and at-risk students in each of the indicated subject areas. According to this result, the disparity outcome between the two groups will display automatically.

Did the disparity between at-risk and not at-risk learners increase, decrease, or remain unchanged from last year to this year?

Performance on State Assessements

School Year	Subject Area	Description	Percent Score	Performance gap between at-risk and not at-risk students	Disparity Outcome (Positive: Disparity Decreased, Negative: Disparity Increased, Zero: Disparity unchanged)
2020-21	2021 English I EOC	Percent Score for Students NOT Identified as At-Risk	84%	48%	**English I EOC**
		Percent Score for Students Identified as At-Risk	36%		-5%
2021-22	2022 English I EOC	Percent Score for Students NOT Identified as At-Risk	91%	53%	**Disparity increased**
		Percent Score for Students Identified as At-Risk	38%		
2020-21	2021 Algebra EOC	Percent Score for Students NOT Identified as At-Risk	67%	35%	**Algebra EOC**
		Percent Score for Students Identified as At-Risk	32%		-12%
2021-22	2022 Algebra EOC	Percent Score for Students NOT Identified as At-Risk	88%	47%	**Disparity increased**
		Percent Score for Students Identified as At-Risk	42%		
2020-21	2021 Biology EOC	Percent Score for Students NOT Identified as At-Risk	94%	42%	**Biology EOC**
		Percent Score for Students Identified as At-Risk	52%		10%
2021-22	2022 Biology EOC	Percent Score for Students NOT Identified as At-Risk	98%	32%	**Disparity decreased**
		Percent Score for Students Identified as At-Risk	66%		
2020-21	2021 US History EOC	Percent Score for Students NOT Identified as At-Risk	97%	25%	**US History EOC**
		Percent Score for Students Identified as At-Risk	72%		12%
2021-22	2022 US History EOC	Percent Score for Students NOT Identified as At-Risk	98%	14%	**Disparity decreased**
		Percent Score for Students Identified as At-Risk	84%		
2020-21	2021 English II EOC	Percent Score for Students NOT Identified as At-Risk	89%	51%	**English II EOC**
		Percent Score for Students Identified as At-Risk	38%		9%
2021-22	2022 English II EOC	Percent Score for Students NOT Identified as At-Risk	93%	42%	**Disparity decreased**
		Percent Score for Students Identified as At-Risk	52%		

High School Completion (prior year data)

2019-20	2020 Graduation Rates	Graduation Rate for Students NOT Identified as At-Risk	95%	7%	**Graduation Rates**
		Graduation Rate for Students Identified as At-Risk	88%		7%
2020-21	2021 Graduation Rates	Graduation Rate for Students NOT Identified as At-Risk	96%	0%	**Disparity decreased**
		Graduation Rate for Students Identified as At-Risk	96%		

$$\text{graduation rate} = \frac{\text{graduates}}{\text{graduates + continuers + GED recipients + dropouts}} \times 100$$

Bryan Independent School District

Sadberry Intermediate School

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

In Spring 2025, the Sadberry planning team met to conduct a comprehensive needs assessment of the entire school. The group, made up of a committee of teachers, administrative staff, parents, community partners, school leaders, paraprofessionals, and pupil services personnel, met to complete our very first comprehensive needs assessment at Sadberry Intermediate School. Areas reviewed during this process included demographics, student achievement, school processes, and perceptions for the 2023-2024 school year. Data sources analyzed by the committee included TAPR, Community demographics, STAAR, Student Report Cards, and Staff/Parent/ Student surveys. The data analysis and input from the planning team guided the development of our Campus Needs Assessment and the Campus Improvement Plan developed for the 2025-2026 school year is a result of that input.

Strengths identified

- Diverse Faculty and Staff
- Strong Climate and Culture
- Strong hiring processes have allowed for the recruitment of high-quality teachers
- A 1:1 student to device ratio means all students will have full access to technology
- Intramural Program that supports in class learning and student growth

Areas of Focus

- Math scores were lower than the district and the state.
- ELA scores were lower than the state and district
- Provide translation support to communicate effectively with parents and the community.

The campus focus will be on improving our ELA and Mtah scores through strong TIer 1 instruction and student intervention periods.

Demographics

Demographics Summary

O.W. Sadberry Intermediate is an intermediate school in Bryan TX, in the Bryan ISD school district. We have 742 students enrolled for the 2025-2026 school year. We are heading into our 3rd year and comprised of 3 feeder schools. They are Bonham Elementary, Navarro Elementary, and Kemp Elementary. Of our 742 students, 137 are African American, 561 White and 44 are mixed race

Looking at our risk factors we see that we have 83% of our students that are free or reduced lunch, 65.2 that are economically disadvantaged, and 14% that are limited English proficient. We have 30% of our students in the Aspire Gifted & Talented Program.

Demographics Strengths

We have diverse staff in order to meet the needs of our diverse learners

In addition to hiring highly qualified professionals, leadership makes a concerted effort to meet the needs of our specific populations.

Student Learning

Student Learning Summary

ELA 69 % Domain 1

Math 59% Domain 1

Science 58% Domain 1

Student Learning Strengths

ELA is the campus strength with the domain 1 score for the campus at a 69 %

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math Scores were at 57%
Root Cause: Large learning gaps due to class size and fast-paced curriculum

Problem Statement 2: The campus averages are below the state at meets in both ELA and Math
Root Cause: There was a lack of time during the day to have true interventions after benchmarks, and DBAs

School Processes & Programs

School Processes & Programs Summary

Program	2023-2024 Participation Rates
SPED	23.70%
ESL	11.68%
EB	33.83%
Eco Dis	85.63%
GT	9.60%
Dyslexia	11.7%
Section 504	6.3%

School Processes & Programs Strengths

Attendance is a strength for Sadberry

Sadberry's strengths are: Its Choir Program, Intramural Sports, Robotics, and various other clubs and organizations that engage students in the positive culture of the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student attendance as well as our employee attendance rates are not yet meeting our Sadberry goal of 96% and employees only taking 4 days per semester to increase attendance rates. .
Root Cause: Towards the end of the year we see more staff and students taking time off due to various reasons

Perceptions

Perceptions Summary

The following comes from Student, Parent, and Staff surveys :

Parents and staff data shows satisfaction with the campus.

Student views of the positive atmosphere and peer-to-peer respect are the lowest data points.

Students feel adults treat students with respect.

Characters : 261

Perceptions Strengths

Parent Support is a strength compared to their elementary campus
We also have a diverse campus

Problem Statements Identifying Perceptions Needs

Problem Statement 1: P3 reports were up for the 2024-2025 school year. Repeated incidents included name-calling and teasing
Root Cause: There was a lack of respect by students for their peers and some staff

Priority Problem Statements

Problem Statement 1: Student attendance as well as our employee attendance rates are not yet meeting our Sadberry goal of 96% and employees only taking 4 days per semester to increase attendance rates. .

Root Cause 1: Towards the end of the year we see more staff and students taking time off due to various reasons

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Math Scores were at 57%

Root Cause 2: Large learning gaps due to class size and fast-paced curriculum

Problem Statement 2 Areas: Student Learning

Goals

Goal 1: Sadberry will enhance the academic performance of each student by creating an environment that supports student learning and growth, aligned with state standards, and measured through STARR-aligned benchmarks, progress monitoring, and state assessments.

Performance Objective 1: All students will demonstrate a 5% Growth in STARR at the meet level during the 2025-2026 school year

High Priority

Evaluation Data Sources: Quizzes, DBA,Unit tests, Benchmark, STAAR

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Sadberry will provide opportunities for all students, including each student subgroup, to meet state standards through interventions delivered in small groups by both teachers and hired interventionists/tutors **Strategy's Expected Result/Impact:** Students will grow by 5% from the previous year in math and ELA STAAR scores **Staff Responsible for Monitoring:** Admin ICs Teachers students **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** After School Tutoring - Title I, A - $33,000			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Sadberry will progress monitor student performance throughout the 2025-2026 school year. **Strategy's Expected Result/Impact:** Students will grow academically throughout the school year and by 5% on the STAAR test **Staff Responsible for Monitoring:** Admin ICs Teachers Students **Problem Statements:** School Processes & Programs 1			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Sadberry will improve the academic performance of each student in math by strategically grouping students based on performance (categories) **Strategy's Expected Result/Impact:** Students will grow 5% over the previous year's STAAR scores at the meet's level **Staff Responsible for Monitoring:** Admin ICs Teachers **Problem Statements:** Student Learning 1			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Sadberry will improve the academic performance of each student in reading by analyzing and utilizing data from BOY & EOY State assessments in order to structure reading groups with teachers **Strategy's Expected Result/Impact:** Students will grow by 5%compared to the previous year's STAAR scores **Staff Responsible for Monitoring:** Admin ICs Teachers **Problem Statements:** School Processes & Programs 1			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Sadberry will address the needs of all students, particularly those at risk of not meeting state assessments by increasing the amount and quality of learning time and providing enriched and accelerated instruction through targeted small group instruction during Tier 1 instruction, tier 2 instruction delivered in small groups, and through 1 on 1 Tier 3 instruction after school. Smart Snacks will be provided for students staying for after-school tutorials. **Strategy's Expected Result/Impact:** Students will grow by 5% at the meets level compared tot he previous year STAAR scores **Staff Responsible for Monitoring:** Admin ICs Teachers **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Snacks/Supplies for Tutoring - Title I, A - $1,000			

Strategy 6 Details	Reviews		
Strategy 6: Sadberry will provide a Dean of Instruction and Instructional Coaches to train and retain highly qualified teachers to impact student learning and growth	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Improved student academic performance throughout the school year **Staff Responsible for Monitoring:** Principal **Problem Statements:** School Processes & Programs 1			

Strategy 7 Details	Reviews		
Strategy 7: Sadberry will provide student enrichment and supplemental academic opportunities through the Aspire, PLTW, AVID, and enrichment with activities offered after school, e.g., field trips, project-based learning showcase nights	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Student application of learning, which demonstrates academic growth throughout the school year **Staff Responsible for Monitoring:** Admin ICs **Problem Statements:** School Processes & Programs 1			

Strategy 8 Details	Reviews		
Strategy 8: Instructional Coaches will meet with each grade level weekly to guide and assist teachers with the development of lesson plans and to provide ongoing professional development based on student/teacher/campus/district needs.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: 5% student growth on STAAR at meets in May **Staff Responsible for Monitoring:** Admin ICs Teachers **Problem Statements:** Student Learning 1 - School Processes & Programs 1			

Strategy 9 Details	Reviews		
Strategy 9: Emergent Bilingual students will improve their English proficiency in the following domains: Listening, Speaking, Reading, and Writing. We will implement the Summit K12 technology program for Emergent Bilingual students.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Improvement in TELPAS performance **Staff Responsible for Monitoring:** Admin Instructional Coaches Bilingual Teachers Students **Problem Statements:** School Processes & Programs 1			

Strategy 10 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 10: Sadberry will ensure 100% of Teachers sign for and implement special education students' accommodations during the 2025-2026 school year **Strategy's Expected Result/Impact:** Improved SPED scores at the approaches level by 5% as compared to the 2024-2025 school year **Staff Responsible for Monitoring:** Admin ICs Teachers **Problem Statements:** School Processes & Programs 1			

Strategy 11 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 11: Implement the Texas Instructional Leadership (TIL) Observation Feedback component to strengthen instructional leadership practices, ensuring teachers receive timely, actionable, and supportive feedback aligned to student learning goals. The campus will also utilize the Get Better Faster model during campus professional development to ensure teacher learning and growth to impact student achievement. **Strategy's Expected Result/Impact:** Improved student performance throughout the school year on data points **Staff Responsible for Monitoring:** Admin Team ICs **Title I:** 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Learning 1			

Strategy 12 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 12: Teachers will attend training to better implement AVID, PLTW, and Mustang University intervention periods to better serve our students. **Strategy's Expected Result/Impact:** 5% growth on benchmarks, DBAs, and STAAR **Staff Responsible for Monitoring:** Principal, Dean, and Instructional Coaches **Problem Statements:** Student Learning 1 **Funding Sources:** - Local Funds - Campus - $3,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Math Scores were at 57% **Root Cause**: Large learning gaps due to class size and fast-paced curriculum
School Processes & Programs
Problem Statement 1: Student attendance as well as our employee attendance rates are not yet meeting our Sadberry goal of 96% and employees only taking 4 days per semester to increase attendance rates. . **Root Cause**: Towards the end of the year we see more staff and students taking time off due to various reasons

Goal 2: Sadberry will create a safe, welcoming campus culture that focuses on student and staff safety, retention of highly qualified teachers and staff, professional development, and academic growth and success

Performance Objective 1: Performance Sadberry will have a 96% attendance rate for the 2025-2026 school year, as measured by the yearly attendance

Evaluation Data Sources: Attendance Report

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Sadberry will recruit, support, and retain effective teachers and paraprofessionals by providing ongoing professional development to enhance teaching and learning, including professional development tailored to the needs of both students and teachers, as well as off-campus team-building opportunities for staff. **Strategy's Expected Result/Impact:** Improved staff and student attendance **Staff Responsible for Monitoring:** Admin Team Foundations Team			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Sadberry will address students with attendance concerns through teacher monitoring absences and notifying the admin staff office when 3 or more occur. Admin staff will make phone calls home and conduct home visits. **Strategy's Expected Result/Impact:** Improved student attendance throughout the school year from 95% to 96% by May of 2026 **Staff Responsible for Monitoring:** Admin Team Foundations Team			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Sadberry will create a safe, welcoming campus culture that focuses on student and staff safety, retention of highly qualified teachers and staff, professional development, and academic growth and success

Performance Objective 2: Sadberry will maintain a safe environment for students, as measured by student and parent surveys, throughout the school year.

Evaluation Data Sources: Safety Drills
Campus Surveys

Goal 3: Sadberry will actively engage our families, staff, and the community to nurture positive partnerships and communications to ensure high academic achievement and the successful development of students

Performance Objective 1: By the end of the 2025-2026 School year, the campus administration and staff will encourage a strong campus culture and climate through an intentional focus on parent and family engagement.

Evaluation Data Sources: Family Engagement Events Attendance
Surveys

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: We will engage parents, community members, and students at Sadberry Intermediate. We will achieve this by ensuring that translation is available in their home language for communication, both in person and through the materials we send home with students. **Strategy's Expected Result/Impact:** Increased Family attendance at engagement events throughout the year **Staff Responsible for Monitoring:** Admin Team Foundations Team			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Sadberry's needs assessment team will continue to oversee campus needs and growth opportunities. At team meetings, the needs assessment, policy, and compact will be reviewed with the help of parents. Each of these documents will be made available to parents and the local community on the campus website and at Title I annual meetings. **Strategy's Expected Result/Impact:** Increased parent/Family input in our CPIC committee meetings **Staff Responsible for Monitoring:** Admin			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Sadberry will offer flexible meetings during the day and the evening, such as Title I annual meetings and opportunities to review the Title I program and evaluate the needs assessment, policy, and compact throughout the 2025-2026 school year. **Strategy's Expected Result/Impact:** Increased parent/family attendance at our annual Title I meetings **Staff Responsible for Monitoring:** Principal			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Sadberry will jointly develop with and distribute to parents and family members of participating members a written family engagement policy and home-school compact. The policy and compact will be distributed to parents and the community on the school webpage and at Title I annual meetings. The policy and compact will be made available in English and Spanish, and other languages upon request **Strategy's Expected Result/Impact:** Effective School/Family partnerships that lead to student growth throughout the year, as measured by quizzes, DBAs, and Benchmarks. **Staff Responsible for Monitoring:** Admin Foundations			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Sadberry will increase the capacity of our Title I program by decreasing barriers to parent participation through measures such as home visits, providing transportation and child care for our meetings, and providing take-home materials. **Strategy's Expected Result/Impact:** Effective School/Family partnerships **Staff Responsible for Monitoring:** Admin Foundations Team			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: The Sadberry Foundations team will focus on student trend data to make decisions about school policies and programs focused on climate and culture. **Strategy's Expected Result/Impact:** Positive Campus Culture and Climate **Staff Responsible for Monitoring:** Admin Team Foundations Team			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: The Sadberry Counselors will provide monthly guidance lessons on bullying, conflict resolution, violence, and drug prevention, as well as character development **Strategy's Expected Result/Impact:** Positive Campus Culture and Climate **Staff Responsible for Monitoring:** Admin Counselors			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Sadberry will have inclusive and accessible extracurricular activities and programs that meet the needs and interests of students and staff. **Strategy's Expected Result/Impact:** Increased participation in clubs and extracurricular activities **Staff Responsible for Monitoring:** Admin Foundations Intramural coordinator			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: Sadberry will have Parent and Family Engagement nights throughout the school year... Academic Nights with Winterwonderland (ELA/ Social Studies Night) in the Fall and March Madness (Math/Science) night in the Spring **Strategy's Expected Result/Impact:** Positive Campus climate and culture partnering with families to ensure student success. **Staff Responsible for Monitoring:** Foundations, Admin **Funding Sources:** - Title I, A - PFE - $4,473			

No Progress Accomplished Continue/Modify Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	1	11	Implement the Texas Instructional Leadership (TIL) Observation Feedback component to strengthen instructional leadership practices, ensuring teachers receive timely, actionable, and supportive feedback aligned to student learning goals. The campus will also utilize the Get Better Faster model during campus professional development to ensure teacher learning and growth to impact student achievement.

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	12			$3,000.00
				Sub-Total	$3,000.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	After School Tutoring		$33,000.00
1	1	5	Snacks/Supplies for Tutoring		$1,000.00
3	1	9		PFE	$4,473.00
				Sub-Total	$38,473.00

Bryan Independent School District

Sam Rayburn Intermediate School

2025-2026 Campus Improvement Plan



Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

At Rayburn Intermediate, a concentrated focus and effort will be placed on attendance, academics, and behavior to create a supportive learning environment that ensures success for all students.

Vision

Children First. Always.

Value Statement

Children first – always;

An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Revised/Approved: May 13, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

In the spring of 2025, the Rayburn Intermediate School CNA Planning Team convened on March 4, April 1, and May 13 to conduct a comprehensive needs assessment (CNA) of the campus. The 2025–2026 Rayburn CNA was developed by a diverse group of stakeholders, including parents, teachers, staff members, administrators, community members, special education staff, business owners, paraprofessionals, and pupil support personnel. The team examined multiple areas, including Demographics, Processes and Procedures, Student Academic Achievement, and Perceptions. Data sources reviewed during this process included the 2024 and 2025 Campus Discipline Reports (incident counts, action counts, and incident/offender breakdowns), 2024 and 2025 Attendance Summaries, 2024 and 2025 Discipline Summaries, 2025 Preliminary STAAR Results, 2023–2024 STAAR Performance Data, 2024 and preliminary 2025 TELPAS Results, and 2024 STAAR Domain Scores.

The planning team included staff and administrators Becky Ryberg, Tanisha Graham, Juan Cruz, Renae Rains, Sarah Oldham, Marilu McDonald, Kayla Eberle, Julie Owens, Alanna Chavez, Courtney Morton, Margaret Schumann, Malinda Hafley, Nikolette Collier, Davarick Byrd, Laura Geffert, Kelli McCollum, Ivy Roberts, Michelle Lucio, and Jonna Goolsby. Parent representatives included Stefani and Jeff Hanes, Angela Van Eman, Anita Dorsey, and Jen Hudson. . Community members Michelle Taylor, Jenniffer Pope, and Carolyn Hafley also participated in the process.

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Student discipline referrals decreased from spring 2024 to spring 2025, supported by proactive classroom management measures.
- Chronic absenteeism remained stable at 11.5% from 2024 to 2025, with no increase observed.
- Staff and student surveys reflect strong positive relationships and a high sense of safety on campus.
- Staff satisfaction with their role in Bryan ISD increased by 3% from fall 2023 to fall 2024.
- 6th grade STAAR Math growth scores (Domain 2A) increased by 8 points from 2024 to 2025.
- 6th grade STAAR RLA growth scores (Domain 2A) increased by 15 points from 2024 to 2025.

Needs

- There is a need for consistent application of disciplinary consequences, as some measures (e.g., DMC) are not effectively deterring repeated behaviors.
- There is a need for more diverse afterschool programs and clubs to increase student engagement, improve behavior, and expand college/career connections.
- There is a need to emphasize attendance, as the rate declined from 95.48% to 95.17%, impacting student academic success.
- Student achievement in 5th grade STAAR math, RLA, science, and TELPAS will be a priority, as 2024–2025 results show declines in math (–8 points, domain 2 growth), RLA (–7 points, growth), and science (–6 points, domain 1).
- Additional tools and resources are needed to implement preventative and proactive measures to address bullying and to further address social and emotional needs (SEL), as only 64% of students report feeling mutual respect from peers.

The CNA planning team worked diligently to create a plan of action that will ensure student success and a positive culture and climate for Rayburn students and staff. To produce continuous improvement across grade levels and student demographic populations, the following findings have been identified as targeted areas of need: absenteeism, proactive disciplinary measures, closing the achievement gap, and social/emotional learning. We will continue to build on our strengths while adding professional development to establish and maintain effective classroom management and procedures to help decrease classroom behavioral referrals; increasing instructional walks to improve consistent Tier-1 classroom instruction; and, providing additional opportunities for student engagement and parent involvement. We will continue to grow in the implementation of high-quality instruction, strong disciplinary expectations and structures, effective staff, choice offerings of school programming, and extracurricular options and improve as a campus for the 2025-26 school year. (Title I, Element 1).

Demographics

Demographics Summary

Rayburn Intermediate School is a 5th and 6th-grade intermediate school campus with approximately 735 students who range in age from 10 to 13, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County in Bryan, TX. The city of Bryan is home to approximately 84,000 (Census Bureau, 2020). Of these individuals, 18% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX, is $49,181, with 23.5% of the people living in poverty (Census Bureau, 2020). Just over 80% of individuals over 25 have a high school diploma, and 28% have a Bachelor's degree or higher. A variety of job opportunities and professions exist in our community, including those in the medical field and the college systems. Rayburn parents work in real estate, own companies, work in landscaping, Education, law enforcement, TAMU, grocery stores, painting/carpentry, or the medical field. Rayburn has many Spanish-speaking families and works to develop specialized educational programs and family engagement events, designed to address specific language needs and to promote inclusion and success for all students. The diversity of our students is approximately 18% African American, 31% White, 45% Hispanic, and 6% are indicated as two or more, or other race/populations. These percentages have remained stable over the past three years. There are 81 total teachers at Rayburn. Of that number, approximately 19% are African American, 61% are White, and 20% are Hispanic. The number of years of experience of our teachers ranges from 44.7% having 1-5 years of teaching,13.6% teachers completing 6-10 years of service, 19.8% of our teachers with 11-20 years in education, and 9% of our educators having more than 20 years of service in education.

The following programs are housed on our campus: ASPIRE, ESL, Dyslexia, Special Education/504, GT, School for the Deaf, BEST, Advanced programming, Kickstart, Fine Arts, and all general education programs. Rayburn continues to qualify as a Title I campus with approximately 49% of our students qualifying for free or reduced lunch. Through the Community Eligibility Provision, all students in BISD receive free lunch. Rayburn also qualifies as a school-wide Title I campus.

Demographics Strengths

- Rayburn celebrates our culturally diverse staff and student population, which not only fosters inclusivity but also creates valuable opportunities for cultural enrichment.
- Demographics for our African American teachers closely mirror our AA student population.
- Rayburn's chronic absenteeism has been stable at 11.5% for the last 2 school years, which is a decrease from over 15% in previous years.
- Rayburn Intermediate School has a low mobility rate, so staff are able to build continuous, positive relationships with students and parents.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students with specialized programming needs (504, SpEd, BEST, Eco Disadvantaged, at-risk, and other related sub-populations) are missing TIER 1 instruction due to an increase number of discipline referrals.
Root Cause: There is a loss of instructional time for students with specific academic and behavioral needs due to lack of home support and being sent to the office for disciplinary actions/consequences.

Problem Statement 2: Student behavior referrals are being reported as occurring primarily in the classroom and are submitted for infractions in the classroom.
Root Cause: There is a need to improve classroom management, teacher procedures, and expectations for consistency in the classroom, as current office behavior consequences fail to deter student behaviors effectively.

Problem Statement 3: Discipline consequences in the classroom do not deter misbehaviors for students who repeatedly have an office referral.
Root Cause: Teachers contact parents, but often there is a lack of communication with parents for students who have multiple behavioral contacts, and the home-school partnership is not open. Parents want help as well with students who continue to receive referrals.

Problem Statement 4: Students with chronic misbehaviors and repeated referrals have a reduced attendance rate due to disciplinary consequences.
Root Cause: Students with behavioral needs often miss school due to suspensions and a lack of effective role models at home.

Problem Statement 5: Students with social-emotional needs and anxiety exhibit a higher absenteeism rate compared to those without these SEL needs.

Root Cause: Parents struggle to get their students to come to school and to understand how to support their children in overcoming the challenges of dealing with these SEL needs.

Student Learning

Student Learning Summary

The STAAR data from the 2024 and 2025 assessments was reviewed and the committee continues to focus its efforts on closing the gaps for our students. Rayburn and Bryan ISD utilize local assessment data and STAAR assessment data throughout the school year to monitor progress toward improving student achievement and determine areas of need for intervention and enrichment. Rayburn will maintain the focus on improving Tier I instruction in the classroom and utilize domain specific STAAR data to identify small and differentiated instructional groups. Tier II interventions for the MTSS system will be conducted primarily during the specified intervention period and in small group instruction in order to limit the amount of time students are pulled away from the general instructional environment. Staff are utilizing Branching Minds to document the MTSS process and will coordinate the teacher and data management software to promote effectiveness in progress monitoring, data disaggregation, and efficiency in PLC meetings.

Student Learning Strengths

- Overall TELPAS scores improved from 2024 to 2025.
- Rayburn received a C with the new state reporting system and improved by 9 overall percentage points from 2024.
- Rayburn STAAR scores were higher than the district average in approaches, meets, and masters on most STAAR assessments.
- On the current 2025 STAAR scores, 6th-grade math and reading STAAR scores increased from the 2024 school year.
- The number of minutes students receive Special Education resource support increased this school year due to the development of the intervention period in the 7-period school day schedule.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Absenteeism continues to cause a lack of consistent TIER 1 instruction for students who miss school. The current absenteeism rate for chronic students is 11.5%. Chronic absenteeism due to mental health concerns, anxiety, and a lack of motivation to attend school.
Root Cause: There is a need for more proactive SEL supports for students with anxiety, such as counseling groups, classroom lessons on topics related to anxiety, social media, and school stressors, and also behavioral supports for students who repeatedly have office referrals and disciplinary consequences.

Problem Statement 2: The sub-populations for students receiving special programming, AA, Hispanic, economically disadvantaged, and at-risk students are performing below the campus and district averages in the areas of approaches high, meets and masters grade level.
Root Cause: The opportunity gap is affected by special programming needs, cultural importance placed on education, language needs, economic factors, and family situational barriers.

Problem Statement 3: Students who take TELPAS scored lower in the areas of writing and speaking.
Root Cause: The current curriculum may not be effectively addressing these skills.

Problem Statement 4: Based on the 2025 STAAR scores for 5th grade, student achievement in STAAR math, RLA, and science will be a focus for the 2025-2026 school year, due to decreased overall domain one science scores and decreased domain two growth scores in math and RLA.
Root Cause: Shorter class periods, an advanced academic compacted curriculum in math, and changes in the types of responses in the STAAR testing format resulted in teachers and students struggling to maintain the pace of instruction.

School Processes & Programs

School Processes & Programs Summary

Currently, the Rayburn Administrative team consists of one Principal, one Dean of Instruction, two Assistant Principals, and two Counselors. For the 2025-2026 school year, there will be a restructuring of the administrative team as well as the classroom teachers. The Rayburn Intermediate Staff consists of more than 90% who are highly effective teachers and in the TIA program. Rayburn continues to recruit and hire highly qualified stass and paraprofessionals by word of mouth, family/staff connections and community interest in Rayburn. The staff retention rate is 95%.

Rayburn offers a variety of programs and enrichment activities so that students can receive well-rounded educational opportunities, which include: HB 1416 Reading and Math interventions during a schedule intervention period, Dyslexia Services, Advanced Classes and Learning Academies to include STEAM activities and Project Lead the Way pathways for post-secondary explorations and awareness (CTE/CCMR), ESL, Special Education/504 supports and services, and electives to include, Art, Music, Band, Orchestra, Choir, and Athletics programs. Rayburn offers many opportunities for teacher leadership and student engagement through UIL and after school clubs, such as dance, art, yoga, robotics, crochete, and many more. Content teacher teams work collaboratively through PLCs and planning to develop proficiency maps, assessments, and high quality lessons which identify and focus on high impact/essential TEKS and learning targets. Learning goals are assessed and students are provided intervention and extension/enrichment opportunities as a result. There continues to be a need for student supports and interventions at the Tier 2 & 3 levels for behavior. A leveled behavior and academic plan has been implemented through MTSS/RtI in the Branching Minds program. A priority for this next school year includes establishing a strong, calibrated MTSS with multi-level interventions and data-driven decisions. Additional campus training will need to be conducted to provide clear communication regarding student discipline and positive behavior supports. Another priority is to implement Social Skills lessons provided by School Counselors that are focused on proactive strategies and behavior topics. At Rayburn, teachers use CHAMPS to give clear and concise classroom expectations. The CHAMPS acronym explains how each part of the lesson activities and group structures should look based on Conversation level, how to ask for Help, what Activity students will be completing, how they are to Move around the classroom, and how students show their Participation. When applying all of these CHAMP components, students will see Success. Attendance will continue to be a focus for Rayburn. To date there are 11.5% of students who are chronically absent for a variety of reasons. A system for monitoring attendance of students will be refined this school year yielding a higher impact on student attendance and achievement. Attendance incentives were implemented last year for students, classes, grade levels, and staff in addition to PBIS points and were effective. It is recommended to continue these initiatives. All Raider staff members are involved in PBIS committees that continuously promote the positive school climate and culture that exists. The Positive Behavior Interventions and Supports (PBIS) Committees are an active part of the overall school system that meets regularly to improve student performance through promoting academics, excellence in character, attendance, behavior, providing motivation, positive incentives, and overall social well being of students and staff. A Foundations Team of Rayburn teachers and staff has been working consistently and effectively to continue to review and revise our RISE UP structures and further improve daily routines and procedures to have a more consistent school-wide approach.

School Processes & Programs Strengths

- Rise Up Structures Revised and Updated for all common areas. Foundation team has improved and made expectations more consistent across campus.
- Core teachers have a common planning period and will incorporate PLCs during a specific time period. This time is used to disaggragate data, progress monitor, offer instructional strategies training, and focus on student engagement and learning.
- Rayburn facilitates and fosters cultural activities and team building special events to improve school culture and climate.
- PBIS Campus Committees add value to the campus through the organization of events,systems, student incentives, staff incentives/activities, and other areas of need on the campus that improve the overall climate and culture at Rayburn
- Opportunities for teacher leadership (UIL, robotics, dance, art, yoga, and other clubs)
- Positive Behavior Support (PBIS rewards points/incentives)is an integral part of our campus wide system for student success both academically and behaviorally. Incentives for students and staff are in place to promote a positive and supportive learning environment.
- Family communication is effective through weekly newsletters, social media, and emails from teachers, and parents feel that they are welcome to Rayburn and feel comfortable talking with staff members about their child.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Families continue to request additional opportunities to be involved in their children's education.
Root Cause: Campus staff need to communicate and encourage high levels of family involvement when discussing student academic, behavior, and social-emotional progress.

Problem Statement 2: Discipline referral teacher submission rates are subjective and can be interpreted or suggest bias towards/against specific students.
Root Cause: There is a need for professional development on classroom management strategies based on teacher experience for students with specific behavior needs and animal team teachers need to be consistent in following the expectations and discipline process.

Problem Statement 3: Social skills lessons are needed more frequently to address SEL and behavioral needs of students.
Root Cause: There is a lack of time in the current schedule for additional components such as class lessons to ensure there is no loss of instructional time.

Problem Statement 4: There is a need for more diverse after-school programs and clubs, this could improve attendance, academics and behavior.
Root Cause: Allows students to feel like they have a place to meet their SEL and academic needs and build relationships and engagement.

Perceptions

Perceptions Summary

Rayburn's CPIC team crafted a strategic plan aimed at boosting the participation of parents and families in our school's initiatives. As part of this plan, Rayburn has successfully enhanced parental support and improved communication channels to gather feedback from all stakeholders. Despite these efforts, fostering greater parental and community involvement remains an ongoing priority for both the staff and the administration team. Nevertheless, parental/community involvement and support must continue to be actively cultivated. In regards to building Rayburn's culture and climate as well as student and staff engagement, the CPIC committee determined that this will continue to be a focus for our 2025-2026 school year. A vital element to any school system is the parent/student/staff/community's perceptions of the campus. Rayburn Intermediate school administrators and staff members pride ourselves in the involvement of parents and community members in our decision making processes. We continuously work toward improvement of our school with the purpose of the end goal being academic success for all students. We conducted two surveys in the Fall 2024 and Spring 2025 that involved parents, students, and staff members. Highlights of the results are listed below:

Perceptions Strengths

- 95% of teachers report that they use the district curriculum for classroom management, CHAMPS or Discipline in the Secondary Classroom (DSC), in my classroom.
- 91% of employees are happy with the people they work with and feels supported by the administrative staff.
- 92% of parents know how to contact their child's teacher and feels comfortable talking with someone at the school.
- 85% of students, 96% of staff, and 90% of parents feel that their children and staff members are safe at school. Over 85% of all stakeholders feel that having an SRO on campus helps security and safety for all.
- 97% of employees reported that they enjoy coming to work on most days. This is up from 84.9 in the previous school year. Staff members report that they love working in Bryan ISD and at Rayburn Intermediate. It was reported by over 90% of employees, that Rayburn has a positive and supportive culture for students and staff alike. Rayburn atmosphere is positive and welcoming where everyone feels like family.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to teacher feedback, 82% of classroom teachers report that CHAMPS/Discipline in the Secondary Classroom has been beneficial, and 89% note there is ongoing training for behavior and classroom management.
Root Cause: Behavioral training and staff development are essential to support classroom teachers in managing students with TIER 2 and TIER 3 needs. This will equip teachers with the necessary skills and strategies to effectively address and support the unique needs of students with repeated referrals.

Problem Statement 2: Feedback from teachers (72%), parents (50%), and students (61%) indicates that bullying is handled effectively at Rayburn, though the percentages represent a decrease from 2024.
Root Cause: There is a need for classroom lessons and continuous training for students and families related to bullying, bullying strategies, prevention, and reporting for these types of incidents.

Problem Statement 3: Compared to 22% the previous school year, 48% of teachers now report satisfaction with the BEST program supports; however, they still indicate a need for more training on reading FIEs or ARD documentation and on implementing BIP supports effectively.
Root Cause: With the addition of least restrictive environment and the implementation of BEST, students with challenging behaviors in the classroom without supports has negatively impacted students who are high or mid-level achievers and lower with the chronic major behaviors. Teachers are lacking in the specialized education and training needed to deal with these sensitive concerns.

Problem Statement 4: From the Spring 2025 survey, employee feedback indicates that 57% believe Rayburn administrators handle student discipline and behavior problems consistently and effectively.
Root Cause: Behavior consequences are limited based on the special programming that some students receive and are based on specific guidelines given by the district.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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.
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS 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
- Action research results

Goals

Revised/Approved: May 13, 2025

Goal 1: Rayburn campus staff will provide a strong system of tiered instruction in a structured environment of accountability and support to ensure that each individual student achieves academic success and demonstrates growth.

Performance Objective 1: Increase the percentage of all students at each of the performance level descriptors by 5% (Approaches Grade Level, Meets Grade Level, and Masters Grade Level) on STAAR assessments by May 2026.

High Priority

Evaluation Data Sources: Campus and District Based Assessments, STAAR, MAP data projections for all subject areas.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Provide time for collaborative planning, alignment, and unpacking of standards, as well as guiding teaching teams and data-driven lesson design to support teachers in applying interventions, accelerated instruction plans, and enrichment for all students at all levels of performance; thus increasing learning time, setting targeted goals at each benchmark, providing a well-rounded education in all content areas, and helping individual students, particulary those at risk, reach his/her maximum potential. **Strategy's Expected Result/Impact:** Teachers will meet and plan lessons and interventions aligned with TEKS to provide a well-rounded education in all content areas. Resources for the implementation of TEKS will be discussed to ensure their consistent use across all subject areas. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Instructional Coaches, and Assistant Principals **Title I:** 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Dean of Instruction - Title I, A			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Rayburn staff will use data to address the needs of all students, including those at risk of not meeting state standards, and provide opportunities for all students, including each student subgroup, to meet state standards through targeted interventions delivered by teachers through tiered instruction in small groups during a specified intervention/enrichment period built into the campus schedule, or in other intervention time periods, such as after-school tutorials. **Strategy's Expected Result/Impact:** Higher achievement for all students, including those identified as at-risk, when measured by the state STAAR assessment, district benchmark assessments, daily and major grades, and MAP screeners. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, ICs, Teachers **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Intervention materials and supplies, technology devices and programs - Title I, A - $6,000			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Rayburn will provide supplemental academic opportunities through advanced academic programs that focus on enrichment activities to include: college and career readiness, specific pathways, lessons that are STEM-focused, academic strategies such as organization, note-taking assistance and time management, and leadership skills, provided through the school day and after school. **Strategy's Expected Result/Impact:** Students in advanced academics will maintain achievement levels or attain higher growth on STAAR assessments, MAP data, grades and other formative assessments. **Staff Responsible for Monitoring:** Advanced program staff **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: The campus staff will evaluate student achievement as evidenced by state level assessments, formative and unit assessments in all subject areas for all student groups, including at-risk learners, and provide instructional/supplemental resources, targeted interventions, and research-based support through the MTSS/RTI model, thus closing the achievement gap, positively impacting student academic growth, providing a well rounded education for all students, and ensuring all students meet state standards and performance objectives. **Strategy's Expected Result/Impact:** Higher achievement for all students, including at-risk, when measured by the state STAAR assessment, district benchmark assessments, daily and major grades, and MAP screeners. Specific strategic support in the areas of tested subject areas as prescribed for individual students needs. RtI Plans will be implemented with consistency, fidelity and individually based on the identified needs of the student. Track students across all 3 Tiers via progress monitoring. **Staff Responsible for Monitoring:** Admin, MTSS Coordinator/Team, Instructional Coaches, Teachers **Title I:** 2.51, 2.52, 2.533 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** After-school tutoring - Title I, A - $6,000			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Implement the Texas Instructional Leadership (TIL) Observation Feedback component to strengthen instructional leadership practices, ensuring teachers receive timely, actionable, and supportive feedback aligned to student learning goals. **Strategy's Expected Result/Impact:** Increased teacher effectiveness **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Funding Sources:** Region 6 Resources and Training-LASO Grant - Grant			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Rayburn campus staff will provide a strong system of tiered instruction in a structured environment of accountability and support to ensure that each individual student achieves academic success and demonstrates growth.

Performance Objective 2: Teachers will enhance instruction and increase student engagement utilizing access to a 1:1 device ratio for large-scale projects and by implementing curriculum-based software, blended learning opportunities, and additional targeted interventions.

Evaluation Data Sources: Teacher and student surveys, technology inventory reports, increase in student achievement on mastery checks, unit assessments and campus and district based assessments

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Instructional technology hardware and software will be used to enhance the curriculum for all students, including those identified as at-risk, by providing additional targeted interventions aimed at closing achievement gaps, in all tested areas of core content. **Strategy's Expected Result/Impact:** Higher achievement for all students, including at-risk, when measured by the state test, STAAR, and District/Campus based assessments, and MAP Screeners. **Staff Responsible for Monitoring:** Campus Administrators, Teachers and Instructional Coaches **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Technology hardware, software, and equipment - Title I, A - $6,000			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Rayburn Intermediate staff will create and nurture a safe and welcoming culture of inclusion, collaboration, and cultural responsiveness that focuses on staff and students.

Performance Objective 1: Monitor and assess the effectiveness of the district safety and emergency plans.

HB3 Goal

Evaluation Data Sources: Documentation of required safety drills, review of emergency plans and debrief following drills
Staff and student surveys and contact logs

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Deliver professional development to safety committee members and review Crisis Management plan for all areas of need to ensure safety for entire school. Provide detailed information for all staff and students related to procedures during each of the following events: fire, bad weather, pipeline, and armed intruder. **Strategy's Expected Result/Impact:** Safe culture and climate, plans in place, regularly scheduled drills to ensure students and staff know what to do in an emergency situation. **Staff Responsible for Monitoring:** Campus administration and all staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Rayburn Intermediate staff will create and nurture a safe and welcoming culture of inclusion, collaboration, and cultural responsiveness that focuses on staff and students.

Performance Objective 2: Continue to implement RISE UP procedures, CHAMPS classroom management strategies, and consistent Tier 1 school-wide expectations that promote and support positive behaviors and encourage a disciplined environment that is conducive to student learning, while addressing chronic and problematic student behaviors through the MTSS and PBIS model.

High Priority

Evaluation Data Sources: Trend data charts will reflect a decline in the number of referrals by all student groups.
Discipline referrals will decrease by 5% from the 2024 school year to the end of the 2025 school year.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Safe & Civil Schools Foundations materials will be purchased for students who meet academic and behavioral goals and are used to continue implementation of the campus-wide Foundations plan and TIER I Behavior interventions that help create a positive campus culture. Intervention strategies will be tied to student achievement and behavioral data showing areas of deficit and strength for all learners, including those at-risk. **Strategy's Expected Result/Impact:** Decrease in discipline referrals, increase learning time, and a higher level of student self-confidence and Raider pride, as measured by student and staff surveys. **Staff Responsible for Monitoring:** All campus staff **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

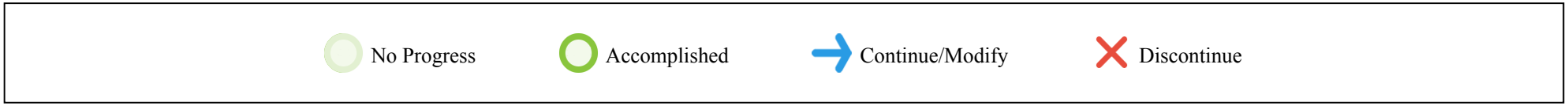
Goal 2: Rayburn Intermediate staff will create and nurture a safe and welcoming culture of inclusion, collaboration, and cultural responsiveness that focuses on staff and students.

Performance Objective 3: Provide and reinforce social skills instruction, Essential 8 lessons, and character development opportunities to address student emotional well-being and increase positive interactions between students and staff, build trusting relationships, intervene and providing authentic, engaging experiences and activities for all, which in turn will improve student motivation.

Evaluation Data Sources: Staff and student surveys, Walkthrough data, Assessment data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Counselors will provide social and emotional (SEL) prevention and intervention class lessons and small group or individual counseling for identified areas of need including, but not limited to: Essential 8 characteristics, Social Skills, Self Esteem, Conflict Resolution, Anxiety, Suicide prevention, peer influences, and education on recognizing and reporting bullying. **Strategy's Expected Result/Impact:** Increased learning time and decrease in absenteeism, implementing strategies for emotional health for students, students develop necessary skills to deal with difficult social situations and pressure from peers **Staff Responsible for Monitoring:** Administration, Counselors, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Implement targeted, ongoing professional development for all staff focused on understanding and addressing the social, cultural, and developmental needs of students. Training will include topics such as: building relational capacity, recognizing and responding to childhood trauma and anxiety, supporting social-emotional learning, identifying bullying behaviors, and understanding their direct impact on student behavior and academic performance. Staff will be equipped with practical strategies to create safe, inclusive, and supportive learning environments. **Strategy's Expected Result/Impact:** Increased student engagement, motivation, and social-emotional well-being, along with improved attendance rates and a measurable reduction in discipline referrals and chronic absenteeism. **Staff Responsible for Monitoring:** Administration, Counselors, and campus staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 2: Rayburn Intermediate staff will create and nurture a safe and welcoming culture of inclusion, collaboration, and cultural responsiveness that focuses on staff and students.

Performance Objective 4: Rayburn will recruit and maintain a high-quality workforce through differentiated professional learning, tiered support, collaborative learning opportunities, and tools/resources to handle daily stressors and develop personal SEL strategies , which will lead to increased employee mental health and satisfaction.

Evaluation Data Sources: Walk-through documentation, Coaching/feedback documentation, professional development opportunities, staff surveys, increase in staff retention rate

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Continue the PLC collaboration model, for STAAR-tested subject area teachers, where our staff is equipped to address standards alignment, development of high quality of lessons and assessments, data analysis and disaggregation to determine intervention needs and flexible grouping strategies, for all students including those failing or at-risk of failing state assessments and students identified as at risk of dropping out of school. **Strategy's Expected Result/Impact:** Increase in teacher collaboration and retention rates, higher achievement for all students **Staff Responsible for Monitoring:** Administration, Instructional Coaches **Title I:** 2.52, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instructional Coaches - Title I, A			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: The leadership team will conduct walk-throughs to identify trends in order to monitor PD implementation for classroom management, student engagement, and instructional delivery and plan for ongoing PD opportunities that will support staff well-being and promote staff engagement by including them in key communications to create a positive, supportive school climate and growth. **Strategy's Expected Result/Impact:** Targeted PD will be evident in 90% of the classrooms, Increase in relevant PD, increased teacher retention rates **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Teachers, paraprofessional, and all staff members will be supported with professional development opportunities provided by campus personnel and via conferences that will model/share targeted instructional practices in the area of student engagement, training on the diverse behavioral needs of all students, and provide regular feedback to guarantee high leverage instructional goals and strategies in order to enhance the provision of services for all students, including those identified as at-risk, to improve academic achievement, an increase in desired behaviors, and decrease the drop-out rate. **Strategy's Expected Result/Impact:** Increase in student engagement, decrease in repetitive disruptive behaviors, continued increase in staff satisfaction and retention, increase in all student achievement areas **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals, Instructional Coaches **Title I:** 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Staff Development Materials - Title I, A			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Rayburn Intermediate staff will create and nurture a safe and welcoming culture of inclusion, collaboration, and cultural responsiveness that focuses on staff and students.

Performance Objective 5: Meet or exceed the goal of 95.5% attendance rate for the 2025-2026 school year.

High Priority

Evaluation Data Sources: Attendance data, Attendance plan, Raawee documentation

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: The Foundations attendance committee will run and analyze student data to determine patterns that need to be addressed, develop a plan for encouraging students to attend and arrive to school on time, use a variety of ways to recognize and reward students for attendance (ex: PBIS points, perfect attendance certificates, end of year drawings, special events, etc), and will strategize with students who struggle with chronic absenteeism. **Strategy's Expected Result/Impact:** An attendance plan for success will be developed for the campus that targets all student groups and individual students. Increase in attendance for all students. Increase in TIER 1 instruction due to increase in attendance rate. **Staff Responsible for Monitoring:** PBIS Attendance committee members, Juvenile Case Manager **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Rayburn Intermediate staff will create and nurture a safe and welcoming culture of inclusion, collaboration, and cultural responsiveness that focuses on staff and students.

Performance Objective 6: Improve student performance and growth in all curricular areas, including non-tested areas, as measured through mastery of TEKS, campus/district/state assessments, product or performance-based assessments, fitness measures, and results from extra-curricular competitions.

Evaluation Data Sources: Data to show health and fitness growth--Athletic/Fitness screeners, Fine Arts/Academic competitions, MAP assessment and academic data, STAAR data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Rayburn students and staff will participate in extra-curricular competitions and after-school clubs to enhance and support academics. These could include organizations that involve reading, writing, math, science, social studies, fine arts, athletics, and other topics of interest. All students will be encouraged to choose opportunities that support the district curriculum and foster a sense of belonging. **Strategy's Expected Result/Impact:** Higher achievement for all students, including those at-risk, when measured by multiple assessment formats. Increase participation/ boost student involvement, improve behavior and attendance, and expand connections to college/career opportunities. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Annual Physical Fitness standards, Fitnessgram, will be measured during physical education classes for all students. At Rayburn, student fitness activities include as weekly running/track activities, pre-athletic sports units, and various after-school activities, such as, but not limited to, yoga club, Kickstart classes, and 7th grade sports clinics. **Strategy's Expected Result/Impact:** Improved student health, including cardivascular endurance, muscular strength, flexibility, and body composition. These improvements not only benefit students' physical health but also contribute to their overall social-emotional well-being and academic performance. **Staff Responsible for Monitoring:** Campus staff and Physical Education teachers/coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: The campus staff will increase family and community partnerships that promote trusting relationships through effective communication, which will contribute to the academic and social emotional growth of each child.

Performance Objective 1: By May 2026, we will foster strong Parent and Family Engagement activities, with an intentional focus on the value of each relationship and an emphasis on how parents can support their children at home--both academically and socially--by promoting healthy peer relationships, building resiliency, encouraging appropriate technology use, and recognizing signs of bullying, as evidenced by surveys and improved student performance on district and state assessments due to increased parental and family involvement in their child's education.

Evaluation Data Sources: Parent and community surveys, assessment data, increase attendance at PFE events as noted on sign in sheets

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Parents and community members will be provided opportunities to be involved in an organized, ongoing and timely way in the planning, review and improvement of the Rayburn parent and family engagement policy, plan, and compact, as well as, the campus improvement plan. Surveys will be used and meetings will be scheduled during the day and evenings to provide more flexible opportunities for parents and community members to be involved. **Strategy's Expected Result/Impact:** Increased parent and family engagement, high quality instructional opportunities, improved student performance on state and local assessments **Staff Responsible for Monitoring:** All campus staff **Title I:** 2.51 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Smart Snacks to encourage participation - Title I, A			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Increase the number of parents and families who are able to be involved with their child's education by offering meetings on topics most requested by parents as well as Family Reading Night, STEAM/Math/Science Activities, informational events, forums on important topics, and many more opportunities for parents to volunteer and attend other PFE events. The meetings will be held convenient times and childcare, transportation, translation based on language needs, and nutritious snacks will be offered to help decrease barriers to participation. Take-home instructional materials will also be provided for parents to work with their children at home. **Strategy's Expected Result/Impact:** Increased parent and family engagement, efforts to build healthy relationships and self-esteem for students, increase awareness of college and career readiness opportunities and ways to support students at home, which will support and improve academic achievement for all students, **Staff Responsible for Monitoring:** All Staff **Title I:** 2.51, 2.53, 2.531, 2.532 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Resources for take-home materials - Title I, A			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: All Rayburn parents and families will be invited to two annual Title I meetings which will be held during the first 9-weeks of school at flexible and convenient times, in order to inform parents of the schools participation in Title I, the benefits of the program for their child, and their right to be involved in their child's education. **Strategy's Expected Result/Impact:** Continued increased parent and family involvement, improved student performance on state and local assessments, improvement of home-school relationships **Staff Responsible for Monitoring:** All Campus staff **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: The campus staff will increase family and community partnerships that promote trusting relationships through effective communication, which will contribute to the academic and social emotional growth of each child.

Performance Objective 2: Provide a variety of communication methods to share information with parents, students and community stakeholders.

Evaluation Data Sources: Surveys, sign in sheets to show increase in involvement, examples of communications

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Rayburn parents will be invited to be a part of the PTSO to promote an active parent and community partnership in order increase communication and involvement opportunities, to build relationships, to plan events for student recognition and staff appreciation, to celebrate school-wide accomplishments, and to share learning with parents and the community. **Strategy's Expected Result/Impact:** Increase in family and community partnerships, improved parent involvement **Staff Responsible for Monitoring:** All Rayburn staff **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Use a variety of resources to increase communication with families to promote awareness, build trust and relationships, and a sense of unity **Strategy's Expected Result/Impact:** Increased parent involvement and awareness of school functions **Staff Responsible for Monitoring:** Campus administration and teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Partner with community resources to provide mentorship opportunities aimed at enhancing the social, emotional, and academic achievement of all students. **Strategy's Expected Result/Impact:** Boost morale, attendance, and behavior while building relationships. **Staff Responsible for Monitoring:** Administration and teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

 No Progress  Accomplished  Continue/Modify  Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	1	5	Implement the Texas Instructional Leadership (TIL) Observation Feedback component to strengthen instructional leadership practices, ensuring teachers receive timely, actionable, and supportive feedback aligned to student learning goals.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide time for collaborative planning, alignment, and unpacking of standards, as well as guiding teaching teams and data-driven lesson design to support teachers in applying interventions, accelerated instruction plans, and enrichment for all students at all levels of performance; thus increasing learning time, setting targeted goals at each benchmark, providing a well-rounded education in all content areas, and helping individual students, particulary those at risk, reach his/her maximum potential.
1	1	2	Rayburn staff will use data to address the needs of all students, including those at risk of not meeting state standards, and provide opportunities for all students, including each student subgroup, to meet state standards through targeted interventions delivered by teachers through tiered instruction in small groups during a specified intervention/enrichment period built into the campus schedule, or in other intervention time periods, such as after-school tutorials.

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
2	1	1			$0.00
2	2	1			$0.00
2	5	1			$0.00
3	1	3			$0.00
				Sub-Total	$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Dean of Instruction		$0.00
1	1	2	Intervention materials and supplies, technology devices and programs		$6,000.00
1	1	4	After-school tutoring		$6,000.00
1	2	1	Technology hardware, software, and equipment		$6,000.00
2	4	1	Instructional Coaches		$0.00
2	4	3	Staff Development Materials		$0.00
3	1	1	Smart Snacks to encourage participation		$0.00
3	1	2	Resources for take-home materials		$0.00
				Sub-Total	$18,000.00

Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Region 6 Resources and Training-LASO Grant		$0.00
				Sub-Total	$0.00

Bryan Independent School District

Stephen F. Austin Middle School

2025-2026 Campus Improvement Plan



Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Goal 1: The campus will achieve a score of 63 or higher in Domain 2A on the state accountability system. The staff of Stephen F. Austin Middle School will provide a strong system of tiered instruction in a structured environment of accountability and support to promote student growth. 26
Goal 2: Recruit and retain a highly effective staff and support them with ongoing, quality professional development to promote teacher and student growth by ensuring that all staff are highly qualified. By April 2026, 100% of teachers will either be certified in the subject area they are teaching or enrolled in an alternative certification program in that area. 35
Goal 3: Ensure a safe and supportive climate for students, staff, and the community that is focused on instruction by implementing proactive behavior systems and consistent expectations. The campus will reduce Level 3 behavior referrals, which directly impact student and campus safety, by at least 10% through targeted interventions, staff training, and positive behavior supports. 43
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

CNA Process Summary

In the spring of 2024, the SFA Middle School CNA Planning Team met on 4/18/24 and 5/14/24 to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of the following stakeholders: teachers, parents, administrators, campus librarian, truancy coordinator and SPED staff

Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs.

Data sources analyzed by the committee included:

- Surveys from parents, students, and staff
- Academic STAAR data
- Discipline data
- Policies, procedures, professional practice documents
- Student, program and staff demographic data

As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- 8th grade ELA & Algebra
- Diversity
- College and career readiness promotion (AVID)
- Teachers care about students/ admin. listens to teacher input

Needs

- AA sub pop performs lower overall
- The SS overall average is much lower than the state average
- The ratio of EB students to available staff
- Staff turnover
- Process for parent communication about attendance
- More exploration activities to expose students to postsecondary education and career awareness
- Classroom management help

- Hiring process to get those who can manage behaviors (thick skin/strength/not scared)- keeping staff

Due to needs assessment findings, we will focus on

- AA sub pop & SS
- Staff Turnover
- Classroom Management
- Incorporation of postsecondary education and career awareness activities for students
- EB Students
- Parent communication about attendance

We will continue to build on our strengths while adding:

- Ways to help close academic gaps especially for our AA sub-pop
- Morale boosters
- Build upon current training- Teacher encyclopedia & classroom management plan use by teachers
- Create plan for attendance communication improvement
- Through AVID incorporate more exploration activities to expose students to postsecondary education and career awareness

In efforts to continue to grow and improve as a campus for the 2024-25 school year.

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) 1.1: Comprehensive Needs Assessment

Beginning in January of each year we follow the process outlined below and we work on our CNA from January through May and update our information once we receive our final STAAR results in the summer.

We make any necessary adjustments if the data from STAAR indicates a need in an area that we had not identified while conducting our CNA.

Establish a schoolwide planning team. The team will: organize and oversee the CNA process, lead staff in developing the campus improvement plan, and conduct or oversee the program’s annual evaluation.

Members include, but are not limited to: the principal other campus administrators; teachers representing different grades and content areas; other professional staff on the campus, parents and other community members;

The schoolwide planning team gathers and organizes data in the identified areas of focus. Some of the necessary quantitative data, such as student achievement results, enrollment counts, dropout rates, and graduation rates is readily available. The team may also have to gather qualitative data by using fall and spring parent, student and staff surveys.

Analyze data. The team conducts thorough data analysis to progress from gathering information to creating a campus improvement plan that accurately and

realistically addresses the key issues facing the campus.

What are the strengths and needs of our district/school and its representative groups?

What evidence supports the strengths and needs?

What are the priorities?

What are we learning about our district/school, and what connections are we making?

The schoolwide planning team then creates a report that summarizes the data it gathered and used, the conclusions it drew from the analysis, and the needs it identified.

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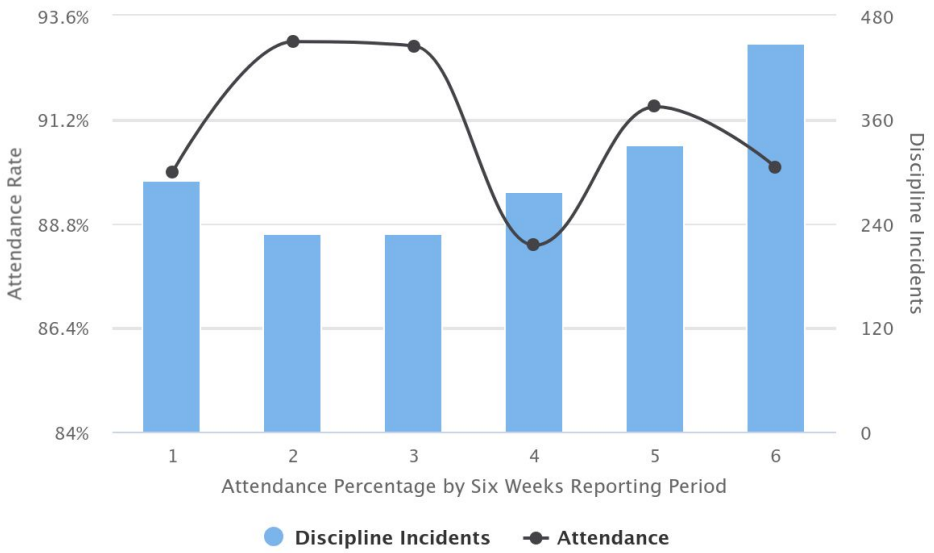
Demographics

Demographics Summary

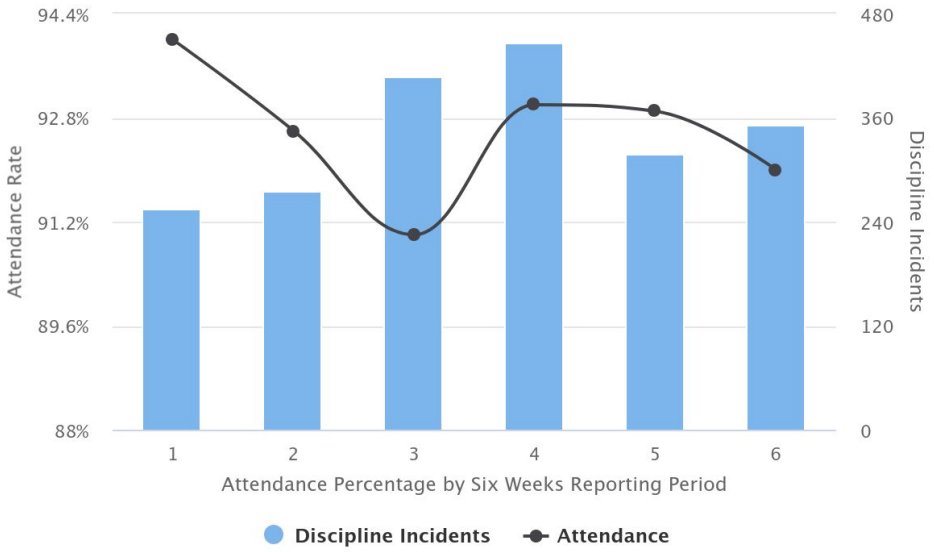
Campus Demographics														
2021-2022				**2022-2023**				**2023-2024**				**2024-2025**		
Student Total	1,231	100%		Student Total	1,206	100%		Student Total	1,162	100%		Student Total	1,199	100%
7th Grade	602	48.90%		7th Grade	596	49.42%		7th Grade	585	50.34%		7th Grade	598	49.87%
8th Grade	629	51.10%		8th Grade	610	50.58%		8th Grade	577	49.66%		8th Grade	601	50.13%
Female	569	46.22%		Female	553	45.85%		Female	546	46.99%		Female	552	46.04%
Male	662	53.78%		Male	653	54.15%		Male	616	53.01%		Male	587	48.96%
Ethnicity				Ethnicity				Ethnicity				Ethnicity		
Hispanic-Latino	735	59.71%		Hispanic-Latino	667	55.31%		Hispanic-Latino	631	54.30%		Hispanic-Latino	646	53.88%
Race				Race				Race				Race		
American Indian - Alaskan Native	2	0.16%		American Indian - Alaskan Native	3	0.25%		American Indian - Alaskan Native	4	0.34%		American Indian - Alaskan Native	2	0.17%
Asian	1	0.08%		Asian	6	0.50%		Asian	4	0.34%		Asian	3	0.25%
Black - African American	201	16.33%		Black - African American	231	19.15%		Black - African American	262	22.55%		Black - African American	220	18.35%
Native Hawaiian - Pacific Islander	0	0.00%		Native Hawaiian - Pacific Islander	0	0.00%		Native Hawaiian - Pacific Islander	1	0.09%		Native Hawaiian - Pacific Islander	1	0.08%
White	271	22.01%		White	269	22.31%		White	225	19.36%		White	234	19.52%
Two-or-More	21	1.71%		Two-or-More	30	2.49%		Two-or-More	35	3.01%		Two-or-More	33	2.75%
At-Risk	895	72.71%		At-Risk	852	70.65%		At-Risk	837	72.03%		At-Risk	844	70.39%
Economic Disadvantage Total	960	77.99%		Economic Disadvantage Total	922	76.45%		Economic Disadvantage Total	865	74.44		Economic Disadvantage Total	657	54.80%
Special Education (SPED)	176	14.30%		Special Education (SPED)	198	16.42%		Special Education (SPED)	201	17.30%		Special Education (SPED)	211	17.60%

Campus Demographics														
Emergent Bilingual (EB)	345	28.03%		Emergent Bilingual (EB)	320	26.53%		Emergent Bilingual (EB)	310	26.68%		Emergent Bilingual (EB)	294	24.52%
Migrant	10	0.81%		Migrant	8	0.66%		Migrant	6	0.52%		Migrant	4	0.33%

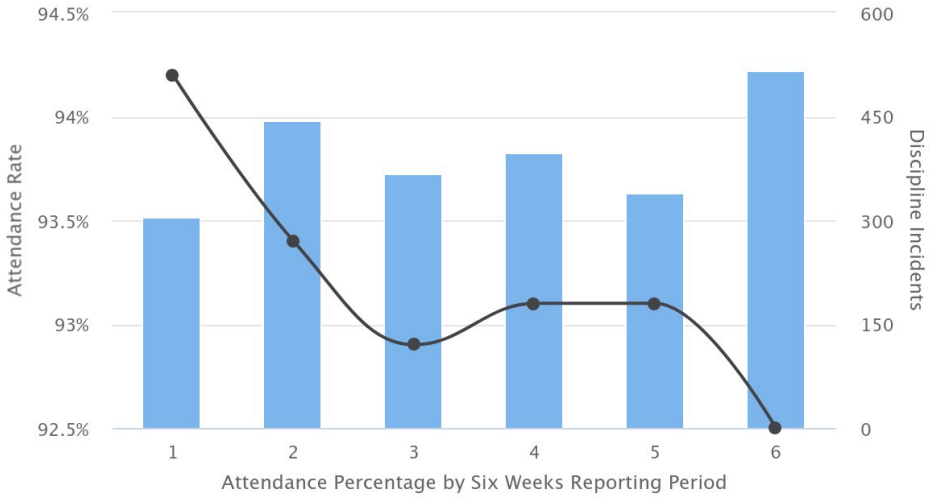
Attendance & Discipline 2021-2022



Attendance & Discipline 2022-2023



Attendance & Discipline
2023-2024





SFA Middle School in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 84,000 (Census Bureau, 2020). Of these individuals, 18% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is $49,181 with 23.5% of the people living in poverty (Census Bureau, 2020). Just over 80% of individuals over 25 have a high school diploma and 28% have a Bachelor's degree or higher.

For the 2023-2024 school year, we have 1,294 students in grades 7-8. Of our 1,238 students, 295- 19.15% are African American, 258- 22.31% are White and 688- 55.31% are Hispanic. These percentages have remained stable over the past three years. The following programs are housed on our campus: EB, BEST, GT, special education

Looking at other information, we see that we have 956 that are economically disadvantaged and 324 that are limited emergent bilingual students. We have 233 students in our Special Education program and 110 in our Gifted and Talented and Special Education programs respectively. These amounts have remained stable over the past three years.

There are 90 total teachers. Of that number 11 are African American, 65 are White, and 14 are Hispanic. The average experience of our teachers for 2023 is 1 year which is down from the 2022 year's average of 5-10 years.

Demographics Strengths

We have a diverse campus. SFA Middle School considers our demographics when making campus decisions. We are striving to better serve our EB learner student population, SFA will focus on incorporating learning strategies to better support our students. We will also ensure our teacher professional development and planning is focused on mastering classroom learning strategies to support all students, with emphasis on At-Risk, SPED, and EB students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our EL and At-Risk population academic performance is lower in comparison to their peers.
Root Cause: Student attendance for our EL and At-Risk population is low, which results in a significant loss of instructional time. Also, having at least 50% of our staff that has 5 or less years of teaching experience, creates a need for our teachers to have more training on EL instructional and engagement strategies to better support our EL and At Risk populations.

Student Learning

Student Learning Summary

For 2023, SFA Middle School had an Overall Domain Rating of 76/C. The Student Achievement Rating was 71/C, the School Progress Rating was 79/C , and the Closing the Gaps Rating was 69/D.

State Accountability Rating	STAAR 2022		
Overall Rating	76		
Domain 1: Student Achievement	70		
Domain 2: School Progress (= Higher of Part A or B)	77		
---Part A: Academic Growth	60		
---Part B: Relative Performance (Eco Dis)	77		

STAAR/EOC results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made.

Students performed at or above the state average at Meets Grade Level for the following grades/subjects:

	RLA	Math	Science	Social Studies	Algebra
7th Grade	52%	35%			
8th Grade	56%	44%	45%	31%	45%

15.5% of Emergent Billingual students taking TELPAS scored at Advanced High in 7th and 17.8 % in 8th.

Strengths and weaknesses that were identified in the CNA process: Strength- 8th grade ELA, Algebra, Weakness- Social Studies, AA sub-pop, 8th grade math

The following academic support programs are available on campus:
Read 180
Curriculum enrichment courses
AVID
AVID XL

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

Reading was a strength for us and has been for a few years. We have began implementing the AVID program at SFA Middle School

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who meet the qualifications for being economically disadvantages, especially those who are also English Language Learners, At Risk, and students participating in special education programming, struggle to write academically and with instructional concepts due to a smaller functioning vocabulary.
Root Cause: Academic vocabulary and writing development is not regularly practiced by all students as well as students personal exposure time to reading is limited.

Problem Statement 2: The rigor of classroom instruction is not meeting or exceeding rigor expected on the STAAR tests.
Root Cause: Critical thinking and justification expectation for responses from students are limited.

School Processes & Programs

School Processes & Programs Summary

Stephen F. Austin Middle School utlizes multiple instructional and behavioral resources. We focus on solid Tier 1 instruction for all students. Students who then are low performing get additional support through the use of tutors (push in and pull out small groups), before or after school tutorials, grade repair, Curriculum Enrichment. Our Instructional Coaches created curriculum focused on our lowest performing SEs.

The Principal and Associate Dean meet weekly with the Instructional Coaches to analyze data and discuss instructional focus for the classrooms and curriculum. Administrators also complete walk throughs regularly to provide feedback to teachers and attend PLCs to review data. The admin team meets weekly to discuss walk through data and strategies/feedback to better support teachers.

SFA also forms a hiring committee based on the position they are interviewing for, made up of the Principal, Assistant Principal overseeing the subject area, Instructional Coach, Department Chair and peer teacher. Professional development and curriculum development is based on data and the needs of the students.

SFA uses the following practices to recruit, hire, and place staff…
Practices in staff recruitment, hiring, placement

- Job Fairs
- Social Media
- New Teacher Mentor Program
- Placement: Use data, staff strengths, needs of the campus based on student registration

Staff are evaluated annually according to district policy. Support is provided to staff based on need.
Practices for evaluation, support, and advancement, including highly qualified paraprofessionals

- TTESS evaluation and for support
- Professional development to learn new skills and strategies
- New Teacher Mentor Programs and meetings
- Attached: TTESS Rubric & Paraprofessional Evaluation

Professional development is planned based on district incentives, observation results, student academic performance, teacher needs, etc. This year, SFA participated in the following professional development opportunities….

- Deescalation
- TTESS Rubric
- Parts of the lesson planning cycle (closing etc.)
- Coaching CHAMPS
- Lanschool

887

- AVID update
- ACE strategies
- MTSS
- Brian Mendler
- Foundations
- CHAMPS trend data
- Summit K-12
- Data walls

For the current school year, participation in various programs can be seen in the table below:

Program	Participation Rate
Special Education	17.30%
Bilingual/ESL/EB	19.71/ 26.68%
Gifted & Talented	9.12%
Dyslexia	7.06%
At-Risk	71.99%
CTE	70%

For behavior improvement, SFA Middle School had a lead Safe & Civil Schools Foundations team, The Campus Culture Committee. We utilize CHAMPs expectations in the classroom and throughout the campus. We begin the year with our Bronco Basic presentations and then incorporate Essential 8 lessons throughout the school year to continue student character building. We also have a campus PBIS awards app that teachers and staff can utilize to reward students for meeting or exceeded campus CHAMPss expectations. Students then can "purchase" a variety of things from our PBIS store.

In general, the number of discipline incidents has decreased as compared to last year. The frequent offenses were skipping, action to cause disruption, offensive language: The campus continues to implement Safe and Civil Schools. Additionally, SFA uses the following procedures to reduce the overuse of discipline practices:

- In House Matrix
- Student Mediation
- Counseling Services
- Behavior Trackers
- Teacher Encyclopedia
- CHAMPs required training
- Safe & Civil Foundations Team

Our school safety procedures include:

- P3 Reporting App
- Title 9 Investigations
- Daily Perimeter Checks
- Fire, Lockdown, Severe Weather Drills
- Train students and staff for drills
- Expectation Ceremonies
- Suicide Hotline on all student IDs
- Staff Mandate Trainings

School Processes & Programs Strengths

SFA has focused on programs and software systems that will ultimately increase student achievement and engagement and decrease students behaviors and discipline. Each semester teachers review Bronco Basics with their students, which are campus expectations in different areas of the building as well as the classroom. Teachers make sure to review their classroom CHAMPs with their students. We also have PBIS Rewards which students can earn and then use to "buy" a variety of prizes. Also, we focus on our Essential 8 every month to develop students' character traits.

The following is a list of programs that are used to increase student performance:

-District Scopes and Sequences

-PBIS, PBIS Rewards & Bronco Basics

-Essential 8

-SFA Strong

-CHAMPs

-iLit

-Readers' and Writers' Workshops

-GT Training

-Odyssey

-Lesson Design Institute and PLC planning time for tested areas

-Tutors/Tutorials

-Parent and Family Engagement

-Blended Learning

-AVID

-Ecampus

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students engage physically when upset which leads to fights and other aggressive behaviors and interactions amongst students, often fueled by social media/ tech devices.
Root Cause: There are culturally differences and students are not equipped with proper conflict resolution skills.

Problem Statement 2: There seems to be inconsistency amongst the teaching staff in implementing specific phone policy that reduces the major influence that phones/social media have on student behaviors.
Root Cause: Teachers need to consistently implement a phone policy to reduce tech device distraction.

Perceptions

Perceptions Summary

Student Engagement

In general, the number of discipline incidents has decreased as compared to last year. For the 2022-23 school year our incident total was 4,058 and the 2023-24 school year count up to May 21st our incident count was 2,333. The frequent offenses at SFA were skipping at a count of 523 and action to cause disruption/disruptive behavior at a count of 269 :

Results from the student survey indicate that:

- Most students who took the survey feel that there are a variety of opportunities for them to be involved in extracurricular activities (band, choir, orchestra, athletics, UIL Academics, school clubs or organizations, etc.) at school.

Staff Engagement

The teacher turnover data as reported on the most recent TAPR was 4.7% (average years of experience at campus), which is consistent with the 4.8 % from the previous year.

2022-23 TAPR (most recent)

Teachers by Years of Experience: Beginning Teachers 22.7 25.2% 10.4% 9.7% 1-5 Years Experience 30.4 33.8% 35.0% 26.3% 6-10 Years Experience 12.3 13.7% 18.8% 20.5% 11-20 Years Experience 14.5 16.1% 23.0% 27.2% 21-30 Years Experience 6.4 7.1% 9.7% 13.3% Over 30 Years Experience 3.8 4.2% 3.1% 2.9%

2021-22 TAPR

Teachers by Years of Experience: Beginning Teachers 11.9 13.9% 8.1% 7.9% 1-5 Years Experience 24.9 29.2% 36.1% 26.7% 6-10 Years Experience 19.3 22.6% 20.2% 20.6% 11-20 Years Experience 18.0 21.0% 21.9% 28.6% 21-30 Years Experience 5.9 6.9% 10.5% 13.2% Over 30 Years Experience 5.4 6.3% 3.2% 2.9%

Family/Parent Engagement

Parent/family participation in campus events has increased as compared to prior years. The most attended events were: SFA Middle School Information Night on 1/19/24 and our Annual Title I meeting # 2 on 12/5/23

Parents/families listed the following as the greatest barriers to participation:

- Family schedule

- Work schedule

Results from the student survey indicate that:

- Most of the students who took the survey feel that adults working at this school treat them respectfully.
- Most of the students who took the survey feel that most of the students who took the survey feel that teachers are available when they need to talk with them.

Perceptions Strengths

As a campus we recognize the importance of involving parents in their children's education to increase academic achievement. We will have two parent and family events; one in the fall and one in the spring. The fall will be a family night in conjunction with the book fair and the spring will focus on campus goal areas based on student performance data.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents feel communication about attendance could be improved.
Root Cause: Parents are not always aware when students are absent vs. tardy

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Accountability Distinction Designations

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: The campus will achieve a score of 63 or higher in Domain 2A on the state accountability system. The staff of Stephen F. Austin Middle School will provide a strong system of tiered instruction in a structured environment of accountability and support to promote student growth.

Performance Objective 1: SFA will support teachers in increasing individual student growth by effectively planning and implementing lessons aligned to the district curriculum, incorporating Seidlitz strategies in the classroom, and providing targeted, relevant professional development. This support aims to increase the Domain 2A score from 61 in 2025 to 63 or higher by the end of May 2026.

High Priority

Evaluation Data Sources: STAAR/EOC Student Growth Reports
TEA Accountability Reports
Local Assessment Data (e.g., district benchmarks aligned to STAAR)
Curriculum-Based Assessments (CBA) Results
Eduphoria/Aware Data Reports (progress monitoring of student growth)
Professional Development Participation Records (sign-ins, agendas, implementation evidence)
Classroom Walkthrough & Observation Data (TTESS and targeted growth strategy monitoring)

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Leverage Title I services to provide comprehensive instructional support through Instructional Coaches who will collaborate with teachers to plan and implement lessons aligned to the district curriculum and incorporate Seidlitz strategies. Coaches will model best instructional practices in classrooms, facilitate ongoing targeted professional development, and support data analysis to close achievement gaps among subgroups. This work will include guiding teachers in using the SFA Data Growth Tracker for each student, completing self-reflection forms, and applying findings during lesson planning to increase student growth and raise the Domain 2A score from 61 in 2025 to 63 or higher by May 2026. **Strategy's Expected Result/Impact:** Implementation of this strategy will ensure teachers deliver data-driven, standards-aligned instruction that incorporates Seidlitz strategies, resulting in measurable student growth and an increase in Domain 2A scores. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Additional Targeted Support Strategy** **Funding Sources:** Instructional Coach - Title I, A - $290,500			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Teachers will intentionally plan and deliver instruction that supports English Language Learners (ELLs) by monitoring each student's progress according to their individual language proficiency rating. Lesson design will incorporate identified instructional supports and integrate Literacy for Life strategies and the 7 Steps to a Language-Rich Interactive Classroom, which will be visually represented in classrooms and consistently embedded into instruction. Summit K12 will be implemented to provide personalized, targeted language development support. **Strategy's Expected Result/Impact:** Implementation of this strategy will strengthen support for English Language Learners by embedding 7 Steps and Literacy for Life strategies, leading to measurable growth in language proficiency and overall academic achievement. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Additional Targeted Support Strategy** **Funding Sources:** i-Lit, Compass Learning - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Through collaborative teaming, dedicated planning days, and targeted professional development, campus administration and instructional coaches will partner with teachers to strengthen lesson alignment to the TEKS, enhance in-class differentiation, and increase student engagement by integrating real-world experiences and connections. Instruction will emphasize the use of small group instruction to address diverse learner needs and promote measurable student growth. **Strategy's Expected Result/Impact:** Implementation of this strategy will result in consistently TEKS-aligned lessons, increased differentiation, and greater student engagement, leading to improved mastery of standards and higher student achievement. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus - $2,500			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: All teachers will intentionally plan and implement student-centered instructional practices that prioritize active cognitive engagement. This will include the use of rigorous questioning strategies aligned to TEKS and supported by technology tools to enhance interaction and participation. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase student participation and critical thinking through rigorous questioning and technology integration, resulting in higher academic achievement. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Focused note-taking, planners, and composition notebooks will be systematically embedded into lesson planning and delivery across all core subjects. Teachers will model and monitor their use as instructional tools that reinforce Seidlitz strategies, build academic vocabulary, and support students in organizing and applying learning for measurable growth. **Strategy's Expected Result/Impact:** Implementation of this strategy will improve student organization, independence, and academic engagement, resulting in stronger application of learning and measurable growth in student achievement. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Instructional Coaches and appraisers will provide consistent, timely, and targeted observational feedback on lesson implementation to support teachers in refining and strengthening their instructional practices. **Strategy's Expected Result/Impact:** Implementation of this strategy will provide teachers with actionable feedback that improves lesson delivery and instructional practices, leading to increased student engagement and achievement. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: SFA will employ an Associate Dean who will deliver targeted professional development focused on effective learning strategies and monitor their implementation campus-wide. This role will support improving academic performance for all students, including those at risk of not meeting state standards, while also enhancing curriculum enrichment opportunities. **Strategy's Expected Result/Impact:** Implementation of this strategy will provide staff with targeted professional development and consistent monitoring, resulting in reduced achievement gaps and measurable academic growth for all students. **Staff Responsible for Monitoring:** Principal **Funding Sources:** 1 FTE - Title I, A			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Teachers and intervention staff will extend learning time and foster independent reading habits that support lesson planning around student interests and needs, integrating Seidlitz literacy strategies to strengthen comprehension and academic growth across content areas. **Strategy's Expected Result/Impact:** Implementation of this strategy will strengthen student literacy skills, improve comprehension across content areas, and lead to higher STAAR reading performance and academic growth. **Staff Responsible for Monitoring:** Administration ELA Teachers ELA Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus, - Title I, A - $500			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: SFA will implement the AVID program school-wide, ensuring AVID strategies such as focused note-taking, tutoring, and planner use are integrated into lesson planning and delivery. Teachers will receive ongoing AVID PD to align practices with Seidlitz strategies and district curriculum expectations, strengthening student growth in Domain 2A. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase student success through consistent use of AVID strategies, resulting in reduced failure rates, higher retention, and improved college and career readiness. **Staff Responsible for Monitoring:** Administration AVID Teachers and Site Team Instructional Coaches Teachers AVID Tutors **Funding Sources:** Local - Local Funds - Campus, AVID Conference & Materials - Title I, A - $14,000			

Strategy 10 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 10: Implement and sustain a Multi-Tiered System of Supports (MTSS) that includes continuous data analysis and ongoing refinement of student interventions. Regular student planning meetings will be held with parents to collaboratively develop and adjust support plans. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase student achievement through timely, data-driven interventions and foster stronger partnerships with families to support student growth. **Staff Responsible for Monitoring:** Principal MTSS Coordinator (Associate Dean) **Funding Sources:** - Local Funds - Campus			

Strategy 11 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 11: Implement the Texas Instructional Leadership (TIL) Observation Feedback component to strengthen instructional leadership practices, ensuring teachers receive timely, actionable, and supportive feedback aligned to student learning goals. **Staff Responsible for Monitoring:** Principal			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: The campus will achieve a score of 63 or higher in Domain 2A on the state accountability system. The staff of Stephen F. Austin Middle School will provide a strong system of tiered instruction in a structured environment of accountability and support to promote student growth.

Performance Objective 2: By May 2026, 7th and 8th-grade STAAR achievement data will reflect an increase of at least 5 points in 7th and 8th-grade Math Grade Level performance, addressing historically lower math growth rates.

Evaluation Data Sources: District Benchmark Assessments (Math benchmarks aligned to STAAR)
Curriculum-Based Assessments (CBAs) for Math
Eduphoria/Aware Reports
PLC Meeting Minutes and Data Reviews
Classroom Walkthrough & Observation Data

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Data will be analyzed on the campus, class, and student level in math and used when planning for unit tests, mastery checks, and student interventions in order to increase student growth and reduce the achievement gap across all student groups, including White and AA students. **Strategy's Expected Result/Impact:** Implementation of this strategy will improve student achievement in math by ensuring data-driven planning that targets gaps at the campus, class, and student level, resulting in measurable growth for all student groups. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide targeted math support for students reading below grade level by embedding math-specific scaffolds (e.g., vocabulary support, Read 180/System 44 integrated into math classes where appropriate) to ensure reading struggles do not block math success. **Strategy's Expected Result/Impact:** Implementation of this strategy will improve math achievement by reducing the impact of reading difficulties, increasing Lexile levels, and ensuring students can access and master grade-level math content. **Staff Responsible for Monitoring:** Administration Read 180 Teacher **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Math teachers will implement research-based instructional strategies (e.g., Seidlitz's 7 Steps, math talk protocols, and problem-based learning) to increase student engagement in listening, speaking, reading, and writing about mathematics. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase student engagement in math by incorporating research-based practices that improve academic discourse, problem solving, and conceptual understanding, leading to higher STAAR performance. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** Local Campus - Local Funds - Campus - $0			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: At the beginning of the school year, all math teachers will participate in a Math Data Dig, analyzing previous STAAR results for all students and developing individualized student plans focusing on math content and skills needing development, especially for At-Risk students. **Strategy's Expected Result/Impact:** Implementation of this strategy will lead to individualized student plans that address math skill deficits, resulting in improved growth and higher achievement for all students, particularly those at risk. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Increase the amount of quality learning time in math and provide enriched and accelerated curriculum through Imagine Math, targeted interventions, and adaptive online platforms to close achievement gaps and push students to higher levels of math performance. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase the amount of quality math learning time and accelerate student performance by leveraging adaptive online platforms and targeted interventions. **Staff Responsible for Monitoring:** Dean **Funding Sources:** Instructional Resources - Local Funds - Campus - $0			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: A campus-wide math academic vocabulary strategy will be implemented to strengthen student understanding of key math terms and concepts, supporting success on STAAR and classroom assessments. **Strategy's Expected Result/Impact:** Implementation of this strategy will strengthen student mastery of math concepts by developing consistent use of academic vocabulary, leading to improved outcomes on STAAR and classroom assessments. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: SFA will employ tutors to provide targeted math interventions, with a focus on closing achievement gaps for students failing or At Risk of failing state math standards. Tutors will implement small group and one-on-one math support to foster growth and prevent students from falling behind. **Strategy's Expected Result/Impact:** Implementation of this strategy will close math achievement gaps through targeted tutoring support, resulting in measurable gains for students who are failing or at risk of failing math standards. **Staff Responsible for Monitoring:** Principal Dean **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** tutors, prof and para - Title I, A - $35,000			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Math teachers will provide before school, after school, and Saturday School tutorials for students who are not performing at grade level in math, based on local and state assessments. Snacks will be provided to support attendance. **Strategy's Expected Result/Impact:** Implementation of this strategy will improve math achievement by providing extended learning opportunities through before school, after school, and Saturday tutorials, leading to higher student performance on assessments. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Materials & Snacks - Title I, A - $5,000			

No Progress Accomplished Continue/Modify Discontinue

Goal 1: The campus will achieve a score of 63 or higher in Domain 2A on the state accountability system. The staff of Stephen F. Austin Middle School will provide a strong system of tiered instruction in a structured environment of accountability and support to promote student growth.

Performance Objective 3: SFA will strengthen tier-one instruction and promote student growth by reducing instructional time lost to tardiness and excessive out-of-class time. The campus will continue to implement and consistently utilize eCampus to track and reduce student tardies by at least 10% compared to the 2024-2025 school year. Additionally, the campus will continue to implement and utilize eHallpass to monitor restroom and hallway use, ensuring that 90% of students average no more than three passes per day and that total class time missed for non-instructional reasons decreases by at least 15%.

Evaluation Data Sources: eCampus Tardy Reports (weekly and monthly summaries of tardy counts)
eHallpass Usage Data (weekly reports of passes per student and time out of class)

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Consistently utilize the eCampus system to record and monitor student tardies, providing weekly and monthly reports to staff and students to identify trends and implement corrective actions. **Strategy's Expected Result/Impact:** Student tardies will decrease by at least 10% compared to the 2024-2025 school year, resulting in more instructional time and stronger student growth. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Recruit and retain a highly effective staff and support them with ongoing, quality professional development to promote teacher and student growth by ensuring that all staff are highly qualified. By April 2026, 100% of teachers will either be certified in the subject area they are teaching or enrolled in an alternative certification program in that area.

Performance Objective 1: Support the district recruitment plan to ensure the hiring and retention of high-quality staff by partnering with HR and teachers to facilitate enrollment in respected Texas alternative certification programs, ensuring that 100% of teachers are either certified in the subject area they are teaching or enrolled in an alternative certification program for that area by April 2026.

Evaluation Data Sources: Teacher Certification Status Reports (TEA educator certification data)
Alternative Certification Program Enrollment Records (documentation of accepted Texas programs)

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Maintain and expand a comprehensive staff development program that includes training aligned to certification requirements and alternative certification pathways, ensuring teachers gain the credentials and skills necessary to remain highly qualified. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase the number of teachers who are fully certified or enrolled in alternative certification programs while also strengthening retention of high-quality staff. **Staff Responsible for Monitoring:** Administration **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Provide opportunities for certified teachers to earn additional teaching credentials in high-need areas such as ESL and Special Education. **Strategy's Expected Result/Impact:** Implementation of this strategy will expand teacher certifications in high-need areas such as ESL and Special Education, ensuring that all staff are highly qualified and equipped to meet diverse student needs. **Staff Responsible for Monitoring:** Administration Special Education Department Chair LPAC Team **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Actively recruit and retain highly qualified applicants reflective of district demographics, with a priority on bilingual and certified teachers, to ensure equitable staffing across all student populations. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase the number of bilingual and certified teachers on staff, leading to equitable access to high-quality instruction across all student populations. **Staff Responsible for Monitoring:** Administration Hiring Committees **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Create and sustain a teacher-centered culture that supports recruitment and retention by fostering staff recognition, professional growth, and wellness initiatives. **Strategy's Expected Result/Impact:** Implementation of this strategy will improve teacher satisfaction, recognition, and professional growth, resulting in stronger teacher retention and a stable, fully certified staff. **Staff Responsible for Monitoring:** Administration Foundations Team **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Provide professional development opportunities that align to certification requirements and alternative certification program expectations, ensuring teachers gain expertise to remain highly qualified. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase teacher certification rates and improve retention by providing targeted professional learning aligned to certification requirements and pathways. **Staff Responsible for Monitoring:** Principal			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Recruit and retain a highly effective staff and support them with ongoing, quality professional development to promote teacher and student growth by ensuring that all staff are highly qualified. By April 2026, 100% of teachers will either be certified in the subject area they are teaching or enrolled in an alternative certification program in that area.

Performance Objective 2: Foster a culture of continuous professional growth by delivering targeted, relevant professional development opportunities for individual staff and teams, supporting them in implementing effective classroom strategies. Progress will be measured through weekly walkthroughs and documentation of at least 20 hours of professional development completed by each staff member.

Evaluation Data Sources: Weekly Walkthrough Observation Data
Notes and feedback from informal/formal classroom walkthroughs documenting implementation of strategies learned in PD.
Professional Development Attendance Records
Eduphoria reports showing completion of at least 20 hours of relevant PD per staff member.
TIL Coaching and Feedback Documentation

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Provide ongoing professional development on Foundations with follow-up observations to ensure consistent classroom implementation. **Strategy's Expected Result/Impact:** Implementation of this strategy will ensure staff consistently integrate Foundations strategies into daily instruction, resulting in improved classroom management and student engagement as confirmed through PD attendance records and walkthrough data. **Staff Responsible for Monitoring:** Administration Foundations Team Department Heads **TEA Priorities:** Improve low-performing schools - **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Implement professional development on Seidlitz's 7 Steps to a Language-Rich Interactive Classroom, delivered through monthly faculty meetings and PLCs to increase engagement in all classrooms. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase student engagement and academic discourse, as teachers consistently apply Seidlitz's 7 Steps strategies in their classrooms, reinforced by monthly PD and PLC collaboration. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Additional Targeted Support Strategy**			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Provide in-class support and co-teach professional development to ensure effective inclusion of SPED students in their least restrictive environment. **Strategy's Expected Result/Impact:** Implementation of this strategy will strengthen inclusion practices and ensure SPED students are served effectively in their least restrictive environment, leading to higher engagement and academic progress. **Staff Responsible for Monitoring:** Administration Special Education Department **TEA Priorities:** Improve low-performing schools **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Facilitate PLC meetings one time per week during PLC periods, where teachers will collaborate on instructional strategies based on benchmark, unit, and mastery data. **Strategy's Expected Result/Impact:** Implementation of this strategy will enhance instructional planning and alignment, as teachers use PLC collaboration and assessment data to adjust lessons, resulting in improved student achievement across content areas. **Staff Responsible for Monitoring:** Administration Instructional Coaches **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Deliver targeted professional development in Reading/Writing Workshop for ELA teachers, focusing on strategies to support at-risk students and improve academic outcomes. **Strategy's Expected Result/Impact:** Implementation of this strategy will improve student writing outcomes, particularly for at-risk learners, as ELA teachers apply Reading/Writing Workshop strategies learned through targeted PD. **Staff Responsible for Monitoring:** Administrative Team Instructional Coaches			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Ensure all advanced academic core teachers complete the required 30-hour initial GT training or 6-hour annual update to strengthen differentiated instruction for GT students. **Strategy's Expected Result/Impact:** Implementation of this strategy will expand teachers' capacity to differentiate for gifted learners, ensuring GT students receive instruction at the appropriate level and demonstrate increased mastery of STAAR standards. **Staff Responsible for Monitoring:** Principal Dean **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Provide professional development for Aspire/ Odyssey and enrichment teachers to design and implement supplemental learning experiences that foster critical and creative thinking for gifted learners. **Strategy's Expected Result/Impact:** Implementation of this strategy will provide enrichment opportunities that develop critical and creative thinking, resulting in GT students demonstrating higher levels of mastery on assessments and projects. **Staff Responsible for Monitoring:** Director of Advanced Academics Principal Dean **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Monthly faculty meetings will be scheduled and planned by Admin, Foundations, and Instructional Coaches with the purpose of building school culture and improving Tier 1 classroom instruction. **Strategy's Expected Result/Impact:** Implementation of this strategy will improve Tier 1 instruction and overall classroom climate, as monthly faculty meetings build teacher capacity, strengthen school culture, and reduce discipline incidents. **Staff Responsible for Monitoring:** Department Heads Foundations Team Instructional Coaches Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Recruit and retain a highly effective staff and support them with ongoing, quality professional development to promote teacher and student growth by ensuring that all staff are highly qualified. By April 2026, 100% of teachers will either be certified in the subject area they are teaching or enrolled in an alternative certification program in that area.

Performance Objective 3: Sustain and enhance a positive climate, culture, and staff morale at SFA Middle School by implementing targeted initiatives that support professional growth, recognize staff achievements, and address staff needs. Establish a monthly staff recognition initiative and morale-boosting activity to celebrate accomplishments and foster community.

Evaluation Data Sources: Staff Retention Data
Annual retention rates compared year-over-year to measure improvements.
Staff Surveys and Climate Assessments
Exit Interviews or Surveys

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Increase leadership capacity of SFA faculty by providing professional growth opportunities through Foundations/CHAMPS training, leadership committees, book studies, and the Campus Mentoring Program, fostering a culture of shared ownership and staff empowerment. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase staff leadership capacity, strengthen professional growth, and foster a shared culture of accountability and empowerment across the campus. **Staff Responsible for Monitoring:** Administration Foundations Team Department Heads			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Create a positive environment by celebrating and affirming teachers and staff through events such as luncheons, staff night, shout-outs, and Teacher/Staff of the Month. **Strategy's Expected Result/Impact:** Implementation of this strategy will boost staff morale and create a positive campus environment by consistently celebrating and affirming teacher and staff contributions. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
Strategy 3: The Social Committee will host faculty meals every six weeks to support fellowship and strengthen staff morale.	Formative		Summative
Strategy's Expected Result/Impact: Implementation of this strategy will strengthen relationships and staff morale by providing regular opportunities for fellowship and community-building through social gatherings.	Nov	Mar	June
Staff Responsible for Monitoring: Administration Social Committee **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
Strategy 4: Communicate weekly to staff a calendar of events and major activities happening at SFA, ensuring clarity and transparency.	Formative		Summative
Strategy's Expected Result/Impact: Implementation of this strategy will improve communication and staff trust by ensuring all employees are consistently informed about campus events and activities.	Nov	Mar	June
Staff Responsible for Monitoring: Administration **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
Strategy 5: Use Good Things, Affirmations, and Launches at all staff meetings, including faculty meetings, to build positivity and staff connection.	Formative		Summative
Strategy's Expected Result/Impact: Implementation of this strategy will promote positivity and staff connection by incorporating affirmations and relationship-building practices into all meetings.	Nov	Mar	June
Staff Responsible for Monitoring: Administration **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
Strategy 6: Hold a dinner/social activity before the school year to increase morale, foster relationships, and instill staff pride in SFA.	Formative		Summative
Strategy's Expected Result/Impact: Implementation of this strategy will strengthen staff pride and team cohesion by fostering relationships and morale before the school year begins.	Nov	Mar	June
Staff Responsible for Monitoring: Administration Instructional Coaches Department Heads **Funding Sources:** - Local Funds - Campus - General			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Maintain the SFA Staff Handbook in Google for consistent access to procedures, calendars, and expectations, supporting communication and a positive climate. **Strategy's Expected Result/Impact:** Implementation of this strategy will provide staff with consistent access to campus expectations, calendars, and procedures, which will improve clarity, efficiency, and campus climate. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Provide intentional teacher incentives and acknowledgements throughout the year to strengthen culture, morale, and retention. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase teacher motivation, strengthen retention, and reinforce a positive school culture through purposeful incentives and acknowledgements. **Staff Responsible for Monitoring:** Department Heads **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local Funds - Campus			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Ensure a safe and supportive climate for students, staff, and the community that is focused on instruction by implementing proactive behavior systems and consistent expectations. The campus will reduce Level 3 behavior referrals, which directly impact student and campus safety, by at least 10% through targeted interventions, staff training, and positive behavior supports.

Performance Objective 1: Establish and sustain strategies and procedures for all stakeholders to develop a culture of respect, effort, and success. Routines and procedures will be explicitly taught to all campus staff during beginning-of-year professional development, retaught as needed throughout the year, and embedded into student learning through a series of lessons called Bronco Basics.

Evaluation Data Sources: Discipline Data
Sign-in sheets or digital records showing all staff attended the beginning-of-year PD on routines and procedures.
Bronco Basics Lesson Implementation Records

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Teach and reinforce Bronco Basics expectations campus-wide at the start of each semester and throughout the year, ensuring consistent procedures for electronics use, common areas, and classrooms. Leadership committees will review discipline and structure data bi-monthly. **Strategy's Expected Result/Impact:** Implementation of this strategy will ensure consistent adherence to Bronco Basics expectations, leading to reduced discipline referrals, improved student behavior in common areas, and a stronger culture of respect and accountability. **Staff Responsible for Monitoring:** Administration Foundations Committee **Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Implement Foundations/CHAMPS in all classrooms to increase engagement and decrease behavior issues. Teachers will use STOIC strategies and minor misbehavior forms to document and address classroom-managed behaviors. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase student engagement, decrease disruptive behaviors, and maximize instructional time, resulting in improved classroom climate and higher Domain 3 scores. **Staff Responsible for Monitoring:** Administration FoundationsTeam Leadership Team Department Heads **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Promote a culture of effort and success by maintaining a 95%+ attendance rate through recognition programs for perfect attendance and regular parent communication. **Strategy's Expected Result/Impact:** Implementation of this strategy will improve attendance rates, increase ADA, and foster a culture of success through regular recognition of students with excellent attendance and consistent parent communication. **Staff Responsible for Monitoring:** Administration Attendance Clerk Foundations Committee Juvenile Case Worker **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Use the Student Incentives Committee to celebrate student accomplishments in attendance, discipline, athletics, and academics, reinforcing respect and effort. **Strategy's Expected Result/Impact:** Implementation of this strategy will motivate students to excel in multiple areas by celebrating their accomplishments, resulting in higher attendance, reduced discipline referrals, and improved academic performance. **Staff Responsible for Monitoring:** Administration Attendance Clerk Attendance Committee **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Implement the district discipline system with community service, peer mediation, and grade-level teaming to address student needs, prevent violence, and promote responsibility. Student needs will also be addressed through Teaming, MTSS, and Foundations processes. **Strategy's Expected Result/Impact:** Implementation of this strategy will reduce repeat discipline incidents and promote responsibility by addressing student needs through restorative practices, MTSS supports, and structured interventions. **Staff Responsible for Monitoring:** Administration MTSS Team **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Integrate Bronco Basics expectations into Physical Education routines alongside the Physical Fitness Assessment, promoting teamwork, respect, and effort. **Strategy's Expected Result/Impact:** Implementation of this strategy will improve student fitness levels and reinforce respect, teamwork, and effort by embedding Bronco Basics into PE routines alongside the fitness program. **Staff Responsible for Monitoring:** Physical Education Department **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Refer students with chronic attendance issues to the Juvenile Case Worker to support improved daily attendance and reduce dropout risk. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase daily attendance and reduce dropout risk by addressing chronic absenteeism through timely referrals and support from the Juvenile Case Worker. **Staff Responsible for Monitoring:** Assistant Principals **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Implement the eHallPass system to monitor student movement and maximize instructional time, reinforcing a culture of responsibility and focus. **Strategy's Expected Result/Impact:** Implementation of this strategy will maximize instructional time, reduce unnecessary time out of class, and reinforce student accountability through consistent use of eHallPass. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - District			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Ensure a safe and supportive climate for students, staff, and the community that is focused on instruction by implementing proactive behavior systems and consistent expectations. The campus will reduce Level 3 behavior referrals, which directly impact student and campus safety, by at least 10% through targeted interventions, staff training, and positive behavior supports.

Performance Objective 2: SFA will proactively review student and staff needs to ensure resources are provided for safety and success. The Safe and Civil Schools Foundations Team will meet regularly to review campus data, identify areas needing improvement, and recommend revisions to procedures.

Evaluation Data Sources: Safe and Civil Schools Foundations Team Meeting Records
Agendas, minutes, and attendance logs from each meeting documenting discussions, data reviews, and action steps.
Behavior Referral Data
Copies of updated campus procedures and communication logs showing when and how changes were shared with staff and students.
Surveys, focus groups, or informal feedback on school climate, safety, and clarity of behavior expectations.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Ensure teachers have the materials and resources they need for quality instruction, including classroom libraries, by discussing needs in department meetings and providing procedures for supply requests. **Strategy's Expected Result/Impact:** Implementation of this strategy will ensure that teachers and students, including those identified as At-Risk, have consistent access to instructional materials and supplies, supporting equitable learning opportunities and academic success. **Staff Responsible for Monitoring:** Administration Department Heads Counselors **Additional Targeted Support Strategy** **Funding Sources:** instructional resources - Title I, A - $217			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Require students to use planners as organizational tools for homework, tutorial scheduling, and hallway passes, supporting consistency in routines and student success. **Strategy's Expected Result/Impact:** Implementation of this strategy will improve student organization, responsibility, and academic performance by reinforcing consistent routines through the required use of planners. **Staff Responsible for Monitoring:** Administration Teachers **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Provide access to instructional technology programs to support differentiated instruction and student engagement. The C&I Team will review usage data to ensure resources meet student needs. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase student engagement and close learning gaps by providing differentiated instruction and targeted support through instructional technology programs. **Staff Responsible for Monitoring:** Administration Instructional Coaches Curriculum Enrichment Teachers **Additional Targeted Support Strategy**			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Provide all students with academic advising and information on CTE pathways to ensure students are supported with resources for informed curriculum and career decisions. **Strategy's Expected Result/Impact:** Implementation of this strategy will improve student awareness of academic and career options, resulting in more informed decision-making and increased enrollment in CTE pathways. **Staff Responsible for Monitoring:** Counselors **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 5: Deliver prevention and education lessons on harassment, bullying, and online safety through Bronco Basics to increase student awareness and reduce incidents. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase student awareness of harassment, bullying, and online safety, resulting in a decrease in related discipline incidents and an overall safer campus environment. **Staff Responsible for Monitoring:** Administration Counselors Foundations Committee **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 6: Utilize the Student Advisory Committee to gather feedback on student needs, supporting proactive planning for safety and success. **Strategy's Expected Result/Impact:** Implementation of this strategy will ensure student needs are heard and addressed, leading to proactive improvements in campus safety, climate, and student success. **Staff Responsible for Monitoring:** Administration **Additional Targeted Support Strategy** **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Maintain a systematic plan for purchasing and sustaining student technology (computers, accessories, Tru Touch materials) to ensure resources remain current and aligned to student needs. **Strategy's Expected Result/Impact:** Implementation of this strategy will guarantee that technology resources remain up-to-date and aligned to student learning needs, resulting in improved access to digital tools and higher academic achievement. **Staff Responsible for Monitoring:** Principal Technology Services **Funding Sources:** Student computers, accessories - Title I, A - $25,000			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Implement an efficient mobile ID station system with technological support to strengthen campus safety and maximize instructional time. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase instructional time and strengthen campus safety by ensuring efficient student check-in and monitoring systems through a mobile ID station. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Local Funds - Campus - $0			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: Provide AVID students with exploration activities and field trips to post-secondary institutions to expand access to resources that support long-term success in college and careers. **Strategy's Expected Result/Impact:** Implementation of this strategy will expand student awareness of post-secondary opportunities, fostering long-term readiness for college and careers. **Staff Responsible for Monitoring:** AVID teachers Administration **TEA Priorities:** Connect high school to career and college			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Ensure a safe and supportive climate for students, staff, and the community that is focused on instruction by implementing proactive behavior systems and consistent expectations. The campus will reduce Level 3 behavior referrals, which directly impact student and campus safety, by at least 10% through targeted interventions, staff training, and positive behavior supports.

Performance Objective 3: Develop and nurture school-family-community partnerships through consistent communication and by hosting one parent or community engagement event each semester to promote high academic achievement and the successful development of all students.

Evaluation Data Sources: Event Attendance Records
Sign-in sheets, RSVPs, or digital check-ins from parent/community engagement events.
Event Agendas & Materials
Copies of newsletters, social media posts, call logs, emails, or flyers used to promote events and share information.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Invite parents and families to attend two Title I Annual Meetings on different dates/times to maximize participation, build relationships, and educate families about their role in supporting student success and Title I accountability. **Strategy's Expected Result/Impact:** Implementation of this strategy will increase parent and family participation, strengthen home-school relationships, and build understanding of Title I accountability and family roles in student success. **Staff Responsible for Monitoring:** Administration Campus Leadership Team **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** PFE Resources, Snacks, Translation Services - Title I, A - $500			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Create and distribute the Family Engagement Policy and Home/School Compact digitally and in home languages, making copies available in the office for families on request. **Strategy's Expected Result/Impact:** Implementation of this strategy will improve parent engagement by ensuring families clearly understand campus policies and expectations through accessible, language-inclusive communication. **Staff Responsible for Monitoring:** Administration **Funding Sources:** PFE Resources, Snacks, Translation Services - Title I, A - $500			

Strategy 3 Details	Reviews		
Strategy 3: Provide all communications to families in English and Spanish and share consistent updates via social media, newsletters, and the campus website.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Implementation of this strategy will increase family access to important school updates and promote greater parent involvement through consistent bilingual communication channels. **Staff Responsible for Monitoring:** Administration Bilingual Office Staff **Funding Sources:** - Local Funds - Campus			

Strategy 4 Details	Reviews		
Strategy 4: Hold quarterly CPIC committee meetings to review/update the CIP, compact, policy, and budget, ensuring family input. Offer flexible meeting times, snacks, childcare, and translation services to support parent participation.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Implementation of this strategy will ensure families have a meaningful voice in campus decisions, resulting in stronger collaboration and transparency through regular CPIC meetings. **Staff Responsible for Monitoring:** Administration CPIC Committee **Funding Sources:** PFE Resources, Snacks, Translation Services - Title I, A - $1,598			

Strategy 5 Details	Reviews		
Strategy 5: Gather parent and student input through semester surveys and a suggestion box available for concerns and ideas.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Implementation of this strategy will increase parent engagement by providing regular opportunities for families to share input, leading to responsive adjustments that address student and community needs. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local Funds - Campus			

Strategy 6 Details	Reviews		
Strategy 6: Maintain and expand the Welcome Center to provide families access to information on campus, district, and student resources.	Formative		Summative
	Nov	Mar	June
Strategy's Expected Result/Impact: Implementation of this strategy will strengthen school-family connections by giving families consistent access to campus, district, and student resources through the Welcome Center. **Staff Responsible for Monitoring:** Front Office Staff **Funding Sources:** - Local Funds - Campus			

Strategy 7 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 7: Host grade-level transition meetings for parents and students, including translation for Spanish-speaking families, to support academic and social transitions. **Strategy's Expected Result/Impact:** Implementation of this strategy will support students and families in making smooth academic and social transitions, resulting in stronger preparedness for high school. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local Funds - Campus			

Strategy 8 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 8: Offer flexible parent/community engagement events such as Family Involvement Nights scheduled at various times to maximize participation. **Strategy's Expected Result/Impact:** Implementation of this strategy will expand family participation and strengthen community partnerships by offering engagement events at flexible times to meet diverse schedules. **Staff Responsible for Monitoring:** Dean Department Heads **Funding Sources:** PFE Resources, Snacks, Translation Services - Title I, A - $1,000			

Strategy 9 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 9: Distribute parent involvement and instructional materials at extracurricular events to ensure at-risk student families have access to academic support resources. **Strategy's Expected Result/Impact:** Implementation of this strategy will ensure that at-risk families receive instructional resources and academic support materials, leading to stronger parent involvement and student success. **Staff Responsible for Monitoring:** Administration Counselors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** PFE Resources, Snacks, Translation Services - Title I, A - $1,000			

No Progress Accomplished Continue/Modify Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	8	Teachers and intervention staff will extend learning time and foster independent reading habits that support lesson planning around student interests and needs, integrating Seidlitz literacy strategies to strengthen comprehension and academic growth across content areas.
3	1	1	Teach and reinforce Bronco Basics expectations campus-wide at the start of each semester and throughout the year, ensuring consistent procedures for electronics use, common areas, and classrooms. Leadership committees will review discipline and structure data bi-monthly.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Leverage Title I services to provide comprehensive instructional support through Instructional Coaches who will collaborate with teachers to plan and implement lessons aligned to the district curriculum and incorporate Seidlitz strategies. Coaches will model best instructional practices in classrooms, facilitate ongoing targeted professional development, and support data analysis to close achievement gaps among subgroups. This work will include guiding teachers in using the SFA Data Growth Tracker for each student, completing self-reflection forms, and applying findings during lesson planning to increase student growth and raise the Domain 2A score from 61 in 2025 to 63 or higher by May 2026.
1	1	2	Teachers will intentionally plan and deliver instruction that supports English Language Learners (ELLs) by monitoring each student's progress according to their individual language proficiency rating. Lesson design will incorporate identified instructional supports and integrate Literacy for Life strategies and the 7 Steps to a Language-Rich Interactive Classroom, which will be visually represented in classrooms and consistently embedded into instruction. Summit K12 will be implemented to provide personalized, targeted language development support.
1	1	3	Through collaborative teaming, dedicated planning days, and targeted professional development, campus administration and instructional coaches will partner with teachers to strengthen lesson alignment to the TEKS, enhance in-class differentiation, and increase student engagement by integrating real-world experiences and connections. Instruction will emphasize the use of small group instruction to address diverse learner needs and promote measurable student growth.
2	1	1	Maintain and expand a comprehensive staff development program that includes training aligned to certification requirements and alternative certification pathways, ensuring teachers gain the credentials and skills necessary to remain highly qualified.
2	1	2	Provide opportunities for certified teachers to earn additional teaching credentials in high-need areas such as ESL and Special Education.
2	2	1	Provide ongoing professional development on Foundations with follow-up observations to ensure consistent classroom implementation.
2	2	2	Implement professional development on Seidlitz's 7 Steps to a Language-Rich Interactive Classroom, delivered through monthly faculty meetings and PLCs to increase engagement in all classrooms.
3	1	2	Implement Foundations/CHAMPS in all classrooms to increase engagement and decrease behavior issues. Teachers will use STOIC strategies and minor misbehavior forms to document and address classroom-managed behaviors.
3	2	1	Ensure teachers have the materials and resources they need for quality instruction, including classroom libraries, by discussing needs in department meetings and providing procedures for supply requests.
3	2	2	Require students to use planners as organizational tools for homework, tutorial scheduling, and hallway passes, supporting consistency in routines and student success.
3	2	3	Provide access to instructional technology programs to support differentiated instruction and student engagement. The C&I Team will review usage data to ensure resources meet student needs.
3	2	4	Provide all students with academic advising and information on CTE pathways to ensure students are supported with resources for informed curriculum and career decisions.
3	2	5	Deliver prevention and education lessons on harassment, bullying, and online safety through Bronco Basics to increase student awareness and reduce incidents.

Goal	Objective	Strategy	Description
3	2	6	Utilize the Student Advisory Committee to gather feedback on student needs, supporting proactive planning for safety and success.

State Compensatory

Budget for Stephen F. Austin Middle School

Total SCE Funds: $225,698.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

SFA will use SCE funds to provide instructional coaches, tutors, intervention resources, and subscriptions, student computers, staff development materials, and professional development travel and registration fees to supplement the regular education program for students identified of at risk for dropping out of school.

Personnel for Stephen F. Austin Middle School

Name	Position	FTE
IC	Instructional Coach	2

Title I Personnel

Name	Position	Program	FTE
Associate Dean	Dean of Instruction	Instructional Support	1
IC	Instructional Coach	Instructional Support	4

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	i-Lit, Compass Learning		$0.00
1	1	3			$2,500.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	8			$0.00
1	1	9	Local		$0.00
1	1	10			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3	Local Campus		$0.00
1	2	4			$0.00
1	2	5	Instructional Resources		$0.00
1	2	6			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	2	1			$0.00
2	2	3			$0.00
2	2	4			$0.00
2	2	6			$0.00
2	2	7			$0.00
2	2	8			$0.00
2	3	2			$0.00
2	3	3			$0.00

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	4			$0.00
2	3	5			$0.00
2	3	6		General	$0.00
2	3	7			$0.00
2	3	8			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	1	6			$0.00
3	1	7			$0.00
3	2	2			$0.00
3	2	4			$0.00
3	2	5			$0.00
3	2	6			$0.00
3	2	8			$0.00
3	3	3			$0.00
3	3	5			$0.00
3	3	6			$0.00
3	3	7			$0.00
				Sub-Total	$2,500.00

Local Funds - District					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	8			$0.00
				Sub-Total	$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Coach		$290,500.00
1	1	7	1 FTE		$0.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$500.00
1	1	9	AVID Conference & Materials		$14,000.00
1	2	7	tutors, prof and para		$35,000.00
1	2	8	Materials & Snacks		$5,000.00
3	2	1	instructional resources		$217.00
3	2	7	Student computers, accessories		$25,000.00
3	3	1	PFE Resources, Snacks, Translation Services		$500.00
3	3	2	PFE Resources, Snacks, Translation Services		$500.00
3	3	4	PFE Resources, Snacks, Translation Services		$1,598.00
3	3	8	PFE Resources, Snacks, Translation Services		$1,000.00
3	3	9	PFE Resources, Snacks, Translation Services		$1,000.00
				Sub-Total	$374,815.00

Bryan Independent School District

Sul Ross Elementary

2025-2026 Campus Improvement Plan



Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Value Statement

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

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Comprehensive Needs Assessment

Revised/Approved: May 8, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

2025 Sul Ross Summary

In the spring of 2025, the Ross Elementary CNA Planning Team met on 4/9/25 and 5/8/25 to conduct a comprehensive needs assessment of the entire school.

The planning team was made up of the following stakeholders

Principal:			**Community/Business:**		
Danielle Legg	Principal	Facilitator	Wiley Tarver	Community	Participant 3
Teachers:			Sharon Allmon	Community	Participant 4
Medina	Teacher	Participant 3			
Bennett	Teacher	Participant4	**Other School Leaders:**		
Cain	Teacher	Participant 2	Aubrey Rives	Asst. Principal	Lead 1
Pittman	Teacher	Lead 4	Toi Davis	Counselor	Lead 2
Colvin	Teacher	Lead 3	**Paraprofessionals:**		
Sullivan	Teacher	Participant 1	Amanda Ricks	SAILS IA	Participant 3
Olivarez	Teacher	Participant 4	**Lori Doriocourt**	ICS IA	Participant 2
Hall	Rdng Int.	Participant 1	**Pupil Services Personnel:**		
SPED Staff:					
Mason	Teacher	Participant 1			
Odeh	Teacher	Participant 4	**Students (secondary):**		
Parents:					
Christina Provacek	Parent	Participant 1			
Khristie Zobel	Parent	Participant 3	**Other:**		
Allison Pennington	Parent	Participant 2			

Areas examined during this process included demographics, student academic achievement, perceptions, and processes and programs.

Data sources analyzed by the committee included academic data, parent, staff and student surveys, discipline data, TELPAS, demographics, attendance, and retention rates. As a result of this needs assessment, the following areas of strengths and needs emerged.

Strengths

- Raccoon U intervention block
- Family engagement
- Teacher retention

- Foundations/CHAMPS structures

Needs

- Increase student attendance
- Continue efforts to improve the classroom environment (structures, community) to decrease behavior incidents
- Improve academic performance of sub groups specified in Domain 3
- Improve student to student interactions

Due to needs assessment findings, attendance, classroom environment, academic performance (Domain 3) and student to student interactions were identified as targeted areas of need. We will continue to build on our strengths while adding attendance incentives more frequently, academic focus and tracking for Domain 3, and increased professional development to improve the classroom environment and student to student interactions to continue to grow and improve as a campus for the 2025-26 school year.

Title I, Element 1

Demographics

Demographics Summary

Sul Ross is an elementary school in Bryan, Texas, in the Bryan ISD school district. Bryan ISD is located in the center of Brazos County. The city of Bryan is home to approximately 84,000 (Census Bureau, 2020). Of these individuals, 18% are African American, 38% are White, and 41% are Hispanic. The median household income for Bryan, TX is $49,181 with 23.5% of the people living in poverty (Census Bureau, 2020). Just over 80% of individuals over 25 have a high school diploma and 28% have a Bachelor's degree or higher.

For the 2024-2025 school year, we have 476 students in grades pre kindergarten - fourth. Of our 476 students, 159 (33.4%) are African American, 118 are White (24.79%) and 161 (33.82%) are Hispanic. These percentages have remained stable over the past three years. The following programs are housed on our campus: SAILS, BEST, and Explore.

Looking at other information, we see that we have 74.58 % that are economically disadvantaged and 4.2% that are limited emergent bilingual students. We have 22 students in our SAILS program, 12 (2.1) % in our BEST program, 78 (16.3%) in our Explore program along with 18.70% and 20.6% in our Gifted and Talented and Special Education programs respectively. These percentages have remained stable over the past 3 years.

There are 35 total teachers at Sul Ross Elementary. Of that number 8.5% are African American, 77.1% are White, and 14.3% are Hispanic. The average years of experience is between 5-10 years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Discipline referral data is not representative of the campus demographics.
Root Cause: Students lack self regulation skills and teachers need more professional development on how to assist students with regulating emotion.

Student Learning

Student Learning Summary

For 2023, Ross Elementary School had an Overall Domain Rating of 78-C. The Student Achievement Rating was 74-C, the School Progress Rating was 80-B, and the Closing the Gaps Rating was 72-C.

For 2024 Ross Elementary School had an Overall Domain Rating of 78-C. The Student Achievement Rating was 74-C, the School Progress Rating was 80-B and the Closing the Gaps Rating was a 73-C.

2023 STAAR results were disaggregated by student race/ethnicity, economically disadvantaged status, emergent bilingual status, and special education status. Because of the numerous changes in the test, comparisons from prior years cannot be made. 2024 results have been shared and we are disaggregating them currently, although overall scores remained stable when compared to the 2023 school year.

For 2023, Students performed at or above the state average at Meets Grade Level for the following grades/subjects: 37% in 3rd grade reading, 42% in 3rd grade math, 54% in 4th grade math, and 46% in 4th grade reading.

0% of Emergent BIlingual kindergarten students, 33.3% of first grade students, 0% of second and third grade students, and 66.7% of fourth grade students taking TELPAS scored at Advanced High.

Based on the 2023 STAAR Domain I (student achievement) and an analysis of meets/masters grade level performance by sub-groups, 75% of economically disadvantaged students did not meet grade level expectations in reading and 72% of economically disadvantaged students did not meet grade level expectations in math.

The following academic support programs are available on campus: Reading intervention, Special Education (resource, SAILS, and BEST), and Explore Highly Gifted Academy.

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, especially with regard to meeting the needs of students/families living in

poverty.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who are eligible for free or reduced lunches do not perform at the same level on STAAR as their peers.
Root Cause: Professional development for teachers to meet the academic and social emotional needs of Low SES students.

School Processes & Programs

School Processes & Programs Summary

Staff are evaluated annually according to district policy. Support is provided to staff based on need. Ross uses support from instructional coaches to help struggling teachers and students. Ross also recruits current student teachers. Ross gives teachers a lot of opportunities to participate in decision making on the campus. EX: Creating school wide lesson plans for different high needs areas around the school. Ross has EOY surveys for teachers and staff to complete to identify areas of strength and need. Ross conducts data digs after DBA's and other major assessments for teachers to look at student achievement, and create action plans. After each concept quiz Ross looks at most missed questions during PLC and plans for ways to reteach.
Professional development is planned based on district initiatives, observation results, student academic performance, teacher needs, etc. This year, teachers participated in the following professional development opportunities….

Foundations
Data Digs
APs on Behavior
Special Education on Behavior Strategies
Reading Small group instruction
Planning PLCs
Makerspace
Productive Struggle
Feedback

For the current school year, participation in various programs can be seen in the table below:

Program	Participation Rate
Special Education	20.49
Bilingual/ESL/EB	2.64
Gifted & Talented	17.24
Dyslexia	3.25
At-Risk	75.05

Program	Participation Rate
CTE	

In general, the number of discipline incidents has stabilized as compared to prior years. The frequent offenses at Ross were: in the classroom, punching/kicking. The campus continues to implement Safe and Civil Schools. Additionally, Ross uses the following procedures to reduce the overuse of discipline practices:

Foundations training and implementation of common area expectations, CHAMPS implementation, daily social skills lessons to include E8 each week, team building and classroom structures that encourage a positive classroom community.

School safety is addressed through monthly safety committee meetings, safety drills (lockdown, fire, shelter in place, severe weather), security officer, and reviewing safety protocols during August PD and throughout the year.

Attendance decreased slightly from the previous year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Attendance lightly decreased from 94.37% for the 22-23 school year to 94.16 for the 23-24 school year.
Root Cause: Educate families on the importance of consistent school attendance and how it correlates to reading skills and high school graduation.

Perceptions

Perceptions Summary

In general, the number of discipline incidents has decreased significantly. The frequent offenses were punching/kicking. Most incidents ocur in the classroom of teachers who are new to Ross.

Results from the student survey indicate that students and parents feel their children are safe and Ross and are receiving a quality education. Students feel that the peer to peer interactions can be negative at times which influences students lack of desire to come to school.

The teacher turnover data as reported on the most recent TAPR was 80% which was an increase from the previous 2 years.

Parent/family participation in campus events has increased as compared to prior years. The most attended events were Meet the Teacher, Family Fitness Night, Field Day, music performances and EOY awards and promotion ceremonies.

Parents/families listed the following as the greatest barriers to participation.

Transportation

Work Schedule

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students perceive an increase in negative student to student interactions which impedes their desire to come to school.
Root Cause: Students need to be taught appropriate positive student to student interactions in a variety of situations.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Support effective implementation of the District's curriculum and best practices in 21st century learning to assist all students in meeting State standards.

Performance Objective 1: The Domain 1 scale score for 3rd and 4th grade reading and math will increases by June 2026.

High Priority

Evaluation Data Sources: Informal and formal observations, PLC data digs, District Based Assessments, Fall and Spring Benchmarks, ECRs and SCRs, small group anecdotal teacher notes, individual student growth goals, progress monitoring, STAAR

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: To increase learning time, promote a well-rounded education, and extend opportunities to all students, teachers will utilize the District curriculum and resources to provide and protect quality Tier 1 instruction. **Strategy's Expected Result/Impact:** Increase of reading levels, mastery of grade level content shown on mastery checks, concept checks, concept quizzes, Map testing, DBAs, and STAAR. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Instructional Resources - Title I, A - $5,000			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: All grade level teachers will meet weekly with the administration team and instructional coaches to review, evaluate and analyze student data. An action plan will be created for growing all students, particularly those at-risk for failing State academic standards or dropping out of school. **Strategy's Expected Result/Impact:** Progress monitoring of student achievement. Increase achievement of low performing students. Closing of achievement gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Support effective implementation of the District's curriculum and best practices in 21st century learning to assist all students in meeting State standards.

Performance Objective 2: By increasing student-centered experiences and differentiation through small-group instruction and interventions, such as tutoring, improvement will be seen in BOY, MOY and EOY District assessments.

High Priority

Evaluation Data Sources: Informal & formal observations, lesson plans, PLC meeting evidence, District Based Assessments, Spring Benchmarks, BOY/MOY/EOY MAP data, ECRs & SCRs, STAAR

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Instructional Coaches will meet with teachers throughout the year to review a variety of data (MAP, Benchmarks, Concept Quizzes, DBAs, etc.) to regroup small groups so individual student needs can be targeted and met. **Strategy's Expected Result/Impact:** Improved student achievement data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Teachers will track individual student progress through anecdotal notes and monitor interventions being used in Branching Minds. **Strategy's Expected Result/Impact:** Improved student achievement data. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Professional tutors will be hired to support interventions and address needs of all students, particularly at-risk. **Strategy's Expected Result/Impact:** Improved student achievement. Closing academic gaps. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Professional Tutoring - Title I, A - $45,000			

No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Support a culture and climate that encourages a shared responsibility for a positive learning environment.

Performance Objective 1: Through a variety of Tier 1 classroom structures and interventions, students who receive discipline referrals and/or DMC placements will decrease by May 2026.

Evaluation Data Sources: The number of discipline referrals, DMC logs, and observation and walkthrough feedback on implementation of PBIS processes.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: The Ross Foundations team will plan, train and monitor implementation of Safe and Civil Schools Foundations, CHAMPS and CKH best practices through August PD and additional trainings throughout the year. **Strategy's Expected Result/Impact:** Improve school culture to decrease discipline referrals and/or DMC placements which will increase learning time and improve academic achievement. **Staff Responsible for Monitoring:** Instructional Leadership, Counselor, Foundations Team **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Guidance lessons will be delivered monthly by the school counselor with a focus on Essential 8 characteristics to reduce violence, bullying and improve at-risk student performance. **Strategy's Expected Result/Impact:** Promote a positive school culture and climate. **Staff Responsible for Monitoring:** Counselor **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Administration will create a welcoming committee (RRC) for new to Ross students and parents to acclimate them to the school community. The counselor or designee will meet the student and engage the student in a new to Ross lunch group and teachers will have a plan in place to provide support and friendship to new students upon their arrival. **Strategy's Expected Result/Impact:** Incoming new students will acclimate to Ross quickly and focus on learning to increase academic achievement. **Staff Responsible for Monitoring:** Admin, Counselor, Teacher(s)			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: Two Educational Aides will be hired to help support instruction and overall student success in the classroom setting. **Strategy's Expected Result/Impact:** Increase in Tier 1 instruction for all students. **Staff Responsible for Monitoring:** Educational Aide **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Educational Aide - Title I, A			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: A highly effective workforce will be recruited and retained to support student success.

Performance Objective 1: Support the District's recruitment plan to ensure the hiring of quality individuals for Ross Elementary, while also creating an environment that is conducive to retaining effective employees.

High Priority

Evaluation Data Sources: Teacher retention data, employee surveys, PBIS surveys, campus culture & climate

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: Utilize a campus based committee of teachers, administrators and/or other stakeholders to interview and hire high quality applicants for openings throughout the campus who will support and fulfill the mission and vision of Sul Ross and Bryan ISD. **Strategy's Expected Result/Impact:** Increase teacher retention. **Staff Responsible for Monitoring:** Principal, Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Professional development opportunities will be provided based on CNA, district initiatives and individual teacher and student needs throughout the school year. **Strategy's Expected Result/Impact:** Increased competency in instructional practices to increase teacher retention which will impact academic achievement. **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Improve low-performing schools			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: New teachers will be assigned a mentor and participate in the Ross Induction Program (RIP) meetings to increase their knowledge and skills as a support in accomplishing Ross and Bryan ISD expectations so that teachers can experience success. **Strategy's Expected Result/Impact:** Increase teacher retention rates. **Staff Responsible for Monitoring:** Mentor Teacher Coordinators **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 4: The Teacher Incentive Allotment (TIA) will be implemented to promote teacher retention through financial rewards and recognition for high quality teaching which will be measured through T-TESS and student growth measures. **Strategy's Expected Result/Impact:** Increase in teacher retention rates. **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals			

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Strengthen relational capacity between the school community, families, employees and students.

Performance Objective 1: By implementing attendance incentives, student attendance will increase by .20%.

High Priority

Evaluation Data Sources: Daily and YTD attendance rates, late arrivals, early pickups and individual class attendance records.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: The attendance committee will develop a system of rewards and incentives to motivate students and parents to ensure students are in school a minimum of 90% of the time. **Strategy's Expected Result/Impact:** Increase in student attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Funding Sources:** Rewards - Local Funds - Campus			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Individual students and classes will set attendance goals and track their attendance daily. **Strategy's Expected Result/Impact:** Increase student attendance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers			

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Strengthen relational capacity between the school community, families, employees and students.

Performance Objective 2: Consistent communication across grade levels will increase parent involvement during all family engagement events.

High Priority

Evaluation Data Sources: Parent & employee surveys, attendance records, discipline, and climate & culture data.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 1: All families will be invited to meetings including BOY informational meetings, Title 1 annual meetings, parent orientation, academic events, PTO, etc. that are offered at flexible times, simultaneously online, to meet as many family schedules as possible. **Strategy's Expected Result/Impact:** Reduce barriers to increase family engagement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, All Teachers **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** SMART Snacks, Parent Instructional Resources - Local Funds - Campus - $2,801, Instructional Materials - Title I, A - $472			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 2: Parent feedback will be highly encouraged through multiple family surveys and requests for input at parent meetings. The Campus Improvement Plan, Parent Family Engagement Policy & Home-School Compacts are jointly developed in the Spring with families. Each will be shared at annual Title 1 annual meetings, BOY informational meetings, as well as, at fall parent-teacher conferences. All will be made available in English & Spanish, be posted on the campus' website, and copies will be available at the front office upon request. **Strategy's Expected Result/Impact:** Positive family-school partnerships. **Staff Responsible for Monitoring:** Principal, Teachers **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Mar	June
Strategy 3: Ross educates teachers, with parent input, on the value of the contribution of parents and how to effectively communicate to work as equal partners throughout the year. **Strategy's Expected Result/Impact:** Positive family-school partnerships. **Staff Responsible for Monitoring:** Assistant Principal, Teachers **ESF Levers:** Lever 3: Positive School Culture			

No Progress | Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Local Funds - Campus					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	Rewards		$0.00
4	2	1	SMART Snacks, Parent Instructional Resources		$2,801.00
				Sub-Total	$2,801.00

Title I, A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Resources		$5,000.00
1	2	3	Professional Tutoring		$45,000.00
2	1	4	Educational Aide		$0.00
4	2	1	Instructional Materials		$472.00
				Sub-Total	$50,472.00

12. **Closed Session**

12.A. District Cybersecurity update — Texas Government Code 551.0761

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

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

13. **Reconvene in Open Session**

14. **Adjourn**

Posted: Tuesday, September 16, 2025, at 5:45 PM



For the Board of Trustees